



## ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS & PROGRAMS

The Accreditation Council for Business Schools and Programs (ACBSP) is a leading specialized accreditation association for business education. ACBSP accredits business, accounting, and business-related programs at the associate, baccalaureate, master, and doctorate degree levels worldwide. By evaluating aspects of leadership, strategic planning, relationships with stakeholders, quality of academic programs, faculty credentials, and educational support, ACBSP assesses whether or not business programs offer a rigorous educational experience and commitment to continuous quality improvement.

ACBSP's student-centered teaching and learning approach ensures students gain the right skills from their educational investment. Institutions with programs accredited by ACBSP are committed to continuous improvement that ensures business programs deliver students the skills employers want.

West Georgia Technical College earned ACBSP Accreditation in Accounting, Business Technology, Business Management, and Marketing Management in 2011. Business Healthcare Technology is in review status for accreditation consideration. Business programs submit Quality Assurance (QA) Reports year four and year eight of the accreditation cycle. These reports initiate preparatory steps for the reaffirmation of the accreditation process culminating with a self-study submission—the latest, of which, was submitted July 2021.



Table 7.1 below provides data for enrollment, retention, awards (graduates), and placement for ACBSP-accredited programs in AY 2018, AY 2019, and AY 2020. Table 4 below connects to Student Learning Results as measured and reported to ACBSP in the most recent self-study.

### **Business Unit's Statement of Mission**

The School of Business and Public Services, a division of West Georgia Technical College, provides program learning opportunities to enhance academic, occupational, and professional knowledge and skills. These opportunities prepare graduates for job acquisition, retention, and advancement.

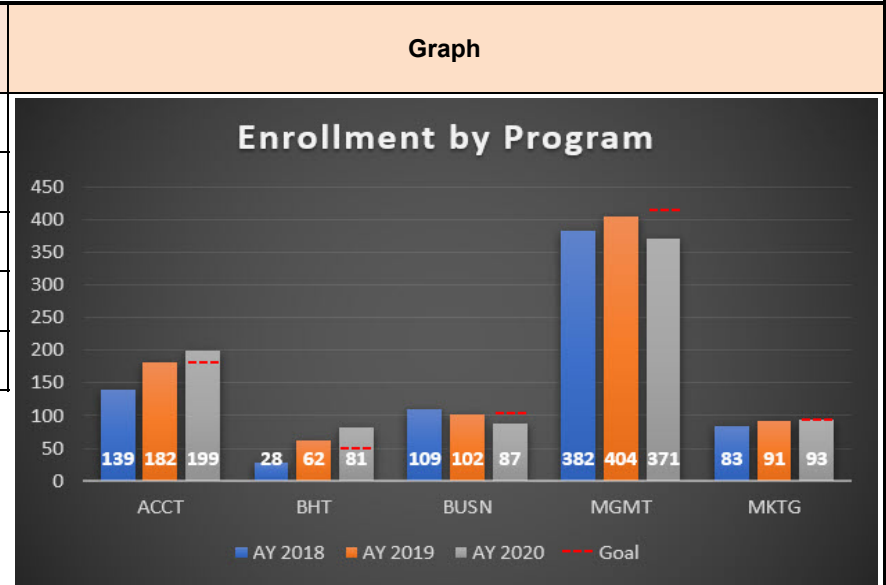
**Table 7.1 - Standard 7 Student Achievement**

The table below provides results for each program accredited or to accredit.

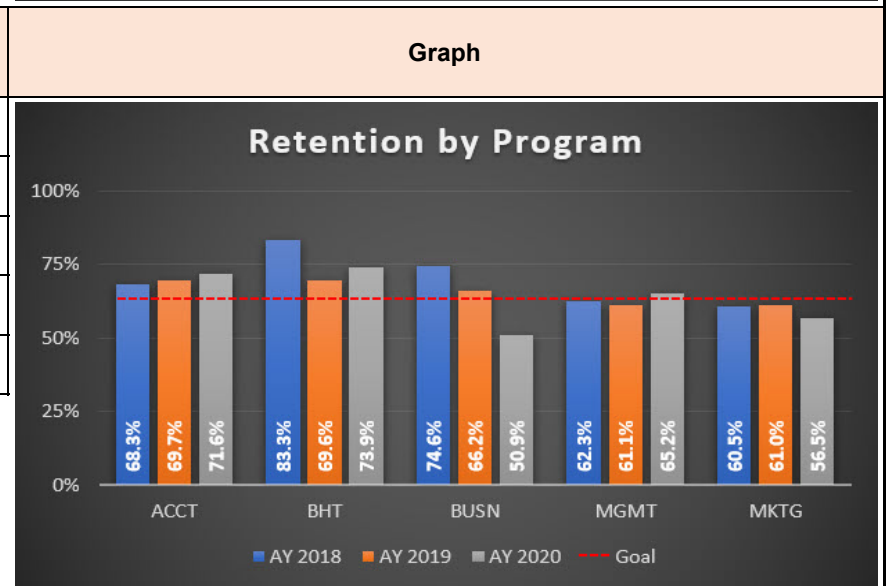
**Student Achievement**

Business unit web page link: <https://www.westgatech.edu/wp-content/uploads/2021/07/Business-Unit-Web-Page.pdf>

<b>Enrollment by Program</b> <i>*Source TCSG, KMS Report, TEC0127</i>	<b>Goal 2020 = +2%</b>	<b>Results 2020</b>
AAS Accounting (AC13)	186	199
AAS Business Healthcare Technology (BHT3)	63	81
AAS Business Management (MD13)	412	371
AAS Business Technology (BA23)	104	87
AAS Marketing Management (MM13)	93	93



<b>Retention by Program</b> <i>*Source TCSG, KMS Report, TEC0362</i>	<b>Goal 2020 ≥ 63%</b>	<b>Results 2020</b>
AAS Accounting (AC13)	63%	71.6%
AAS Business Healthcare Technology (BHT3)	63%	73.9%
AAS Business Management (MD13)	63%	65.2%
AAS Business Technology (BA23)	63%	50.9%
AAS Marketing Management (MM13)	63%	56.5%



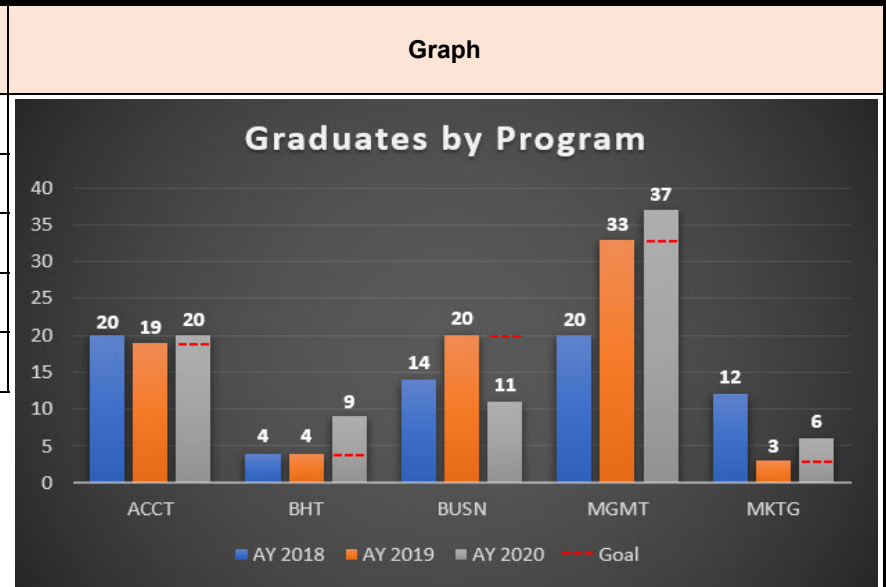
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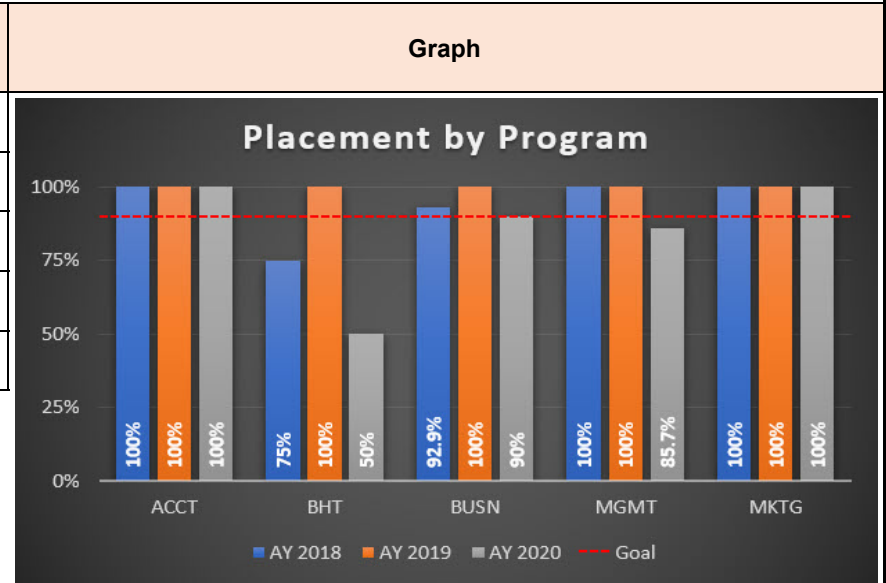
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<b>Graduates by Program</b> <i>*Source TCSG, KMS Report, TEC0109</i>	<b>Goal 2020 = + Growth</b>	<b>Results 2020</b>
AAS Accounting (AC13)	19	20
AAS Business Healthcare Technology (BHT3)	4	9
AAS Business Management (MD13)	33	37
AAS Business Technology (BA23)	20	11
AAS Marketing Management (MM13)	3	6



<b>Placement by Program</b> <i>*Source TCSG, KMS Report, TEC0112</i>	<b>Goal 2020 ≥ 90%</b>	<b>Results 2020</b>
AAS Accounting (AC13)	90%	100%
AAS Business Healthcare Technology (BHT3)	90%	50%
AAS Business Management (MD13)	90%	85.7%
AAS Business Technology (BA23)	90%	90%
AAS Marketing Management (MM13)	90%	100%



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<b>ACCOUNTING DEGREE PROGRAM SLOs</b>																						
<b>Program Learning Outcome 1:</b> Demonstrate a thorough understanding of basic accounting foundational concepts.																						
<b>SLO 1:</b> In ACCT 1100, Financial Accounting I, 70% of students will complete a final exam with a minimum score of 70% based on an established grading rubric.		Direct, formative, internal Final Exam	Fall 2019 and Spring 2020 60.8% (152 of 250) of students completed the exam with a score of 70% or greater.	Although the expectation was not met, there was an 8% increase in student success from AY 2018 to AY 2019 and a 10% increase from AY 2019 to AY 2020 due to the use of chapter quizzes, objective tests, and a midterm exam, which prepared students for the final exam.	For AY 2021, instructors plan to perform an item analysis for the final exam to identify possible confusing questions or areas that may need more class coverage in an attempt to target students who were only 1 or 2 missed questions away from meeting the criteria of 70%. These students account for 8% (22 out of 250) of all AY 2020 ACCT 1100 students.	<table border="1"> <caption>Accounting Student Learning Outcome 1 Measured in ACCT 1100</caption> <thead> <tr> <th>Year</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>AY 2018</td> <td>92</td> <td>215</td> <td>43%</td> </tr> <tr> <td>AY 2019</td> <td>115</td> <td>224</td> <td>51%</td> </tr> <tr> <td>AY 2020</td> <td>152</td> <td>250</td> <td>61%</td> </tr> </tbody> </table>	Year	Met	Completed	% Met	AY 2018	92	215	43%	AY 2019	115	224	51%	AY 2020	152	250	61%
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<b>Program Learning Outcome 2:</b> Analyze and record financial transactions.																						
<b>SLO 2:</b> In ACCT 1115, Computerized Accounting, 70% of students will complete the Comprehensive Review with a grade of 70% or higher based on an established grading rubric.		Direct, formative, internal Comprehensive Review	Fall 2018 and Spring 2019 76.7% (23 of 30) of students completed the review with a score of 70% or higher.	Outcome has been met consistently with varying degrees of success.	The outcome will be retained and faculty will identify assessment alternatives.	<table border="1"> <caption>Accounting Student Learning Outcome 2 Measured in ACCT 1115</caption> <thead> <tr> <th>Year</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>AY 2017</td> <td>19</td> <td>21</td> <td>91%</td> </tr> <tr> <td>AY 2018</td> <td>20</td> <td>28</td> <td>71%</td> </tr> <tr> <td>AY 2019</td> <td>23</td> <td>30</td> <td>77%</td> </tr> </tbody> </table>	Year	Met	Completed	% Met	AY 2017	19	21	91%	AY 2018	20	28	71%	AY 2019	23	30	77%
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**ACCOUNTING DEGREE PROGRAM SLOs**

<b>Program Learning Outcome 3:</b> Prepare financial statements.					
<b>SLO 3:</b> In ACCT 1115, Computerized Accounting, 70% of students will complete the comprehensive review with a grade of 70% or higher based on an established grading rubric.	Direct, formative, internal Comprehensive Review	Fall 2019 and Spring 2020 95.2% (20 of 21) of students completed the review with a score of 70% or higher.	Expectation was met. Instructors believe this is a good assessment that incorporates the application of Accounting knowledge and effective communication skills. In addition, instructors want to continue to monitor the results as there was a 18% increase in student success from AY 2019 to AY 2020.	Although the expectation was met, instructors plan to assess again in AY 2021 for additional comparative results to ensure continued student success.	

<b>Program Learning Outcome 4:</b> Prepare tax forms.					
<b>SLO 4:</b> In ACCT 1125, Individual Tax Accounting, 70% of students will complete a final exam requiring the preparation of federal income tax forms with a grade of 70% or higher based on an established grading rubric.	Direct, formative, internal Final Exam	Fall 2019 and Spring 2020 40.8% (20 of 49) of students completed the exam with a score 70% or greater.	The outcome was not met for the current academic year. The results for AY 2018 and 2019 were successful.	The implementation of a new text and assessment in AY 2018 was expected to increase the level of student success. Current results indicate the need for instructors to retain the measure and assess in AY 2021.	

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**ACCOUNTING DEGREE PROGRAM SLOs**

**Program Learning Outcome 5:** Demonstrate an understanding of payroll laws and the computation of wages, salaries, and taxes affecting employers and employees.

<p><b>SLO 5:</b> In ACCT 2115, Bookkeeper Certification Review, Mastering Payroll Test, 70% of students will score 70% or greater.</p>	<p>Direct, formative, internal Mastering Payroll Test</p>	<p>Fall 2019 0% (0 of 5) of students completed the test with a score 70% or greater.</p>	<p>Results indicate that the outcome was not met using the assessment in this course.</p>	<p>The measure will be retained for the next cycle using an assessment in Payroll Accounting (ACCT 1130).</p>	<table border="1"> <caption>Accounting Student Learning Outcome 5 Data</caption> <thead> <tr> <th>Year</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>AY 2018</td> <td>7</td> <td>11</td> <td>64%</td> </tr> <tr> <td>AY 2019</td> <td colspan="3">No data available (course offering canceled)</td> </tr> <tr> <td>AY 2020</td> <td>0</td> <td>5</td> <td>0%</td> </tr> </tbody> </table>	Year	Met	Completed	% Met	AY 2018	7	11	64%	AY 2019	No data available (course offering canceled)			AY 2020	0	5	0%
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**Program Learning Outcome 6:** Demonstrate proficiency in maintaining accounting processes for a business in a computerized accounting software program.

<p><b>SLO 6:</b> In ACCT 1115, Computerized Accounting, 70% of students will complete the Comprehensive Review with a grade of 70% or higher based on an established grading rubric.</p>	<p>Direct, formative, internal Comprehensive Review</p>	<p>Fall 2019 and Spring 2020 95.2% (20 of 21) of students completed the review with a score of 70% or greater.</p>	<p>The outcome was met with increased student success.</p>	<p>Because a new text was adopted in AY 2018, instructors plan to assess again in AY 2021 to ensure this assessment, based on a new text, provides similar, comparative data.</p>	<table border="1"> <caption>Accounting Student Learning Outcome 6 Data</caption> <thead> <tr> <th>Year</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>AY 2018</td> <td>20</td> <td>28</td> <td>71%</td> </tr> <tr> <td>AY 2019</td> <td>23</td> <td>30</td> <td>77%</td> </tr> <tr> <td>AY 2020</td> <td>20</td> <td>21</td> <td>95%</td> </tr> </tbody> </table>	Year	Met	Completed	% Met	AY 2018	20	28	71%	AY 2019	23	30	77%	AY 2020	20	21	95%
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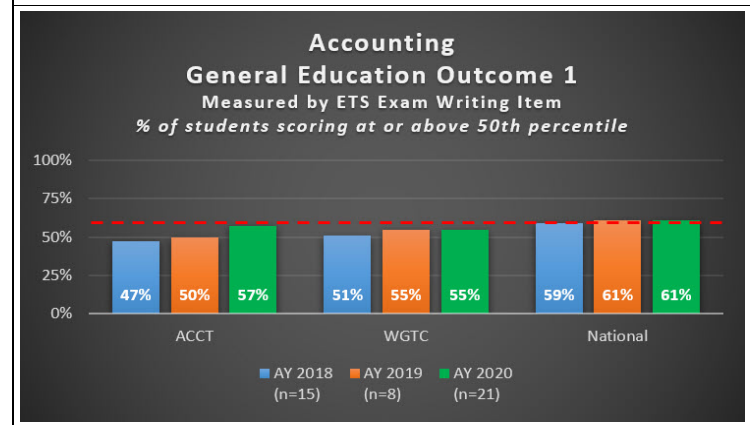
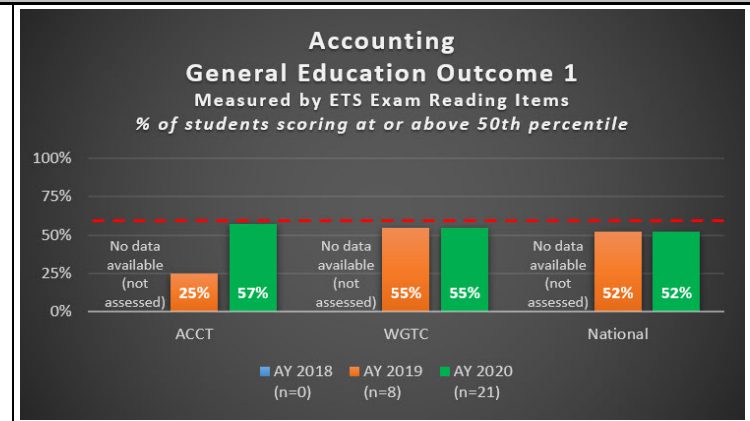
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**ACCOUNTING DEGREE GENERAL EDUCATION SLOs**

**General Education Outcome 1:** Apply appropriate reading, writing, speaking, or listening skills to express ideas and opinions.

<p><b>Graduates:</b> 60% of program students will score at or above the 50th percentile on the reading and writing items of the ETS exam.</p>	<p>Direct, summative, comparative, external</p> <p>ETS reading and writing items</p>	<p>Spring 2020</p> <p>57.1% (12 of 21) of students scored at or above the 50th percentile on the reading and writing items compared to 55% for WGTC and 52% nationally for the reading items and 54.7% for WGTC and 61% nationally for the writing items.</p>	<p>The outcome was not met; however, scores improved each year assessed.</p>	<p>Faculty plan to utilize discussion boards in Blackboard as a method to further improve writing skills.</p>
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**ACCOUNTING DEGREE GENERAL EDUCATION SLOs**

**General Education Outcome 1:** Apply appropriate reading, writing, speaking, or listening skills to express ideas and opinions.

<p><b>Program:</b> In ACCT 1105, Financial Accounting II, 70% of students will prepare a financial analysis report of a public corporation obtaining a grade of 70% or higher based on an established grading rubric.</p>	<p>Direct, formative, internal Financial Analysis Report</p>	<p>Fall 2019 and Spring 2020 66.1% (39 of 59) of students scored 70% or greater on the financial analysis report.</p>	<p>Although faculty consider this assessment representative of the application of accounting knowledge and effective communication skills in the program, the outcome was not met.</p>	<p>Faculty will reassess the outcome using the same instrument with improved communication concerning report requirements.</p>	
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**General Education Outcome 2:** Use everyday mathematical concepts and basic mathematical tools to obtain or convey information.

<p><b>Graduates:</b> 60% of program students will score at or above the 50th percentile on the mathematics items of the ETS exam.</p>	<p>Direct, summative, comparative, external ETS mathematics items</p>	<p>Spring 2020 52.4% (11 of 21) of students scored at or above the 50th percentile on the mathematics items compared to 41.3% for WGTC and 51% nationally.</p>	<p>Accounting students exceeded the success rate of the College, the national average, and AY 2019 program graduates; however, the outcome was not met.</p>	<p>Faculty will continue assigning accounting problems where students must use their mathematical skills.</p>	
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**ACCOUNTING DEGREE GENERAL EDUCATION SLOs**

**General Education Outcome 2:** Use everyday mathematical concepts and basic mathematical tools to obtain or convey information.

<p><b>Program:</b> 70% of students in Individual Income Tax Accounting (ACCT 1125) will complete a final exam requiring the preparation of federal income tax forms with a grade of 70% or higher based on an established grading rubric.</p>	<p>Direct, formative, internal Final Exam</p>	<p>Fall 2019 and Spring 2020 40.8% (20 of 49) of students completed the exam with a score 70% or greater.</p>	<p>There was a considerable decrease in student success from AY 2019 to AY 2020 because recent tax law changes were not reflected in the textbook edition, and the outcome was not met.</p>	<p>For the next academic year, faculty will adopt a new textbook that reflects updated tax law.</p>	
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**General Education Outcome 3:** Develop critical thinking and reasoning skills for problem solving.

<p><b>Graduates:</b> 60% of program students will score at or above the 50th percentile on the critical thinking items of the ETS exam.</p>	<p>Direct, summative, comparative, external ETS critical thinking items</p>	<p>Spring 2020 47.6% (10 of 21) of students scored at or above the 50th percentile on the critical thinking items compared to 61.1% for WGTC and 55% nationally.</p>	<p>There was considerable decrease in student success, and the outcome was not met.</p>	<p>Full-time instructors will collaborate to identify additional assignments that will enhance students' critical thinking skills.</p>	
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**Table 4.1 - Standard 4 Student Learning Assessment**

<b>Performance Indicator</b>	<b>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.</b>				
<b>Student Learning Results</b>	<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><b>Direct</b> - Assessing student performance by examining samples of student work.  <b>Indirect</b> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.  <b>Formative</b> - An assessment conducted during the student's education.  <b>Summative</b> - An assessment conducted at the end of the student's education.  <b>Internal</b> - An assessment instrument that was developed within the business unit.  <b>External</b> - An assessment instrument that was developed outside the business unit.  <b>Comparative</b> - 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>				
<b>Identified in Criterion 4.2</b>	<b>Identified in Criterion 4.1</b>	<b>Identified in Criterion 4.3</b>		<b>Identified in Criterion 4.4</b>	<b>Identified in Criterion 4.3</b>
<b>PROGRAM GOALS and/or WGTC GENERAL EDUCATION GOALS and MEASURES</b>	<b>MEASUREMENT INSTRUMENT or PROCESS and TYPE (Direct, Formative, Internal, Comparative)</b>	<b>RESULTS</b>	<b>ANALYSIS of RESULTS</b>	<b>ACTION TAKEN or IMPROVEMENT PLANNED</b>	<b>GRAPHS or TABLES of TRENDS (3 -5 data points) Report sample or population size n = #</b>

**ACCOUNTING DEGREE GENERAL EDUCATION SLOs**

**General Education Outcome 3:** Develop critical thinking and reasoning skills for problem solving.

<p><b>Program:</b> 70% of students in Financial Accounting II (ACCT 1105) will prepare a financial analysis report of a public corporation obtaining a grade of 70% or higher based on an established grading rubric.</p>	<p>Direct, formative, internal Financial Analysis Report</p>	<p>Fall 2019 and Spring 2020 66.1% (39 of 59) of students scored at or above 70% or higher on the financial analysis report.</p>	<p>Students were not as successful in AY 2020 compared to previous academic years, and the outcome was not met. Online students experienced a greater degree of difficulty with the assignment due to a need for more detailed instructions.</p>	<p>Instructors plan to provide more detailed instructions through additional assignment-specific communication (e.g. announcements, rubric review, etc.).</p>	<table border="1"> <caption>Accounting General Education Program Outcome 3</caption> <thead> <tr> <th>Year</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>AY 2018</td> <td>41</td> <td>49</td> <td>84%</td> </tr> <tr> <td>AY 2019</td> <td>33</td> <td>45</td> <td>73%</td> </tr> <tr> <td>AY 2020</td> <td>39</td> <td>59</td> <td>66%</td> </tr> </tbody> </table>	Year	Met	Completed	% Met	AY 2018	41	49	84%	AY 2019	33	45	73%	AY 2020	39	59	66%
Year	Met	Completed	% Met																		
AY 2018	41	49	84%																		
AY 2019	33	45	73%																		
AY 2020	39	59	66%																		

**General Education Outcome 4:** Individually or as a member of a group, use information effectively to accomplish a specific purpose.

<p><b>Program:</b> In ACCT 2115, Bookkeeper Certification Review, 70% of students will complete an assignment to compare the Certified Payroll Professional's Code of Ethics to another accounting certification's code of ethics with a grade of 70% or higher based on an established grading rubric.</p>	<p>Direct, formative, internal Code of Ethics assignment</p>	<p>Fall 2019 100% (6 of 6) of online students completed the measure with a grade of 70% or higher.</p>	<p>The outcome was met and exceeded expectations.</p>	<p>Instructors plan to retain the measure and to assess the outcome in ACCT 1130, Payroll Accounting, in AY 2021.</p>	<table border="1"> <caption>Accounting General Education Program Outcome 4</caption> <thead> <tr> <th>Year</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>AY 2018</td> <td>10</td> <td>11</td> <td>91%</td> </tr> <tr> <td>AY 2019</td> <td colspan="3">No data available (course offering canceled)</td> </tr> <tr> <td>AY 2020</td> <td>6</td> <td>6</td> <td>100%</td> </tr> </tbody> </table>	Year	Met	Completed	% Met	AY 2018	10	11	91%	AY 2019	No data available (course offering canceled)			AY 2020	6	6	100%
Year	Met	Completed	% Met																		
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**Table 4.1 - Standard 4 Student Learning Assessment**

<b>Performance Indicator</b>	<b>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.</b>				
<b>Student Learning Results</b>	<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><b>Direct</b> - Assessing student performance by examining samples of student work.  <b>Indirect</b> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.  <b>Formative</b> - An assessment conducted during the student's education.  <b>Summative</b> - An assessment conducted at the end of the student's education.  <b>Internal</b> - An assessment instrument that was developed within the business unit.  <b>External</b> - An assessment instrument that was developed outside the business unit.  <b>Comparative</b> - 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>				
<b>Identified in Criterion 4.2</b>	<b>Identified in Criterion 4.1</b>	<b>Identified in Criterion 4.3</b>		<b>Identified in Criterion 4.4</b>	<b>Identified in Criterion 4.3</b>
<b>PROGRAM GOALS and/or WGTC GENERAL EDUCATION GOALS and MEASURES</b>	<b>MEASUREMENT INSTRUMENT or PROCESS and TYPE (Direct, Formative, Internal, Comparative)</b>	<b>RESULTS</b>	<b>ANALYSIS of RESULTS</b>	<b>ACTION TAKEN or IMPROVEMENT PLANNED</b>	<b>GRAPHS or TABLES of TRENDS (3 -5 data points) Report sample or population size n = #</b>

**ACCOUNTING DEGREE GENERAL EDUCATION SLOs**

**General Education Outcome 5:** Demonstrate ability to work effectively with people who have ideas, beliefs, attitudes, and/or behaviors that are different from his or her.

<p><b>Program:</b> In ACCT 2115, Bookkeeper Certification Review, 70% of students will respond to a diversity scenario discussion forum obtaining a grade of 70% or higher based on an established grading rubric.</p>	<p>Direct, formative, internal Discussion Forum</p>	<p>Fall 2019 100% (6 of 6) of online students completed the measure with a grade of 70% or higher.</p>	<p>The outcome was met and exceeded expectations.</p>	<p>Instructors plan to retain the measure and to assess the outcome in another course in AY 2021.</p>	<p><b>Accounting General Education Program Outcome 5</b> Measured in ACCT 2115 % of students scoring 70% or &gt; on instrument</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Met (#)</th> <th>Completed (#)</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>AY 2018</td> <td>10</td> <td>11</td> <td>91%</td> </tr> <tr> <td>AY 2019</td> <td colspan="3">No data available (course offering canceled)</td> </tr> <tr> <td>AY 2020</td> <td>6</td> <td>6</td> <td>100%</td> </tr> </tbody> </table>	Year	Met (#)	Completed (#)	% Met	AY 2018	10	11	91%	AY 2019	No data available (course offering canceled)			AY 2020	6	6	100%
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**Table 4.1 - Standard 4 Student Learning Assessment**

<b>Performance Indicator</b>	<b>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.</b>				
<b>Student Learning Results</b>	<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><b>Direct</b> - Assessing student performance by examining samples of student work.  <b>Indirect</b> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.  <b>Formative</b> - An assessment conducted during the student's education.  <b>Summative</b> - An assessment conducted at the end of the student's education.  <b>Internal</b> - An assessment instrument that was developed within the business unit.  <b>External</b> - An assessment instrument that was developed outside the business unit.  <b>Comparative</b> - 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>				
<b>Identified in Criterion 4.2</b>	<b>Identified in Criterion 4.1</b>	<b>Identified in Criterion 4.3</b>		<b>Identified in Criterion 4.4</b>	<b>Identified in Criterion 4.3</b>
<b>PROGRAM GOALS and/or WGTC GENERAL EDUCATION GOALS and MEASURES</b>	<b>MEASUREMENT INSTRUMENT or PROCESS and TYPE (Direct, Formative, Internal, Comparative)</b>	<b>RESULTS</b>	<b>ANALYSIS of RESULTS</b>	<b>ACTION TAKEN or IMPROVEMENT PLANNED</b>	<b>GRAPHS or TABLES of TRENDS (3 -5 data points) Report sample or population size n = #</b>

**BUSINESS HEALTHCARE TECHNOLOGY DEGREE PROGRAM SLOs**

**Program Learning Outcome 1:** Apply appropriate technology to input, manage, and interpret medical and healthcare information.

<p><b>SLO 1:</b> In BUSN 2340, Healthcare Administrative Procedures, 80% of students will enter medical and healthcare information into a CMS-1500 form with 75% accuracy.</p>	<p>Direct, formative, internal CMS-1500 form</p>	<p>Fall 2019 and Spring 2020 75.0% (27 of 36) of students completed the assignment with a score of 75% or higher.</p>	<p>The outcome was not met for the current academic year; however, the outcome exceeded the measure one term during AY 2020.</p>	<p>This outcome will be retained for AY 2021. Instructors will develop additional instructional materials to emphasize how the assignment reflects competencies required in the healthcare field.</p>	
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**Program Learning Outcome 2:** Demonstrate effective oral and written communication skills for business healthcare environments.

<p><b>SLO 2:</b> In BUSN 2340, Healthcare Administrative Procedures, 80% of students will create a referral letter with a minimum score of 75% using an established rubric.</p>	<p>Direct, formative, internal Referral letter</p>	<p>Fall 2019 and Spring 2020 97.7% (42 of 43) of students completed the assignment with a score of 75% or higher.</p>	<p>Analysis indicates outcome results exceeded expectations each term.</p>	<p>The outcome will be retained and applied in BUSN 2350 using Course Project 11.14 for AY 2021.</p>	
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**Table 4.1 - Standard 4 Student Learning Assessment**

<b>Performance Indicator</b>	<b>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.</b>				
<b>Student Learning Results</b>	<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><b>Direct</b> - Assessing student performance by examining samples of student work.  <b>Indirect</b> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.  <b>Formative</b> - An assessment conducted during the student's education.  <b>Summative</b> - An assessment conducted at the end of the student's education.  <b>Internal</b> - An assessment instrument that was developed within the business unit.  <b>External</b> - An assessment instrument that was developed outside the business unit.  <b>Comparative</b> - 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>				
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**BUSINESS HEALTHCARE TECHNOLOGY DEGREE PROGRAM SLOs**

**Program Learning Outcome 3:** Demonstrate knowledge of critical thinking and problem solving strategies related to business healthcare situations.

<p><b>SLO 3:</b> In BUSN 1015, Introduction to Healthcare Reimbursement, 80% of students will demonstrate critical thinking and problem solving strategies by completing a claim audit with a minimum score of 75% based on an established rubric.</p>	<p>Direct, formative, internal Claim audit</p>	<p>Fall 2019 and Spring 2020 79.3% (46 of 58) of students completed the assignment with a score of 75% or higher.</p>	<p>The outcome was met one term during AY 2020.</p>	<p>This outcome and measure will be retained for AY 2021.</p>	<table border="1"> <caption>Business Healthcare Technology Student Learning Outcome 3 Data</caption> <thead> <tr> <th>Term</th> <th>Met (#)</th> <th>Completed (#)</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Spring 2019</td> <td>29</td> <td>30</td> <td>97%</td> </tr> <tr> <td>Fall 2019</td> <td>20</td> <td>26</td> <td>77%</td> </tr> <tr> <td>Spring 2020</td> <td>26</td> <td>32</td> <td>81%</td> </tr> </tbody> </table>	Term	Met (#)	Completed (#)	% Met	Spring 2019	29	30	97%	Fall 2019	20	26	77%	Spring 2020	26	32	81%
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**BUSINESS HEALTHCARE TECHNOLOGY DEGREE GENERAL EDUCATION SLOs**

**General Education Outcome 1:** Apply appropriate reading, writing, speaking, or listening skills to express ideas and opinions.

<p><b>Graduates:</b> 55% of program students will score at or above the 50th percentile on the writing item of the ETS exam.</p>	<p>Direct, summative, comparative, external  ETS writing item</p>	<p>Spring 2020  28.6% (2 of 7) of students scored at or above the 50th percentile on the writing item compared to 54.7% for WGTC and 61% nationally.</p>	<p>The outcome was not met. Faculty recognized the need to help students develop writing skills.</p>	<p>Faculty will emphasize applying appropriate writing skills to express ideas and opinions in graded discussion forums.</p>	<table border="1"> <caption>Business Healthcare Technology General Education Outcome 1 Measured by ETS Exam Writing Item</caption> <thead> <tr> <th>Entity</th> <th>AY 2018 (n=0)</th> <th>AY 2019 (n=2)</th> <th>AY 2020 (n=7)</th> </tr> </thead> <tbody> <tr> <td>BHT</td> <td>No data available (no exam participants)</td> <td>50%</td> <td>29%</td> </tr> <tr> <td>WGTC</td> <td>51%</td> <td>55%</td> <td>55%</td> </tr> <tr> <td>National</td> <td>59%</td> <td>61%</td> <td>61%</td> </tr> </tbody> </table>	Entity	AY 2018 (n=0)	AY 2019 (n=2)	AY 2020 (n=7)	BHT	No data available (no exam participants)	50%	29%	WGTC	51%	55%	55%	National	59%	61%	61%
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<p><b>Program:</b> In BUSN 1015, Introduction to Healthcare Reimbursement, 80% of students will enter their ideas and opinions about health insurance into the discussion board to demonstrate effective communication with a minimum score of 75%.</p>	<p>Direct, formative, internal  Discussion board topic</p>	<p>Fall 2019  93.1% (68 of 73) of students completed the assignment with a score of 75% or higher.</p>	<p>The outcome was met each term.</p>	<p>The outcome will be retained and applied in BUSN 1050 using Chapter 2 Discussion Board for AY 2021.</p>	<table border="1"> <caption>Business Healthcare Technology General Education Program Outcome 1 Measured in BUSN 1015</caption> <thead> <tr> <th>Term</th> <th>Met (#)</th> <th>Completed (#)</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Spring 2019</td> <td>26</td> <td>30</td> <td>87%</td> </tr> <tr> <td>Fall 2019</td> <td>32</td> <td>34</td> <td>94%</td> </tr> <tr> <td>Spring 2020</td> <td>36</td> <td>39</td> <td>92%</td> </tr> </tbody> </table>	Term	Met (#)	Completed (#)	% Met	Spring 2019	26	30	87%	Fall 2019	32	34	94%	Spring 2020	36	39	92%
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PROGRAM GOALS and/or WGTC GENERAL EDUCATION GOALS and MEASURES		MEASUREMENT INSTRUMENT or PROCESS and TYPE (Direct, Formative, Internal, Comparative)		RESULTS	
		ANALYSIS of RESULTS		ACTION TAKEN or IMPROVEMENT PLANNED	
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**BUSINESS HEALTHCARE TECHNOLOGY DEGREE GENERAL EDUCATION SLOs**

**General Education Outcome 2:** Use everyday mathematical concepts and basic mathematical tools to obtain or convey information.

<p><b>Graduates:</b> 55% of program students will score at or above the 50th percentile on the mathematics items of the ETS exam.</p>	<p>Direct, summative, comparative, external</p> <p>ETS mathematics items</p>	<p>Spring 2020</p> <p>14.3% (1 of 7) of students scored at or above the 50th percentile on the mathematics items compared to 41.3% for WGTC and 51% nationally.</p>	<p>The outcome was not met. As a new program, few graduates participated in the ETS exam.</p>	<p>Faculty will encourage students to use math tutoring support services and encourage upcoming graduates to register for the ETS exam to increase student participation for comparable data and further analysis.</p>	<table border="1"> <caption>Business Healthcare Technology General Education Outcome 2 Data</caption> <thead> <tr> <th>Category</th> <th>AY 2018</th> <th>AY 2019</th> <th>AY 2020</th> </tr> </thead> <tbody> <tr> <td>BHT</td> <td>0% (n=0)</td> <td>-</td> <td>14%</td> </tr> <tr> <td>WGTC</td> <td>62% (n=2)</td> <td>41%</td> <td>41%</td> </tr> <tr> <td>National</td> <td>57%</td> <td>52%</td> <td>51%</td> </tr> </tbody> </table>	Category	AY 2018	AY 2019	AY 2020	BHT	0% (n=0)	-	14%	WGTC	62% (n=2)	41%	41%	National	57%	52%	51%
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<p><b>Program:</b> In BUSN 2350, Electronic Health Records, 80% of students will perform math calculations in patient records with a minimum score of 80% using an established rubric.</p>	<p>Direct, formative, internal</p> <p>Chapter 6.6 Simulated Test Mode</p>	<p>Spring 2020</p> <p>94.3% (50 of 53) of students completed the assignment with a score of 80% or higher.</p>	<p>The outcome was met with continued student success.</p>	<p>The outcome and measure will be retained and applied in BUSN 2350 using Course Project 11.16 for AY 2021.</p>	<table border="1"> <caption>Business Healthcare Technology General Education Program Outcome 2 Data</caption> <thead> <tr> <th>Term</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Spring 2019 (CRN: 41327)</td> <td>6</td> <td>8</td> <td>75%</td> </tr> <tr> <td>Spring 2020 (CRN: 41313)</td> <td>28</td> <td>29</td> <td>97%</td> </tr> <tr> <td>Spring 2020 (CRN: 41314)</td> <td>22</td> <td>24</td> <td>92%</td> </tr> </tbody> </table>	Term	Met	Completed	% Met	Spring 2019 (CRN: 41327)	6	8	75%	Spring 2020 (CRN: 41313)	28	29	97%	Spring 2020 (CRN: 41314)	22	24	92%
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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
PROGRAM GOALS and/or WGTC GENERAL EDUCATION GOALS and MEASURES	MEASUREMENT INSTRUMENT or PROCESS and TYPE (Direct, Formative, Internal, Comparative)	RESULTS	ANALYSIS of RESULTS	ACTION TAKEN or IMPROVEMENT PLANNED	GRAPHS or TABLES of TRENDS (3 -5 data points) Report sample or population size n = #

**BUSINESS HEALTHCARE TECHNOLOGY DEGREE GENERAL EDUCATION SLOs**

**General Education Outcome 3:** Develop critical thinking and reasoning skills for problem solving.

<p><b>Graduates:</b> 60% of program students will score at or above the 50th percentile on the critical thinking items of the ETS exam.</p>	<p>Direct, summative, comparative, external</p> <p>ETS critical thinking items</p>	<p>Spring 2020</p> <p>57.1% (4 of 7) of students scored at or above the 50th percentile on the critical thinking items compared to 61.1% for WGTC and 55% nationally.</p>	<p>Even though the program maintained a comparable level of success, the outcome was not met.</p>	<p>Faculty will encourage upcoming graduates to register for the ETS exam to increase student participation for comparable data. Instructors will emphasize the importance of critical thinking in program courses by including more critical thinking and research assignments.</p>	<table border="1"> <caption>Business Healthcare Technology General Education Outcome 3</caption> <thead> <tr> <th>Category</th> <th>AY 2018 (n=0)</th> <th>AY 2019 (n=2)</th> <th>AY 2020 (n=7)</th> </tr> </thead> <tbody> <tr> <td>BHT</td> <td>No data available (no exam participants)</td> <td>50%</td> <td>57%</td> </tr> <tr> <td>WGTC</td> <td>62%</td> <td>61%</td> <td>61%</td> </tr> <tr> <td>National</td> <td>53%</td> <td>56%</td> <td>55%</td> </tr> </tbody> </table>	Category	AY 2018 (n=0)	AY 2019 (n=2)	AY 2020 (n=7)	BHT	No data available (no exam participants)	50%	57%	WGTC	62%	61%	61%	National	53%	56%	55%
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**General Education Outcome 4:** Individually or as a member of a group, use information effectively to accomplish a specific purpose.

<p><b>Program:</b> In BUSN 1015, Introduction to Healthcare Reimbursement, 80% of students will exhibit information literacy by completing a CMS-500 form with a minimum score of 75% based on an established rubric.</p>	<p>Direct, formative, internal</p> <p>CMS-1500 form, Exercise 8-4</p>	<p>Fall 2019 and Spring 2020</p> <p>53.5% (38 of 71) of students completed the assignment with a score of 75% or higher.</p>	<p>Students were not as successful in AY 2020, and the outcome was not met.</p>	<p>Faculty will further compare AY 2019 and AY 2020 outcomes to identify potential areas for improvement. This measure and instrument will be retained for AY 2021.</p>	<table border="1"> <caption>Business Healthcare Technology General Education Program Outcome 4</caption> <thead> <tr> <th>Term</th> <th>Met (#)</th> <th>Completed (#)</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Spring 2019</td> <td>28</td> <td>29</td> <td>97%</td> </tr> <tr> <td>Fall 2019</td> <td>18</td> <td>32</td> <td>56%</td> </tr> <tr> <td>Spring 2020</td> <td>20</td> <td>39</td> <td>51%</td> </tr> </tbody> </table>	Term	Met (#)	Completed (#)	% Met	Spring 2019	28	29	97%	Fall 2019	18	32	56%	Spring 2020	20	39	51%
Term	Met (#)	Completed (#)	% Met																		
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**Table 4.1 - Standard 4 Student Learning Assessment**

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<b>Student Learning Results</b>	<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><b>Direct</b> - Assessing student performance by examining samples of student work.  <b>Indirect</b> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.  <b>Formative</b> - An assessment conducted during the student's education.  <b>Summative</b> - An assessment conducted at the end of the student's education.  <b>Internal</b> - An assessment instrument that was developed within the business unit.  <b>External</b> - An assessment instrument that was developed outside the business unit.  <b>Comparative</b> - 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>				
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**BUSINESS HEALTHCARE TECHNOLOGY DEGREE GENERAL EDUCATION SLOs**

**General Education Outcome 5:** Demonstrate ability to work effectively with people who have ideas, beliefs, attitudes, and/or behaviors that are different from his or her.

<p><b>Program:</b> In BUSN 2350, Electronic Health Records, 80% of students will express their ideas and beliefs through discussion with a minimum score of 75% based on established guidelines.</p>	<p>Direct, formative, internal  Chapter 1 Discussion Forum</p>	<p>Spring 2020  100% (48 of 48) of students completed the assignment with a score of 75% or higher.</p>	<p>The outcome was met and exceeded expectations.</p>	<p>The measure will be retained and applied in BUSN 2350 using the Chapter 9 Discussion Forum for AY 2021.</p>	<table border="1"> <caption>Business Healthcare Technology General Education Program Outcome 5 Measured in BUSN 2350</caption> <thead> <tr> <th>Semester (CRN)</th> <th>Met (#)</th> <th>Completed (#)</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Spring 2019 (CRN: 41327)</td> <td>7</td> <td>7</td> <td>100%</td> </tr> <tr> <td>Spring 2020 (CRN: 41313)</td> <td>28</td> <td>28</td> <td>100%</td> </tr> <tr> <td>Spring 2020 (CRN: 41314)</td> <td>20</td> <td>20</td> <td>100%</td> </tr> </tbody> </table>	Semester (CRN)	Met (#)	Completed (#)	% Met	Spring 2019 (CRN: 41327)	7	7	100%	Spring 2020 (CRN: 41313)	28	28	100%	Spring 2020 (CRN: 41314)	20	20	100%
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**BUSINESS MANAGEMENT DEGREE PROGRAM SLOs**

**Program Learning Outcome 1:** Demonstrate a comprehensive understanding of the decision-making process.

<p><b>SLO 1:</b> In MGMT 1100, Principles of Management, 75% of students will score a minimum of 85% on a case study using a scientific, evidence-based approach to decision making using case studies and simulations.</p>	<p>Direct, formative, internal Case study</p>	<p>Fall 2019 and Spring 2020 75.4% (49 of 65) of students completed the assignment with a score of 85% or higher.</p>	<p>The outcome was met; however, faculty noted a decrease in student success from AY 2019.</p>	<p>The outcome and measure will be retained for AY 2021 for further analysis and comparative data.</p>	<table border="1"> <caption>Business Management Student Learning Outcome 1 Data</caption> <thead> <tr> <th>Year</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>AY 2018</td> <td>59</td> <td>85</td> <td>69%</td> </tr> <tr> <td>AY 2019</td> <td>84</td> <td>102</td> <td>82%</td> </tr> <tr> <td>AY 2020</td> <td>49</td> <td>65</td> <td>75%</td> </tr> </tbody> </table>	Year	Met	Completed	% Met	AY 2018	59	85	69%	AY 2019	84	102	82%	AY 2020	49	65	75%
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**Program Learning Outcome 2:** Demonstrate a comprehensive understanding of developing a strategic plan for a retail opportunity.

<p><i>Measure for General Management and Service Sector Specializations</i> <b>SLO 2:</b> In MGMT 2140, Retail Management, 75% of students will score a minimum of 85% on a comprehensive written strategic retail management plan.</p>	<p>Direct, formative, internal Retail management plan</p>	<p>Fall 2019 and Spring 2020 93.5% (29 of 31) of students completed the assignment with a score of 85% or higher.</p>	<p>The outcome was met one term during AY 2020. Faculty increased the expected score from 75% to 85% prior to the start of the AY 2020 cycle. The grading rubric is very generic and broad, which may explain why the outcome was met at a high level.</p>	<p>The grading rubric will be modified. The target will be increased to "80% of students will score at or above 85%." Faculty will continue to assess the outcome using the modified rubric.</p>	<table border="1"> <caption>Business Management Student Learning Outcome 2 Data</caption> <thead> <tr> <th>Year</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Spring 2019</td> <td>11</td> <td>12</td> <td>92%</td> </tr> <tr> <td>Fall 2019</td> <td>24</td> <td>24</td> <td>100%</td> </tr> <tr> <td>Spring 2020</td> <td>5</td> <td>7</td> <td>71%</td> </tr> </tbody> </table>	Year	Met	Completed	% Met	Spring 2019	11	12	92%	Fall 2019	24	24	100%	Spring 2020	5	7	71%
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**Table 4.1 - Standard 4 Student Learning Assessment**

Performance Indicator	<b>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.</b>				
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**BUSINESS MANAGEMENT DEGREE PROGRAM SLOs**

**Program Learning Outcome 3:** Develop a comprehensive employee training module to include a needs assessment and an assessment instrument.

<p><i>Measure for Human Resource Management Specialization</i></p> <p><b>SLO 3:</b> In MGMT 2130, Employee Training and Development, 75% of students will develop a comprehensive employee training module with a minimum score of 85% based on an established grading rubric.</p>	<p>Direct, formative, internal Employee training module</p>	<p>Spring 2020</p> <p>85.7% (18 of 21) of students completed the assignment with a score of 85% or higher.</p>	<p>The outcome was met each term. The measure of students successfully completing the outcome was increased from 70% to 75% prior to the start of the AY 2020 cycle because students had consistently met the outcome in previous years. <i>Note: The fall section was cancelled due to low enrollment.</i></p>	<p>The outcome measure and assessment will be retained, and faculty will consider increasing the student success rate.</p>	<table border="1"> <caption>Business Management Student Learning Outcome 3 Data</caption> <thead> <tr> <th>Term</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>12</td> <td>13</td> <td>92%</td> </tr> <tr> <td>Spring 2019</td> <td>22</td> <td>25</td> <td>88%</td> </tr> <tr> <td>Spring 2020</td> <td>18</td> <td>21</td> <td>86%</td> </tr> </tbody> </table>	Term	Met	Completed	% Met	Fall 2018	12	13	92%	Spring 2019	22	25	88%	Spring 2020	18	21	86%
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**BUSINESS MANAGEMENT DEGREE GENERAL EDUCATION SLOs**

**General Education Outcome 1:** Apply appropriate reading, writing, speaking, or listening skills to express ideas and opinions.

<p><b>Graduates:</b> 50% of program students will score at or above the 50th percentile on the writing item of the ETS exam.</p>	<p>Direct, summative, comparative, external</p> <p>ETS writing item</p>	<p>Spring 2020</p> <p>42.3% (11 of 26) students scored at or above the 50th percentile on the writing item compared to 54.7% for WGTC and 61% nationally.</p>	<p>The outcome was not met. Faculty recognized the need to help students develop writing skills.</p>	<p>Faculty will emphasize applying appropriate writing skills to express ideas and opinions in graded discussion forums.</p>	<table border="1"> <caption>Business Management General Education Outcome 1</caption> <thead> <tr> <th>Category</th> <th>AY 2018 (n=16)</th> <th>AY 2019 (n=21)</th> <th>AY 2020 (n=26)</th> </tr> </thead> <tbody> <tr> <td>MGMT</td> <td>69%</td> <td>29%</td> <td>42%</td> </tr> <tr> <td>WGTC</td> <td>51%</td> <td>55%</td> <td>55%</td> </tr> <tr> <td>National</td> <td>59%</td> <td>61%</td> <td>61%</td> </tr> </tbody> </table>	Category	AY 2018 (n=16)	AY 2019 (n=21)	AY 2020 (n=26)	MGMT	69%	29%	42%	WGTC	51%	55%	55%	National	59%	61%	61%
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**General Education Outcome 3:** Develop critical thinking and reasoning skills for problem solving.

<p><b>Graduates:</b> 50% of program students will score at or above the 50th percentile on the critical thinking items of the ETS exam.</p>	<p>Direct, summative, comparative, external</p> <p>ETS critical thinking items</p>	<p>Spring 2020</p> <p>42.3% (11 of 26) students scored at or above the 50th percentile on the critical thinking items compared to 61.1% for WGTC and 55.0% nationally.</p>	<p>There was an increase in student participation; however, the outcome was not met due to a decreased level of success in AY 2020.</p>	<p>Instructors will emphasize the importance of critical thinking in program courses by including more critical thinking and research assignments.</p>	<table border="1"> <caption>Business Management General Education Outcome 3</caption> <thead> <tr> <th>Category</th> <th>AY 2018 (n=16)</th> <th>AY 2019 (n=21)</th> <th>AY 2020 (n=26)</th> </tr> </thead> <tbody> <tr> <td>MGMT</td> <td>50%</td> <td>52%</td> <td>42%</td> </tr> <tr> <td>WGTC</td> <td>62%</td> <td>61%</td> <td>61%</td> </tr> <tr> <td>National</td> <td>53%</td> <td>56%</td> <td>55%</td> </tr> </tbody> </table>	Category	AY 2018 (n=16)	AY 2019 (n=21)	AY 2020 (n=26)	MGMT	50%	52%	42%	WGTC	62%	61%	61%	National	53%	56%	55%
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**BUSINESS MANAGEMENT DEGREE GENERAL EDUCATION SLOs**

**General Education Outcome 3:** Develop critical thinking and reasoning skills for problem solving.

<p><b>Program:</b> In MGMT 1120, Introduction to Business, 85% of students will score a minimum of 80% on a case study by applying critical thinking skills to analyze a business situation and recommend appropriate actions.</p>	<p>Direct, formative, internal Case study</p>	<p>Fall 2019 and Spring 2020 90.4% (47 of 52) of students scored at or above 80% on the case study.</p>	<p>The outcome was met one term during AY 2020.</p>	<p>Faculty will continue to assess the measure and will consider another assessment instrument.</p>	<table border="1"> <caption>Business Management General Education Program Outcome 3 Data</caption> <thead> <tr> <th>Term</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>16</td> <td>20</td> <td>80%</td> </tr> <tr> <td>Spring 2019</td> <td>13</td> <td>13</td> <td>100%</td> </tr> <tr> <td>Fall 2019</td> <td>9</td> <td>13</td> <td>69%</td> </tr> <tr> <td>Spring 2020</td> <td>38</td> <td>39</td> <td>97%</td> </tr> </tbody> </table>	Term	Met	Completed	% Met	Fall 2018	16	20	80%	Spring 2019	13	13	100%	Fall 2019	9	13	69%	Spring 2020	38	39	97%
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**Table 4.1 - Standard 4 Student Learning Assessment**

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<b>Student Learning Results</b>	<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><b>Direct</b> - Assessing student performance by examining samples of student work.  <b>Indirect</b> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.  <b>Formative</b> - An assessment conducted during the student's education.  <b>Summative</b> - An assessment conducted at the end of the student's education.  <b>Internal</b> - An assessment instrument that was developed within the business unit.  <b>External</b> - An assessment instrument that was developed outside the business unit.  <b>Comparative</b> - 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>				
<b>Identified in Criterion 4.2</b>	<b>Identified in Criterion 4.1</b>	<b>Identified in Criterion 4.3</b>		<b>Identified in Criterion 4.4</b>	<b>Identified in Criterion 4.3</b>
<b>PROGRAM GOALS and/or WGTC GENERAL EDUCATION GOALS and MEASURES</b>	<b>MEASUREMENT INSTRUMENT or PROCESS and TYPE (Direct, Formative, Internal, Comparative)</b>	<b>RESULTS</b>	<b>ANALYSIS of RESULTS</b>	<b>ACTION TAKEN or IMPROVEMENT PLANNED</b>	<b>GRAPHS or TABLES of TRENDS (3 -5 data points) Report sample or population size n = #</b>

**BUSINESS TECHNOLOGY DEGREE PROGRAM SLOs**

**Program Learning Outcome 1:** Utilize business software and technology solutions for business documents and environment.

<p><b>SLO 1:</b> In BUSN 1440, Document Production, 80% of students will use business software to create business documents with 75% accuracy.</p>	<p>Direct, formative, internal Correspondence 45-34</p>	<p>Fall 2019 and Spring 2020 96.7% (58 of 60) of students completed the assignment with a score of 75% or higher.</p>	<p>The outcome was met each term exceeding expectations.</p>	<p>The outcome will be retained in BUSN 1440, and the assessment instrument will change to Course Project assignment 118-101 or 120-104 for AY 2021.</p>	<table border="1"> <caption>Business Technology Student Learning Outcome 1 Data</caption> <thead> <tr> <th>Term</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>29</td> <td>30</td> <td>97%</td> </tr> <tr> <td>Spring 2019</td> <td>10</td> <td>10</td> <td>100%</td> </tr> <tr> <td>Fall 2019</td> <td>33</td> <td>35</td> <td>94%</td> </tr> <tr> <td>Spring 2020</td> <td>25</td> <td>25</td> <td>100%</td> </tr> </tbody> </table>	Term	Met	Completed	% Met	Fall 2018	29	30	97%	Spring 2019	10	10	100%	Fall 2019	33	35	94%	Spring 2020	25	25	100%
Term	Met	Completed	% Met																						
Fall 2018	29	30	97%																						
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**Program Learning Outcome 2:** Demonstrate effective organizational skills appropriate for diverse business requirements.

<p><b>SLO 2:</b> In BUSN 1410, Spreadsheet Concepts and Applications, 80% of students will organize data within a spreadsheet with a minimum score of 75% using an established rubric.</p>	<p>Direct, formative, internal Chapter 4 Guided Project</p>	<p>Fall 2019 and Spring 2020 87.0% (40 of 46) of students completed the assignment with a score of 75% or higher.</p>	<p>The outcome was met one term during AY 2020.</p>	<p>The outcome will be retained in BUSN 1410, and the assessment instrument will change to Chapter 4 Independent Project for AY 2021.</p>	<table border="1"> <caption>Business Technology Student Learning Outcome 2 Data</caption> <thead> <tr> <th>Term</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>21</td> <td>21</td> <td>100%</td> </tr> <tr> <td>Spring 2019</td> <td>15</td> <td>15</td> <td>100%</td> </tr> <tr> <td>Fall 2019</td> <td>13</td> <td>17</td> <td>76%</td> </tr> <tr> <td>Spring 2020</td> <td>27</td> <td>29</td> <td>93%</td> </tr> </tbody> </table>	Term	Met	Completed	% Met	Fall 2018	21	21	100%	Spring 2019	15	15	100%	Fall 2019	13	17	76%	Spring 2020	27	29	93%
Term	Met	Completed	% Met																						
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<b>Student Learning Results</b>	<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><b>Direct</b> - Assessing student performance by examining samples of student work.  <b>Indirect</b> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.  <b>Formative</b> - An assessment conducted during the student's education.  <b>Summative</b> - An assessment conducted at the end of the student's education.  <b>Internal</b> - An assessment instrument that was developed within the business unit.  <b>External</b> - An assessment instrument that was developed outside the business unit.  <b>Comparative</b> - 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>				
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**BUSINESS TECHNOLOGY DEGREE PROGRAM SLOs**

**Program Learning Outcome 3:** Demonstrate the ability to prioritize and achieve effective problem solving.

<p><b>SLO 3:</b> In BUSN 1190, Digital Technologies in Business, 80% of students will analyze and successfully solve a business problem with a minimum score of 75%.</p>	<p>Direct, formative, internal Course Project</p>	<p>Fall 2019 100% (9 of 9) of students completed the assignment with a score of 75% or higher.</p>	<p>The outcome was met each term.</p>	<p>The outcome will be retained in BUSN 1190, and the assessment instrument will change to Chapter 8 (Questions 1-4) for AY 2021.</p>	<table border="1"> <caption>Business Technology Student Learning Outcome 3 Measured in BUSN 1190</caption> <thead> <tr> <th>Semester</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>4</td> <td>4</td> <td>100%</td> </tr> <tr> <td>Spring 2019</td> <td>18</td> <td>20</td> <td>90%</td> </tr> <tr> <td>Fall 2019</td> <td>9</td> <td>9</td> <td>100%</td> </tr> </tbody> </table>	Semester	Met	Completed	% Met	Fall 2018	4	4	100%	Spring 2019	18	20	90%	Fall 2019	9	9	100%
Semester	Met	Completed	% Met																		
Fall 2018	4	4	100%																		
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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><b>Direct</b> - Assessing student performance by examining samples of student work.  <b>Indirect</b> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.  <b>Formative</b> - An assessment conducted during the student's education.  <b>Summative</b> - An assessment conducted at the end of the student's education.  <b>Internal</b> - An assessment instrument that was developed within the business unit.  <b>External</b> - An assessment instrument that was developed outside the business unit.  <b>Comparative</b> - 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	Identified in Criterion 4.3		Identified in Criterion 4.4	Identified in Criterion 4.3
PROGRAM GOALS and/or WGTC GENERAL EDUCATION GOALS and MEASURES	MEASUREMENT INSTRUMENT or PROCESS and TYPE (Direct, Formative, Internal, Comparative)	RESULTS	ANALYSIS of RESULTS	ACTION TAKEN or IMPROVEMENT PLANNED	GRAPHS or TABLES of TRENDS (3 -5 data points) Report sample or population size n = #

**BUSINESS TECHNOLOGY DEGREE GENERAL EDUCATION SLOs**

**General Education Outcome 1:** Apply appropriate reading, writing, speaking, or listening skills to express ideas and opinions.

<p><b>Graduates:</b> 55% of program students will score at or above the 50th percentile on the writing item of the ETS exam.</p>	<p>Direct, summative, comparative, external</p> <p>ETS writing item</p>	<p>Spring 2020</p> <p>37.5% (3 of 8) of students scored at or above the 50th percentile on the writing item compared to 54.7% for WGTC and 61% nationally.</p>	<p>The outcome was not met. Faculty recognized the need to help students develop writing skills.</p>	<p>Faculty will emphasize applying appropriate writing skills to express ideas and opinions in graded discussion forums.</p>	<table border="1"> <caption>Business Technology General Education Outcome 1 Data</caption> <thead> <tr> <th>Year</th> <th>BUSN</th> <th>WGTC</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>AY 2018 (n=11)</td> <td>27%</td> <td>51%</td> <td>59%</td> </tr> <tr> <td>AY 2019 (n=18)</td> <td>39%</td> <td>55%</td> <td>61%</td> </tr> <tr> <td>AY 2020 (n=8)</td> <td>38%</td> <td>55%</td> <td>61%</td> </tr> </tbody> </table>	Year	BUSN	WGTC	National	AY 2018 (n=11)	27%	51%	59%	AY 2019 (n=18)	39%	55%	61%	AY 2020 (n=8)	38%	55%	61%
Year	BUSN	WGTC	National																		
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<p><b>Program:</b> In BUSN 1430, Desktop Publishing and Presentation Applications, 80% of students will prepare a presentation about writing resumes to demonstrate effective communication with a minimum score of 75% using an established rubric.</p>	<p>Direct, formative, internal</p> <p>Chapter 1-5 Independent Project</p>	<p>Fall 2019</p> <p>71.4% (10 of 14) of students completed the assignment with a score of 75% or higher.</p>	<p>The program outcome was not met. Faculty identified that the assessment instrument did not measure the outcome adequately.</p>	<p>The outcome will be retained for AY 2021, and faculty will use a different assessment instrument.</p>	<table border="1"> <caption>Business Technology General Education Program Outcome 1 Data</caption> <thead> <tr> <th>Year</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>6</td> <td>13</td> <td>46%</td> </tr> <tr> <td>Spring 2019</td> <td>15</td> <td>19</td> <td>79%</td> </tr> <tr> <td>Fall 2019</td> <td>10</td> <td>14</td> <td>71%</td> </tr> </tbody> </table>	Year	Met	Completed	% Met	Fall 2018	6	13	46%	Spring 2019	15	19	79%	Fall 2019	10	14	71%
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**BUSINESS TECHNOLOGY DEGREE GENERAL EDUCATION SLOs**

**General Education Outcome 2:** Use everyday mathematical concepts and basic mathematical tools to obtain or convey information.



**Table 4.1 - Standard 4 Student Learning Assessment**

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<b>Graduates:</b> 55% of program students will score at or above the 50th percentile on the mathematics items of the ETS exam.	Direct, summative, comparative, external  ETS mathematics items	Spring 2020  50% (4 of 8) of students scored at or above the 50th percentile on the mathematics items compared to 41.3% for WGTC and 51% nationally.	Although the outcome was not met, faculty identified a marked increase in student success over AY 2019, and students performed better than their College peers.	Faculty will encourage upcoming graduates to register for the ETS exam to increase student participation for comparable data.	<p><b>Business Technology General Education Outcome 2</b> Measured by ETS Exam Mathematics Items % of students scoring at or above 50th percentile</p> <table border="1"> <thead> <tr> <th>Category</th> <th>AY 2018 (n=11)</th> <th>AY 2019 (n=18)</th> <th>AY 2020 (n=8)</th> </tr> </thead> <tbody> <tr> <td>BUSN</td> <td>55%</td> <td>11%</td> <td>50%</td> </tr> <tr> <td>WGTC</td> <td>62%</td> <td>41%</td> <td>41%</td> </tr> <tr> <td>National</td> <td>57%</td> <td>52%</td> <td>51%</td> </tr> </tbody> </table>	Category	AY 2018 (n=11)	AY 2019 (n=18)	AY 2020 (n=8)	BUSN	55%	11%	50%	WGTC	62%	41%	41%	National	57%	52%	51%				
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<b>Program:</b> 80% of students in BUSN 1410, Spreadsheet Concepts and Applications, will perform math calculation formulas in spreadsheets with a minimum score of 80% using an established rubric.	Direct, formative, internal  Chapter 6 Guided Project	Fall 2019 and Spring 2020  88.4% (38 of 43) of students completed the assignment with a score of 80% or higher.	The outcome was met each term during AY 2020.	The outcome and measure will be retained, and instructors will consider another assessment instrument for AY 2021.	<p><b>Business Technology General Education Program Outcome 2</b> Measured in BUSN 1410 % of students scoring 80% or &gt; on instrument</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Met (#)</th> <th>Completed (#)</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>18</td> <td>23</td> <td>78%</td> </tr> <tr> <td>Spring 2019</td> <td>17</td> <td>18</td> <td>94%</td> </tr> <tr> <td>Fall 2019</td> <td>16</td> <td>16</td> <td>100%</td> </tr> <tr> <td>Spring 2020</td> <td>22</td> <td>27</td> <td>81%</td> </tr> </tbody> </table>	Term	Met (#)	Completed (#)	% Met	Fall 2018	18	23	78%	Spring 2019	17	18	94%	Fall 2019	16	16	100%	Spring 2020	22	27	81%
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**BUSINESS TECHNOLOGY DEGREE GENERAL EDUCATION SLOs**

**General Education Outcome 3:** Develop critical thinking and reasoning skills for problem solving.

<p><b>Graduates:</b> 50% of program students will score at or above the 50th percentile on the critical thinking items of the ETS exam.</p>	<p>Direct, summative, comparative, external  ETS critical thinking items</p>	<p>Spring 2020  50% (4 of 8) of students scored at or above the 50th percentile on the critical thinking items compared to 61.1% for WGTC and 55% nationally.</p>	<p>The outcome was met; however, faculty noted a decrease in student success in AY 2020 compared to AY 2019.</p>	<p>Faculty will encourage upcoming graduates to register for the ETS exam to increase student participation for comparable data.</p>	<table border="1"> <caption>Business Technology General Education Outcome 3 Data</caption> <thead> <tr> <th>Category</th> <th>AY 2018 (n=11)</th> <th>AY 2019 (n=18)</th> <th>AY 2020 (n=8)</th> </tr> </thead> <tbody> <tr> <td>BUSN</td> <td>46%</td> <td>61%</td> <td>50%</td> </tr> <tr> <td>WGTC</td> <td>62%</td> <td>61%</td> <td>61%</td> </tr> <tr> <td>National</td> <td>53%</td> <td>56%</td> <td>55%</td> </tr> </tbody> </table>	Category	AY 2018 (n=11)	AY 2019 (n=18)	AY 2020 (n=8)	BUSN	46%	61%	50%	WGTC	62%	61%	61%	National	53%	56%	55%				
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<p><b>Program:</b> In BUSN 1410, Spreadsheet Concepts and Applications, 80% of students will use critical thinking and problem-solving skills to calculate statistics and convert text to dates with 75% accuracy based on an established rubric.</p>	<p>Direct, formative, internal  Chapter 7 Guided Project</p>	<p>Fall 2019 and Spring 2020  100% (47 of 47) of students completed the assignment with a score of 75% or higher.</p>	<p>The outcome was met and exceeded expectations.</p>	<p>The outcome will be retained in BUSN 1410, and the assessment instrument will change to Chapter 7 Independent Project for AY 2021.</p>	<table border="1"> <caption>Business Technology General Education Program Outcome 3 Data</caption> <thead> <tr> <th>Term</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>22</td> <td>22</td> <td>100%</td> </tr> <tr> <td>Spring 2019</td> <td>18</td> <td>18</td> <td>100%</td> </tr> <tr> <td>Fall 2019</td> <td>15</td> <td>15</td> <td>100%</td> </tr> <tr> <td>Spring 2020</td> <td>32</td> <td>32</td> <td>100%</td> </tr> </tbody> </table>	Term	Met	Completed	% Met	Fall 2018	22	22	100%	Spring 2019	18	18	100%	Fall 2019	15	15	100%	Spring 2020	32	32	100%
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**BUSINESS TECHNOLOGY DEGREE GENERAL EDUCATION SLOs**

**General Education Outcome 4:** Individually or as a member of a group, use information effectively to accomplish a specific purpose.

<p><b>Program:</b> In BUSN 1400, Word Processing Applications, 80% of students will exhibit information literacy by completing a customized mail merge with a minimum score of 75% based on an established rubric.</p>	<p>Direct, formative, internal Chapter 5 Guided Project</p>	<p>Fall 2019 93.3% (14 of 15) of students completed the assignment with a score of 75% or higher.</p>	<p>The outcome was met with continued student success.</p>	<p>This assessment measure will be retained, and the assignment will be repeated for AY 2021.</p>	
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**General Education Outcome 5:** Demonstrate ability to work effectively with people who have ideas, beliefs, attitudes, and/or behaviors that are different from his or her.

<p><b>Program:</b> In BUSN 1300, Introduction to Business, 80% of students will express their ideas and beliefs through discussion with a minimum score of 75% based on established guidelines.</p>	<p>Direct, formative, internal Chapter 10 Discussion Forum</p>	<p>Spring 2020 87.5% (7 of 8) of students completed the assignment with a score of 75% or higher.</p>	<p>The outcome was met during AY 2020. <i>Note: The three fall sections were cancelled due to low enrollment.</i></p>	<p>The measure will be retained for AY 2021.</p>	
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**Table 4.1 - Standard 4 Student Learning Assessment**

<b>Performance Indicator</b>	<b>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.</b>				
<b>Student Learning Results</b>	<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><b>Direct</b> - Assessing student performance by examining samples of student work.  <b>Indirect</b> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.  <b>Formative</b> - An assessment conducted during the student's education.  <b>Summative</b> - An assessment conducted at the end of the student's education.  <b>Internal</b> - An assessment instrument that was developed within the business unit.  <b>External</b> - An assessment instrument that was developed outside the business unit.  <b>Comparative</b> - 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>				
<b>Identified in Criterion 4.2</b>	<b>Identified in Criterion 4.1</b>	<b>Identified in Criterion 4.3</b>		<b>Identified in Criterion 4.4</b>	<b>Identified in Criterion 4.3</b>
<b>PROGRAM GOALS and/or WGTC GENERAL EDUCATION GOALS and MEASURES</b>	<b>MEASUREMENT INSTRUMENT or PROCESS and TYPE (Direct, Formative, Internal, Comparative)</b>	<b>RESULTS</b>	<b>ANALYSIS of RESULTS</b>	<b>ACTION TAKEN or IMPROVEMENT PLANNED</b>	<b>GRAPHS or TABLES of TRENDS (3 -5 data points) Report sample or population size n = #</b>

**MARKETING MANAGEMENT DEGREE PROGRAM SLOs**

**Program Learning Outcome 1:** Demonstrate an understanding of the impact of foreign currency exchanges on marketing effectiveness and competitiveness.

<p><i>Measure for Social Media Marketing Specialization</i></p> <p><b>SLO 1:</b> In MKTG 2500, Exploring Social Media, 70% of students will score 80% or higher on an analysis of a consolidated balance sheet of a multinational corporation with fluctuating exchange rates to calculate the value of current assets.</p>	<p>Direct, formative, internal</p> <p>Case Study</p>	<p>Fall 2019</p> <p>80% (12 of 15) of students completed the case study with a score of 80% or higher.</p>	<p>Based on student success rates, faculty determined the instrument accurately assessed the outcome.</p>	<p>The measure will be retained using a different assessment.</p>	<table border="1"> <caption>Marketing Management Student Learning Outcome 1 Data</caption> <thead> <tr> <th>Semester</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>1</td> <td>1</td> <td>100%</td> </tr> <tr> <td>Spring 2018</td> <td>17</td> <td>18</td> <td>94%</td> </tr> <tr> <td>Fall 2019</td> <td>12</td> <td>15</td> <td>80%</td> </tr> </tbody> </table>	Semester	Met	Completed	% Met	Fall 2017	1	1	100%	Spring 2018	17	18	94%	Fall 2019	12	15	80%
Semester	Met	Completed	% Met																		
Fall 2017	1	1	100%																		
Spring 2018	17	18	94%																		
Fall 2019	12	15	80%																		

**Program Learning Outcome 2:** Analyze how the economic, financial, social, legal, and cultural forces affect the business environment.

<p><i>Measure for E-Business and Entrepreneurship Specializations</i></p> <p><b>SLO 2:</b> MKTG 2210, Entrepreneurship, 50% of students will use government or trade data in describing a target market.</p>	<p>Direct, formative, internal</p> <p>Business Plan</p>	<p>Spring 2020</p> <p>44.4% (4 of 9) of students used government or trade data to describe a target market in their business plan.</p>	<p>The outcome was not met. Analysis indicates a need for improved communication concerning project requirements.</p>	<p>The learning outcome will be reassessed with updated project directions and grading rubric.</p>	<table border="1"> <caption>Marketing Management Student Learning Outcome 2 Data</caption> <thead> <tr> <th>Semester</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Spring 2018</td> <td>13</td> <td>18</td> <td>72%</td> </tr> <tr> <td>Spring 2019</td> <td>2</td> <td>6</td> <td>33%</td> </tr> <tr> <td>Spring 2020</td> <td>4</td> <td>9</td> <td>44%</td> </tr> </tbody> </table>	Semester	Met	Completed	% Met	Spring 2018	13	18	72%	Spring 2019	2	6	33%	Spring 2020	4	9	44%
Semester	Met	Completed	% Met																		
Spring 2018	13	18	72%																		
Spring 2019	2	6	33%																		
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**Table 4.1 - Standard 4 Student Learning Assessment**

<b>Performance Indicator</b>	<b>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.</b>				
<b>Student Learning Results</b>	<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><b>Direct</b> - Assessing student performance by examining samples of student work.  <b>Indirect</b> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.  <b>Formative</b> - An assessment conducted during the student's education.  <b>Summative</b> - An assessment conducted at the end of the student's education.  <b>Internal</b> - An assessment instrument that was developed within the business unit.  <b>External</b> - An assessment instrument that was developed outside the business unit.  <b>Comparative</b> - 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>				
<b>Identified in Criterion 4.2</b>	<b>Identified in Criterion 4.1</b>	<b>Identified in Criterion 4.3</b>		<b>Identified in Criterion 4.4</b>	<b>Identified in Criterion 4.3</b>
<b>PROGRAM GOALS and/or WGTC GENERAL EDUCATION GOALS and MEASURES</b>	<b>MEASUREMENT INSTRUMENT or PROCESS and TYPE (Direct, Formative, Internal, Comparative)</b>	<b>RESULTS</b>	<b>ANALYSIS of RESULTS</b>	<b>ACTION TAKEN or IMPROVEMENT PLANNED</b>	<b>GRAPHS or TABLES of TRENDS (3 -5 data points) Report sample or population size n = #</b>

**MARKETING MANAGEMENT DEGREE PROGRAM SLOs**

<b>Program Learning Outcome 3:</b> Demonstrate skills that display the customer service orientation.																									
<p><i>Measure for Sports Marketing Specialization</i></p> <p><b>SLO 3:</b> In MKTG 1160, Professional Selling, 80% of students will score 80% or higher on a case that resolves a customer complaint using an established grading rubric.</p>	<p>Direct, formative, internal</p> <p>Tweet assignment</p>	<p>Fall 2019</p> <p>77.8% (14 of 18) of students completed the assignment with a score of 80% or higher.</p>	<p>The outcome's success rate measured above expectations prior to this academic year, which is slightly below.</p>	<p>The outcome will be measured during the next cycle. A different course and/or assignment will be considered.</p>	<table border="1"> <caption>Marketing Management Student Learning Outcome 3 Data</caption> <thead> <tr> <th>Term</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>25</td> <td>26</td> <td>96%</td> </tr> <tr> <td>Spring 2018</td> <td>6</td> <td>6</td> <td>100%</td> </tr> <tr> <td>Fall 2018</td> <td>10</td> <td>11</td> <td>91%</td> </tr> <tr> <td>Fall 2019</td> <td>14</td> <td>18</td> <td>78%</td> </tr> </tbody> </table>	Term	Met	Completed	% Met	Fall 2017	25	26	96%	Spring 2018	6	6	100%	Fall 2018	10	11	91%	Fall 2019	14	18	78%
Term	Met	Completed	% Met																						
Fall 2017	25	26	96%																						
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<b>Program Learning Outcome 4:</b> Collect, analyze, and disseminate information to be used for decision making in business.																					
<p><b>SLO 4:</b> In MKTG 1190, Integrated Communications, students will score 80% or greater (graded by a rubric) on a team project in which teams determine, based on product and target market, the most effective methods to disseminate information about product development and promotion for the business.</p>	<p>Direct, formative, internal</p> <p>Course Project</p>	<p>Fall 2019</p> <p>Course was cancelled due to low enrollment.</p>	<p>There was no data available this academic year due to course cancellation.</p>	<p>The outcome will be retained for future measure.</p>	<table border="1"> <caption>Marketing Management Student Learning Outcome 4 Data</caption> <thead> <tr> <th>Term</th> <th>Met</th> <th>Completed</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>4</td> <td>5</td> <td>80%</td> </tr> <tr> <td>Fall 2018</td> <td>9</td> <td>13</td> <td>69%</td> </tr> <tr> <td>Fall 2019</td> <td colspan="3">No data available (course offering canceled)</td> </tr> </tbody> </table>	Term	Met	Completed	% Met	Fall 2017	4	5	80%	Fall 2018	9	13	69%	Fall 2019	No data available (course offering canceled)		
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**MARKETING MANAGEMENT DEGREE GENERAL EDUCATION SLOs**

**General Education Outcome 1:** Apply appropriate reading, writing, speaking, or listening skills to express ideas and opinions.

<p><b>Graduates:</b> 50% of program students will score at or above the 50th percentile on the writing item of the ETS exam.</p>	<p>Direct, summative, comparative, external</p> <p>ETS writing item</p>	<p>Spring 2020</p> <p>80% (4 of 5) of students scored at or above the 50th percentile on the writing item compared to 54.7% for WGTC and 61% nationally.</p>	<p>The outcome was met during AY 2020.</p>	<p>Faculty will continue to emphasize applying appropriate writing skills to express ideas and opinions in graded discussion forums.</p>	<table border="1"> <caption>Marketing Management General Education Outcome 1</caption> <thead> <tr> <th>Group</th> <th>AY 2018 (n=2)</th> <th>AY 2019 (n=9)</th> <th>AY 2020 (n=5)</th> </tr> </thead> <tbody> <tr> <td>MKTG</td> <td>100%</td> <td>78%</td> <td>80%</td> </tr> <tr> <td>WGTC</td> <td>51%</td> <td>55%</td> <td>55%</td> </tr> <tr> <td>National</td> <td>59%</td> <td>61%</td> <td>61%</td> </tr> </tbody> </table>	Group	AY 2018 (n=2)	AY 2019 (n=9)	AY 2020 (n=5)	MKTG	100%	78%	80%	WGTC	51%	55%	55%	National	59%	61%	61%
Group	AY 2018 (n=2)	AY 2019 (n=9)	AY 2020 (n=5)																		
MKTG	100%	78%	80%																		
WGTC	51%	55%	55%																		
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**General Education Outcome 2:** Use everyday mathematical concepts and basic mathematical tools to obtain or convey information.

<p><b>Graduates:</b> 50% of program students will score at or above the 50th percentile on the mathematics items of the ETS exam.</p>	<p>Direct, summative, comparative, external</p> <p>ETS mathematics items</p>	<p>Spring 2020</p> <p>60% (3 of 5) of students scored at or above the 50th percentile on the mathematics items compared to 41.3% for WGTC and 51% nationally.</p>	<p>The outcome was met with increased student success for AY 2020.</p>	<p>Faculty will encourage upcoming graduates to register for the ETS exam to increase student participation for comparable data. Mathematical skills will continue to be integrated into assignments and projects in program courses.</p>	<table border="1"> <caption>Marketing Management General Education Outcome 2</caption> <thead> <tr> <th>Group</th> <th>AY 2018 (n=2)</th> <th>AY 2019 (n=9)</th> <th>AY 2020 (n=5)</th> </tr> </thead> <tbody> <tr> <td>MKTG</td> <td>50%</td> <td>33%</td> <td>60%</td> </tr> <tr> <td>WGTC</td> <td>62%</td> <td>41%</td> <td>41%</td> </tr> <tr> <td>National</td> <td>57%</td> <td>52%</td> <td>51%</td> </tr> </tbody> </table>	Group	AY 2018 (n=2)	AY 2019 (n=9)	AY 2020 (n=5)	MKTG	50%	33%	60%	WGTC	62%	41%	41%	National	57%	52%	51%
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**MARKETING MANAGEMENT DEGREE GENERAL EDUCATION SLOs**

<b>General Education Outcome 3:</b> Develop critical thinking and reasoning skills for problem solving.																					
<p><b>Graduates:</b> 50% of program students will score at or above the 50th percentile on the critical thinking items of the ETS exam.</p>	<p>Direct, summative, comparative, external</p> <p>ETS critical thinking items</p>	<p>Spring 2020</p> <p>60% (3 of 5) of students scored at or above the 50th percentile on the critical thinking items compared to 61.1% for WGTC and 55% nationally.</p>	<p>The outcome was met; however, faculty noted a decrease in student success in AY 2020 compared to AY 2019.</p>	<p>Faculty will encourage upcoming graduates to register for the ETS exam to increase student participation for comparable data. Critical thinking skills will continue to be integrated into assignments and projects in program courses.</p>	<table border="1"> <caption>Marketing Management General Education Outcome 3 Data</caption> <thead> <tr> <th>Category</th> <th>AY 2018 (n=2)</th> <th>AY 2019 (n=9)</th> <th>AY 2020 (n=5)</th> </tr> </thead> <tbody> <tr> <td>MKTG</td> <td>100%</td> <td>67%</td> <td>60%</td> </tr> <tr> <td>WGTC</td> <td>62%</td> <td>61%</td> <td>61%</td> </tr> <tr> <td>National</td> <td>53%</td> <td>56%</td> <td>55%</td> </tr> </tbody> </table>	Category	AY 2018 (n=2)	AY 2019 (n=9)	AY 2020 (n=5)	MKTG	100%	67%	60%	WGTC	62%	61%	61%	National	53%	56%	55%
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