

## 2018-2019 STUDENT ACHIEVEMENT REPORT

### Part One: Broad Measures of Student Achievement

1. **Retention:** Success rates for retention from Fall semester, freshman year to Fall semester, sophomore year for full time, first time students with no prior coursework

Program cohort start date	Retention rate requirement (TRACS)	Full time, first time student Retention rate achieved
Associates Fall 2015	35%	20/34 = 58.8%
Associates Fall 2016	35%	19/68 = 27.9%
Associates Fall 2017	35%	20/59 = 33.9%
Associates Fall 2018	35%	43/87 = 49.4%
Bachelors Fall 2013	50%	1/2 = 50%
Bachelors Fall 2014	50%	5/8 = 62.5%
Bachelors Fall 2015	50%	3/4 = 75.0%
Bachelors Fall 2016	50%	6/12 = 50.0%
Bachelors Fall 2017	50%	2/9 = 22.2%
Bachelors Fall 2018	50%	9/20 = 45.0%

2. **Graduation:** Success rates for graduation within 150% of normal time for full time, first time students who entered their program as freshmen with no prior coursework

Cohort start date	Graduation target (150% of normal time)	Graduation rate requirement (TRACS)	Graduation rate achieved
Associates: Fall 2015	By or before Spring 2018	15%	11/34 = 32.3%
Associates: Fall 2016	By or before Spring 2019	15%	4/68 = 5.9%
Associates: Fall 2017	By or before Spring 2020	15%	7/59 = 11.9%
Bachelors: Fall 2013	By or before Spring 2019	25%	1/2 = 50%
Bachelors: Fall 2014	By or before Spring 2020	25%	3/8 = 37.5%

3. **Course completion:** Success rates for completion of "gateway courses" with a C or better (excludes D, F, W, WP, WF, I)

Semester	Gateway course	Pass rate goal (Clinton College)	Pass rate achieved
Fall 2018	ENG 111: English Composition I	70%	75/107 = 70.1%
	ENG 112: English Composition II	70%	11/16 = 68.8%
	MAT 110: College Algebra (first math)	70%	83/120 = 69.2%
Fall 2019	ENG 111: English Composition I	70%	27/41 = 65.9%
	ENG 112: English Composition II	70%	19/27 = 70.4%
	MAT 121: College Math I (first math)	70%	38/56 = 67.9%

## 2018-2019 STUDENT ACHIEVEMENT REPORT

### Part Two: Student Learning Outcomes by Program:

#### Associate of Arts in Early Childhood Development: 2018-2019

Expected Student Learning Outcomes (in relationship to mission elements)	Targets for key assessments in key courses	Results	Planned Improvements
1. Students will identify appropriate theories and practices related to (1) human development and (2) learning environments in early childhood. (Academic achievement, leadership)	At least 75% of the 4 enrolled students will earn at least 70% of the available points on selected short-answer questions on exams in <i>EDU 102: Human Growth and Development</i>	Target not met. From 75% to 100% of the students met the target on 4 out of the 6 selected questions. The other two questions had some correct, but insufficient, information in the responses.	Modify exam questions to show amount of response expected. Instead of asking so broadly, "Discuss .....", revise such questions to ask "Describe at least five important aspects of ..."
2. Students will identify effective school and community resources and strategies for building family and community relationships that support young children. (Academic achievement, citizenship, leadership)	At least 2 of the 3 enrolled students will earn at least 70% of the available points on selected elected short-answer questions on exams in <i>EDU 104: Exceptional Children</i>	Target not met. 2/3 to 100% of the students were successful met the target on 4 of the 7 selected questions. One student left over half of the total questions blank.	Small sample size did not yield useful information for improvements. The outlier, who was also inattentive in class, points to a needed improvement - to collect cell phones before class and to provide more individual attention and encouragement.
3. Students will identify critical issues related to children's learning and development in their families and communities. (Academic achievement, citizenship, leadership, moral/spiritual development)	Same as for #1 above	Same as for #1 above	Same as for #1 above
	At least 2 of the 3 enrolled students will earn at least 70% of the available points on selected elected short-answer questions on exams in <i>EDU 104: Exceptional Children</i>	Target not met. 2/3 to 100% of the students met the target on 3 out of the 7 selected questions. The greatest difficulty pertained to three seminal studies of critical issues.	Supplement readings and discussions about these studies with appropriate videos to enrich instruction.
	All students will submit reports on Marian Edelman and the NBCDI in <i>EDU 106: Child, Family, and Community Relations</i> with attention to (1) child development information, (2) historical information, and (3) minority involvement in early childhood.	Target met. All students submitted both reports with attention to the three areas. However, it appeared that much of the information was taken directly from their sources, with little attention to writing from their own sense of understanding.	I will add two reflective questions to the assignment to increase student engagement and attention to the critical issues: (4) How have you or someone you know been affected by Edelman and the NBCDI? (5) What aspect of Edelman's and NBCDI's work caught your attention the most? Why? What else would you like to know about that aspect?

## Associate of Arts in Liberal Arts: 2018-2019

Expected Student Learning Outcomes ( <i>in relationship to mission elements</i> )	Targets for key assessments in key courses	Results	Planned Improvements
<p>1. Students will demonstrate intercultural knowledge.</p> <p><i>(Academic achievement, citizenship)</i></p>	<p>In CJA 201: Criminal Justice, 65% of students will earn a C or better on tests that require them to connect the criminal justice system, courts, and policing to public policy.</p>	<p>Target met. 66% of the students (8 out of 12) scored at the achievement target or above.</p>	<p>Continue to emphasize the different aspects of the criminal justice system.</p> <p>Add role playing activities.</p> <p>Provide opportunities for field trips to visit the criminal justice system.</p>
	<p>In HIS 102: US History to 1865, 70% of the students will demonstrate intercultural knowledge, as well as analytical and communication skills, by completing an argumentative essay based on opposing views of famous historical personalities.</p>	<p>Target not met. 65% of the students were successful on the argumentative essay.</p> <p>A second formative measure was added; an examination of test scores after utilizing effective study skills showed that 65% of the students improved their test scores.</p>	<p>Require students to re-write drafts of essays to reduce sentence fragments and run-on sentences.</p> <p>Provide small group tutorials.</p> <p>Use a different test format.</p> <p>Provide opportunities to retake tests with scores below 60%.</p>
<p>2. Students will demonstrate effective written communication skills.</p> <p><i>(Academic achievement, citizenship, leadership)</i></p>	<p>In ENG 111: English Composition I, at least 70% of the students will demonstrate use of standard grammar rules on academic papers by scoring at least 70% of higher on the rubric.</p>	<p>Target met. 80% (16/20) were successful on the academic papers as scored by the rubric.</p>	<p>Continue instruction in grammar and usage.</p>
	<p>In ENG 112: English Composition II, all students will demonstrate mastery in developing and writing the four types of essays in clear, cohesive, unified, well-developed and organized fashion to the level of 85% or higher on the rubric.</p>	<p>Target met. Students wrote effectively according to all areas of the rubric (Ideas, Development, Format, etc.) for each essay type with 90% success.</p>	<p>Continue processes used to support students' writing.</p> <p>Increase the target to 100%.</p>
	<p>In ENG 206: World Literature, at least 70% of the students will score 70/100 or higher on a well-organized research paper that uses MLA or APA formats for academic research. Rubric areas include Ideas, Development, Organization, and Format.</p>	<p>Target met. 90% of the students were successful on all areas of the rubric applied to the research paper.</p>	<p>Emphasize literary interpretation and skills of literary criticism.</p>

2. Students will demonstrate effective written communication skills. <i>(Continued)</i>	In MUS 201: Music Appreciation, students will complete a term paper scored with a rubric at the following levels of competency: 50% at level 4 (competent); 25% at level 3 (making definite progress); 15% at level 2 (some progress); 10% at level 1 (little or no evidence of progress).	Target not met. 10% of students scored at Level 4; 50% scored at level 2.	Students need more help and supervision with term papers. <ul style="list-style-type: none"> <li>• Implement a few sessions on how to write effectively.</li> <li>• Meet with students 1:1 after they submit an outline, rough draft, then the term paper.</li> <li>• Refer students to the Academic Success Center for tutoring support.</li> <li>• Provide and discuss examples of well-written papers from previous classes.</li> </ul>
	In CSE 101: Freshman Seminar, students will complete a research paper at the following levels of competency: 60% at 4 (Exceeded); 25% at 3 (Met); 10% at 2 (Nearly met); 5% at 1 (Not met).	Target partially met: 76.5% of the students (13/17) scored at Level 4 on the rubric applied to the research paper, exceeding the target for the highest level of performance. However, no students scored at Levels 3 and 2. Four students (23.75%) scored at Level 1 because they failed to complete the project.	Place the rubric on the course syllabus. Discuss expectations for each part of the research paper to be scored with the rubric. Give each student a copy of both the syllabus and the rubric.
3. Students will demonstrate critical thinking.  <i>(Academic achievement, citizenship, leadership)</i>	In BIO 103: Biology I, 75% of the students will achieve a score of 70% or higher on lecture and laboratory rubrics based on Bloom's taxonomy for their combination of homework, tests, classroom and laboratory activities.	Target not met. 40% of the students met the goal.	Work with Academic Dean and TRIO to institute programs in test-taking skills and prevention of test-taking anxiety. Continue to use Bloom's Taxonomy and increase focus on developing students' metacognitive skills
	In ENG 112: English Composition II, at least 85% of the students will apply critical thinking and comprehension skills as demonstrated through writing four types of essays about their reading of literary selections.	Target met. 100% of the students wrote successfully about all genres studied, utilizing the writer's voice, vocabulary, syntax, and attitude that demonstrated critical thinking skills.	Continue to have students practice critical thinking skills in reading and responding to multiple genres of literary selections.
	In ENG 203: African American Literature, 80% of the students will be able to demonstrate understanding of African American literature through defining and interpreting literary expression, fiction, non-fiction essays, poetry, drama and various forms of music: Jazz, Blues, Gospel, Rhythm and Blues, and Rap.	Target met. 84.6% (11/13) of the students demonstrated understanding of African American literature. Specific outcomes: Met: Comprehension Met: Understanding of Music Not met: Proficient writing	Move through the reading more slowly and encourage more oral response from students.  Continue with more music.  Continue to work on writing about literature.

<p>4. Students will demonstrate ethical reasoning</p> <p><i>(Moral/spiritual development, citizenship, leadership)</i></p>	<p>At least 70% of the students will score 70/100 or higher on the final exam in REL 101: Old Testament</p>	<p>Target met. 70% of all students scored 70% of higher on the final exam.</p>	<p>Disaggregate exam questions to report more specifically in relationship to the expected SLO.</p> <p>Develop a specific assignment in REL 100: Intro. to Religion to be scored with the LEAP rubric: Ethical Reasoning.</p>
	<p>At least 70% of the students will score 70/100 or higher on the final exam in REL 102: New Testament</p>	<p>Target met. 70% of all students across two sections of the course scored 70% of higher on the final exam.</p>	<p>Disaggregate exam questions to report more specifically in relationship to the expected SLO.</p> <p>Develop a specific assignment in REL 100: Intro. to Religion to be scored with the LEAP rubric: Ethical Reasoning.</p>

## Associate of Arts in Religious Studies: 2018-2019

Expected Student Learning Outcomes ( <i>in relationship to mission elements</i> )	Targets for key assessments in key courses	Results	Planned Improvements
<p>1. Students will demonstrate knowledge of Biblical foundations in terms of literature and history and as a spiritual guide to theology and ethics.</p> <p><i>(Aligned with mission elements of promoting academic achievement, moral/spiritual development)</i></p>	<p>At least 70% of the students will score 70/100 or higher on the final exam in REL 101: Old Testament</p>	<p>Target met. 70% of all students scored 70% of higher on the final exam.</p>	<p>Performance on exam questions will be investigated within categories of content for a more granular analysis.</p>
	<p>At least 70% of the students will score 70/100 or higher on the final exam in REL 102: New Testament</p>	<p>Target met. 70% of all students across two sections of the course scored 70% of higher on the final exam.</p>	<p>Performance on exam questions will be investigated within categories of content for a more granular analysis.</p>
	<p>At least 70% of students will score 80/100 or higher on the final exam in <i>REL 202: Christian Ethics</i>.</p>	<p>Target met. The two students who completed the course made 80/100 or higher on the final exam. Three students stopped attending class without officially withdrawing.</p>	<p>The Vice President for Academic Affairs and the Registrar will implement procedures for monitoring attendance and administratively withdrawing students when necessary. The process will also improve accuracy of data for Financial Aid reviews.</p>
<p>2. Students will demonstrate knowledge of critical historical events and changes in basic principles during the development of Christianity, the Christian church and African American Religion.</p> <p><i>(Aligned with mission elements of promoting academic achievement, citizenship)</i></p>	<p>At least 80% of students will score at the "Acceptable" level or higher on all dimensions of a common rubric applied to projects in <i>REL 208: General Church History</i> and <i>REL 219: African American History</i>.</p>	<p>Target partially met. Students scored at the overall "Acceptable" level on their projects, but an analytic rubric wasn't used.</p>	<p>Develop analytic rubric with dimensions for the projects in these two history courses.</p>
<p>3. Students will demonstrate knowledge of the task of theology and doctrines of the Christian faith, as well as the development of moral reasoning.</p> <p><i>(Aligned with mission elements of promoting academic achievement, moral/spiritual development)</i></p>	<p>At least 70% of students will score 80/100 or higher on the final exam in <i>REL 202: Christian Ethics</i>.</p>	<p>Target met. The two students who completed the course made 80/100 or higher on the final exam. Three students stopped attending class without officially withdrawing.</p>	<p>The Vice President for Academic Affairs and the Registrar will implement procedures for monitoring attendance and administratively withdrawing students when necessary. The process will also improve accuracy of data for Financial Aid reviews.</p>

<p>4. Students will apply knowledge of principles and practices in Christianity to provide guidance and support for themselves and others.</p> <p><i>Aligned with mission elements of promoting academic achievement, moral/spiritual development, leadership, citizenship)</i></p>	<p>85% of students in REL 218: Christian Leadership will successfully complete an analytic, applied, and self-reflective project about the 7 laws of Christian Leadership, the 10 characteristics of a leader, and the methods to grow as a leader.</p>	<p>Target me. 95% of the students completed all aspects of the project successfully.</p>	<p>Modify the project to require students to derive for themselves the characteristics of a leader. Add an aspect to the project that requires students to show how the same Christian laws can apply to everyday life.</p>
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## Associate of Science in Business Administration 2018-19

Expected Student Learning Outcomes (in relationship to mission elements)	Targets for key assessments in key courses	Results	Planned improvements
<p>1. Students will demonstrate application of quantitative understanding to effective business planning and operations.</p> <p><i>(Academic achievement)</i></p>	<p>At least 80% of students in <i>BUS 204: Principles of Accounting I</i> will earn 80/100 points or better on the final exam.</p>	<p><i>Target not met.</i> 63% of the students scored 80/100 or better on the final exam. They did best on creating a balance sheet but struggled with depreciation methods.</p>	<p>Concentrate more on depreciation methods earlier in the semester and from then on.</p>
	<p>At least 70% of students in <i>BUS 204: Principles of Accounting I</i> will earn 80/100 or better on the Spreadsheet Project scored with a rubric. The computer simulation project provides “messy” information from a business owner to be organized in a spreadsheet and then presented to the class for critique.</p>	<p><i>Target not met.</i> 67% of the students met the target in this group project. The three groups earned scores of 70, 80, and 85. They struggled with concepts of business vs. personal withdrawals in business transactions.</p>	<p>Use same project – it prepares students for the working world and provides the opportunity for working in a group (as in the real world).</p> <p>Analyze performance by dimensions of the rubric for further analysis of SLOs.</p>
	<p>At least 80% of the students in <i>BUS 206: Statistics and Quantitative Methods</i> will score 80/100 or higher on the final exam</p>	<p><i>Target not met.</i> 37% of the students scored 80/100 or higher on the final exam. Students struggled with concepts of variance, not the mathematics involved.</p>	<p>Have students do more conceptual work throughout the class. Emphasize the answering of how and why questions about applying the concept of variance on quizzes.</p>
	<p>In <i>BUS 213: Principles of Accounting II</i>, at least 80% of the students will score at least 80/100 on the final exam.</p>	<p><i>Target met.</i> 81% of the students scored 80/100 or higher on the final exam. They were particularly strong in accrual basic accounting; but they struggled with conceptual skills, such as figuring out how pre-paid expenses could be considered an asset.</p>	<p>Develop more requirements throughout the course for students to explain why various accounting processes should be used.</p>
<p>2. Students will demonstrate knowledge and behaviors necessary for functioning effectively in a business organization.</p> <p><i>(Academic achievement, leadership, citizenship)</i></p>	<p>BUS 203: Principles of Management</p>	<p>Instructor did not return to Clinton College; data unavailable</p>	

<p>3. Students will demonstrate understanding of legal and ethical principles in business.</p> <p><i>(Academic achievement, moral/spiritual development, leadership, citizenship)</i></p>	<p>In BUS 202: Business Law I, at least 80% of students will demonstrate across four assessments understanding of the common role of ethics in business and the organizational challenges to ethical behaviors.</p>	<p><i>Target met.</i> 80% (8/10) of the students successfully demonstrated knowledge of ethical behaviors across four (4) assessments used to evaluate their competencies regarding: (1) Common role of ethics in business and (2) Recognizing organizational challenges to ethical behaviors.</p> <p>The dimensions of the assessments revealed that 63% (3/8) exhibited weakness in the application of moral reasoning to specific situations and the ability to analyze conclusions resulting from that reasoning.</p>	<p>Initiate mock debates and discussions to:</p> <ol style="list-style-type: none"> <li>1) Diagnose the inherent conflict of interest in business decisions</li> <li>3) review established methodologies of solving ethical problems.</li> <li>2) determine practical steps that can be taken to address those problems</li> </ol>
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## Associate of Science in Natural Science: 2018-2019

Expected Student Learning Outcomes ( <i>in relationship to mission elements</i> )	Targets for key assessments in key courses	Results	Planned Improvements
<p>1. Students will demonstrate knowledge of major concepts, theoretical principles, and research/ experimental findings in science.</p> <p><i>(Academic achievement)</i></p> <p>2. Students will demonstrate skills necessary to correctly design, safely implement, and accurately record, analyze, and present the results of laboratory experiments.</p> <p><i>(Academic achievement, leadership)</i></p>	<p>75% of students will score 70% or higher on lecture and laboratory rubrics applied to a combination of worksheets, exams, and laboratory activities in <i>BIO 103: Biology I</i></p>	<p>Target not met. 40% of the students achieved the target in Fall 2018. 30% of the students achieved the target in Spring 2019.</p>	<ul style="list-style-type: none"> <li>• Work with Academic Dean and TRIO to institute programs in test-taking skills and prevention of test-taking anxiety.</li> <li>• Continue to use Bloom's Taxonomy and increase focus on developing students' metacognitive skills.</li> <li>• Continue to use blended class approach.</li> <li>• Continue to use rubrics.</li> <li>• Use more peer tutors and just-in-time tutoring</li> <li>• Decompose test scores into major sections based on Bloom's Taxonomy, i.e., LOCS (lower order cognitive skills, higher order cognitive respectively) skills for closer analysis of students' strengths and weaknesses.</li> <li>• Improve equipment and supplies in the laboratory to improve students' laboratory experiences</li> </ul> <p>Need the following resources:</p> <ul style="list-style-type: none"> <li>• Personal response devices</li> <li>• Developmental courses</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Separate the assessments of SLO 1 and SLO 2</li> <li>• SLO 1 to be assessed with disaggregated items selected from midterm and final exams of a designated course</li> <li>• SLO 2 to be assessed with a rubric applied to the major laboratory practical of a designated course</li> </ul>

## Bachelor of Arts in Religious Studies: 2018-2019

Expected Student Learning Outcomes <i>(in relationship to mission elements)</i>	Targets for key assessments in key courses	Results	Planned Improvements
<p>1. Students will demonstrate knowledge of the Bible as literature, as history, and as a spiritual guide.</p> <p><i>(Aligned with mission element of promoting academic achievement)</i></p>	<p>75% of the students in <i>REL 407: Pauline Letters</i> will score at an acceptable level on each section of an analytic report, e.g., purpose for writing, other characters involved in the situations, and results or impact of the letters.</p>	<p>Target not met. Students struggled with the section of the report about purposes for the writing.</p>	<p>In guided discussions about Paul's letters, whenever there is uncertainty about to whom the letters were written, I will provide clarification so that students can better discern purpose as linked to recipient of the letters.</p>
<p>2. Students will demonstrate knowledge of critical historical events, changes in philosophy, and seminal writings in the development of the modern church as well as other religions.</p> <p><i>(Aligned with mission element of promoting academic achievement)</i></p>	<p>70% of the students in <i>REL 304: Protestant Reformation</i> will score 80/100 or better on the final exam.</p>	<p>Target met. 70% scored at least 80/100 on the final exam.</p> <p>Observation: students had a difficult time with the textbook.</p>	<p>Choose readings from chapters or sections of chapters that are aligned with key topics rather than having students attempt to read the entire 800-page textbook.</p>
<p>3. Students will demonstrate synthesis and critical evaluation of multiple sources and perspectives regarding an interdisciplinary topic.</p> <p><i>(Aligned with mission elements of promoting academic achievement, moral/spiritual development, leadership)</i></p>	<p>75% of students in <i>REL 306: Philosophy of Religion</i> will score 85/100 or better on the final essay examination.</p>	<p>Target met. However, the weakness that was observed in the final essay examination was that students had not really mastered the philosophical aspect of the interdisciplinary study,</p>	<p>Re-examine and revised as needed the sequencing and scheduling of courses to promote <i>REL 300: Introduction to Philosophy</i> as a strongly recommended precursor to REL 306.</p>
<p>4. Students will apply knowledge of principles and practices in Christianity to provide guidance and support for themselves and others.</p> <p><i>(Aligned with mission elements of promoting academic achievement, moral/spiritual development, leadership, citizenship)</i></p>	<p>85% of students in REL 218: Christian Leadership will successfully complete an analytic, applied, and self-reflective project about the 7 laws of Christian Leadership, the 10 characteristics of a leader, and the methods to grow as a leader.</p>	<p>Target met. 95% of the students completed all aspects of the project successfully.</p>	<p>Modify the project to require students to derive for themselves the characteristics of a leader. Add an aspect to the project that requires students to show how the same Christian laws can apply to everyday life.</p>

## B.S. in Business Administration 2018-19

Expected Student Learning Outcomes (in relationship to mission elements)	Targets for key assessments in key courses	Results	Planned Improvements
<p>1. Apply financial and quantitative understanding to effective business planning and operations.</p> <p>(Academic achievement)</p>	<p>In <i>BUS 213: Principles of Accounting II</i>, at least 80% of the students will score at least 80/100 on the final exam.</p>	<p><i>Target met.</i> 81% of the students scored 80/100 or higher on the final exam. They were particularly strong in accrual basic accounting; but they struggled with conceptual skills, such as figuring out how pre-paid expenses could be considered an asset.</p>	<p>Develop more requirements throughout the course for students to explain why various accounting processes should be used.</p>
	<p>In <i>BUS 309: Financial Management</i>, at least 80% of the students will score at least 80/100 on the final exam.</p>	<p><i>Target not met.</i> 63% (15/24) scored 80/100 or higher. They struggled with interest rate calculation, especially for annuities with compound interest at different rates over multiple years.</p>	<p>Break down the process of figuring compound interest. Work on the parts rather than the outcome. Help students see how the process works.</p>
<p>2. Demonstrate knowledge, behaviors, and skills, including the use of technology, necessary for functioning effectively in a variety of business organizations.</p> <p>(Academic achievement, leadership, citizenship)</p>	<p>In <i>BUS 212: Intro. to Entrepreneurship</i>, at least 70% of the students will meet all expectations for a business plan.</p>	<p><i>Target met.</i> Given a template for a business plan, 100% of the students met or exceeded expectations for using the categories that were most applicable to their selected business.</p>	<p>Share best examples of students' plans.</p> <p>Show more resources for developing certain parts of the plan, such as small business applications, taxes, and licenses.</p> <p>Continue to use personal examples.</p>
	<p>In <i>BUS 205: Principles of Marketing</i>, at least 80% of the students will score 16/20 points on the marketing analysis project, including the written report and the PowerPoint presentation.</p>	<p><i>Target partially met.</i> 100% of the eleven students who completed the project did so successfully. Four students did not attempt the project, did not attend class regularly, and did not take exams.</p> <p>Observation: Most students did not buy the textbook.</p>	<p>Incorporate more group activities to engage students.</p> <p>Look for ways to help students purchase textbooks and supply more visual information through handouts and PowerPoint presentations.</p>
	<p>In <i>BUS 301: Business Communications</i>, at least 80% of the students will earn the equivalent of 80/100 points on the development of a formal professional resumé</p>	<p><i>Target met.</i> 100% of the students completed the necessary research and skill development to produce an acceptable formal professional resumé.</p> <p>Observation: Most students did not buy the textbook. I bought everyone a book on resume-writing and applying for jobs. The students used this text every week.</p>	<p>In the future, choose a free or inexpensive e-book so that students will all have a textbook.</p> <p>Continue to engage students in discussions and practice activities.</p>

	In <i>BUS 404: International Business</i> , at least 80% of the students will score at least 80/100 on the final exam over the major concepts of the course.	<i>Target not met.</i> 46% of the students scored 80/100 or better on the final exam. They struggled with defining and then elaborating their definitions of major concepts.	Increase writing activities throughout the course to give students more practice and feedback on writing skills.  Encourage more writing assignments and coaching in the Business Communications course.  Provide more test questions requiring writing rather than true/false and multiple choice.
3. Apply legal and ethical principles in business.  (Academic achievement, moral/spiritual development, leadership, citizenship)	In <i>BUS 302: Business Law II</i> , at least 70% of the students will score at the average level or better on a rubric applied to the case study analysis assignment. Rubric dimensions included three elements of Issues and Precedents and three elements of Decisions.	<i>Target met.</i> 83% (5/6) of the students successfully completed the case study analysis assignment, with 4/5 scoring at the exemplary level. One student did not submit the assignment. Dimensions with the poorest performance were <i>Analysis of Issues</i> in the Issues and Precedents section and <i>Reason for Decision</i> in the Decisions section.	Introduce and provide supplemental material, more practice cases and allow more "round table" discussions to challenge conceptual and perceptual understanding.
	In <i>BUS 401: Business Policy</i> , at least 70% of the students will earn the equivalent of 80/100 points on the project to write a business policy for a business they would like to create.	<i>Target met.</i> 100% of the students wrote successful business policies that considered both customers and company personnel.	Bring in guest presenters who have created their own business to share their business policies as posters or handouts and to discuss the challenges in those policies.
	In <i>BUS 405: Ethical and Legal Issues in Business</i> , at least 70% of the students will satisfy all requirements of a set of four papers analyzing case scenarios of businesses grappling with legal concerns.	<i>Target met.</i> 80% of students satisfied all content requirements of the set of four papers.  Observation: Writing skills were still weak.  Observation: Most students did not purchase the textbook. I copied key chapters and distributed them to the students.	Alert English teachers about students' continued weaknesses in writing skills.  Work with faculty and department chairs to develop a better system for students to obtain textbooks.
	In <i>BUS 301: Business Communications</i> , at least 80% of the students will earn the equivalent of 80/100 points on the development of a formal professional resumé	<i>Target met.</i> 100% of the students completed an acceptable formal professional resumé.  Observation: Most students did not buy the textbook. I bought everyone a book on resume-writing and applying for jobs. The students used this text every week.	In the future, choose a free or inexpensive e-book so that students will all have a textbook.  Continue to engage students in discussions and practice activities.

<p>4. Demonstrate the ability to integrate and synthesize knowledge, skills, and practices in order to benefit oneself and others.</p> <p><i>(Academic achievement, moral/spiritual development, leadership, citizenship)</i></p>	<p>In <i>BUS 411: Leadership Strategies</i>, at least 70% of the students will earn at least 80/100 on the final exam of 10 situational questions.</p>	<p><i>Target met.</i> 100% of the students earned at least 80/100 on the final exam.</p> <p>Observation: Most students did not purchase the textbook. I copied key chapters and distributed them to the students.</p>	<p>Keep format of round-table discussions of current events articles and scenarios to engage students in “What would you do?” discussions.</p> <p>Continue to bring in current issues of governmental rules, legal cases, and strategies for keeping customers.</p>
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