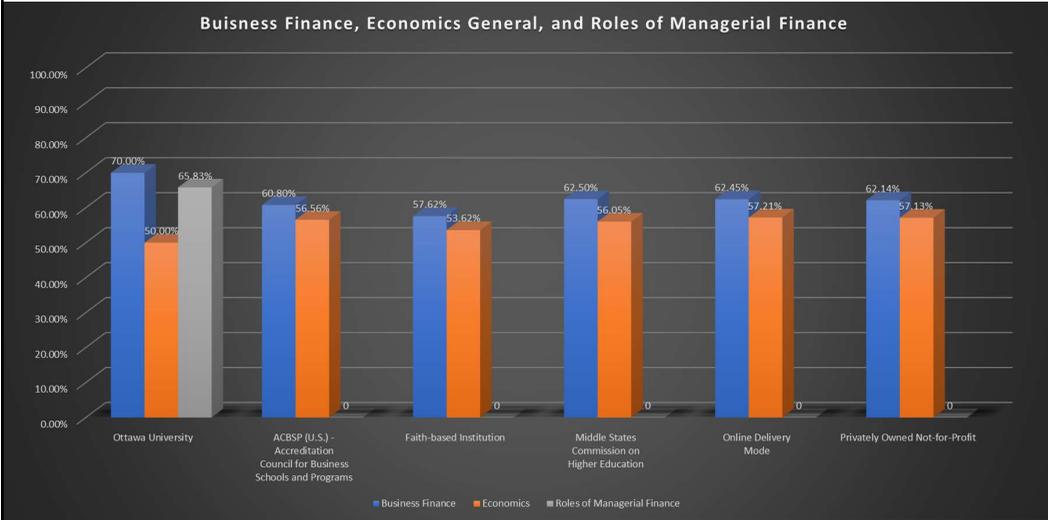
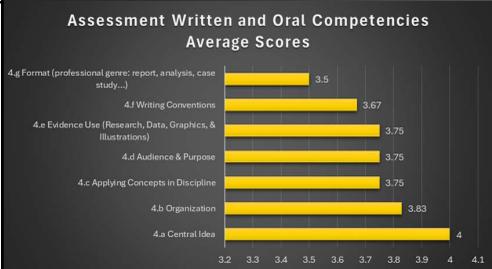


Table 4.1 - Standard 4 Student Learning Assessment

**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?																													
BS in Finance																																	
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 Business Finance. 2022 64.55%. 2023 85.00%. 2024 70.00%. Observation: goal continues to be met.	Overall, the finance major in the Angell Snyder SOB has outperformed peer institutions as a metric. All assessment data beats the greater than 50% metric in column A.	Improve alignment with industry and emerging technologies; keep up-to-date with changes in certification requirements, including related content and assessed skills. Necessary curricular changes to ensure new topics in finance are addressed (crypto, blockchain, expansion of international finance topics). To date the lead faculty rebuilt (updated textbooks, topics, curricular assessment/projects) all courses within the major. Everything has been rebuilt from top to bottom.	 <table border="1"> <caption>Business Finance, Economics General, and Roles of Managerial Finance</caption> <thead> <tr> <th>Category</th> <th>Business Finance</th> <th>Economics</th> <th>Roles of Managerial Finance</th> </tr> </thead> <tbody> <tr> <td>Ottawa University</td> <td>70.00%</td> <td>50.00%</td> <td>65.83%</td> </tr> <tr> <td>ACBSP (U.S.) - Accreditation Council for Business Schools and Programs</td> <td>60.80%</td> <td>56.56%</td> <td>0</td> </tr> <tr> <td>Faith-based Institution</td> <td>57.62%</td> <td>53.62%</td> <td>0</td> </tr> <tr> <td>Middle States Commission on Higher Education</td> <td>62.50%</td> <td>56.05%</td> <td>0</td> </tr> <tr> <td>Online Delivery Mode</td> <td>62.45%</td> <td>57.21%</td> <td>0</td> </tr> <tr> <td>Privately Owned Not-for-Profit</td> <td>62.14%</td> <td>57.13%</td> <td>0</td> </tr> </tbody> </table>	Category	Business Finance	Economics	Roles of Managerial Finance	Ottawa University	70.00%	50.00%	65.83%	ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	60.80%	56.56%	0	Faith-based Institution	57.62%	53.62%	0	Middle States Commission on Higher Education	62.50%	56.05%	0	Online Delivery Mode	62.45%	57.21%	0	Privately Owned Not-for-Profit	62.14%	57.13%	0
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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 central ideas.	Capstone project affirms the rigor in the program and also highlights the need to provide additional targeted resources relative to writing for these students. Students in this program consistently underperform peers in communication skills.	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 Area</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>4.g Format (professional genre: report, analysis, case study...)</td> <td>3.5</td> </tr> <tr> <td>4.f Writing Conventions</td> <td>3.67</td> </tr> <tr> <td>4.e Evidence Use (Research, Data, Graphics, &amp; Illustrations)</td> <td>3.75</td> </tr> <tr> <td>4.d Audience &amp; Purpose</td> <td>3.75</td> </tr> <tr> <td>4.c Applying Concepts in Discipline</td> <td>3.75</td> </tr> <tr> <td>4.b Organization</td> <td>3.83</td> </tr> <tr> <td>4.a Central Idea</td> <td>4</td> </tr> </tbody> </table>	Competency Area	Average Score	4.g Format (professional genre: report, analysis, case study...)	3.5	4.f Writing Conventions	3.67	4.e Evidence Use (Research, Data, Graphics, & Illustrations)	3.75	4.d Audience & Purpose	3.75	4.c Applying Concepts in Discipline	3.75	4.b Organization	3.83	4.a Central Idea	4												
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