

Table 4.1 - Standard 4 Student Learning Assessment

Use this table to supply data for Criterion 4.1

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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	<p>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, professional performance, licensure examination). Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative - An assessment conducted during the student's education.</p> <p>Summative - An assessment conducted at the end of the student's education.</p> <p>Internal - An assessment instrument that was developed within the business unit.</p> <p>External - An assessment instrument that was developed outside the business unit.</p> <p>Comparative - Compare results to external students using data from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc.</p>				
Identified in Criterion 4.2		Identified in Criterion 4.1		Analysis of Results	
Approach	Deployment (Do not use course grades or GPA)	Results	Analysis of Results	Improvement Action Taken or Improvement made	Identified in Criterion 4.3 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?	
<u>Measurable Goals</u> 80%, 5.5 or above, etc.	(Indicate type of instrument) direct, formative, internal, comparative				
ASB - Associate of Science in Business					
BUS 1200 Business Career Seminar SLO - Professionalism Students will be able to design an educational and/or career pathway that establishes a direction for their overall professional goals. Goal - Students score 2 or above on each section of the rubric.	Direct, formative, internal comparative data (standardized rubric)	On average, students are surpassing the goal of 2 or higher in all of the rubric categories.	Overall, students are learning what we want them to learn in this course and the adjustments we have made from year to year are helping students understand and meet expectations consistently.	As we evaluate the results each year, we will continue to make adjustments to the course.	
BUS 1270 Strategic Selling - Sales Presentation SLO - Communication Students will be able to deliver oral presentations that are customized for the intended audience, well organized, and effectively delivered. Goal - Students score 3 or above on each section of the rubric.	Direct, formative, internal comparative data (standardized rubric)	Students are surpassing the goal of 3 or higher in the majority of the rubric categories.	Needs assessment is needing some additional review. First Impression / Approach are consistent.	Invite local sales professional to give relationship sales example. Additional attention on SPIN Selling with examples to improve Needs Assessment.	

Table 4.1 Student Learning

<p>BUS 1270 Strategic Selling - Reflection Assignment</p> <p>SLO - Communication Students will be able to deliver oral presentations that are customized for the intended audience, well organized, and effectively delivered.</p> <p>Goal - Students score 2 or above on each section of the rubric.</p>	<p>Direct, Formative, Internal Comparative data (standardized reflection rubric).</p>	<p>Students are surpassing the goal of 2 or higher in all of the rubric categories.</p>	<p>Depth, Complete, and Connections are consistent. Writing quality has some fluctuation.</p>	<p>Consider using a group discussion format for increased relevancy and application.</p>	<p>BUS 1270 Average Scores Reflection Assignment</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Spring 2020 n=72</th> <th>Fall 2020 n=30</th> <th>Spring 2021 n=69</th> <th>Fall 2021 n=82</th> </tr> </thead> <tbody> <tr> <td>Depth</td> <td>2.8</td> <td>2.8</td> <td>2.8</td> <td>2.8</td> </tr> <tr> <td>Complete</td> <td>2.8</td> <td>2.8</td> <td>2.8</td> <td>2.8</td> </tr> <tr> <td>Connections</td> <td>2.8</td> <td>2.8</td> <td>2.8</td> <td>2.8</td> </tr> <tr> <td>Writing Quality</td> <td>2.8</td> <td>2.8</td> <td>2.8</td> <td>2.8</td> </tr> </tbody> </table> <p>Goal: 2.0</p> <p>Rubric Scale 0-3 3 = Outstanding 2 = Proficient (Goal) 1 = Needs Improvement</p>	Category	Spring 2020 n=72	Fall 2020 n=30	Spring 2021 n=69	Fall 2021 n=82	Depth	2.8	2.8	2.8	2.8	Complete	2.8	2.8	2.8	2.8	Connections	2.8	2.8	2.8	2.8	Writing Quality	2.8	2.8	2.8	2.8																													
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<p>BUS 2010 - Business Computer Proficiency - Integrated Project</p> <p>SLO - Technology Students will be able to complete a project using business technology to solve real-world business problems in a changing and dynamic workplace.</p> <p>Students will be able to produce professional-looking documents and projects using industry-standard hardware and software tools.</p> <p>Goal - Students score 2 or above on each section of the rubric.</p>	<p>Direct, Formative, Internal Comparative data (standardized project rubric).</p>	<p>Students are surpassing the goal of 2 or higher in the majority of the rubric categories.</p>	<p>Queries, Integration, and Writing quality are the lowest areas in the rubric scoring.</p>	<p>The next step is to consider revising the project and rubric. Possibly provide better instructions or examples of expectations for the queries, integration, and writing quality.</p>	<p>BUS 2010 Signature Assignment - Average Scores Integrated Excel and Access Project</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Spring 2020 n=34</th> <th>Fall 2020 n=20</th> <th>Spring 2021 n=30</th> <th>Fall 2021 n=20</th> <th>Spring 2022 n=36</th> </tr> </thead> <tbody> <tr> <td>Tables</td> <td>2.8</td> <td>2.8</td> <td>2.8</td> <td>2.8</td> <td>2.8</td> </tr> <tr> <td>Queries</td> <td>2.2</td> <td>2.2</td> <td>2.2</td> <td>2.2</td> <td>2.2</td> </tr> <tr> <td>Forms and Reports</td> <td>2.7</td> <td>2.7</td> <td>2.7</td> <td>2.7</td> <td>2.7</td> </tr> <tr> <td>Relationships</td> <td>2.8</td> <td>2.8</td> <td>2.8</td> <td>2.8</td> <td>2.8</td> </tr> <tr> <td>Integration</td> <td>2.5</td> <td>2.5</td> <td>2.5</td> <td>2.5</td> <td>2.5</td> </tr> <tr> <td>Format</td> <td>2.6</td> <td>2.6</td> <td>2.6</td> <td>2.6</td> <td>2.6</td> </tr> <tr> <td>Writing Quality</td> <td>2.5</td> <td>2.5</td> <td>2.5</td> <td>2.5</td> <td>2.5</td> </tr> <tr> <td>Ethical</td> <td>2.8</td> <td>2.8</td> <td>2.8</td> <td>2.8</td> <td>2.8</td> </tr> </tbody> </table> <p>Goal: 2.0</p> <p>Rubric Scale 0-3 3 = Outstanding 2 = Proficient (Goal) 1 = Needs Improvement</p>	Category	Spring 2020 n=34	Fall 2020 n=20	Spring 2021 n=30	Fall 2021 n=20	Spring 2022 n=36	Tables	2.8	2.8	2.8	2.8	2.8	Queries	2.2	2.2	2.2	2.2	2.2	Forms and Reports	2.7	2.7	2.7	2.7	2.7	Relationships	2.8	2.8	2.8	2.8	2.8	Integration	2.5	2.5	2.5	2.5	2.5	Format	2.6	2.6	2.6	2.6	2.6	Writing Quality	2.5	2.5	2.5	2.5	2.5	Ethical	2.8	2.8	2.8	2.8	2.8
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<p>BUS 2050 - Business Law</p> <p>SLO - Substantive Knowledge Students will be able to apply knowledge of local and national laws as they relate to business.</p> <p>Goal - Students score 3 or above on each section of the rubric.</p>	<p>Direct, Formative, Internal Comparative data (standardized project rubric).</p>	<p>Students are surpassing the goal of 3 or higher in all rubric categories.</p>	<p>Allowing students to practice throughout the semester has improved student performance.</p>	<p>Seek industry professionals to observe student performance and calibrate performance.</p>	<p>BUS 2050 Signature Assignment - Average Scores You Be The Judge - Signature Assignment</p> <table border="1"> <caption>Approximate Average Scores from Chart</caption> <thead> <tr> <th>Category</th> <th>Spring 2020 (n=45)</th> <th>Fall 2020 (n=24)</th> <th>Spring 2021 (n=47)</th> <th>Fall 2021 (n=24)</th> <th>Spring 2022 (n=49)</th> </tr> </thead> <tbody> <tr> <td>Legal Issues</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> </tr> <tr> <td>Legal Rules</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> </tr> <tr> <td>Facts Favorable</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> </tr> <tr> <td>Likely Outcome</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> </tr> <tr> <td>Organization and Language</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> </tr> <tr> <td>Presentation</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> </tr> <tr> <td>Questions</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> </tr> <tr> <td>Unfavorable Arguments</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> </tr> </tbody> </table> <p>Rubric Scale 0-4 4 = Outstanding 3 = Proficient (Goal) 1-2 = Needs Improvement</p>	Category	Spring 2020 (n=45)	Fall 2020 (n=24)	Spring 2021 (n=47)	Fall 2021 (n=24)	Spring 2022 (n=49)	Legal Issues	3.8	3.8	3.8	3.8	3.8	Legal Rules	3.8	3.8	3.8	3.8	3.8	Facts Favorable	3.8	3.8	3.8	3.8	3.8	Likely Outcome	3.8	3.8	3.8	3.8	3.8	Organization and Language	3.8	3.8	3.8	3.8	3.8	Presentation	3.8	3.8	3.8	3.8	3.8	Questions	3.8	3.8	3.8	3.8	3.8	Unfavorable Arguments	3.8	3.8	3.8	3.8	3.8
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