Assurance of Student Learning 2019-2020	
Gordon Ford College of Business	Management
Entrepreneurship (542)	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.		
Student Learning Outcome 1: Entrepreneurship students will demonstrate effective written communication skills		
Instrument 1		
Instrument 2		
Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1. Too few students in the program to evaluate	Met	Not Met
Student Learning Outcome 2: Entrepreneurship students will demonstrate awareness of their opportunities as responsible citizens living and working in a global society.		
Instrument 1		
Instrument 2		
Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2. Too few students in the program to evaluate.	Met	Not Met
Student Learning Outcome 3: Entrepreneurship students will demonstrate the ability to apply training in the field of entrepreneurship.		
Instrument 1	Senior Exit Exam questions specific to entrepreneurship.	
Instrument 2		
Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. Entrepreneurship students averaged 67% on senior exit exam questions that are specific to entrepreneurship which does not meet the goal of 70%.	Met	<mark>Not Met</mark>
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)		

Student Learning Outcome 1			
Student Learning Outcome	Describe what specific skills and/or knowledge graduates of your program are expected to master.		
Measurement Instrument 1	**NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.** Be specific and include how the measurement aligns with your learning outcome. Consider the following list of example sources for DIRECT measures of student learning: written work, presentations, licensure/national board exams, juried performances, oral exams/presentations, capstone course artifact, portfolios, senior exam results, nationally-normed exams or boards, graduate written exams, thesis defense, simulations, e-portfolios, ratings of students by faculty field-experience supervisors. Consider the following list of example sources for INDIRECT measures of student learning: student surveys, alumni surveys, employer surveys, graduate school placement and success rates, employer internship performance appraisals, written surveys and questionnaires, external examiner, external advisory boards, focus groups, exit interviews		
Criteria for Student Success	Describe what outcomes or achievements should be reached for a student to have "succeeded" using the instrument above. Please attach rubric.		
Program Success Target for this Measurement	Percentage program students sampled that you desire to achieve goal.	**Percent of Program Achieving Target**	Insert the actual percentage
Methods	Include descriptions of sampling and data collection processes, appropriate summary statistics, and number of students assessed.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			

Measurement Instrument 3	
Criteria for Student Success	

Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			

	Met	Not Met
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	**Met**	**Not Met**

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Actions should be specific and preferably in past tense (e.g. try to avoid stating what you are "planning" to do). Examples of changes include: Content in one or more courses modified (list specific course(s)); one or more new courses created (list specific course(s)); change in course sequence (detail modifications); change in admission criteria (detail modifications); change in instructional methodology (detail modifications); change in student advisement process (detail modifications); program suspended; changes in instructional methodology; change of textbooks; facility changes (e.g. classroom modifications); introduction of technology (e.g. smart classrooms, computer facilities, etc.); faculty hires to fill a particular content need; faculty instructional training; development of a more refined assessment tool.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

For program improvement, state explicitly how the actions above link to an improvement in student learning or in the measure used to assess student leaning. For example, "Pass rate on licensure exam improved from 75% to 90%," Percentage of students scoring Good or Excellent on presentation increased from 60% to 80%," "First time pass rate on Masters written exam increase from 80% to 95%," etc. **All changes need not lead to quantitative results**. Feel free to use more qualitative indicators or observations as appropriate.

Student Learning Outcome 2			
Student Learning Outcome			
Measurement Instrument 1	NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.		
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		**Met**	**Not Met**
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			

Student Learning Outcome 3			
Student Learning Outcome			
Measurement Instrument 1	**NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.**		
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		**Met**	**Not Met**
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			