

Table 4.1 - Standard 4 Student Learning Assessment									
Use this table to supply data for Criterion 4.1.									
Performance Indicator		You must provide assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results.							
1. Student Learning Results		A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination,							
		Analysis of Results							
Identified in Criterion 4.2		Identified in Criterion 4.1		Identified in Criterion 4.3		Identified in Criterion 4.4		Identified in Criterion 4.3	
Approach		Deployment (Do not use course grades or GPA)		Results		Improvement Action Taken or Improvement made		Insert Graphs or Tables of Trends (3-5 data points) Report sample or population size n = #	
Program Learning objectives SLO1, SLO2, etc.		What is your measurement instrument or process?		What are your current results?		What did you learn from the results?		What did you improve or what is your next step?	
Measurable Goals 80%, 5.5 or above, etc.		(Indicate type of instrument) direct, formative, internal, comparative							
1) Programs: AS Business Administration; AAS Business Professional; 2) LO 5 for both programs: Use current software applications to present data in written reports, oral and visual presentations. 3) 70% of students will be rated effective or exceptional in the "use current software applications to present data in written reports, oral and visual presentations" as measured by Presentation Development, Reasoning and Persuasion, Visual Considerations		Assignment is given in BUS 215, Principles of Management, our capstone class. Use of a rubric to assess PowerPoint and presentation skills. Type: Summative, Internal		Most of the students demonstrated proficiency in Power Point.(FA 2021: n= 53; FA 2022: n = 37)		Most PowerPoint slides were satisfactory, with a an effective combination of text and graphics/ tables/ diagrams. Some presentation slides were clear, free of clutter, and reflected research content accurately; others were cluttered and lacked consistency. Some oral presentations were well rehearsed and delivered; others reflected superficial topic knowledge.		Continue to monitor and to teach Power Point and oral presentation skills in BUS 119, Business Information Systems. Continue to provide opportunities for students to present in their business classes.	
1) Programs: AS Business Administration; AAS Business Professional; 2) LO 5 for both programs: Use current software applications to present data in written reports, oral and visual presentations; 3) 70% of students will be rated effective or exceptional in "Ability to write professionally" as measured by Thesis and Focus, Support/Research and Sentence Structure.		Assignment is given in BUS 215, Principles of Management, our capstone class. Use of a rubric to assess writing and research skills. Type: Summative, Internal		Students continue to struggle with crafting thesis statements, maintaining writing focus, and providing credible research to support the thesis. (FA 2021: n=85; FA 2022: n = 86)		Students need to improve their academic writing style, moving from opinion to third-person analysis. Students should provide more in-depth research and analysis. Many students do not utilize academic sources properly. Students should improve the quality of their citations. There was significant progress in the exploration of research topics, as well as the quality of concluding paragraphs.		Continue to review academic writing guidelines and presentation best practices early in the term. Provide examples of high quality business writing. Utilize the Writing Skills module developed for the BUS 215 class by the English department. Focus on identification of credible academic sources. Encourage students to attend business writing workshops and to use the campus Writing Center.	
1) Programs: AS Business Administration; AAS Business Professional; 2) Learning outcomes: 1, 2, 3, 4, 6, and 7 for both programs. Learning outcomes are provided in ACBSP standard 4. 3) Students will achieve a minimum of 70% overall and for each of the learning outcomes		Business Outcomes Assessment Test (BOAT) - This test is given to students in ACC 112, but will start to be given in BUS 215 in Fall 2023. Most of these students are in the Business Administration Program (P2110). Type: Summative, Internal		In the aggregate, total results exceeded the goal. (FA 2021: n=43; FA 2022: n = 74)		Progress in the learning outcomes for accounting was noted, yet there is still room for improvement. Two of the economics questions and accounting should be reworded for improved clarity.		Accounting tutoring and the computer classroom will continue to enhance instructional efforts. The accounting professors will continue to emphasize the differences between accounts payable and accounts receivable. In addition, two accounting questions and two economics questions will be reworded for the 2022 BOAT administration for greater clarity.	
1) Programs: AS Business Administration; AAS Business Professional; 2) Learning Outcome 1 for both programs. Learning outcomes are provided in ACBSP standard 4. 3) Students will achieve a minimum of 70% overall and for each group of questions mapped to the learning outcomes associated with the finance course(s) taken.		Finance Assessment - This test is given to students in the core finance classes (Principles of Finance, Money and Banking, Investment Principles). Students that have taken at least two of the above classes are eligible. Most of these students are in the Business Administration Program (P2110). Type: Summative, Internal		The 2021 and 2022 learning outcomes overall were a fraction below the benchmark, and were above the benchmark for those who had taken the respective course(s). For the Investment Principles outcomes, results have been below benchmark. (FA 2021: n=23; FA 2022 n =7)		The 2022 results reflect similar outcomes compared to 2021, although the number of students taking the assessment decreased significantly in 2022. Overall results for Investment Principles was low as many students had not taken the Investments course.		Continue to evaluate the assessment and finance course delivery. Future assessments will be conducted concurrently/ after final exams.	
								Results	
								Course	
								BUS 211, Money & Banking	
								BUS 212, Princ. of Finance	
								BUS 218, Investments	
								Overall	
								Overall	