

Table 4.1 - Standard 4 Student Learning Assessment

Student Learning Results: A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).*

		Analysis of Results																																													
Approach	Deployment (Do not use course 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 = #																																										
Program Learning objectives SLO1, SLO2, etc.	What is your measurement instrument or process?	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																																											
BA in Business Economics																																															
Student Learning Outcome 2: Analyze and evaluate knowledge within the major area Goal: All comparisons greater than 50%	Peregrine Standard Exam. External, Comparative, Summative	Measure: General Economics 2022 60%, 2023 55%, 2024 70.00%. Ottawa compares well to external groups. Microeconomics and Economics are particularly strong. Observation: Goal continues to be met.	In general the student scores of Ottawa involving economics directly performed slightly better than benchmark peer groups –Microeconomics, Macroeconomics, and General Economics. The other tangent areas of Business Finance, Ethics and legal environments had scores were slightly lower than the ACBSP peer group but in line with the other peer groups	Offer an advanced course on data analytics for business economics majors, covering topics such as, big data, blockchain, and data ethics. Consider revisions to the core Business Law course. Encourage students to engage in Gwartney Institute programming, especially programs with topics of ethics and law.	<table border="1"> <caption>Quantitative Research Technique, Business Finance, Economics (Micro, Macro), and General Economics</caption> <thead> <tr> <th>Category</th> <th>Ottawa University</th> <th>ACBSP Region 5 (Midwestern Council)</th> <th>Faith-based Institution</th> <th>Middle States Commission on Higher Education</th> <th>Online Delivery Mode</th> <th>Privately Owned Not-for-Profit</th> </tr> </thead> <tbody> <tr> <td>Quantitative Research Techniques and Statistics</td> <td>~65%</td> <td>~62%</td> <td>~62%</td> <td>~60%</td> <td>~65%</td> <td>~62%</td> </tr> <tr> <td>Business Finance</td> <td>~62%</td> <td>~60%</td> <td>~60%</td> <td>~58%</td> <td>~62%</td> <td>~60%</td> </tr> <tr> <td>Economics: Macroeconomics</td> <td>~68%</td> <td>~65%</td> <td>~65%</td> <td>~62%</td> <td>~68%</td> <td>~65%</td> </tr> <tr> <td>Economics: Microeconomics</td> <td>~75%</td> <td>~68%</td> <td>~68%</td> <td>~62%</td> <td>~70%</td> <td>~68%</td> </tr> <tr> <td>Economics</td> <td>~72%</td> <td>~65%</td> <td>~65%</td> <td>~60%</td> <td>~68%</td> <td>~65%</td> </tr> </tbody> </table>	Category	Ottawa University	ACBSP Region 5 (Midwestern Council)	Faith-based Institution	Middle States Commission on Higher Education	Online Delivery Mode	Privately Owned Not-for-Profit	Quantitative Research Techniques and Statistics	~65%	~62%	~62%	~60%	~65%	~62%	Business Finance	~62%	~60%	~60%	~58%	~62%	~60%	Economics: Macroeconomics	~68%	~65%	~65%	~62%	~68%	~65%	Economics: Microeconomics	~75%	~68%	~68%	~62%	~70%	~68%	Economics	~72%	~65%	~65%	~60%	~68%	~65%
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Student Learning Outcome 4: Demonstrate oral and written competence in the major field. Goal: Writing competency at 80% or better.	Capstone Papers/Projects - University-wide process managed by the Office of Institutional Effectiveness Internal, standardized, formative, direct	First time review of written and oral competencies (internal assessment). Written Competencies--goal met for all areas.	Economics students continue to have room to improve communications skills, but are doing well compared to other business majors.	Refer to the designated Writing Lab on their campus for assistance in preparation of the Comprehensive Capstone paper/project.	<table border="1"> <caption>Assessment Written and Oral Competencies Average Scores</caption> <thead> <tr> <th>Competency</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>4.g Format (professional genre: report, analysis, case study...)</td> <td>4.03</td> </tr> <tr> <td>4.f Writing Conventions</td> <td>4.13</td> </tr> <tr> <td>4.e Evidence Use (Research, Data, Graphics, & Illustrations)</td> <td>4.03</td> </tr> <tr> <td>4.d Audience & Purpose</td> <td>4.27</td> </tr> <tr> <td>4.c Applying Concepts in Discipline</td> <td>4.13</td> </tr> <tr> <td>4.b Organization</td> <td>4.17</td> </tr> <tr> <td>4.a Central Idea</td> <td>4.5</td> </tr> </tbody> </table>	Competency	Average Score	4.g Format (professional genre: report, analysis, case study...)	4.03	4.f Writing Conventions	4.13	4.e Evidence Use (Research, Data, Graphics, & Illustrations)	4.03	4.d Audience & Purpose	4.27	4.c Applying Concepts in Discipline	4.13	4.b Organization	4.17	4.a Central Idea	4.5																										
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