

Figure 4.1 - Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.1.

Performance Indicator	You must provide assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative,				
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</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student’s education.</p> <p>Summative – An assessment conducted at the end of the student’s education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare results to external students using data from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc.</p>				
	Analysis of Results				
Approach	Deployment (Do not use grades or GPA)	Results	Analysis of Results	Improvement Action Taken or Improvement made	Insert Graphs or Tables of Trends (3-5 data points) Report sample or population size n = #
Learning objectives <u>SLO1</u> , SLO2, etc.	What is your measurement instrument or process?	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
<u>Measurable</u> Goals 80%, 5.5 or above, etc.	(Indicate type of instrument) direct, formative, internal, comparative				
We have provided measures to meet the ACBSP guidelines for the Snow College ASB Program. Support data is provided in the evidence files for Standard 4.1. The data collected allows for additional analysis and comparisons that are not shown below. It is used on assessment days to make decisions and implement improvements. We realize that grades or GPA are not an ACBSP measurement. However, Snow College links grades to strategic enrollment management as an indication of student performance at the College.					

Goal - 90% of student participants in state PBL and Collegiate DECA competition qualify for the national competition

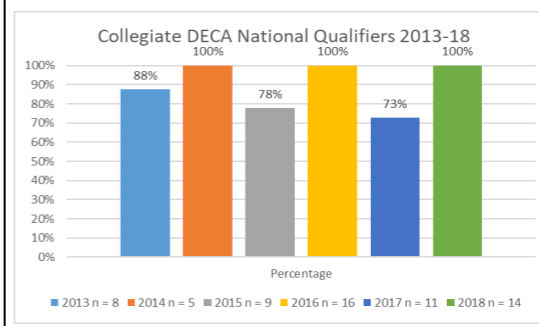
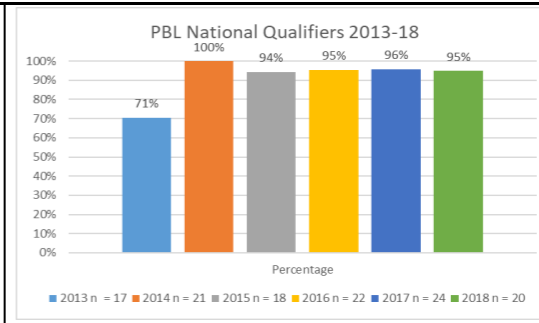
Awards at the state competition, and requirements of the national organizations determine participant qualification for national competition. Direct, Formative, External.

Results are based on national objective tests, as well as performance results judged by external business professionals.

The goal of 90% is being met

Although the goal is being met, competition from other schools changes each year.

Continue helping students prepare for state competition by signing up for events early, providing study materials, and holding competition prep sessions.



Program - ASB SLOs - 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.

Goal - Each student should be able to accurately and efficiently create from a data set the four general purpose financial statements. Rubric score 3 or higher

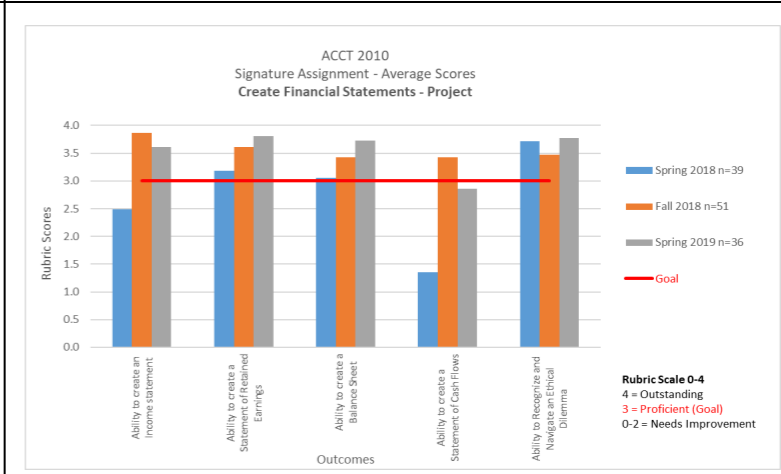
In ACCT 2010 (Financial Accounting), Direct, Formative, Internal.

Each student who receives a passing grade in the course should receive a 3 or 4 score on each of the financial statement assessments.

Spring 2018 results identified two areas that were below the goal and need improvement.

In Spring 2018, it was observed that students were not ready for future courses due to their inability to create a Statement of Cash Flows. It was decided that the Statement of Cash Flows learning module would be revised.

It was decided that the Statement of Cash Flows learning module would be rewritten. Instruction time was increased. New homework and examples were also added. The Instruction time was taken from the ethics module with no notable impact. In the future, we plan to raise our standards and make students stretch further making it more difficult for a student to be considered proficient



Goal - Achieve 3.0 average on all criteria.

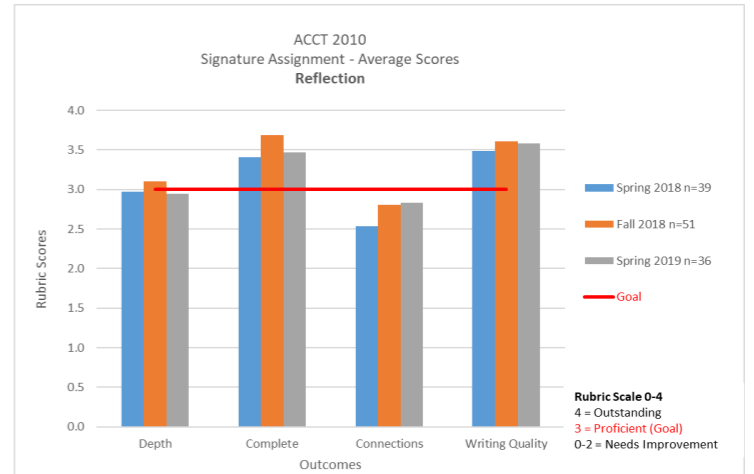
In ACCT 2010 (Financial Accounting), Indirect, Formative, Internal: The reflection assignment gives students the opportunity to assess their own learning and identify their strengths, weaknesses, and experiences tied to learning inside and outside of class, Comparative

A goal of 3.0 or higher was set for all criteria.

Depth and connections are two areas that need improvement.

Students could make stronger learning connections inside and outside the class.

Continue communicating the importance of participating in this reflective assignment. Discuss the criteria in more detail when giving assignment instructions.



Snow College ties grades to strategic enrollment management (retention, graduation)

Goal - 80% of students will successfully complete the class with a C- or higher

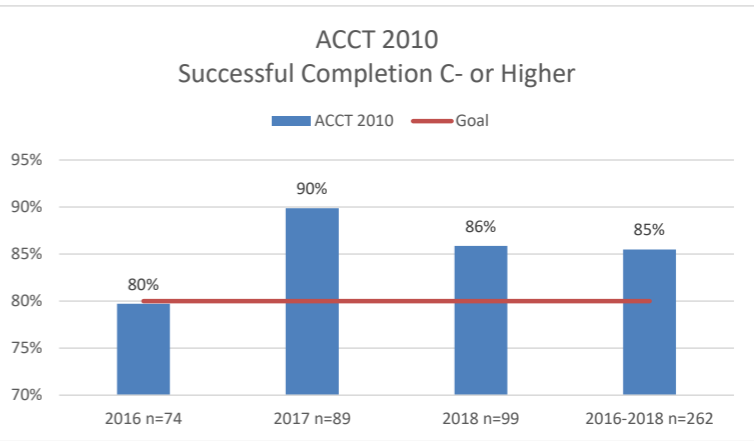
In ACCT 2010 (Financial Accounting), Direct, Formative, Internal: Final grade as a comprehensive look at student performance

A goal was set for 80% of students to earn a final grade of C- or above.

The goal is met with an average of 85%.

Since 2016, the goal has been exceeded. This is important because students need this course as a prerequisite to ACCT 2020.

Continue setting high expectations that are attainable for students. Identify those who are not meeting the goal early on.



Program - ASB
SLOs - 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.

Goal - Students should be able to extract financial data from a data set. Allocate data into categories and draw conclusions from their data. Replicating how business decisions should be made. Rubric score 3 or higher

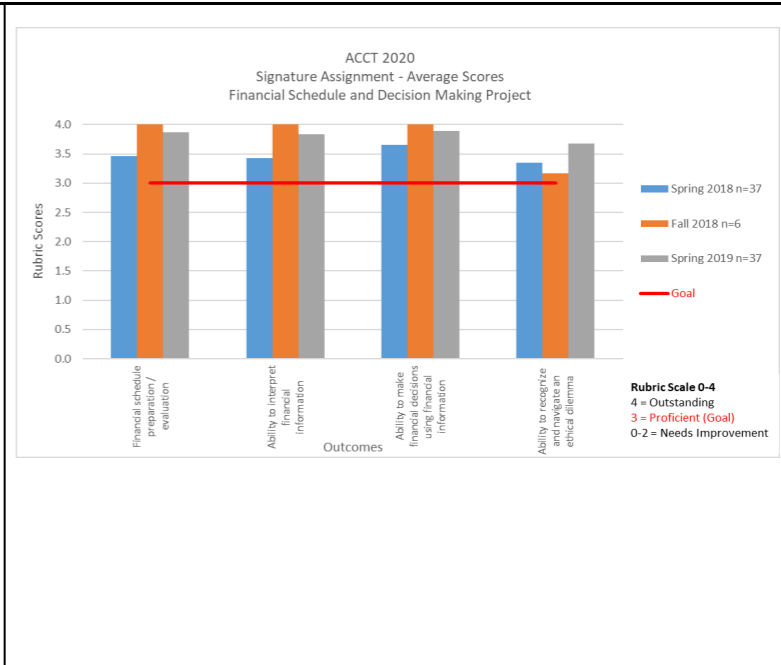
In ACCT 2020 (Managerial Accounting), Direct, Formative, Internal.

Goal: Rubric score 3 or higher

Currently most students are being deemed proficient. Although the results appear to be outstanding, it has been discussed that the results may be misleading due to the level of instructor involvement and collaboration on the assessment project.

It has been decided that a new assessment and project will be written for the Fall 2019 semester.

A new signature project is being written.



Goal - Achieve 3.0 average on all criteria.

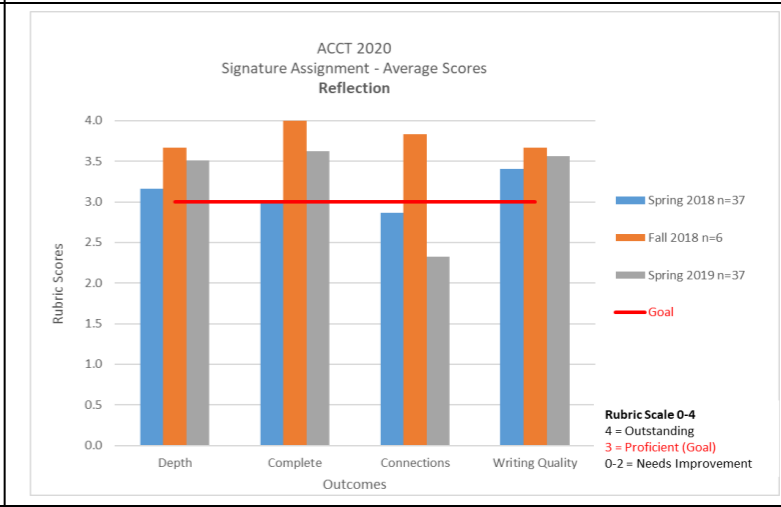
In ACCT 2020 (Managerial Accounting), Indirect, Formative, Internal: The reflection assignment gives students the opportunity to assess their own learning and identify their strengths, weaknesses, and connect experiences inside and outside of class, Comparative

A goal of 3.0 or higher was set for all criteria.

Currently most students are being deemed proficient. The Connections criterion is an area that needs improvement.

Students could make stronger learning connections inside and outside the class.

Continue communicating the importance of participating in this reflective assignment. Discuss the criteria in more detail when giving assignment instructions.



Snow College ties grades to strategic enrollment management (retention, graduation)

Goal - 80% of students will successfully complete the class with a C- or higher

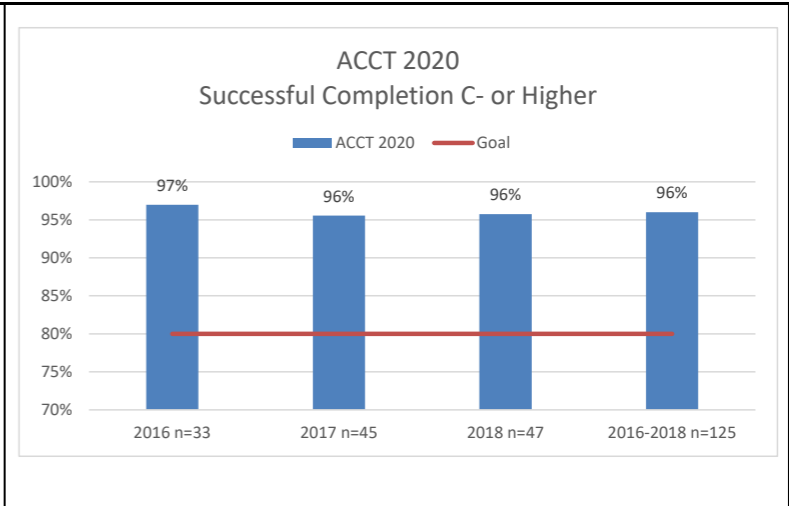
In ACCT 2020 (Managerial Accounting), Direct, Formative, Internal: Final grade as a comprehensive look at student performance

A goal was set for 80% of students to earn a final grade of C- or above.

The goal is easily met with an average of 96%.

Students who continue on to Accounting 2020 typically are interested in subject and do well.

Continue setting high expectations that are attainable for students. Identify those who are not meeting the goal early on.



Program - ASB SLO - Professionalism

- Students will be able to design an educational and/or career pathway that establishes a direction for their overall professional goals.

Goal - Students should score a 3 or above on each section of the rubric.

In BUS 1200 (Business Careers Seminar), the measurement process is Direct, Formative, Internal.

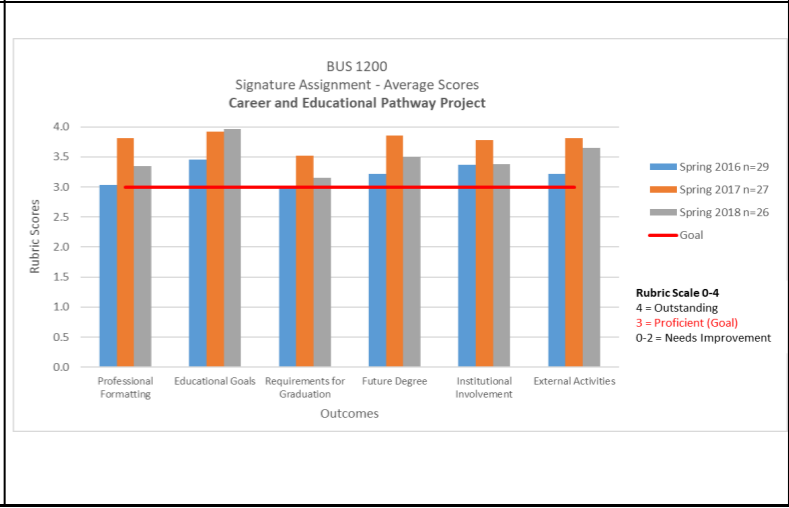
Goal - Students should score a 3 or above on each section of the rubric.

The goal is being met in all areas at or above 3.0 on the rubric.

Spring of 2016, student's did well, but scored at or below goal in two sections; formatting and requirements for graduation.

More thorough instructions were provided in these two areas and emphasis was placed on encouraging students to proofread their work before they submitted it.

Scores were above the goal in the following years.



Snow College ties grades to strategic enrollment management (retention, graduation)

Goal - 80% of students will successfully complete the class with a C- or higher

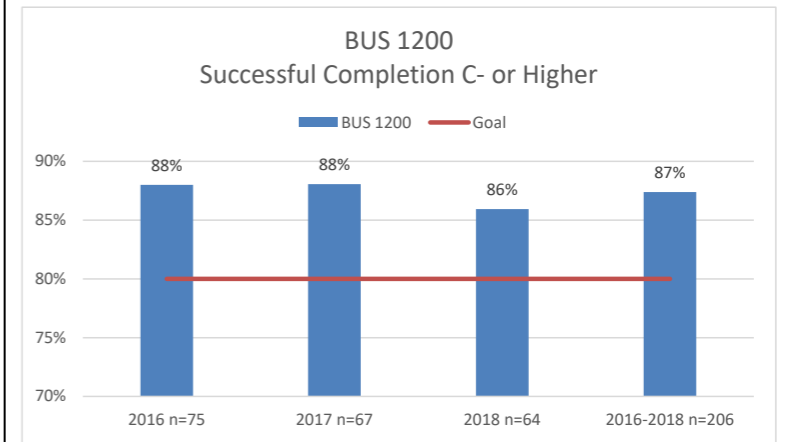
In BUS 1200 (Business Careers Seminar), Direct, Formative, Internal, Comparative: Final grade as a comprehensive look at student performance

A goal was set for 80% of students to earn a final grade of C- or above.

The goal is easily met with an average of 87%.

This course is a one-credit class, which typically yields a high average final grade. The goal is met.

Continue setting high expectations that are attainable for students. Identify those who are not meeting the goal early on.



See previous row.

There are no significant differences when comparing sections/campuses.

Section and Campus Comparison for BUS 1200														
Courses Taught Between Spring 2016 and Spring 2018														
Count of Grades	A	A-	B+	B	B-	C+	C	D+	D-	W	F	UW	Grand Total	
⊕ BUS 1200-001 - Ephraim	36	9	2	4	4	1	3	2	2	2	4		69	
⊕ BUS 1200-107 - Online	17	2	3	2		1				1	2		28	
⊕ BUS 1200-300 - Richfield	3	1											4	
⊕ BUS 1200-307 - Online	20	1	2	1	1	1		1		2	1		30	
Grand Total	76	13	7	4	7	2	5	2	3	1	2	8	1	131

Program - ASB
SLO - Communication
• Students will be able to deliver oral presentations that are customized for the intended audience, well organized, and effectively delivered.

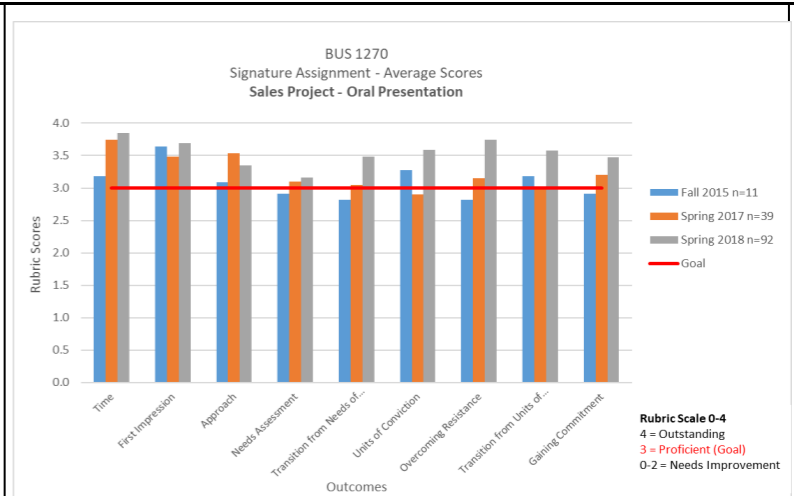
Goal - Students should score a 3 or above on each section of the rubric.

In BUS 1270 (Strategic Selling), students prepare a final sales presentation. In this presentation, students are required to exhibit all of the major skills required to conduct a successful sales presentation. Additionally, completing this signature assignment is required to pass the class. Direct, Formative, Internal: Final grade as a comprehensive look at student performance, Comparative

Although all aspects of the final presentation have moved above the goal, the ability to assess the needs of their customers is still the skill students struggle with most.

Students have deeply ingrained beliefs that selling is all about telling, not asking. More focus needs to be done to both emphasize the importance of needs assessment and to help students build their needs assessment skills.

Actions already taken:
- More focus on deliberately practicing the essential skills of the sales presentation
Next step:
- Revamp the online class to improve pedagogy and focus on critical skills



Snow College ties grades to strategic enrollment management (retention, graduation)

Goal - 80% of students will successfully complete the class with a C- or higher

A goal was set for 80% of students to earn a final grade of C- or above.

The goal is met (81%). However, there is room for improvement.

There is a high DFWI rate at 19% for this course. Online sections are the highest.

Much of the recent drop in students successfully completing the class is the requirement that students complete their signature assignment to pass the class. This has resulted in more students failing the class. The solution is not to remove this requirement, but rather to remove barriers to students completing the assignment.

Section and Campus Comparison for BUS 1270													
Courses Taught Between Spring 2016 and Spring 2018													
Count of Grades	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	W F	Grand Total
	⊕ BUS 1270-001 - Ephraim	52	15	12	4	4	6	5	4	2	3	1	2
⊕ BUS 1270-002 - Ephraim	31	18	14	10	8	6	2	4			1	1	105
⊕ BUS 1270-003 - Ephraim	22	8	6	2	3	3	5	3	1			3	68
⊕ BUS 1270-107 - Online	38	12	14	7	5	9	4	6	1	1	5	6	127
⊕ BUS 1270-108 - Online	4	1	1	2								3	14
⊕ BUS 1270-300 - Richfield	12	2	2	2	1		1					2	23
⊕ BUS 1270-600 - Richfield	1			2	2								5
⊕ BUS 1270-607 - Online					1								1
Grand Total	160	56	49	30	23	24	17	17	4	4	7	17	55

<p>Snow College ties grades to strategic enrollment management (retention, graduation)</p> <p>Goal - 80% of students will successfully complete the class with a C- or higher</p>	<p>In BUS 1270 (Strategic Selling), Direct, Formative, Internal: Final grade as a comprehensive look at student performance</p>	<p>Successful completion was relatively steady between 2016 and 2017, but dropped more significantly in 2018.</p>	<p>Much of the recent drop in students successfully completing the class is the requirement that students complete their signature assignment to pass the class. This has resulted in more students failing the class. The solution is not to remove this requirement, but rather to remove barriers to students completing the assignment.</p>	<p>Next steps:</p> <ul style="list-style-type: none"> - Add reminders of the importance of completing the assignment throughout the semester. - Provide more opportunities for students to practice so they feel more comfortable doing the presentation. 	<table border="1"> <caption>BUS 1270 Successful Completion C- or Higher</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>84%</td> <td>245</td> </tr> <tr> <td>2017</td> <td>83%</td> <td>246</td> </tr> <tr> <td>2018</td> <td>78%</td> <td>242</td> </tr> <tr> <td>2016-2018</td> <td>82%</td> <td>733</td> </tr> </tbody> </table>	Year	Percentage	n	2016	84%	245	2017	83%	246	2018	78%	242	2016-2018	82%	733						
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<p>Program - ASB SLO - Professionalism</p> <ul style="list-style-type: none"> • 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. <p>Goal - Students will achieve the "proficient" level</p>	<p>In BUS 1700/1710 (Professional Business Leadership), Indirect, Formative, Internal: Reflective Assignment, based on a common rubric focused on leadership and teamwork</p>	<p>A goal of 2.0 for each criterion on the scoring rubric was set.</p> <p>The goal is exceeded.</p>	<p>All criteria for all years in the study showed results exceeding the goal.</p>	<p>Continue curriculum that assists students in making connections; consider measuring more teamwork experiences</p>	<table border="1"> <caption>BUS 1700 Signature Assignment - Average Scores Reflection</caption> <thead> <tr> <th>Outcomes</th> <th>Spring 2017 (n=9)</th> <th>Fall 2017 (n=28)</th> <th>Spring 2019 (n=21)</th> </tr> </thead> <tbody> <tr> <td>Self-Disclosure</td> <td>2.5</td> <td>2.9</td> <td>3.0</td> </tr> <tr> <td>Connection-Outside Exp.</td> <td>2.8</td> <td>2.7</td> <td>3.0</td> </tr> <tr> <td>Connection to Class Disc./Obj.</td> <td>2.5</td> <td>2.9</td> <td>2.8</td> </tr> <tr> <td>Writing Quality</td> <td>2.9</td> <td>2.9</td> <td>2.8</td> </tr> </tbody> </table> <p>Rubric Scale 0-3 3 = Outstanding 2 = Proficient (Goal) 0-1 = Needs Improvement</p>	Outcomes	Spring 2017 (n=9)	Fall 2017 (n=28)	Spring 2019 (n=21)	Self-Disclosure	2.5	2.9	3.0	Connection-Outside Exp.	2.8	2.7	3.0	Connection to Class Disc./Obj.	2.5	2.9	2.8	Writing Quality	2.9	2.9	2.8	
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Goal - As a class, students will average a C- or higher for the final grade.

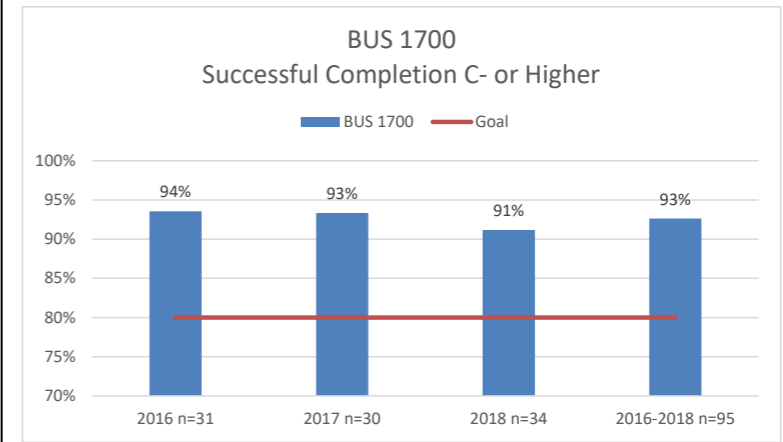
In BUS 1700/1710 (Professional Business Leadership), Direct, Formative, Internal: Final grade as a comprehensive look at student performance

A goal was set for 80% of students to earn a final grade of C- or above.

The goal is exceeded with an average of 86-93% depending on semester taught.

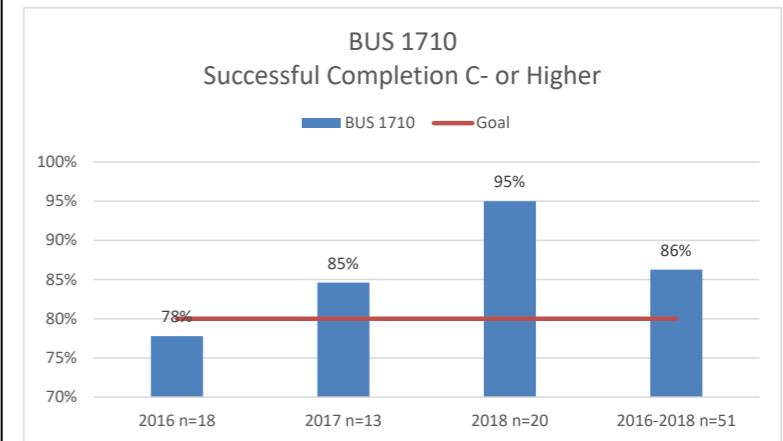
This course is a one-credit class, which typically yields a high average final grade.

Continue setting high expectations that are attainable for students. Identify those who are not meeting the goal early on.



See previous row. BUS 1710 is the same course as BUS 1700. BUS 1710 is offered only in the spring.

Comparative



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

Goal - Students will demonstrate proficiency by scoring 3.0 or higher on a 0 to 4 rubric.

In BUS 2010 (Business Computer Proficiency), direct, comparative, formative standardized rubric.

Students surpassing proficiency score of 3.0 in 7 of the 9 rubric categories.

Lowest scores (and the only ones not achieving proficiency) are in spreadsheet-database integration and writing quality.

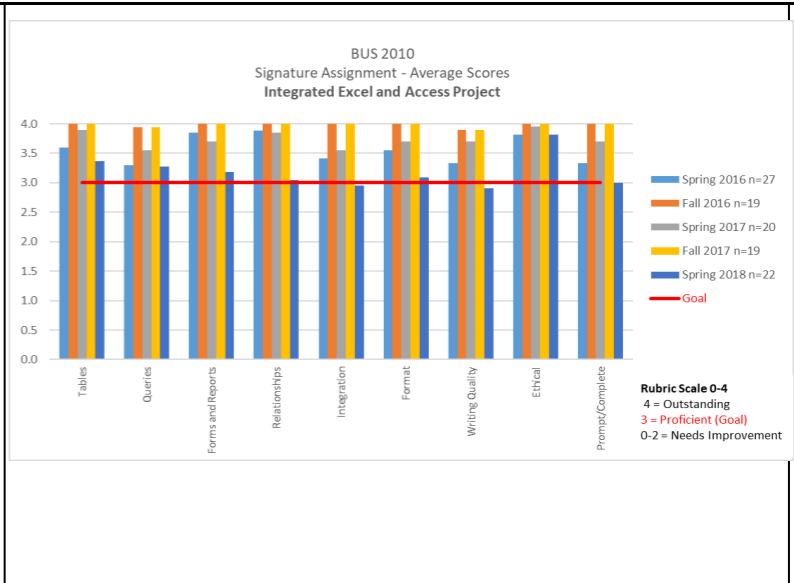
Students achieved lower grades in Spring semester.

Drop in grades in 2018.

Discussed writing quality in department meeting. Focus on integration in upcoming course redesigned.

Discuss grading consistency among faculty teaching fall verses spring semester.

Requested upgrades to software version to improve consistency between learning management system/course materials and latest version being used for assessment.



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

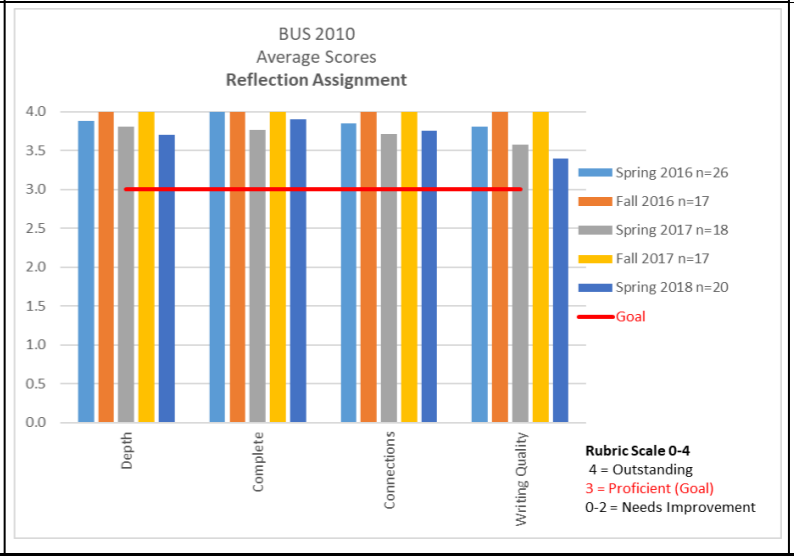
Goal - Students will demonstrate proficiency by scoring 3.0 or higher on a 0 to 4 rubric.

In BUS 2010 (Business Computer Proficiency), direct, comparative, formative standardized rubric.

Students surpassing proficiency score of 3.0 in every rubric category.

Students scoring lowest on the writing quality category.

Emphasize writing quality.



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

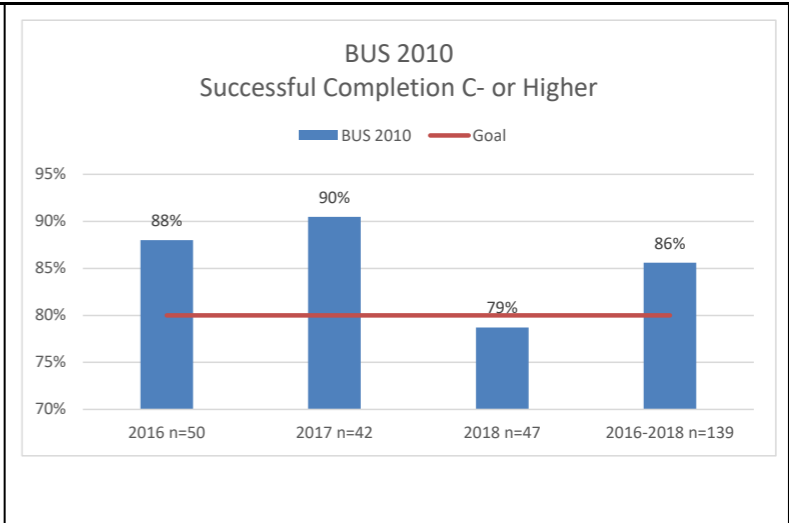
Goal - Students will demonstrate proficiency by scoring 80% or higher.

In BUS 2010 (Business Computer Proficiency), direct, summative evaluation of learning outcomes as per all assignments and course participation.

Students from 2016-2018 achieved an average of 86%.

Results in 2018 reflected a significant decrease.

Requested upgrades to software version to improve consistency between learning management system/course materials and latest version being used for assessment.



Program - ASB
 SLO - Substantive Knowledge
 • Students will be able to apply knowledge of local and national laws as they relate to business.

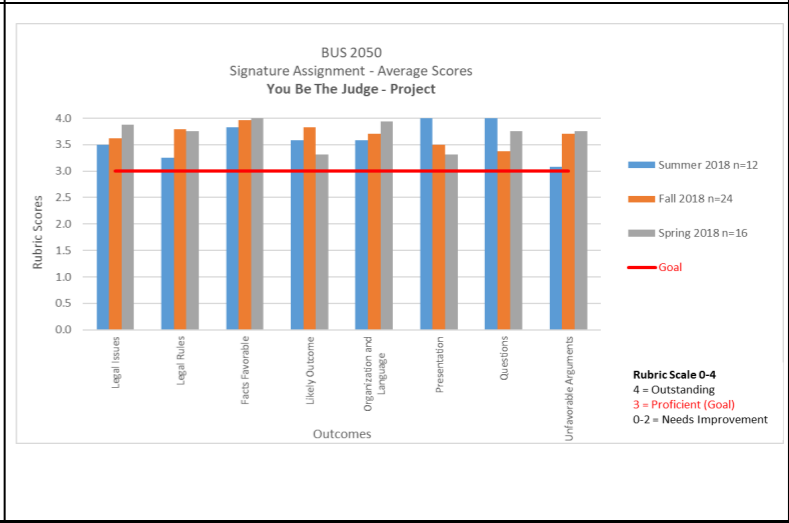
Goal -

In BUS 2050 (Business Law), students are assigned groups and given several cases to evaluate from the current supreme court docket. Each group will be a respondent in one case, a petitioner in another case, and judge in a third case. In each scenario, students are evaluated based on the PBL Business Law rubric. Direct, Formative, Internal: Final grade as a comprehensive look at student performance, Comparative

Although all results are above the goal, students in the online summer section seem to do worse than the live sections in all facets of the signature assignment, except for the presentation and questioning skills.

Although students seem to have more time to polish their presentations when they are not live in the online section, they seem to not grasp the essential critical reasoning portions of the class as well as the students who take the class live. Effort should be taken to improve the online class to give students a better chance to develop these skills.

Next steps are to:
 - Develop more engaging content for students to review during the online class
 - Provide additional feedback on assignments. Began a "Weekly feedback" message to all students giving overall feedback to all students in the class.
 - Developed a rubric for IRAC analysis assignments so students can have better feedback throughout semester in preparation for the signature assignment.



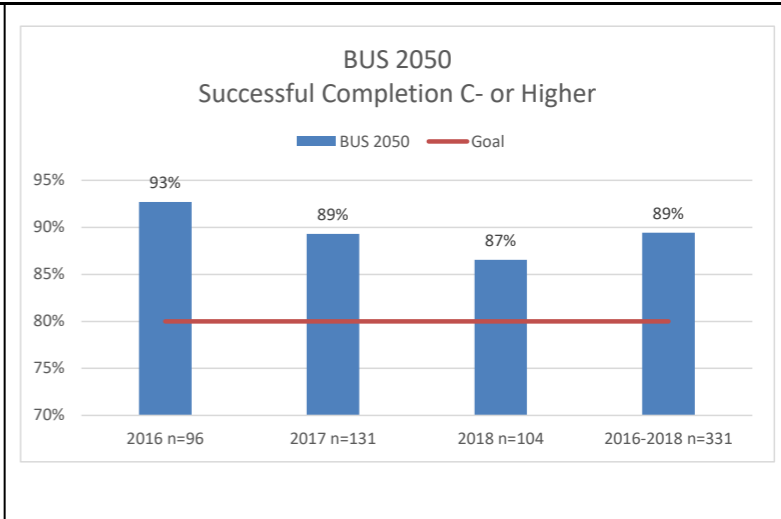
Snow College ties grades to strategic enrollment management (retention, graduation)

Goal - 80% of students will successfully complete the class with a C- or higher

Although the results are above the goal, the trend is that few students have been successful over time.

The instructor has been working to add rigor to the class so that has likely contributed to fewer students succeeding in the class. However, adding rigor does not excuse an instructor from the obligation to help each student succeed. The class should be adjusted to keep student success high without sacrificing rigor. Most students who don't succeed are the ones who don't complete the assignments.

Actions already taken:
 - Send canvas messages to remind students about overdue assignments
 - Created a "scavenger hunt" assignment at the beginning of the semester to encourage students to find the places that can help them throughout the semester



Program - ASB
 SLO - 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.
 SLO - Professionalism
 • Students will be able to collaborate effectively in teams, complete responsibilities, and assist teammates.

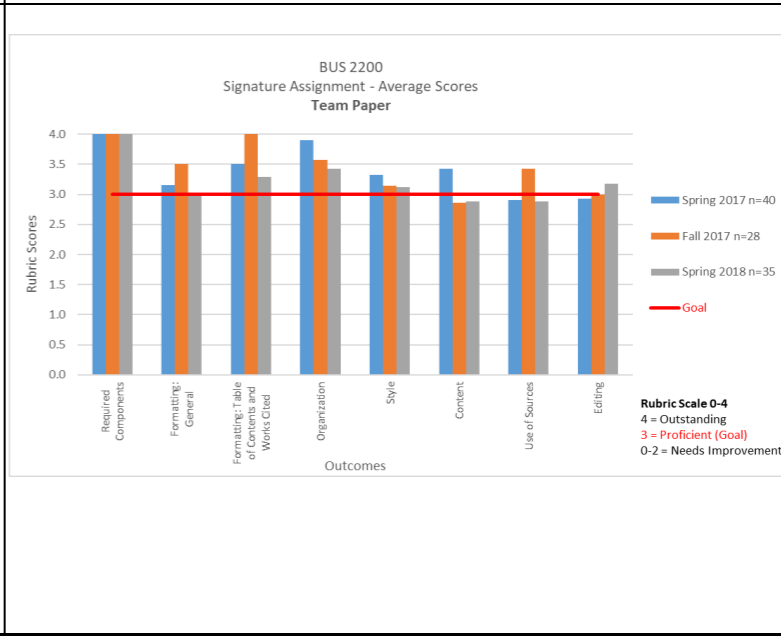
Goal - Achieve 3.0 average on all criteria.

In BUS 2200 (Business Communication), Direct, Formative and Summative (the majority of students taking the class spring semester graduate after taking this course), Internal: Final paper that includes comprehensive writing strategies, as well as teamwork.

A goal of 3.0 out of 4.0 for each criterion was set. The majority of criterion were met at the goal level.

In some cases, students are struggling with the use of sources. They also have some issues with appropriate and relevant content. Formatting and editing have also been concerns.

Post more examples of final papers on the Canvas LMS. Promote writing lab tutors.



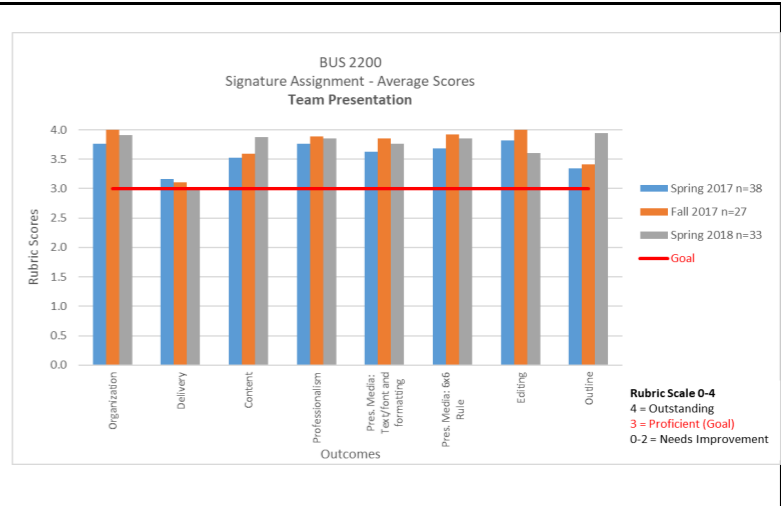
Goal - Achieve 3.0 average on all criteria.

In BUS 2200 (Business Communication), Direct, Formative and Summative (the majority of students taking the class spring semester graduate after taking this course), Internal: Final presentation that requires professional presentation skills, including delivery and a digital slide show, as well as teamwork.

A goal of 3.0 out of 4.0 for each criterion was set. The majority of criterion were met at the goal level.

Delivery of the oral presentation is the lowest scoring criterion.

Spend more time covering deliver. Be more clear in the directions regarding presentation delivery expectations.



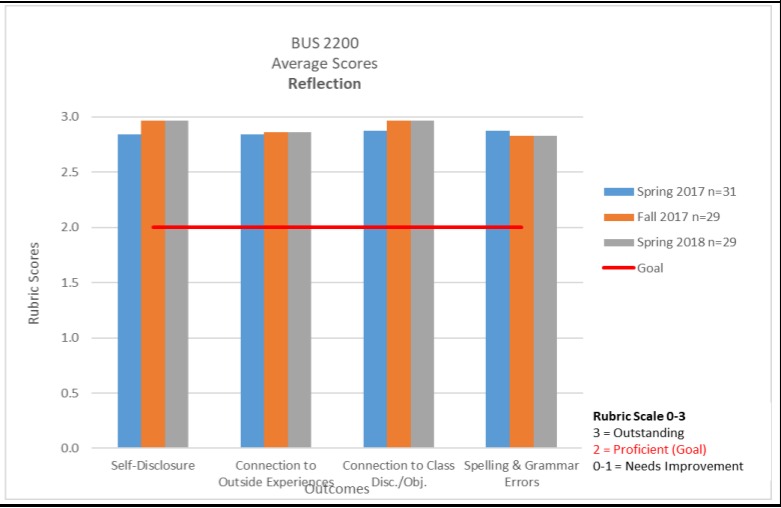
Goal - Achieve 2.0 average on all criteria.

In BUS 2200 (Business Communication), Indirect, Formative, Internal: Reflective assignment that addresses connections and self-disclosure.

A goal of 2.0 out of 3.0 was set for all criteria. The goals was exceeded in all areas.

Students are doing a good job of making connections and sharing thoughts about their efforts and experiences in the class. A few students did not complete this assignment.

Continue communicating the importance of participating in this reflective assignment. Open the assignment earlier so all students will complete.



<p>Goal - As a class, students will average a C- or higher for the final grade.</p>	<p>In BUS 2200 (Business Communication), Direct, Formative, Internal: Final grade as a comprehensive look at student performance</p>	<p>A goal was set for 80% of students to earn a final grade of C- or above. On average, 85% of students are earning a C- or higher.</p>	<p>This course is challenging and, while the goal has been met, students must work very hard to pass the class.</p>	<p>Identify students who are not meeting the goal early on. Return assignments in a timely manner so students can keep up to date on their grade status.</p>	<p>BUS 2200 Successful Completion C- or Higher</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2016 n=83</td> <td>88%</td> </tr> <tr> <td>2017 n=81</td> <td>83%</td> </tr> <tr> <td>2018 n=72</td> <td>83%</td> </tr> <tr> <td>2016-2018 n=236</td> <td>85%</td> </tr> </tbody> </table>	Year	Percentage	2016 n=83	88%	2017 n=81	83%	2018 n=72	83%	2016-2018 n=236	85%														
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<p>Program - ASB SLO - Communications • Students will be able to deliver oral presentations that are customized for the intended audience, well organized, and effectively delivered. SLO - Acquire Substantive Knowledge • Students will be able to examine fundamentals of business and the relationship of business to society by analyzing a real business.</p> <p>Goal - All sections of the rubric should have an average of 3 or above.</p>	<p>In BUS 2450 (Business Presentations), the measurement process is Direct and Formative</p>	<p>The course was offered online Fall semester 2017 and average score of the Content section of the rubric was well below the goal of 3.</p>	<p>Students needed better instructions since this course was now being offered online.</p>	<p>Instructions and expectations were stated more clearly and student scores improved when the course was taught online in 2018.</p>	<p>BUS 2450 Signature Assignment - Average Scores Presentation Project</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Fall 2016 n=9</th> <th>Fall 2017 n=10</th> <th>Fall 2018 n=9</th> </tr> </thead> <tbody> <tr> <td>Design</td> <td>~3.8</td> <td>~4.0</td> <td>~4.0</td> </tr> <tr> <td>Technology Skills</td> <td>~4.0</td> <td>~3.8</td> <td>~3.8</td> </tr> <tr> <td>Content</td> <td>~3.8</td> <td>~2.3</td> <td>~3.4</td> </tr> <tr> <td>Presentation Skills/Professionalism</td> <td>~3.5</td> <td>~3.0</td> <td>~3.7</td> </tr> <tr> <td>Clear Writing</td> <td>~4.0</td> <td>~3.8</td> <td>~4.0</td> </tr> </tbody> </table> <p>Rubric Scale 0-4 4 = Outstanding 3 = Proficient (Goal) 0-2 = Needs Improvement</p>	Category	Fall 2016 n=9	Fall 2017 n=10	Fall 2018 n=9	Design	~3.8	~4.0	~4.0	Technology Skills	~4.0	~3.8	~3.8	Content	~3.8	~2.3	~3.4	Presentation Skills/Professionalism	~3.5	~3.0	~3.7	Clear Writing	~4.0	~3.8	~4.0
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<p>Goal - Achieve 3.0 average on all criteria.</p>	<p>In BUS 2450 (Business Presentations), Indirect, Formative, Internal: The reflection assignment gives students the opportunity to assess their own learning and identify their strengths, weaknesses, and experiences tied to learning inside and outside of class, Comparative</p>	<p>A goal of 3.0 or higher was set for all criteria. The goal was met or exceed for each criterion.</p>	<p>Results are consistent.</p>	<p>Continue communicating the importance of participating in this reflective assignment.</p>	<p>BUS 2450 Signature Assignment - Average Scores Reflection</p> <table border="1"> <thead> <tr> <th>Outcome</th> <th>Fall 2016 n=4</th> <th>Fall 2017 n=10</th> <th>Fall 2018 n=8</th> </tr> </thead> <tbody> <tr> <td>Depth</td> <td>3.5</td> <td>3.9</td> <td>4.0</td> </tr> <tr> <td>Complete</td> <td>4.0</td> <td>3.9</td> <td>4.0</td> </tr> <tr> <td>Connections</td> <td>4.0</td> <td>4.0</td> <td>4.0</td> </tr> <tr> <td>Writing Quality</td> <td>4.0</td> <td>3.9</td> <td>3.9</td> </tr> </tbody> </table> <p>Rubric Scale 0-4 4 = Outstanding 3 = Proficient (Goal) 0-2 = Needs Improvement</p>	Outcome	Fall 2016 n=4	Fall 2017 n=10	Fall 2018 n=8	Depth	3.5	3.9	4.0	Complete	4.0	3.9	4.0	Connections	4.0	4.0	4.0	Writing Quality	4.0	3.9	3.9	
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<p>The following courses are taught outside of the business unit and fulfill GE requirements as well as ASB requirements. These courses are assessed within other divisions at a GE level.</p>																										

Program - ASB
Snow College ties grades to strategic enrollment management (retention, graduation)

Goal - 80% of students will successfully complete the class with a C- or higher

In ECON 210 (Principles of Microeconomics), the assessment takes place in the Social Science Division.

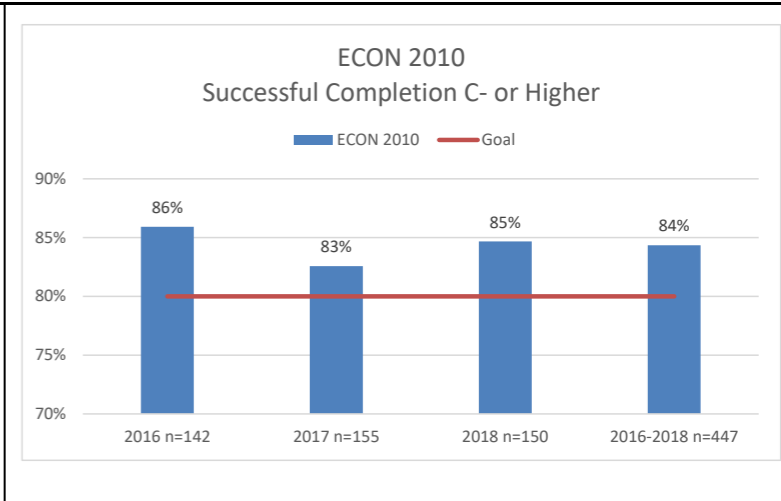
Signature
Assignments/artifacts are reviewed at the GE Level.

Goal - 80% of students will successfully complete the class with a C- or higher

The goal is met with an average of 84% of students successfully completing the course.

Successful completion is very important for students to finish within 4 semester. The demands of the ASB do not allow much leeway in retaking a course if a student expects to finish in 4 semesters at Snow College.

We communicate with faculty outside of the business unit and division. We also gather feedback from students. Where we find areas of weakness, we try to provide tutors to help students successfully complete required courses.



Program - ASB
Snow College ties grades to strategic enrollment management (retention, graduation)

Goal - 80% of students will successfully complete the class with a C- or higher

In ECON 220 (Principles of Microeconomics), the assessment takes place in the Social Science Division.

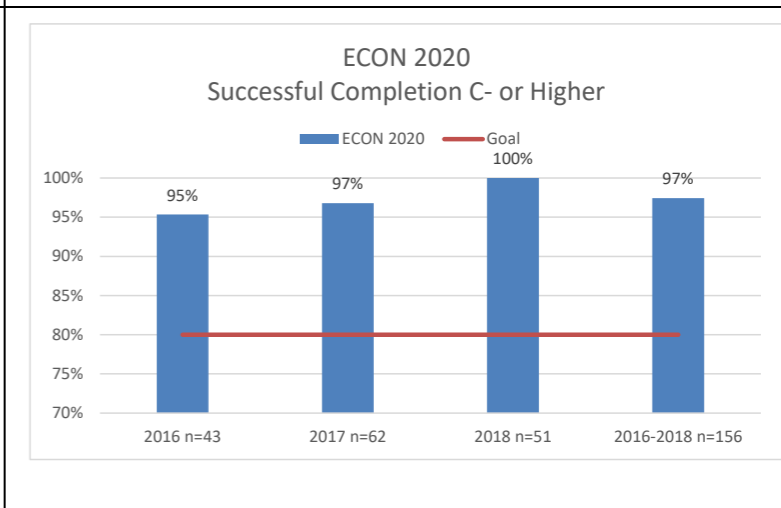
Signature
Assignments/artifacts are reviewed at the GE Level.

Goal - 80% of students will successfully complete the class with a C- or higher.

The goal is met with an average of 97% of students successfully completing the course.

Successful completion is very important for students to finish within 4 semester. The demands of the ASB do not allow much leeway in retaking a course if a student expects to finish in 4 semesters at Snow College.

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Program - ASB
Snow College ties grades to strategic enrollment management (retention, graduation)

Goal - 80% of students will successfully complete the class with a C- or higher

In MATH 1100 (Applied Calculus), the assessment takes place in the Math and Science Division.

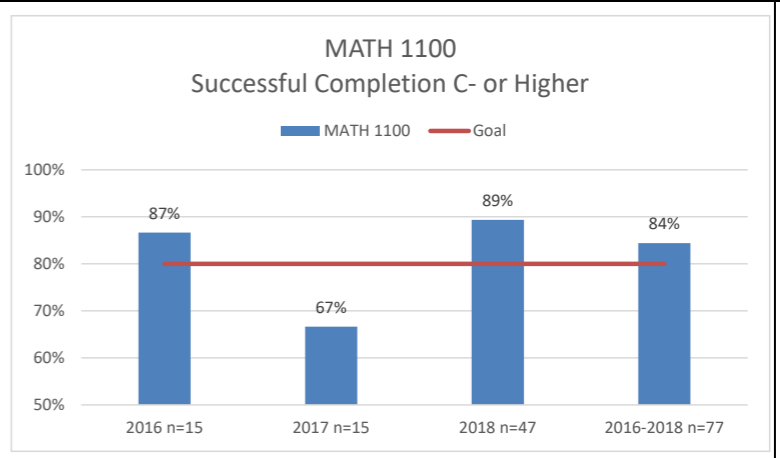
Signature
Assignments/artifacts are reviewed at the GE Level.

Goal - 80% of students will successfully complete the class with a C- or higher

The goal was not met in 2017. However, the average for 3 semesters is 84%.

Successful completion is very important for students to finish within 4 semester. The demands of the ASB do not allow much leeway in retaking a course if a student expects to finish in 4 semesters at Snow College.

We communicate with faculty outside of the business unit and division. We also gather feedback from students. Where we find areas of weakness, we try to provide tutors to help students successfully complete required courses.



Program - ASB
Snow College ties grades to strategic enrollment management (retention, graduation)

Goal - 80% of students will successfully complete the class with a C- or higher

In MATH 2040 (Applied Statistics), the assessment takes place in the Math and Science Division.

Signature
Assignments/artifacts are reviewed at the GE Level.

Goal - 80% of students will successfully complete the class with a C- or higher

The goal is met with an average of 89% of students successfully completing the course.

Successful completion is very important for students to finish within 4 semester. The demands of the ASB do not allow much leeway in retaking a course if a student expects to finish in 4 semesters at Snow College.

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