

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition				
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
Analysis of Results					
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
The overall students performance in the EMBA program. Ratio of assigned versus failed students should not exceed 10%.	Direct assessing. Measuring new students versus students in program and the respective yearly failed students ratio (not successfully graduate with master thesis).	A maximal ratio of 10% failed students was expected. Over the last 3 years, none of the students have failed.	At this level of program, it was expected that the ratio should be as low as possible. However, the preparation of the master thesis takes often longer than the foreseen six months. Through intensified mentoring 100% of the students were finally able to accomplished their tasks.	As a conclusion, the students are still in the program, however its agreed to foster and motivate the students to faster finish the program. Additional support has been provided.	
The overall EMBA student program satisfaction based on KPI. Must reach a 80% and higher satisfaction.	Indirect assessing. Response from EMBA students in program based on a regularly conducted survey. The KPI are: - Program is demanding (blue) - Increasing personal competencies (red) - Theoretical background vs. Applied (green) - Benchmark (black-line) 1 = 2015 2 = 2016 3 = 2017	The measured KPI in 2015, 2016, 2017 always exceeded the targeted 80% benchmark.	The overall good response in the measured KPI underlines the quality and performance of the program. It furthermore also demonstrates the value of the program for the students in their job.	Although the response exceeded the targeted benchmark, the program was regularly improved to ensure a balanced level of theoretical and applied elements.	

<p>Module Exams: Research Methodology (Average > 16 = > 80%) Transfer Competencies (Average > 32 = > 80%) Business Competencies (Average > 32 = > 80%)</p>	<p>Measurement Instrument: Module Papers Type: Direct, formative, internal</p>	<p>Data for the years 2015-2016-2017 Research Methodology 18 18 17 Transfer Competencies 31 33 32 Business Competencies 33 33 35</p>	<p>Research Methodology The results are stable above the target of 16; the change is within the range of statistical variation Transfer Competencies The results are stable above the target of 32; the change is within the range of statistical variation Business Competencies The results are stable above the target of 32; there was an increase from 33 to 35 in the last</p>	<p>The improvement in "Business Competencies" was due to special attention given to solving real life business situations in the courses which was positively reflected in the module papers. Attention is given to maintain the good work of the faculty.</p>	<table border="1"> <caption>Module Exams: Average Credits per Evaluation Rubric</caption> <thead> <tr> <th>Year</th> <th>Research Methodology (max. 20)</th> <th>Transfer Competencies (max. 40)</th> <th>Business Competencies (max. 40)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>18</td> <td>31</td> <td>33</td> </tr> <tr> <td>2016</td> <td>18</td> <td>33</td> <td>33</td> </tr> <tr> <td>2017</td> <td>17</td> <td>32</td> <td>35</td> </tr> </tbody> </table>	Year	Research Methodology (max. 20)	Transfer Competencies (max. 40)	Business Competencies (max. 40)	2015	18	31	33	2016	18	33	33	2017	17	32	35
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<p>Master-Thesis: Research Methodology (Average > 16 = > 80%) Transfer Competencies (Average > 32 = > 80%) Business Competencies (Average > 32 = > 80%)</p>	<p>Measurement Instrument: Master-Thesis (Capstone) Type: Direct, summative, internal</p>	<p>Data for the years 2015-2016-2017 Research Methodology 17 18 18 Transfer Competencies 31 33 34 Business Competencies 31 31 35</p>	<p>Research Methodology The results are stable above the target of 16; the change is within the range of statistical variation Transfer Competencies The results improved above the target of 32 in the last two years; Business Competencies The results improved above the target of 32 in the last year; ; there was an increase from 31 to 35. in the last years.</p>	<p>Transfer Competencies The main reason for the improvement is a greater rigor in the proposal phase and the thesis coaching process. Business Competencies Part of the positive increase is due to greater attention given to solving practical business problems at course level already. The other reason is a greater rigor in the proposal phase and the thesis coaching process. Attention is given to maintain the good work of the faculty.</p>	<table border="1"> <caption>Master Thesis: Average Credits per Evaluation Rubric</caption> <thead> <tr> <th>Year</th> <th>Research Methodology (max. 20)</th> <th>Transfer Competencies (max. 40)</th> <th>Business Competencies (max. 40)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>17</td> <td>31</td> <td>31</td> </tr> <tr> <td>2016</td> <td>18</td> <td>33</td> <td>31</td> </tr> <tr> <td>2017</td> <td>18</td> <td>34</td> <td>35</td> </tr> </tbody> </table>	Year	Research Methodology (max. 20)	Transfer Competencies (max. 40)	Business Competencies (max. 40)	2015	17	31	31	2016	18	33	31	2017	18	34	35
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<p>The students performance record in the BASc in Management (NDS-HF) program should meet targeted performance of 80%.</p>	<p>Direct assessing. Measuring students performance results of the individual modules completed during the program (immediate when the module is completed) on a yearly basis</p>	<p>As expected, the overall students performance in the measured modules exceeds the targeted quote of 80%.</p>	<p>The individual modules are very well monitored by the study management and campus managers as well as the faculty is highly committed to contribute to support the students. Students at this senior level fully understand the value of the program and take it overall very serious and are dedicated to the program</p>	<p>The study management, the program manager in the campuses as well as the dedicated faculty continue to support and foster the students to perform at their best.</p>	<table border="1"> <caption>Performance Record - BASc in Management (NDS HF) Program</caption> <thead> <tr> <th>Quarter</th> <th>Achieved</th> <th>Target</th> </tr> </thead> <tbody> <tr><td>Q2-15</td><td>91%</td><td>80%</td></tr> <tr><td>Q3-15</td><td>92%</td><td>80%</td></tr> <tr><td>Q4-15</td><td>93%</td><td>80%</td></tr> <tr><td>Q1-16</td><td>94%</td><td>80%</td></tr> <tr><td>Q2-16</td><td>92%</td><td>80%</td></tr> <tr><td>Q3-16</td><td>96%</td><td>80%</td></tr> <tr><td>Q4-16</td><td>94%</td><td>80%</td></tr> <tr><td>Q1-17</td><td>98%</td><td>80%</td></tr> <tr><td>Q2-17</td><td>97%</td><td>80%</td></tr> <tr><td>Q3-17</td><td>99%</td><td>80%</td></tr> <tr><td>Q4-17</td><td>98%</td><td>80%</td></tr> </tbody> </table>	Quarter	Achieved	Target	Q2-15	91%	80%	Q3-15	92%	80%	Q4-15	93%	80%	Q1-16	94%	80%	Q2-16	92%	80%	Q3-16	96%	80%	Q4-16	94%	80%	Q1-17	98%	80%	Q2-17	97%	80%	Q3-17	99%	80%	Q4-17	98%	80%																			
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<p>Provide and attractive BASc in Business Administration (HFW) program which offers students a broad range of competencies and values in the job/and business.</p>	<p>Comparative assessing. Comparing the current program of the HSO which is based on the curriculum which the government provides, and the value of the program in the Swiss market and against other programs.</p>	<p>A recently conducted research from the ODEC (Association for the BASc in Business Administration) has showed, that the program overall meet the expected value of the program.</p>	<p>Comparing the curriculum of the program and the conducted data points in the satisfaction survey and comparing the data with the recently conducted research of the ODEC association, it underlines and confirms the value of the program</p>	<p>Although the program and the lecturing target the required competencies, we will continue to constantly improve the program based on employers' expectations and market trends.</p>	<p>Die wichtigsten Kompetenzen in Zukunft für die Diplomierten HF</p> <table border="1"> <thead> <tr> <th>Kompetenz</th> <th>Anzahl</th> </tr> </thead> <tbody> <tr><td>Führungskompetenz</td><td>131</td></tr> <tr><td>Fachkompetenz</td><td>114</td></tr> <tr><td>Sozialkompetenz</td><td>93</td></tr> <tr><td>Praxisbezug</td><td>81</td></tr> <tr><td>Kommunikationsfähigkeit</td><td>75</td></tr> <tr><td>Anpassungsfähigkeit/Reaktivität</td><td>58</td></tr> <tr><td>Fachwissen</td><td>55</td></tr> <tr><td>Umsetzungsstärke (Theorie zu Praxis)</td><td>54</td></tr> <tr><td>Vernetztes Denken und Handeln</td><td>52</td></tr> <tr><td>Selbständigkeit/Selbstkompetenz</td><td>51</td></tr> <tr><td>Interdisziplinäre Kompetenzen</td><td>50</td></tr> <tr><td>Sprach-/Fremdsprachkenntnisse</td><td>46</td></tr> <tr><td>Lösungsorientiertes Denken/Handeln</td><td>46</td></tr> <tr><td>Teamfähigkeit</td><td>39</td></tr> <tr><td>Bezug zu neuen Technologien</td><td>37</td></tr> <tr><td>Entscheidungskompetenz</td><td>34</td></tr> <tr><td>Analytisches Denken/Vorgehen</td><td>24</td></tr> <tr><td>Methodenkompetenz</td><td>18</td></tr> <tr><td>Motivations- und Coachingfähigkeit</td><td>17</td></tr> <tr><td>Innovationsfähigkeit/innovatives Denken</td><td>16</td></tr> <tr><td>Allgemeinwissen/generalistisches Wissen</td><td>16</td></tr> <tr><td>Kreativität</td><td>15</td></tr> <tr><td>Konfliktfähigkeit</td><td>15</td></tr> <tr><td>Aufgeschlossenheit/Offenheit gegenüber Veränderungen</td><td>14</td></tr> <tr><td>Weiterbildungsbereitschaft</td><td>13</td></tr> <tr><td>Organisationsfähigkeit</td><td>13</td></tr> <tr><td>Führungsbereitschaft</td><td>13</td></tr> <tr><td>Betriebswirtschaftliche Kompetenzen</td><td>13</td></tr> <tr><td>Eigenmotivation</td><td>12</td></tr> <tr><td>Zukunftorientierung</td><td>11</td></tr> <tr><td>Projektmanagement</td><td>10</td></tr> </tbody> </table>	Kompetenz	Anzahl	Führungskompetenz	131	Fachkompetenz	114	Sozialkompetenz	93	Praxisbezug	81	Kommunikationsfähigkeit	75	Anpassungsfähigkeit/Reaktivität	58	Fachwissen	55	Umsetzungsstärke (Theorie zu Praxis)	54	Vernetztes Denken und Handeln	52	Selbständigkeit/Selbstkompetenz	51	Interdisziplinäre Kompetenzen	50	Sprach-/Fremdsprachkenntnisse	46	Lösungsorientiertes Denken/Handeln	46	Teamfähigkeit	39	Bezug zu neuen Technologien	37	Entscheidungskompetenz	34	Analytisches Denken/Vorgehen	24	Methodenkompetenz	18	Motivations- und Coachingfähigkeit	17	Innovationsfähigkeit/innovatives Denken	16	Allgemeinwissen/generalistisches Wissen	16	Kreativität	15	Konfliktfähigkeit	15	Aufgeschlossenheit/Offenheit gegenüber Veränderungen	14	Weiterbildungsbereitschaft	13	Organisationsfähigkeit	13	Führungsbereitschaft	13	Betriebswirtschaftliche Kompetenzen	13	Eigenmotivation	12	Zukunftorientierung	11	Projektmanagement	10
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Betriebswirtschaftliche Kompetenzen	13																																																																				
Eigenmotivation	12																																																																				
Zukunftorientierung	11																																																																				
Projektmanagement	10																																																																				