

Standard #4 Measurement and Analysis of Student Learning and Performance

| Performance Indicator | Definition |
|------------------------------------|--|
| 1. Student Learning Results | <p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p> |

| Performance Measure | What is your measurement instrument or process? | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) |
|---------------------|--|--------------------------------|--------------------------------------|---|---|
| | | Current Results | Analysis of Results | Action Taken or Improvement made | |
| Measurable goal | Do not use grades. | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | |
| What is your goal? | (Indicate type of instrument) direct, formative, internal, comparative | | | | |

BABA, Accounting

| 70% of students will demonstrate an understanding of the accounting principles, concepts, and standards to properly value asset, liability, equity, revenue, and expense accounts. (CLO 4) | Direct, formative, internal (ACC 323 Intermediate Financial Accounting II, Exam 1) | Fall 2024 was the highest score of 78% the highest of the three years. (F23 n=22, S24 n=45, F24 n=43) | Overall trend of rising student exam scores with the last two points above the benchmark. This is a difficult class, but past efforts for student support are showing improvement in exam scores. | This class has been moved to simultaneously providing all three modalities on the last two semester (In-person, online synchronous, and asynchronous). The synchronous pairing with in-person has improves student performance. | <p style="text-align: center;">Knowledge of accounting principles, concepts, and standards</p> <table border="1" style="margin: 0 auto; font-size: small;"> <caption>Knowledge of accounting principles, concepts, and standards</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2023</td> <td>62.90%</td> </tr> <tr> <td>Spring 2024</td> <td>74%</td> </tr> <tr> <td>Fall 2024</td> <td>78%</td> </tr> </tbody> </table> | Term | Score | Fall 2023 | 62.90% | Spring 2024 | 74% | Fall 2024 | 78% | | | | |
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| Spring 2024 | 74% | | | | | | | | | | | | | | | | |
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| 80% of students will understand how to utilize financial data for management decision-making. (CLO 5) | Direct, formative, internal (ACC 201 Introduction to Financial Accounting, Group Project) | Fall 2023 was the highest score of 88% the highest of the three years. (F23 n=22, S24 n=21, F24 n=34) | Overall declining trend of student group project scores, but still at or above benchmark. Additional support is needed to illustrate to students how to work together in small group projects. | Some variability on student performance is expected as this is a group project, however the downward trend is concerning. A draft of the Final Project is now turned in earlier for feedback to assist where needed. | <p style="text-align: center;">Utilize financial data for management decision-making</p> <table border="1" style="margin: 0 auto; font-size: small;"> <caption>Utilize financial data for management decision-making</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2023</td> <td>88%</td> </tr> <tr> <td>Spring 2024</td> <td>81%</td> </tr> <tr> <td>Fall 2024</td> <td>80%</td> </tr> </tbody> </table> | Term | Score | Fall 2023 | 88% | Spring 2024 | 81% | Fall 2024 | 80% | | | | |
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| Fall 2023 | 88% | | | | | | | | | | | | | | | | |
| Spring 2024 | 81% | | | | | | | | | | | | | | | | |
| Fall 2024 | 80% | | | | | | | | | | | | | | | | |
| 80% of students will demonstrate critical thinking, research and communication skills as applied to organizations. (DLO1, ILO1) | Direct, summative, internal, comparative (across concentrations) (BUSA 486 Senior Project/Capstone) | Accounting students have consistently performed at the same level or higher than the overall student performance of business students. (n=53) | Accounting students are consistently achieve high levels of performance. Capstone is the last class, therefore the pass rate is consistently high. | Some variability on student performance for capstone is expected as multiple faculty teach this course. Improvements to be made include providing some continuity between capstone sections and creating a division capstone rubric. | <p style="text-align: center;">Analyze a Discipline-Specific Challenge</p> <table border="1" style="margin: 0 auto; font-size: small;"> <caption>Analyze a Discipline-Specific Challenge</caption> <thead> <tr> <th>Term</th> <th>BUSA 486A (ACC) Score</th> <th>BUSA 486 Pass Rate</th> </tr> </thead> <tbody> <tr> <td>Spring 2023</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Fall 2023</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Spring 2024</td> <td>95%</td> <td>100%</td> </tr> </tbody> </table> | Term | BUSA 486A (ACC) Score | BUSA 486 Pass Rate | Spring 2023 | 100% | 100% | Fall 2023 | 100% | 100% | Spring 2024 | 95% | 100% |
| Term | BUSA 486A (ACC) Score | BUSA 486 Pass Rate | | | | | | | | | | | | | | | |
| Spring 2023 | 100% | 100% | | | | | | | | | | | | | | | |
| Fall 2023 | 100% | 100% | | | | | | | | | | | | | | | |
| Spring 2024 | 95% | 100% | | | | | | | | | | | | | | | |

| BABA, Management | | | | | | | | | | | | | | | | | |
|--|---|--|---|---|---|------|-----------------------|--------------------|-------------|-------------|--------|-------------|--------|--------|-------------|--------|--------|
| 80% of students will demonstrate proficiency in understanding the central concepts of management. (CLO 1) | Direct, formative, internal (MGT 310 Principles of Management, Final Exam) | Fall 2024 was 89% the highest of the three years. (F23 n=42, S24 n=40, F24 n=31) | Overall trend of rising student exam scores. Students appear to be getting enough support and practice preparing them for the exam. | Since the exam scores are fairly consistent from term to term and above the 80% benchmark, not much changes are scheduled for this class. Improvements to consider going forward include continue to monitor students of concern and consistency between faculty. | <p>Knowledge of Central Concepts of Management</p> <table border="1"> <caption>Knowledge of Central Concepts of Management</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2023</td> <td>86%</td> </tr> <tr> <td>Spring 2024</td> <td>87%</td> </tr> <tr> <td>Fall 2024</td> <td>89%</td> </tr> </tbody> </table> | Term | Score | Fall 2023 | 86% | Spring 2024 | 87% | Fall 2024 | 89% | | | | |
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| 80% of students will analyze and provide solutions to management problems, policy and ethical dilemmas through written communication skills. (CLO 2) | Direct, formative, internal (MGT 370 Global External Environment, Current Event Reports) | Summer 2024 was 84% the highest of the three years. (SU23 n=27, S24 n=19, SU24 n=43) | Overall trend of below benchmark scores, with the exception of exceeding the benchmark Summer of 2024. Students need additional support on analysis of current events to decision making. | Going forward, faculty will provide additional examples to prepare students for analysis of current event reports. Class discussions of current events and management decision making will be included. | <p>Analyze and Solve Management Problems</p> <table border="1"> <caption>Analyze and Solve Management Problems</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Summer 2023</td> <td>77%</td> </tr> <tr> <td>Spring 2024</td> <td>74%</td> </tr> <tr> <td>Summer 2024</td> <td>84%</td> </tr> </tbody> </table> | Term | Score | Summer 2023 | 77% | Spring 2024 | 74% | Summer 2024 | 84% | | | | |
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| Spring 2024 | 74% | | | | | | | | | | | | | | | | |
| Summer 2024 | 84% | | | | | | | | | | | | | | | | |
| 80% of students will demonstrate critical thinking, research and communication skills as applied to organizations. (DLO1) | Direct, summative, internal, comparative (across concentrations) (BUSA 486 Senior Project/Capstone) | Management students have consistently matched or outperformed the overall performance of business students. (n=42) | Management students are consistently achieve high levels of performance. Capstone is the last class, therefore the pass rate is consistently high. | Some variability on student performance for capstone is expected as multiple faculty teach this course. Improvements to be made include providing some continuity between capstone sections and creating a division capstone rubric. | <p>Analyze a Discipline-Specific Challenge</p> <table border="1"> <caption>Analyze a Discipline-Specific Challenge</caption> <thead> <tr> <th>Term</th> <th>BUSA 486L (MGT) Score</th> <th>BUSA 486 Pass Rate</th> </tr> </thead> <tbody> <tr> <td>Spring 2023</td> <td>100%</td> <td>93%</td> </tr> <tr> <td>Fall 2023</td> <td>93%</td> <td>93%</td> </tr> <tr> <td>Spring 2024</td> <td>93%</td> <td>93%</td> </tr> </tbody> </table> | Term | BUSA 486L (MGT) Score | BUSA 486 Pass Rate | Spring 2023 | 100% | 93% | Fall 2023 | 93% | 93% | Spring 2024 | 93% | 93% |
| Term | BUSA 486L (MGT) Score | BUSA 486 Pass Rate | | | | | | | | | | | | | | | |
| Spring 2023 | 100% | 93% | | | | | | | | | | | | | | | |
| Fall 2023 | 93% | 93% | | | | | | | | | | | | | | | |
| Spring 2024 | 93% | 93% | | | | | | | | | | | | | | | |
| BABA, Finance | | | | | | | | | | | | | | | | | |
| 80% of students will use time value of money concepts to solve financial problems. (CLO 2) | Direct, formative, internal (FIN 301 Personal Finance, Midterm Exam) | Fall 2024 was a high of 93% the highest of the three years. (F23 n=56, S24 n=51, F24 n=54) | Overall trend of rising student exam scores, consistently above benchmark. The support and course materials have shown appropriate for student success for this course. | This class is offered both as a regular course and a writing-intensive course. Further evaluation could compare the two course types if enrollment numbers support running two sections concurrently. | <p>Solve Financial Problems</p> <table border="1"> <caption>Solve Financial Problems</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2023</td> <td>90%</td> </tr> <tr> <td>Spring 2024</td> <td>90%</td> </tr> <tr> <td>Fall 2024</td> <td>93%</td> </tr> </tbody> </table> | Term | Score | Fall 2023 | 90% | Spring 2024 | 90% | Fall 2024 | 93% | | | | |
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| Fall 2024 | 93% | | | | | | | | | | | | | | | | |
| 80% of students will use valuation methods to price securities. (CLO 3) | Direct, formative, internal (FIN 311 Investments, Exam 2) | Fall 2024 was a high of 89% the highest of the three years. (F23 n=18, S24 n=22, F24 n=15) | Overall trend of rising student exam scores, consistently above benchmark. The support and course materials have shown appropriate for student success for this course. | Although there are significant student performance improvements from Fall 2023 to Fall 2024, the course results will be shared with the department to highlight areas that correlate with increased student success. | <p>Solve Financial Problems</p> <table border="1"> <caption>Solve Financial Problems</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2023</td> <td>84%</td> </tr> <tr> <td>Spring 2024</td> <td>86%</td> </tr> <tr> <td>Fall 2024</td> <td>89%</td> </tr> </tbody> </table> | Term | Score | Fall 2023 | 84% | Spring 2024 | 86% | Fall 2024 | 89% | | | | |
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| Spring 2024 | 86% | | | | | | | | | | | | | | | | |
| Fall 2024 | 89% | | | | | | | | | | | | | | | | |
| 80% of students will demonstrate critical thinking, research and communication skills as applied to organizations. (DLO1) | Direct, summative, internal, comparative (across concentrations) (BUSA 486 Senior Project/Capstone) | Finance students have performed at or near the overall level of business students. (n=26) | Finance students are consistently achieve high levels of performance. Capstone is the last class, therefore the pass rate is consistently high. | Some variability on student performance for capstone is expected as multiple faculty teach this course. Improvements to be made include providing some continuity between capstone sections and creating a division capstone rubric. | <p>Analyze a Discipline-Specific Challenge</p> <table border="1"> <caption>Analyze a Discipline-Specific Challenge</caption> <thead> <tr> <th>Term</th> <th>BUSA 486F (FIN) Score</th> <th>BUSA 486 Pass Rate</th> </tr> </thead> <tbody> <tr> <td>Spring 2023</td> <td>90.00%</td> <td>83.33%</td> </tr> <tr> <td>Fall 2023</td> <td>83.33%</td> <td>83.33%</td> </tr> <tr> <td>Spring 2024</td> <td>90.00%</td> <td>83.33%</td> </tr> </tbody> </table> | Term | BUSA 486F (FIN) Score | BUSA 486 Pass Rate | Spring 2023 | 90.00% | 83.33% | Fall 2023 | 83.33% | 83.33% | Spring 2024 | 90.00% | 83.33% |
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| Spring 2023 | 90.00% | 83.33% | | | | | | | | | | | | | | | |
| Fall 2023 | 83.33% | 83.33% | | | | | | | | | | | | | | | |
| Spring 2024 | 90.00% | 83.33% | | | | | | | | | | | | | | | |

| BABA, Hospitality & Tourism | | | | | | | | | | | | | | | | | |
|--|---|--|---|--|---|------|------------------------|--------------------|-------------|-------------|------|-----------|------|------|-------------|------|------|
| 80% of students will have knowledge of hospitality industry concepts, trends, and issues through local and global frameworks. (CLO 2) | Direct, formative, internal (HOST 306 Hospitality and Travel Administration, Final Exam) | Fall 2024 was a high of 89%, consistent with above benchmark scores. (F23 n=25, S24 n=27, F24 n=9) | Overall declining trend of student scores, but still at or above benchmark. There is a solid history of students performing well on this exam. | Monitor for continued successful achievement of this learning objective. Additional support on the course material will be provided if the trend continues downward. | <p>Knowledge of Hospitality Industry Concepts, Trends, and Issues</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2023</td> <td>91%</td> </tr> <tr> <td>Fall 2023</td> <td>99%</td> </tr> <tr> <td>Fall 2024</td> <td>89%</td> </tr> </tbody> </table> | Term | Score | Spring 2023 | 91% | Fall 2023 | 99% | Fall 2024 | 89% | | | | |
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| Fall 2023 | 99% | | | | | | | | | | | | | | | | |
| Fall 2024 | 89% | | | | | | | | | | | | | | | | |
| 80% of students will demonstrate interpersonal and leadership skills through the usage of oral and written communication. (CLO1) | Direct, formative, internal (HOST 421 Sustainability in Tourism, Final Presentation) | Fall 2024 was a high of 89%, consistent with above benchmark scores. (F23 n=12, S24 n=10, F24 n=23) | Overall declining trend of student scores, but still at or above benchmark. There is a solid history of students performing well on this exam. | Monitor for continued successful achievement of this learning objective. Additional support on the course material will be provided if the trend continues downward. | <p>Demonstrate Interpersonal and Leadership Skills</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2023</td> <td>100%</td> </tr> <tr> <td>Fall 2023</td> <td>90%</td> </tr> <tr> <td>Fall 2024</td> <td>85%</td> </tr> </tbody> </table> | Term | Score | Spring 2023 | 100% | Fall 2023 | 90% | Fall 2024 | 85% | | | | |
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| Fall 2024 | 85% | | | | | | | | | | | | | | | | |
| 80% of students will demonstrate critical thinking, research and communication skills as applied to organizations. (DLO1) | Direct, summative, internal, comparative (across concentrations) (BUSA 486 Senior Project/Capstone) | Hospitality & Tourism students have consistently outperformed the overall business student average. (n=15) | Hospitality and Tourism students are consistently achieve high levels of performance. Capstone is the last class, therefore the pass rate is consistently high. | Some variability on student performance for capstone is expected as multiple faculty teach this course. Improvements to be made include providing some continuity between capstone sections and creating a division capstone rubric. | <p>Analyze a Discipline-Specific Challenge</p> <table border="1"> <thead> <tr> <th>Term</th> <th>BUSA 486H (HOST) Score</th> <th>BUSA 486 Pass Rate</th> </tr> </thead> <tbody> <tr> <td>Spring 2023</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Fall 2023</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Spring 2024</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> | Term | BUSA 486H (HOST) Score | BUSA 486 Pass Rate | Spring 2023 | 100% | 100% | Fall 2023 | 100% | 100% | Spring 2024 | 100% | 100% |
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| Fall 2023 | 100% | 100% | | | | | | | | | | | | | | | |
| Spring 2024 | 100% | 100% | | | | | | | | | | | | | | | |
| BABA, Marketing | | | | | | | | | | | | | | | | | |
| 80% of students will demonstrate proficiency in understanding the central concepts of marketing. (CLO 1) | Direct, formative, internal (BUSA 300 Principles of Marketing Final Marketing Plan) | Fall 2024 was a high of 96%, consistent with above benchmark scores. (F23 n=53, S24 n=53, F24 n=56) | Overall flat trend of student scores, but still above benchmark. Students are consistently performing above the benchmark. | This is a core course that prepares students for subsequent writing-intensive courses. An emphasis on business writing readiness can be included to better prepare students for their capstone class | <p>Knowledge of Central Concepts of Marketing</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2023</td> <td>96%</td> </tr> <tr> <td>Spring 2024</td> <td>98%</td> </tr> <tr> <td>Fall 2024</td> <td>96%</td> </tr> </tbody> </table> | Term | Score | Fall 2023 | 96% | Spring 2024 | 98% | Fall 2024 | 96% | | | | |
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| Fall 2024 | 96% | | | | | | | | | | | | | | | | |
| 80% of students will analyze and provide solutions to marketing problems, policy, and ethical dilemmas through written communication skills. (CLO 2) | Direct, formative, internal (MKT 331 Advertising & Promotion Management, Final Paper) | Fall 2024 was a high of 96%, consistent with above benchmark scores. (F23 n=17, S24 n=21, F24 n=19) | Overall flat trend of student scores, but still above benchmark. Students are consistently performing above the benchmark. | This is a core course that prepares students for subsequent writing-intensive courses. An emphasis on business writing readiness can be included to better prepare students for their capstone class | <p>Analyze and Provide Solutions to Marketing Problems</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2023</td> <td>97%</td> </tr> <tr> <td>Spring 2024</td> <td>98%</td> </tr> <tr> <td>Fall 2024</td> <td>96%</td> </tr> </tbody> </table> | Term | Score | Fall 2023 | 97% | Spring 2024 | 98% | Fall 2024 | 96% | | | | |
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| 80% of students will demonstrate critical thinking, research and communication skills as applied to organizations. (DLO1) | Direct, summative, internal, comparative (across concentrations) (BUSA 486 Senior Project/Capstone) | Marketing students have consistently performed at the same level or higher than the overall student performance of business students. (n=32) | Marketing students are consistently achieve high levels of performance. Capstone is the last class, therefore the pass rate is consistently high. | Some variability on student performance for capstone is expected as multiple faculty teach this course. Improvements to be made include providing some continuity between capstone sections and creating a division capstone rubric. | <p>Analyze a Discipline-Specific Challenge</p> <table border="1"> <thead> <tr> <th>Term</th> <th>BUSA 486M (MKT) Score</th> <th>BUSA 486 Pass Rate</th> </tr> </thead> <tbody> <tr> <td>Spring 2023</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Fall 2023</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Spring 2024</td> <td>90%</td> <td>100%</td> </tr> </tbody> </table> | Term | BUSA 486M (MKT) Score | BUSA 486 Pass Rate | Spring 2023 | 100% | 100% | Fall 2023 | 100% | 100% | Spring 2024 | 90% | 100% |
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| Fall 2023 | 100% | 100% | | | | | | | | | | | | | | | |
| Spring 2024 | 90% | 100% | | | | | | | | | | | | | | | |

| BABA, General Business | | | | | | | | | | | | | |
|--|--|---|--|--|--|------|-------|-------------|------|-------------|------|-------------|------|
| 70% of students will demonstrate proficiency in using critical thinking skills necessary to discuss effective managerial decision-making opportunities within a dynamic and diverse work environment. (CLO 1, 2 & DLO 1,3) | Direct, formative, internal (BUS 320 Statistics for Decision Making, Final Exam) | Fall 2024 was a high of 80% the highest of the three years. (F23 n=90, S24 n=37, F24 n=91) | Overall trend of rising student exam scores. Needed more emphasis on how to use available tools and real-world applications. | Provided additional screenshot tutorials to solve problems and did in class discussions for application of concepts. | <p>Analysis of Critical Thinking</p> <table border="1"> <caption>Analysis of Critical Thinking</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2023</td> <td>72%</td> </tr> <tr> <td>Spring 2024</td> <td>78%</td> </tr> <tr> <td>Fall 2024</td> <td>83%</td> </tr> </tbody> </table> | Term | Score | Fall 2023 | 72% | Spring 2024 | 78% | Fall 2024 | 83% |
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| Spring 2024 | 78% | | | | | | | | | | | | |
| Fall 2024 | 83% | | | | | | | | | | | | |
| 80% of students will analyze and provide solutions to management problems, policy, and ethical dilemmas through written communication skills. (CLO 1, 2, 3, 4 & DLO 1, 2, 3, 4) | Direct, formative, internal (BUS 435 Strategic Management, Final Exam) | Spring 2024 was a high of 94% the highest of the three years. (F23 n=37, S24 n=20, F24 n=20) | Overall trend of student scores consistently above the benchmark. Currently meeting student needs for success. | Continue to support students via discussions, providing additional resources, and research assistance. Students seem to need the most assistance on the technical writing for this class, therefore more support for writing will be provided. | <p>Analysis of Problem Solving and Written Communication Skills</p> <table border="1"> <caption>Analysis of Problem Solving and Written Communication Skills</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2023</td> <td>90%</td> </tr> <tr> <td>Spring 2024</td> <td>94%</td> </tr> <tr> <td>Fall 2024</td> <td>91%</td> </tr> </tbody> </table> | Term | Score | Fall 2023 | 90% | Spring 2024 | 94% | Fall 2024 | 91% |
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| Spring 2024 | 94% | | | | | | | | | | | | |
| Fall 2024 | 91% | | | | | | | | | | | | |
| 80% of students will demonstrate critical thinking, research and communication skills as applied to organizations. (DLO1) | Direct, summative, internal, comparative (across concentrations) (BUS 486 Senior Project/Capstone) | General business students have consistently outperformed the overall business student average. (n=31) | General Business students are consistently achieve high levels of performance. Capstone is the last class, therefore the pass rate is consistently high. | Some variability on student performance for capstone is expected as multiple faculty teach this course. Improvements to be made include providing some continuity between capstone sections and creating a division capstone rubric. | <p>Analyze a Discipline-Specific Challenge</p> <table border="1"> <caption>Analyze a Discipline-Specific Challenge</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2023</td> <td>100%</td> </tr> <tr> <td>Fall 2023</td> <td>100%</td> </tr> <tr> <td>Spring 2024</td> <td>100%</td> </tr> </tbody> </table> | Term | Score | Spring 2023 | 100% | Fall 2023 | 100% | Spring 2024 | 100% |
| Term | Score | | | | | | | | | | | | |
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