**Standard #4 Measurement and Analysis of Student Learning and Performance**

a.   **Program Outcomes**

**List outcomes, by accredited program - Program outcomes should be used as part of a student learning assessment plan and be measurable.**

Associate of Science Business degree

Since the last QA report, the department updated wording on student learning outcomes. See the updated outcomes below.

**Student Learning Outcomes:**

A student who completes the Associate of Science Business degree at Snow College should expect the following outcomes from the program:

Acquire Substantive Knowledge
- Students will be able to examine fundamentals of business and the relationship of business to society by analyzing a real business.
- Students will be able to apply knowledge of local and national laws as they relate to business.

Communications
- Students will be able to deliver oral presentations that are customized for the intended audience, well organized, and effectively delivered.
- Students will be able to produce clear, concise, purposeful, and grammatically correct written documents.

Computation
- Students will be able to use industry standard software or calculator to perform accurate calculations and summarize data effectively.
- Students will be able to choose and perform appropriate analyses for quantitative and qualitative data.

Professionalism
- Students will be able to collaborate effectively in teams, complete responsibilities, and assist teammates.
- Students will be able to design an educational and/or career pathway that establishes a direction for their overall professional goals.

Technology
- Students will be able to complete a project using business technology to solve real-world business problems in a changing and dynamic workplace.
- Students will be able to produce professional- looking documents and projects using industry standard hardware and software tools.

Students who complete an ASB degree have also obtained all general education requirements, which are separately assessed by the college.

b. **Performance Results**

**Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.**

**Standard 4 Student Learning Results (Required for each accredited program)**

| Performance Measure | What is your measurement instrument or process? | Current Results | Analysis of Results | Action Taken or Improvement made | Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) |
|---|---|---|---|---|---|
| COMMUNICATION Students will be able to produce clear, concise, purposeful, and grammatically correct written documents by achieving at least a 70% average on the BUS 2200 language arts assessment. | Internal summative assessment evaluating grammar, usage, spelling, etc. | Average score for the four most recent data points is 74%. | Although the scores meet our performance measure, this component of the class has typically been difficult for students. In Spring 2014, students from technical programs began enrolling in larger numbers. | More study guides have been developed, as well as practice tests. | **Language Arts Exam Average Scores**<br><br>Spring 2014: 66.5%<br>Fall 2014: 78.0%<br>Spring 2015: 75.6%<br>Fall 2015: 74.9%<br><br>Enrollment numbers:<br>Spring 2014, 35; Fall 2014, 23; Spring 2015, 38; Fall 2015, 28 |

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| Performance Measure | What is your measurement instrument or process? | Current Results | Analysis of Results | Action Taken or Improvement made | Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) |
|---|---|---|---|---|---|
| TECHNOLOGY Students will be able to complete a project using business technology to solve real-world business problems in a changing and dynamic workplace by achieving an average of 3.0 or higher on the rubric (scale: 0-4) on the BUS 2010 final project. | Internal summative assessment evaluating advanced business technology concepts; measured by a rubric across sections. | Average rubric score was 3.7. | Students are meeting the goal, but there appears to be a variation in grading among course sections. | Norming will be implemented for more consistent grading in all course sections. | **BUS 2010 Integrated Project Average Scores - Fall 2015** <br><br> Rubric Scale: 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, 1.0 <br> Outcome Areas: Tables, Queries, Reports, Relationships, Integration, Format, Writing Quality, Ethics, Prompt/Complete <br><br> 18 students 2 courses <br><br> This assessment began Fall 2015, so only one data point is available. |
| COMPUTATION Students will be able to use industry standard software or calculator to perform accurate calculations and summarize data effectively in the QuickBooks course where they will score | Internal, formative assessment BUS 1060. | The average score for three data points is 82.9%. | 21 of 25 students met the goal. | A rubric will be implemented to better evaluate specific outcomes for the project/course in all sections. | **BUS 1060 QuickBooks Project Final - Average Scores** <br><br> 100.0% 95.0% 90.0% 85.0% 80.0% 75.0% 70.0% 65.0% 60.0% <br> Fall 2014: 82.2% (7 of 9 students >= 80%) <br> Spring 2015: 79.4% (7 of 9 students >= 80%) <br> Fall 2015: 87.1% (7 of 7 students >= 80%) |

| Performance Measure | What is your measurement instrument or process? | Current Results | Analysis of Results | Action Taken or Improvement made | Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) |
|---|---|---|---|---|---|
| 80% average or above on the final project. | | | | | |
| PROFESSIONALISM Students will be able to design an educational and/or career pathway that establishes a direction for their overall professional goals, scoring at least 85% on their individualized project. | Internal summative assessment evaluating student ability to outline goals for their education and potential careers, based on research and class presentations, and scored on established criteria | Average score is 89%. | The benchmark is being met, though the smaller online class section seemed to have a higher average score. | A rubric is being developed for more uniform evaluation of the project. | Career Pathway Assignment Average Scores<br><br>100%<br>95%<br>90%<br>85% — 85% (Fall 2014), 96% (Spring 2015), 85% (Fall 2015)<br>80%<br>75%<br>Fall 2014   Spring 2015   Fall 2015<br><br>Enrollment numbers:<br>Fall 2014, 42; Spring 2015, 26; Fall 2015, 33 |