



The Accreditation Council for Business Schools and Programs (ACBSP) is a leading specialized accreditation association for business education. ACBSP accredits business, accounting, and business-related programs at the associate, baccalaureate, master, and doctorate degree levels worldwide. By evaluating aspects of leadership, strategic planning, relationships with stakeholders, quality of academic programs, faculty credentials, and educational support, ACBSP assesses whether or not business programs offer a rigorous educational experience and commitment to continuous quality improvement.

ACBSP's student-centered teaching and learning approach ensures students gain the right skills from their educational investment. Institutions with programs accredited by ACBSP are committed to continuous improvement that ensures business programs deliver students the skills employers want.

West Georgia Technical College earned ACBSP Accreditation in Accounting, Business Technology, Business Management, and Marketing Management in 2011 and received accreditation for Business Healthcare Technology in 2021. Business programs submit Quality Assurance (QA) Reports at year four and year eight of the accreditation cycle. These reports initiate preparatory steps for the reaffirmation of the accreditation process culminating with a self-study submission—the latest, of which, was submitted July 2021.



Table 7.1 below provides data for enrollment, retention, awards (graduates), and placement for ACBSP-accredited programs in AY 2022, AY 2023, and AY 2024. Table 4 below connects to Student Learning Results as measured and reported to ACBSP in the most recent Quality Assurance Report.

## **Business Unit's Statement of Mission**

The School of Business and Computer Science, a division of West Georgia Technical College, provides program learning opportunities to enhance academic, occupational, and professional knowledge and skills. These opportunities prepare graduates for job acquisition, retention, and advancement.

**Table 7.1 - Standard 7 Student Achievement**

Student Achievement	The table below provides results for each accredited program.																										
	Business unit web page link: <a href="https://www.westgatech.edu/wp-content/uploads/Business-Unit-Web-Page.pdf">https://www.westgatech.edu/wp-content/uploads/Business-Unit-Web-Page.pdf</a>																										
Enrollment by Program <i>*Source TCSG, KMS Report, TEC0127</i>	Goal 2024 = +4%	Results 2024	Graph																								
AAS Accounting (AC13)	180	178	<div>Enrollment by Program</div> <table><thead><tr><th>Program</th><th>AY 2022</th><th>AY 2023</th><th>AY 2024</th></tr></thead><tbody><tr><td>AC13</td><td>129</td><td>173</td><td>178</td></tr><tr><td>BHT3</td><td>45</td><td>73</td><td>69</td></tr><tr><td>MD13</td><td>319</td><td>376</td><td>384</td></tr><tr><td>BA23</td><td>55</td><td>50</td><td>50</td></tr><tr><td>MM13</td><td>73</td><td>67</td><td>69</td></tr></tbody></table>	Program	AY 2022	AY 2023	AY 2024	AC13	129	173	178	BHT3	45	73	69	MD13	319	376	384	BA23	55	50	50	MM13	73	67	69
Program	AY 2022	AY 2023		AY 2024																							
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MM13	73	67	69																								
AAS Business Healthcare Technology (BHT3)	76	69																									
AAS Business Management (MD13)	391	384																									
AAS Business Technology (BA23)	52	50																									
AAS Marketing Management (MM13)	70	69																									
Retention by Program <i>*Source TCSG, KMS Report, TEC0362</i>	Goal 2024 ≥ 62.5%	Results 2024	Graph																								
AAS Accounting (AC13)	62.5%	67.0%	<div>Retention by Program</div> <table><thead><tr><th>Program</th><th>AY 2022</th><th>AY 2023</th><th>AY 2024</th></tr></thead><tbody><tr><td>AC13</td><td>62.2%</td><td>62.1%</td><td>67.0%</td></tr><tr><td>BHT3</td><td>87.8%</td><td>76.6%</td><td>69.8%</td></tr><tr><td>MD13</td><td>64.5%</td><td>62.2%</td><td>59.1%</td></tr><tr><td>BA23</td><td>78.6%</td><td>68.6%</td><td>75.0%</td></tr><tr><td>MM13</td><td>60.4%</td><td>66.7%</td><td>66.7%</td></tr></tbody></table>	Program	AY 2022	AY 2023	AY 2024	AC13	62.2%	62.1%	67.0%	BHT3	87.8%	76.6%	69.8%	MD13	64.5%	62.2%	59.1%	BA23	78.6%	68.6%	75.0%	MM13	60.4%	66.7%	66.7%
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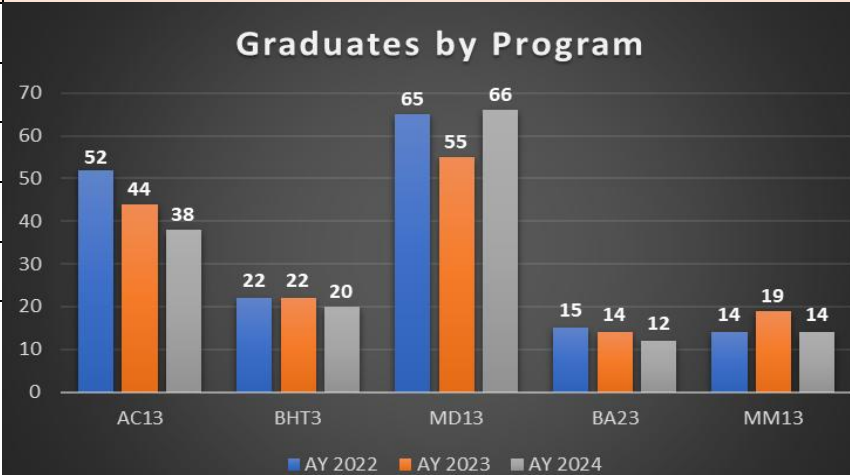

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<b>Graduates by Program</b> <i>*Source TCSG, KMS Report, TEC0109</i>	Goal 2024 = + 4%	Results 2024	Graph																								
AAS Accounting (AC13)	46	38	 <p><b>Graduates by Program</b></p> <table><thead><tr><th>Program</th><th>AY 2022</th><th>AY 2023</th><th>AY 2024</th></tr></thead><tbody><tr><td>AC13</td><td>52</td><td>44</td><td>38</td></tr><tr><td>BHT3</td><td>22</td><td>22</td><td>20</td></tr><tr><td>MD13</td><td>65</td><td>55</td><td>66</td></tr><tr><td>BA23</td><td>15</td><td>14</td><td>12</td></tr><tr><td>MM13</td><td>14</td><td>19</td><td>14</td></tr></tbody></table>	Program	AY 2022	AY 2023	AY 2024	AC13	52	44	38	BHT3	22	22	20	MD13	65	55	66	BA23	15	14	12	MM13	14	19	14
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AAS Marketing Management (MM13)	20	14																									
<b>Placement by Program</b> <i>*Source TCSG, KMS Report, TEC0112</i>	Goal 2024 ≥ 98%	Results 2024	Graph																								
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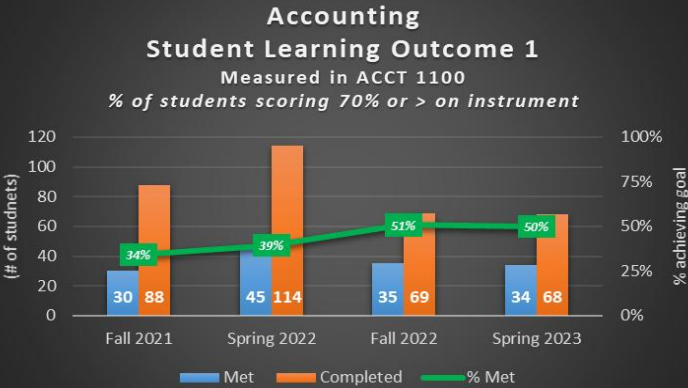
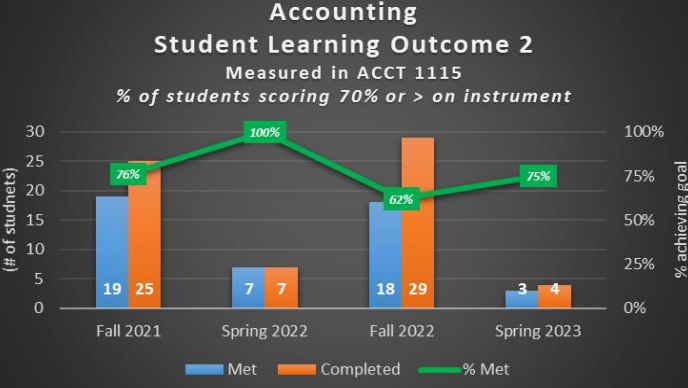
Table 4.1 - Standard 4 Student Learning Assessment					
Performance Indicator	You must provide assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative, and comparative results.				
Student Learning Results	<p>A 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><b>Direct</b> - Assessing student performance by examining samples of student work.</p> <p><b>Indirect</b> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><b>Formative</b> - An assessment conducted during the student's education.</p> <p><b>Summative</b> - An assessment conducted at the end of the student's education.</p> <p><b>Internal</b> - An assessment instrument that was developed within the business unit.</p> <p><b>External</b> - An assessment instrument that was developed outside the business unit.</p> <p><b>Comparative</b> - 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>				
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.3		Identified in Criterion 4.4	Identified in Criterion 4.3
PROGRAM GOALS and/or WGTC GENERAL EDUCATION GOALS and MEASURES	MEASUREMENT INSTRUMENT or PROCESS and TYPE (Direct, Formative, Internal, Comparative)	RESULTS	ANALYSIS of RESULTS	ACTION TAKEN or IMPROVEMENT PLANNED	GRAPHS or TABLES of TRENDS (3 -5 data points) <i>Report sample or population size n = #</i>
ACCOUNTING DEGREE PROGRAM SLOs					
Program Learning Outcome 1: Demonstrate a thorough understanding of basic accounting foundational concepts.					
<b>SLO 1:</b> In ACCT 1100, Financial Accounting I, 70% of students will complete the final exam with a minimum score of 70% based on an established grading rubric.	Direct, formative, internal  Final Exam	Fall and Spring terms  AY 2022: 37.1% (75 of 202) of students completed the exam with a score of 70% or greater. Fall: 34.1% (30 of 88) Spring: 39.4% (45 of 114)  AY 2023: 50.4% (69 of 137) of students completed the exam with a score of 70% or greater. Fall: 50.7% (35 of 69) Spring: 50% (34 of 68)	The benchmark was not achieved in AY 2022 or AY 2023; however, student performance improved by 13.3% following the addition of practice exercises and chapter quizzes. These results suggest the instructional adjustments are having a positive effect and may contribute to further gains over time.	Faculty will continue monitoring exam performance trends and review course-level assessment data to identify areas where students struggle most. To support student success, tutoring, supplemental instruction, and early intervention strategies will be expanded, and faculty development in high-impact teaching practices will be encouraged. Building on recent momentum, course-embedded assessments and targeted support modules will also be integrated to strengthen mastery of key accounting concepts.	
Program Learning Outcome 2: Demonstrate proficiency in maintaining accounting processes for a business in a computerized accounting software program.					
<b>SLO 2:</b> In ACCT 1115, Computerized Accounting, 70% of students will complete the Comprehensive Review with a grade of 70% or higher based on an established grading rubric.	Direct, formative, internal  Comprehensive Review	Fall and Spring terms  AY 2022: 81.3% (26 of 32) of students completed the review with a score of 70% or higher. Fall: 76% (19 of 25) Spring: 100% (7 of 7)  AY 2023: 63.6% (21 of 33) of students completed the review with a score of 70% or higher. Fall: 62.1% (18 of 29) Spring: 75% (3 of 4)	Students exceeded the benchmark in AY 2022 but fell below it in AY 2023, reflecting fluctuations in student mastery of computerized accounting concepts. This indicates a need for more consistent instructional reinforcement to support success. Faculty view this assessment as a valid measure of both accounting knowledge application and the level of proficiency expected in businesses that rely on computerized accounting systems.	Faculty will conduct item analysis to identify weak areas in student comprehension, develop targeted labs, and provide additional practice opportunities. To strengthen application of skills and improve student readiness, a guided midterm case study will be incorporated to provide full-cycle practice that mirrors the comprehensive review requirements.	

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ACCOUNTING DEGREE PROGRAM SLOs																									
Program Learning Outcome 3: Individually or as a member of a group, use information effectively to accomplish a specific purpose.																									
<b>SLO 3:</b> In ACCT 1130, Payroll Accounting, 70% of students will complete the final exam with a grade of 70% or higher based on an established grading rubric.	Direct, formative, internal  Final Exam	Fall and Spring terms  AY 2022: 77.8% (42 of 54) of students completed the exam with a score of 70% or higher. Fall: 75% (36 of 48) Spring: 100% (6 of 6)  AY 2023: 59.1% (26 of 44) of students completed the exam with a score of 70% or higher. Fall: 54.5% (18 of 33) Spring: 72.7% (8 of 11)	The benchmark was met in AY 2022 but not in AY 2023. These results suggest students may benefit from additional reinforcement of key payroll concepts and more structured learning opportunities to improve their comprehension and readiness for the final exam.	Faculty will enhance instruction by adding supplemental payroll review sessions and introducing early interventions to address challenges earlier in the term. Additional practice assignments and targeted instructional adjustments will be incorporated to strengthen student comprehension and reinforce mastery of course objectives assessed on the final exam.	<div><div><div>Accounting</div><div>Student Learning Outcome 3</div><div>Measured in ACCT 1130</div><div>% of students scoring 70% or &gt; on instrument</div></div><table><tr><th>Semester</th><th>Met (#)</th><th>Completed (#)</th><th>% Met</th></tr><tr><td>Fall 2021</td><td>36</td><td>48</td><td>75%</td></tr><tr><td>Spring 2022</td><td>6</td><td>6</td><td>100%</td></tr><tr><td>Fall 2022</td><td>18</td><td>33</td><td>55%</td></tr><tr><td>Spring 2023</td><td>8</td><td>11</td><td>73%</td></tr></table></div>	Semester	Met (#)	Completed (#)	% Met	Fall 2021	36	48	75%	Spring 2022	6	6	100%	Fall 2022	18	33	55%	Spring 2023	8	11	73%
Semester	Met (#)	Completed (#)	% Met																						
Fall 2021	36	48	75%																						
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BUSINESS HEALTHCARE TECHNOLOGY DEGREE PROGRAM SLOs																					
Program Learning Outcome 1: Utilize standard coding practices and procedures to process healthcare office billing and reimbursement.																					
SLO 1: In BUSN 2340, Healthcare Administrative Procedures, 80% of students will enter medical and healthcare information into a CMS-1500 form with 75% accuracy.	Direct, formative, internal  CMS-1500 Form	Fall 2021, Fall 2022, and Spring 2023  AY 2022: 57.1% (8 of 14) of students completed the form with a score of 75% or higher. Fall: 57.1% (8 of 14)  AY 2023: 61.7% (29 of 47) of students completed the form with a score of 75% or higher. Fall: 76.7% (23 of 30) Spring: 35.2% (6 of 17)  <i>(Note: This course was not offered Spring 2022.)</i>	The benchmark was not met in either year, though results improved by more than 4% from AY 2022 to AY 2023. These results indicate students continue to struggle with accurate completion of the CMS-1500 form and may benefit from more structured guidance and reinforcement.	Faculty developed new instructional materials to emphasize how completing the CMS-1500 form reflects competencies required in the healthcare field. More specific guidance and references to source materials were incorporated to support student accuracy. Early interventions will be implemented to support students who demonstrate difficulty mastering the process.	<div><div>Business Healthcare Technology Student Learning Outcome 1</div><div>Measured in BUSN 2340</div><div>% of students scoring 75% or &gt; on instrument</div><table><tr><th>Semester</th><th>Met</th><th>Completed</th><th>% Met</th></tr><tr><td>Fall 2021</td><td>8</td><td>14</td><td>57%</td></tr><tr><td>Fall 2022</td><td>23</td><td>30</td><td>77%</td></tr><tr><td>Spring 2023</td><td>6</td><td>17</td><td>35%</td></tr></table></div>	Semester	Met	Completed	% Met	Fall 2021	8	14	57%	Fall 2022	23	30	77%	Spring 2023	6	17	35%
Semester	Met	Completed	% Met																		
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Program Learning Outcome 2: Demonstrate effective oral and written communication skills for business healthcare environments.																					
SLO 2: In BUSN 2350, Electronic Health Records, 80% of students will create a referral letter with a minimum score of 75% using an established rubric.	Direct, formative, internal  Referral letter	Spring 2022, Fall 2022, and Spring 2023  AY 2022: 87.8% (36 of 41) of students created the referral letter earning a score of 75% or greater. Spring: 87.8% (36 of 41)  AY 2023: 93.1% (27 of 29) of students created the referral letter earning a score of 75% or greater. Fall: 92.9% (13 of 14) Spring: 93.3% (14 of 15)  <i>(Note: This course was not offered Fall 2021.)</i>	Outcome results exceeded expectations each term with performance improving by more than 5% year over year. These results show that students are consistently meeting and surpassing the benchmark, demonstrating strong proficiency in referral letter creation.	Faculty will continue reinforcing best practices in referral letter preparation to sustain high levels of success while exploring additional opportunities for students to practice professional communication skills in healthcare documentation. A new outcome statement will be implemented in AY 2024.	<div><div>Business Healthcare Technology Student Learning Outcome 2</div><div>Measured in BUSN 2350</div><div>% of students scoring 75% or &gt; on instrument</div><table><tr><th>Semester</th><th>Met</th><th>Completed</th><th>% Met</th></tr><tr><td>Spring 2022</td><td>36</td><td>41</td><td>88%</td></tr><tr><td>Fall 2022</td><td>13</td><td>14</td><td>93%</td></tr><tr><td>Spring 2023</td><td>14</td><td>15</td><td>93%</td></tr></table></div>	Semester	Met	Completed	% Met	Spring 2022	36	41	88%	Fall 2022	13	14	93%	Spring 2023	14	15	93%
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BUSINESS HEALTHCARE TECHNOLOGY DEGREE PROGRAM SLOs																									
Program Learning Outcome 3: Demonstrate knowledge of critical thinking and problem-solving strategies related to business healthcare situations.																									
<b>SLO 3:</b> In BUSN 1015, Introduction to Healthcare Reimbursement, 80% of students will demonstrate critical thinking and problem-solving strategies by completing a claim audit with a minimum score of 75% based on an established rubric.	Direct, formative, internal  Claim audit	Fall and Spring terms  AY 2022: 70.1% (54 of 77) of students completed a claim audit earning a score of 75% or greater. Fall: 71.1% (27 of 38) Spring: 69.2% (27 of 39)  AY 2023: 82.5% (33 of 40) of students completed a claim audit earning a score of 75% or greater. Fall: 68.2% (15 of 22) Spring: 90% (18 of 20)	Students did not meet the benchmark in AY 2022, but overall performance improved in AY 2023. Differences in performance across semesters suggest the need for greater instructional consistency and more effective use of available resources to ensure sustained success in demonstrating critical thinking and problem-solving skills through completion of the claim audit.	The BUSN 1015: Introduction to Healthcare Reimbursement Blackboard (LMS) Master Course Shell will be updated with standardized instructions and directions to ensure consistent communication across all sections, regardless of instructor. These enhancements will promote the effective use of course materials and resources by students. Additional instructional support and structured practice opportunities will also be incorporated to strengthen critical thinking and problem-solving skills to align with those demonstrated in the claim audit.	<div><div><div>Business Healthcare Technology</div><div>Student Learning Outcome 3</div><div>Measured in BUSN 1015</div><div>% of students scoring 75% or &gt; on instrument</div></div><table><tr><th>Semester</th><th>Met</th><th>Completed</th><th>% Met</th></tr><tr><td>Fall 2021</td><td>27</td><td>38</td><td>71%</td></tr><tr><td>Spring 2022</td><td>27</td><td>39</td><td>69%</td></tr><tr><td>Fall 2022</td><td>15</td><td>22</td><td>68%</td></tr><tr><td>Spring 2023</td><td>18</td><td>20</td><td>90%</td></tr></table></div>	Semester	Met	Completed	% Met	Fall 2021	27	38	71%	Spring 2022	27	39	69%	Fall 2022	15	22	68%	Spring 2023	18	20	90%
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Fall 2022	15	22	68%																						
Spring 2023	18	20	90%																						

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BUSINESS TECHNOLOGY DEGREE PROGRAM SLOs																									
Program Learning Outcome 1: Utilize business software and technology solutions for business documents and environment.																									
SLO 1: In BUSN 1400, Word Processing Applications, 80% of students will exhibit information literacy by completing a customized mail merge with a minimum score of 75% based on an established rubric.	Direct, formative, internal  Chapter 5 Guided Project	Fall and Spring terms  AY 2022: 100% (33 of 33) of students completed the customized mail merge earning a score of 75% or higher. Fall: 100% (21 of 21) Spring: 100% (12 of 12)  AY 2023: 100% (18 of 18) of students completed the customized mail merge earning a score of 75% or higher. Fall: 100% (7 of 7) Spring: 100% (11 of 11)	Students exceeded the benchmark in both years and demonstrated mastery in completing a customized mail merge. These results show strong information literacy skills and confirm that instructional methods effectively support student proficiency in word processing applications.	Faculty will maintain current instructional strategies to sustain this high level of student success. To further support student learning, lecture videos for each chapter will be added to the course shell to provide students on-demand access to guided instruction, while reinforcing mastery of word processing applications.	<div>Business Technology Student Learning Outcome 1 Measured in BUSN 1400 <i>% of students scoring 75% or &gt; on instrument</i></div> <table><thead><tr><th>Term</th><th>Met</th><th>Completed</th><th>% Met</th></tr></thead><tbody><tr><td>Fall 2021</td><td>21</td><td>21</td><td>100%</td></tr><tr><td>Spring 2022</td><td>12</td><td>12</td><td>100%</td></tr><tr><td>Fall 2022</td><td>7</td><td>7</td><td>100%</td></tr><tr><td>Spring 2023</td><td>11</td><td>11</td><td>100%</td></tr></tbody></table>	Term	Met	Completed	% Met	Fall 2021	21	21	100%	Spring 2022	12	12	100%	Fall 2022	7	7	100%	Spring 2023	11	11	100%
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Spring 2022	12	12	100%																						
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Program Learning Outcome 2: Demonstrate effective organizational skills appropriate for diverse business requirements.																									
SLO 2: In BUSN 1410, Spreadsheet Concepts and Applications, 80% of students will organize data within a spreadsheet with a minimum score of 75% using an established rubric.	Direct, formative, internal  Chapter 4 Independent Project	Fall and Spring terms  AY 2022: 94.4% (51 of 54) of students completed a spreadsheet with a score of 75% or higher. Fall: 88% (22 of 25) Spring: 100% (29 of 29)  AY 2023: 94.1% (32 of 34) of students completed a spreadsheet with a score of 75% or higher. Fall: 90.9% (20 of 22) Spring: 100% (12 of 12)	Students exceeded the benchmark in both years, which indicates their consistent mastery in organizing spreadsheet data and reflects sustained performance above the established target.	Faculty will continue to reinforce spreadsheet data organization skills to sustain success above the benchmark. A detailed review of the project rubric will help ensure advanced skills are being appropriately measured and emphasized. Based on this review, instructors will place greater focus on these areas within lectures and provide additional practice opportunities using real-world examples.	<div>Business Technology Student Learning Outcome 2 Measured in BUSN 1410 <i>% of students scoring 75% or &gt; on instrument</i></div> <table><thead><tr><th>Term</th><th>Met</th><th>Completed</th><th>% Met</th></tr></thead><tbody><tr><td>Fall 2021</td><td>22</td><td>25</td><td>88%</td></tr><tr><td>Spring 2022</td><td>29</td><td>29</td><td>100%</td></tr><tr><td>Fall 2022</td><td>20</td><td>22</td><td>91%</td></tr><tr><td>Spring 2023</td><td>12</td><td>12</td><td>100%</td></tr></tbody></table>	Term	Met	Completed	% Met	Fall 2021	22	25	88%	Spring 2022	29	29	100%	Fall 2022	20	22	91%	Spring 2023	12	12	100%
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BUSINESS MANAGEMENT DEGREE PROGRAM SLOs																									
Program Learning Outcome 1: Demonstrate a comprehensive understanding of the decision-making process.																									
SLO 1: In MGMT 1100, Principles of Management, 75% of students will score a minimum of 85% on a case study using a scientific, evidence-based approach to decision making using case studies and simulations.	Direct, formative, internal  Facebook Case Study	Fall and Spring terms  AY 2022: 89.4% (59 of 66) of students scored 85% or higher on the case study. Fall: 63.6% (7 of 11) Spring: 94.5% (52 of 55)  AY 2023: 89.8% (79 of 88) of students scored 85% or higher on the case study. Fall: 84.8% (28 of 33) Spring: 92.7% (51 of 55)	Students exceeded the benchmark in both years by demonstrating strong and consistent performance in applying a scientific, evidence-based approach to management decision making. This success may be attributed to increased instruction on APA formatting and the use of draft reviews prior to the due date, which helped them strengthen the quality of their case study submissions.  <i>(Note: In Fall 2021, one section did not complete the Facebook Case Study.)</i>	In Spring 2022, the Program Director reinforced the expectation that all sections assess the case study. Since that time, the case study has been fully implemented in every section, providing reliable measurement of this outcome. Faculty will continue utilizing case studies and simulations to reinforce evidence-based decision making. Additional opportunities to engage students in complex, real-world management scenarios will be explored to further strengthen application of course concepts.	<div>Business Management Student Learning Outcome 1 Measured in MGMT 1100 % of students scoring 85% or &gt; on instrument</div> <table border="1"><thead><tr><th>Semester</th><th>Met</th><th>Completed</th><th>% Met</th></tr></thead><tbody><tr><td>Fall 2021</td><td>7</td><td>11</td><td>64%</td></tr><tr><td>Spring 2022</td><td>52</td><td>55</td><td>95%</td></tr><tr><td>Fall 2022</td><td>28</td><td>33</td><td>85%</td></tr><tr><td>Spring 2023</td><td>51</td><td>55</td><td>93%</td></tr></tbody></table>	Semester	Met	Completed	% Met	Fall 2021	7	11	64%	Spring 2022	52	55	95%	Fall 2022	28	33	85%	Spring 2023	51	55	93%
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Program Learning Outcome 2: Develop a comprehensive employee training module to include a needs assessment and an assessment instrument.																									
Measure for Human Resource Management Specialization  SLO 2: In MGMT 2130, Employee Training and Development, 75% of students will develop a comprehensive employee training module with a minimum score of 85% based on an established grading rubric.	Direct, formative, internal  Employee Training Module	Fall and Spring terms  AY 2022: 70.7% (29 of 41) of students scored 85% or higher on the case study. Fall: 77.8% (14 of 18) Spring: 65.2% (15 of 23)  AY 2023: 75% (33 of 44) of students scored 85% or higher on the case study. Fall: 57.1% (12 of 21) Spring: 91.3% (21 of 23)	Students did not meet the benchmark in AY 2022 but exceeded it in AY 2023, showing more than a 4% year-over-year improvement in performance on the employee training module.	In an effort to increase student performance, faculty analyzed the Training Proposal Project guidelines in AY 2022 and revised the associated grading rubric. In AY 2023, faculty provided supplemental handouts to communicate detailed project requirements, including APA formatting. Moving forward, faculty will continue these practices and explore additional strategies to further support student success in developing comprehensive training modules.	<div>Business Management Student Learning Outcome 2 Measured in MGMT 2130 % of students scoring 85% or &gt; on instrument</div> <table border="1"><thead><tr><th>Semester</th><th>Met</th><th>Completed</th><th>% Met</th></tr></thead><tbody><tr><td>Fall 2021</td><td>14</td><td>18</td><td>78%</td></tr><tr><td>Spring 2022</td><td>15</td><td>23</td><td>65%</td></tr><tr><td>Fall 2022</td><td>12</td><td>21</td><td>57%</td></tr><tr><td>Spring 2023</td><td>21</td><td>23</td><td>91%</td></tr></tbody></table>	Semester	Met	Completed	% Met	Fall 2021	14	18	78%	Spring 2022	15	23	65%	Fall 2022	12	21	57%	Spring 2023	21	23	91%
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Program Learning Outcome 3: Demonstrate a comprehensive understanding of developing a strategic plan for a retail opportunity.																					
Measure for General Management and Service Sector Specializations  SLO 3: In MGMT 2205, Service Sector Management, 75% of students will score a minimum of 75% on a comprehensive written strategic retail management plan based on an established grading rubric.	Direct, formative, internal  Retail Management Plan	Fall 2021, Fall 2022, and Spring 2023  AY 2022: 80% (12 of 15) of students scored 75% or higher on the retail management plan. Fall: 80% (12 of 15)  AY 2023: 86.2% (25 of 29) of students scored 75% or higher on the retail management plan. Fall: 66.7% (8 of 12) Spring: 100% (17 of 17)	Students met the benchmark in both years with results improving by more than 6% from AY 2022 to AY 2023, indicating strong student achievement in developing strategic retail management plans.	Faculty increased the rigor of the assignment in AY 2022 by revising the rubric requirements. Even with this increased rigor, students not only sustained their success but also demonstrated improved performance, reinforcing the effectiveness of these instructional adjustments. Moving forward, faculty will continue providing targeted content on strategic planning to maintain a high level of student understanding.	<div><div><div>Business Management</div><div>Student Learning Outcome 3</div><div>Measured in MGMT 2205</div><div>% of students scoring 75% or &gt; on instrument</div></div><table><tr><th>Term</th><th>Met</th><th>Completed</th><th>% Met</th></tr><tr><td>Fall 2021</td><td>12</td><td>15</td><td>80%</td></tr><tr><td>Fall 2022</td><td>8</td><td>12</td><td>67%</td></tr><tr><td>Spring 2023</td><td>17</td><td>17</td><td>100%</td></tr></table></div>	Term	Met	Completed	% Met	Fall 2021	12	15	80%	Fall 2022	8	12	67%	Spring 2023	17	17	100%
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Program Learning Outcome 1: Collect, analyze, and disseminate information to be used for decision-making in business.																					
SLO 1: In MKTG 1190, Integrated Marketing Communications, 80% of students will design an integrated advertising plan with a minimum score of 80% using an established rubric.	Direct, formative, internal  Advertising Campaign/Plan	Fall and Spring terms  AY 2022: 89.5% (17 of 19) of students designed the advertising plan earning a score of 80% or higher. Fall: 100% (5 of 5) Spring: 85.7% (12 of 14)  AY 2023: 66.7% (16 of 24) of students designed the advertising plan earning a score of 80% or higher. Fall: 83.3% (10 of 12) Spring: 50% (6 of 12)  AY 2024: 85.7% (18 of 21) of students designed the advertising plan earning a score of 80% or higher. Fall: 85.7% (12 of 14) Spring: 85.7% (6 of 7)	Students met the benchmark in five of the six terms reported, demonstrating consistent student success in applying integrated marketing communication concepts through project work. The lower performance observed in Spring 2023 reflected reduced engagement with interim project checkpoints, which support student progress and completion of the Advertising Campaign Project. Overall, the trend confirms that with consistent engagement and guidance, students are highly capable of achieving and surpassing program benchmarks. This measure remains an effective assessment of program objectives, requiring students to demonstrate research, creativity, budgeting, and targeted content design.	Faculty have implemented proactive engagement strategies to strengthen student success. Efforts in AY 2022 included frequent announcements, personal outreach, and supportive messaging. In AY 2023, faculty refined the project rubric and introduced a comprehensive handout that outlined clear expectations and provided consistent guidance. Building on those improvements, they placed greater emphasis on project participation and highlighted the project's impact on final grades in AY 2024, motivating students and contributing to improved performance. Moving forward, these practices will continue to reinforce engagement with project checkpoints and support sustained achievement of program benchmarks.	<div><div><div>Marketing Management</div><div>Student Learning Outcome 1</div><div>Measured in MKTG 1190</div><div>% of students scoring 80% or &gt; on instrument</div><table><tr><th>Year</th><th>Met</th><th>Completed</th><th>% Met</th></tr><tr><td>AY 2022</td><td>17</td><td>19</td><td>90%</td></tr><tr><td>AY 2023</td><td>16</td><td>24</td><td>67%</td></tr><tr><td>AY 2024</td><td>18</td><td>21</td><td>86%</td></tr></table></div></div>	Year	Met	Completed	% Met	AY 2022	17	19	90%	AY 2023	16	24	67%	AY 2024	18	21	86%
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Program Learning Outcome 2: Analyze how the economic, financial, social, legal, and cultural forces affect the business environment.																					
Measure for E-Business and Entrepreneurship Specializations  <b>SLO 2:</b> In MKTG 2210, Entrepreneurship, 75% of students will prepare a comprehensive business plan with a minimum score of 80% using an established rubric.	Direct, formative, internal  Business Plan	Spring term  AY 2022: 66.7% (8 of 12) students scored 80% or higher on the business plan.  AY 2023: 83.3% (5 of 6) students scored 80% or higher on the business plan.  AY 2024: 50% (4 of 8) students scored 80% or higher on the business plan.  <i>(Note: This course is offered only in the spring.)</i>	Students met the benchmark in one of the three reporting cycles (AY 2023). Although not all students met the required threshold of 80%, students consistently demonstrated strengths in opportunity identification, competitive/market analysis, and coherent strategic recommendations. These results suggest that while many are able to apply key business planning concepts effectively, additional structure may help strengthen student performance in future cycles.	Faculty will introduce a revised rubric and project checkpoints to provide structured feedback and clearer guidance through incremental progress monitoring, while also implementing the use of exemplars to illustrate expectations. The implementation of a mid-term peer review will give students an additional opportunity to present and refine their ideas, while short targeted lessons will reinforce key concepts such as market analysis and strategy alignment. To strengthen professional communication skills, students will also submit a polished executive summary and presentation deck. In AY 2025, faculty will implement these changes and use the same instrument to assess the benchmark, which will allow for comparative analysis.	<div><div><div>Marketing Management</div><div>Student Learning Outcome 2</div><div>Measured in MKTG 2210</div><div>% of students scoring 80% or &gt; on instrument</div><table><tr><th>Term</th><th>Met (#)</th><th>Completed (#)</th><th>% Met</th></tr><tr><td>Spring 2022</td><td>8</td><td>12</td><td>67%</td></tr><tr><td>Spring 2023</td><td>5</td><td>6</td><td>83%</td></tr><tr><td>Spring 2024</td><td>4</td><td>8</td><td>50%</td></tr></table></div></div>	Term	Met (#)	Completed (#)	% Met	Spring 2022	8	12	67%	Spring 2023	5	6	83%	Spring 2024	4	8	50%
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MARKETING MANAGEMENT DEGREE PROGRAM SLOs																					
Program Learning Outcome 3: Demonstrate skills that display the customer service orientation.																					
Measure for Social Media Marketing Specialization	Direct, formative, internal	Fall term	Students exceeded the benchmark in all three reporting cycles. After AY 2020 results showed only partial success, faculty implemented a new Social Media Marketing Plan project — a revised assessment tool that strengthened measurement accuracy and aligned more closely with the stated learning outcome. This change led to consistently high levels of student performance and confirms that the project effectively measures students' ability to apply sales, marketing, and customer service skills in a professional context. The results also demonstrate that the course adjustments provided greater clarity of requirements while maintaining rigor.	Faculty increased the rigor of the assessment by refining project requirements, which contributed to improved student performance. The Social Media Marketing Plan will continue to be enhanced to ensure students demonstrate applied customer service and career development skills. Moving forward, faculty will also explore opportunities to integrate current industry tools and emerging trends in social media marketing so that students remain well-prepared to apply their skills in a professional context.	<div><h3>Marketing Management Student Learning Outcome 3</h3><p>Measured in MKTG 2500</p><p>% of students scoring 80% or &gt; on instrument</p><table><tr><th>Term</th><th>Met</th><th>Completed</th><th>% Met</th></tr><tr><td>Fall 2022</td><td>8</td><td>9</td><td>89%</td></tr><tr><td>Fall 2023</td><td>13</td><td>14</td><td>93%</td></tr><tr><td>Fall 2024</td><td>8</td><td>8</td><td>100%</td></tr></table></div>	Term	Met	Completed	% Met	Fall 2022	8	9	89%	Fall 2023	13	14	93%	Fall 2024	8	8	100%
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Fall 2024	8	8	100%																		
<b>SLO 3:</b> In MKTG 2500, Exploring Social Media, 80% of students will prepare a social media marketing plan with a minimum score of 80% using an established rubric.	Social Media Marketing Plan	AY 2022: 88.9% (8 of 9) students prepared a social media marketing plan with a score of 80% or higher.																			
		AY 2023: 92.9% (13 of 14) students prepared a social media marketing plan with a score of 80% or higher.																			
		AY 2024: 100% (8 of 8) students prepared a social media marketing plan with a score of 80% or higher.																			
		(Note: This course is offered only in the fall.)																			