

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 Human Resources																										
Student Learning Outcome 1: Acquire, comprehend, organize, and apply knowledge in the major Goal: All comparisons greater than 50%	Peregrine Standard Exam. External, Comparative, Summative	Measure: Ottawa University Human Resources Management. 2022 72.99%. 2023 73.91%. 2024 63.64%. Observation: exceeds goal.	In general the student scores of Ottawa continues to underperforms compared to peer groups	SHRM of Johnson County (KS) is our sponsor and has agreed to allow students to participate in all events they do via video calls. Work with that Chapter (and later, Phoenix) to create content just for our students. Improve alignment with industry and emerging technologies; keep up-to-date with changes in certification requirements, including related content and assessed skills. Establish a Program Advisory Board for the BAHR made up of HR professionals with the academic and professional credentials necessary.	<table border="1"> <caption>Management and Human Resources Management</caption> <thead> <tr> <th>Category</th> <th>Management</th> <th>Management : Human Resource Management</th> </tr> </thead> <tbody> <tr> <td>Ottawa University</td> <td>61.82%</td> <td>63.64%</td> </tr> <tr> <td>ACBSP Region 5 (Midwestern Council)</td> <td>64.90%</td> <td>68.84%</td> </tr> <tr> <td>Faith-based Institution</td> <td>62.62%</td> <td>67.20%</td> </tr> <tr> <td>Middle States Commission on Higher Education</td> <td>60.04%</td> <td>64.65%</td> </tr> <tr> <td>Online Delivery Mode</td> <td>66.17%</td> <td>70.51%</td> </tr> <tr> <td>Privately Owned Not-for-Profit</td> <td>63.25%</td> <td>67.50%</td> </tr> </tbody> </table>	Category	Management	Management : Human Resource Management	Ottawa University	61.82%	63.64%	ACBSP Region 5 (Midwestern Council)	64.90%	68.84%	Faith-based Institution	62.62%	67.20%	Middle States Commission on Higher Education	60.04%	64.65%	Online Delivery Mode	66.17%	70.51%	Privately Owned Not-for-Profit	63.25%	67.50%
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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 except format and evidence use.	Better writing in Human resources reflect the predominately Adult online nature of the students in the program. Students in this degree are older and already in the work world.	Maintain SHRM alignment. Reconfirm alignment of the capstone project with the latest SHRM requirements.	<table border="1"> <caption>Assessment Written and Oral Competencies Average Scores</caption> <thead> <tr> <th>Category</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>4.g Format (professional genre: report, analysis, case study...)</td> <td>3.9</td> </tr> <tr> <td>4.f Writing Conventions</td> <td>4.17</td> </tr> <tr> <td>4.e Evidence Use (Research, Data, Graphics, & Illustrations)</td> <td>3.9</td> </tr> <tr> <td>4.d Audience & Purpose</td> <td>4.48</td> </tr> <tr> <td>4.c Applying Concepts in Discipline</td> <td>4.3</td> </tr> <tr> <td>4.b Organization</td> <td>4.13</td> </tr> <tr> <td>4.a Central Idea</td> <td>4.7</td> </tr> </tbody> </table>	Category	Average Score	4.g Format (professional genre: report, analysis, case study...)	3.9	4.f Writing Conventions	4.17	4.e Evidence Use (Research, Data, Graphics, & Illustrations)	3.9	4.d Audience & Purpose	4.48	4.c Applying Concepts in Discipline	4.3	4.b Organization	4.13	4.a Central Idea	4.7					
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