

Table 4.1 - Standard 4 Student Learning Assessment					
Use this table to supply data for Criterion 4.1.					
Performance Indicator	You must provide minimum 2-3 assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results for each program.				
1. Student Learning Results	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:				
	Direct - Assessing student performance by examining samples of student work				
	Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.				
	Formative – An assessment conducted during the student’s education.				
	Summative – An assessment conducted at the end of the student’s education.				
	Internal – An assessment instrument that was developed within the business unit.				
	External – An assessment instrument that was developed outside the business unit.				
	Comparative – Compare results to external students using data from i.e. 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.				
		Analysis of Results			
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
Approach	Deployment	Results	Analysis of Results	Improvement	Insert Graphs or Tables of Trends (3-5 data points)
	(Do not use course grades or GPA)			Action Taken or Improvement made	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?	
Measurable Goals 80%, 5.5 or above, etc.	(Indicate type of instrument) direct, formative, internal.				
BS Management					

For the Accounting and Finance Programs, Business Finance (FIN220) students will demonstrate the ability to perform and adapt to the responsibilities of professionals in banking and finance-related positions. Students will demonstrate the ability to perform and adapt to the responsibilities of professionals in banking and finance-related positions through an industry simulation, and to evaluate their performance through structured reflection and peer review. The goal is 70% of the students will meet this standard.	Summative Success is defined as 70% of students in Business Finance (FIN220) achieving a score of 70% or higher on the third-party simulation and its related components. This benchmark was adjusted from 80% to 70% to establish a more sustainable, realistic, and long-term measure of student performance while maintaining meaningful assessment standards. This preserves assessment rigor while avoiding unnecessarily restrictive performance expectations.	The standard has been successfully met each semester. F24 N=28 S25 N=25 F25 N=21 S26 N=22	The standard was met for both academic years. Students continue to meet the goal for successfully completing the project.	The project will continued to be assigned and the results monitored in the future academic years. The goal will not be changed at this time.	Accounting and Finance Students scoring above 70% on the semester project <table><tr><th>Semester</th><th>Percentage</th></tr><tr><td>F24</td><td>98%</td></tr><tr><td>S25</td><td>95%</td></tr><tr><td>F25</td><td>95%</td></tr><tr><td>S26</td><td>90%</td></tr></table>	Semester	Percentage	F24	98%	S25	95%	F25	95%	S26	90%
Semester	Percentage														
F24	98%														
S25	95%														
F25	95%														
S26	90%														
For the Accounting and Finance Programs, Management, Marketing and Culinary Arts Programs and the Administrative Services and Office Administration Programs: Business Law & Ethics (ACC130) is required in most majors within BEIT Division programs. ACC130 students will demonstrate an increased level of knowledge upon completion of this introductory course. The goal is 50% of the students show at least a 20% increase in knowledge, based on the pre-test/post-test scores.	Direct, Formative, Internal Students are given a pre-test at the beginning of the semester, and then a post-test (same questions) at the end of the semester. Success will be based on the pre-test and post-test average score.	The standard has been successfully met each semester. F24 N=34 S25 N=112 F25 N=122 S26 N=128	The standard was met for both academic years. Students continue to meet the goal for successfully completing the project.	The assessment process was revised beginning in Summer 2026 to improve student engagement and provide a more accurate measure of learning. The assessment transitioned from an extra credit activity to a graded assignment with course points attached. These changes are expected to increase student participation and performance. Results will continue to be monitored, with improvement benchmarks of 50%, 60% within two years, and 70% within four years to be consistent with other course standard measurements.	% of Accounting and Finance Students showing 20% improvement pre v. post <table><tr><th>Semester</th><th>Percentage</th></tr><tr><td>F24</td><td>73%</td></tr><tr><td>S25</td><td>67%</td></tr><tr><td>F25</td><td>55%</td></tr><tr><td>S26</td><td>55%</td></tr></table>	Semester	Percentage	F24	73%	S25	67%	F25	55%	S26	55%
Semester	Percentage														
F24	73%														
S25	67%														
F25	55%														
S26	55%														

For the Accounting and Finance Programs, students will demonstrate proficiency in the ACC238 Financial Statement Analysis course by completing an Excel based project involving analysis of historic data, projection of future data, valuation, and variable sensitivity. The goal is 70% of the students will meet this standard.	Summative Success is based on 70% of the students achieving 70% or better on the project in Financial Statement Analysis (ACC238). This benchmark was adjusted from 80% to 70% to establish a more sustainable, realistic, and long-term measure of student performance while maintaining meaningful assessment standards. This preserves assessment rigor while avoiding unnecessarily restrictive performance expectations.	Aside from the first semester in Fall of 24 when the new project was first introduced, the standard has been successfully met each semester. F24 N=21 S25 N=18 F25 N=25 S26 N=23	The standard was met for both academic years. Students continue to meet the goal for successfully completing the project.	The project will continued to be assigned and the results monitored in the future academic years. The goal will not be changed at this time.	Accounting and Finance Students scoring above 70% on the semester project <table><tr><th>Semester</th><th>Percentage</th></tr><tr><td>F24</td><td>~68%</td></tr><tr><td>S25</td><td>100%</td></tr><tr><td>F25</td><td>~80%</td></tr><tr><td>S26</td><td>~88%</td></tr></table>	Semester	Percentage	F24	~68%	S25	100%	F25	~80%	S26	~88%															
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S26	~88%																													
For the Accounting and Finance Programs, Taxation I ACC131 is required in accounting and finance majors. Accounting and finance students will demonstrate the ability to prepare multiple case study tax returns to demonstrate the knowledge tax laws. The goal is 70% of the students will meet this standard.	Formative Success is based on 70% of the students achieving 70% or better on a cumulative basis for all tax cases in Taxation I (ACC131).	The standard has been successfully met each semester. F24 N=30 S25 N= 30 F25 N= 36 S26 N=17	The standard was met for both academic years. Students continue to meet the goal for successfully completing the cases/project.	The project will continued to be assigned and the results monitored in the future academic years. The goal will not be changed at this time.	Accounting and Finance Students scoring above 70% on cumulative tax cases <table><tr><th>Semester</th><th>Percentage</th></tr><tr><td>F24</td><td>~90%</td></tr><tr><td>S25</td><td>~82%</td></tr><tr><td>F25</td><td>~82%</td></tr><tr><td>S26</td><td>~82%</td></tr></table>	Semester	Percentage	F24	~90%	S25	~82%	F25	~82%	S26	~82%															
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S26	~82%																													
For the Accounting and Finance Programs, Financial Accounting ACC132 is required for every accounting and finance major and certain of the Business Management majors. Students in ACC132 will demonstrate the ability to use Excel application to complete the entire accounting cycle from start to finish to demonstrate knowledge of the accounting cycle and Excel application. The goal is 70% of the students will meet this standard regardless of modality in which they took the class.	Formative, Comparative Success is based on 70% of the students in every modality achieving 70% or better on this project regardless of modality.	The standard has been met for certain modalities and certain semesters but not all consistently. F24 N=82 S25 N=87 F25 N=76 S26 N=71	The standard was met overall for Fall 24 and Fall 25. Typically Fall students perform better overall than Spring students. Comparing the data by modality by semester, classroom met the goal both Fall 24 and Spring 26. Hybrid met the goal three of the four semesters, only Fall 25 fell slightly short. Online students only met the goal once, Fall 25, and was significantly short the other semesters. It tracks that online students lose track of time and don't always make the same effort. It's unusual to see the low number for classroom Spring 25, but met the goal Spring 26. This is the first time we have analyzed this data but it will help us to recognize areas that need improvement. The results were not consistent by modality.	These results will be conveyed to the team that facilitates and teaches this course so we can make necessary adjustments. One adjustment that has already been made was to create a video with more instructions rather than just written instructions. Online instructors will track their students more carefully to improve the online results for this project. Students are given three opportunities and many only use one of those. Results could significantly improve if they would commit more time and effort to make corrections and improve results. We look forward to using this comparative data to improve results for next time.	ACC132 Financial Accounting – Accounting Cycle Project <table><tr><th>Semester</th><th>Classroom</th><th>Hybrid</th><th>Online</th><th>NetTotal</th></tr><tr><td>Fall 2024</td><td>83</td><td>80</td><td>58</td><td>73</td></tr><tr><td>Spring 2025</td><td>57</td><td>83</td><td>39</td><td>54</td></tr><tr><td>Fall 2025</td><td>67</td><td>67</td><td>81</td><td>72</td></tr><tr><td>Spring 2026</td><td>70</td><td>88</td><td>49</td><td>63</td></tr></table>	Semester	Classroom	Hybrid	Online	NetTotal	Fall 2024	83	80	58	73	Spring 2025	57	83	39	54	Fall 2025	67	67	81	72	Spring 2026	70	88	49	63
Semester	Classroom	Hybrid	Online	NetTotal																										
Fall 2024	83	80	58	73																										
Spring 2025	57	83	39	54																										
Fall 2025	67	67	81	72																										
Spring 2026	70	88	49	63																										

For the Administrative Office Professional (AOP) Programs and Legal Assisting Program, students take AOT226 Excel. This class is offered both face-to-face, online, and hybrid (face-to-face and Zoom). The goals is to have each modality with a class passing rate of 70%.

Comparative

Success is based on an overall passing rate of 70% for each modality.

For the last three years, the students have exceeded the 70% passing rate for Online and Face-to-Face modalities (excluding hybrid - only offered one time).

Online Modality

FA24 n=70 students with 54 students passing with 70% or higher.

SP25 n=56 students with 39 students passing with 70% or higher.

FA25 n=57 students with 48 students passing with 70% or higher.

SP26 n=50 students with 34 students passing with 70% or higher.

Face-to-Face Modality

FA24 n=18 students with 14 students passing with 70% or higher

FA25 n=15 students with 15 students passing with 70% or higher.

SP26 n=7 students with 7 students passing with 70% or higher.

Hybrid (Face-to-Face and Zoom)

SP25 n=9 students with 6 students passing with 70% or higher.

For the Online modality, there was a total of 233 students enrolled with 162 passing the course with a 70% or better. This means 69.53% of students passed the course in the Online format.

For the Face-to-Face modality, there was a total of 40 students enrolled with 36 passing the course with a 70% or better. This means 90% of students passed the course in the Face-to-Face format.

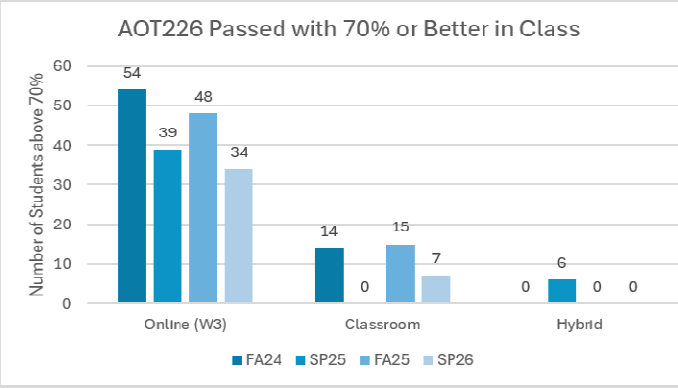
For the Hybrid modality, there was a total of 9 students enrolled with 6 passing the course with a 70% of better. This means 67% of students passed the course in the Hybrid format. Please note this type of format was only offered one time in the last three years and it not being offered again.

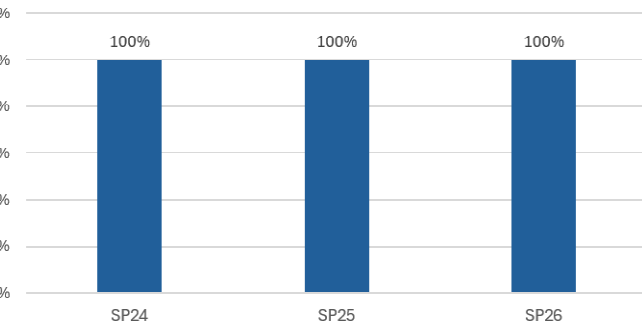
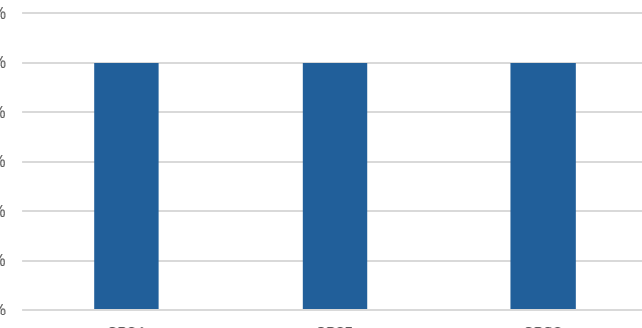
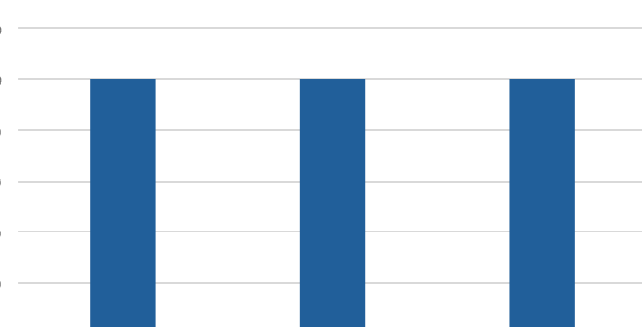
Please note - this data does not include withdrawals.

Overall, the Online modality exceeded the 70% goal with 75.11% of students successfully passing the course. The course is currently being updated with new technology, textbook, and software. This course has also never been on Stark State College's DFW course list.

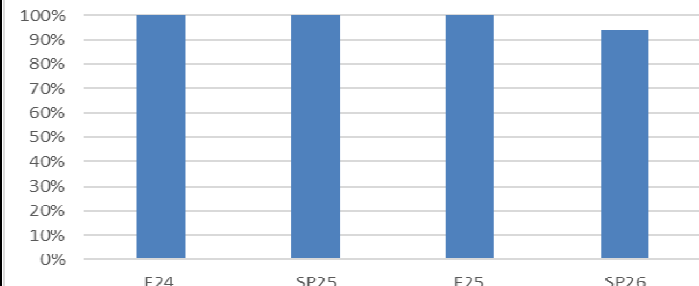
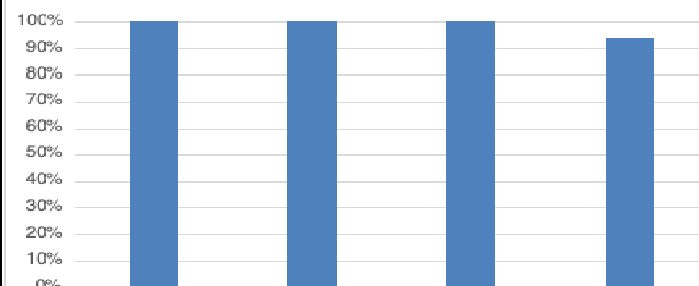
Overall, the Face-to-Face modality exceeded the 70% goal, with 90% of students successfully passing the course.

The Hybrid modality was offered only once (SP25) and is not currently being offered again. The overall passing rate for this modality was 67%.



For the Administrative Office Professional (AOP) Programs and Legal Assisting Program, students will be able to use resources, make decisions, and exhibit proficiency in the use of office procedures and information systems used in automated office environments. The goal is 70% of the students will meet this standard.	External, Summative, Formative Success is based on a score of at least 70% on the Office Proficiency Assessment & Certification (OPAC) automated test package by students enrolled in the AOT Practicum (AOT232). The standard of 70% on the various skill tests is representative of the certification standards specified by the International Association of Administrative Professionals (IAAP).	For the last 3 years, the students have met or exceeded the standard. SP24 n=14 SP25 n=12 SP26 n=8	Since no deficiencies were noted, the Digital Media and Administrative Technologies Department will continue to monitor the annual results in this area for the Administrative Office Administration Program and the Legal Assisting Program and take appropriate action when deemed necessary.	None required. We have consistently exceeded this goal. Given the small number of students, we are hesitant to increase this goal as we are more than meeting the industry requirement in this areas, but we will continue to reassess the standards and increase the goal in the future if the industry standards increase.	% of Administrative Office Professional and Legal Assisting Students Achieving a Minimum of 70% on OPAC Tests  <table border="1"><thead><tr><th>Program</th><th>Percentage</th></tr></thead><tbody><tr><td>SP24</td><td>100%</td></tr><tr><td>SP25</td><td>100%</td></tr><tr><td>SP26</td><td>100%</td></tr></tbody></table>	Program	Percentage	SP24	100%	SP25	100%	SP26	100%
Program	Percentage												
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SP25	100%												
SP26	100%												
For the Administrative Office Professional (AOP) and Legal Assisting Programs, students will be able to acquire, organize, and evaluate information for making decisions and solving problems in business environments. The goal is 70% of the students will meet this standard	Indirect, Summative, Internal Success is based on an overall rating of at least 3 on a scale of 0-4 on performance evaluations completed by Practicum supervisors for students enrolled in the Administrative Office Technologies Practicum (AOT232).	For the last 3 years, the students have met or exceeded the standard. SP24 n=14 SP25 n=12 SP26 n=8	Since no deficiencies were noted, the Digital Media and Administrative Technologies Department will continue to monitor the annual results in this area for the Administrative Office Professional and Legal Assisting programs and take appropriate action when deemed necessary.	None required. We have consistently exceeded this goal and do not plan to increase the goal at this time. But this gives us the opportunity to reassess the standards and increase the goal in the future if indicated.	% of Administrative Office Professional and Legal Assisting Students Achieving an Average of 3 on Supervisor Evaluation  <table border="1"><thead><tr><th>Program</th><th>Percentage</th></tr></thead><tbody><tr><td>SP24</td><td>100%</td></tr><tr><td>SP25</td><td>100%</td></tr><tr><td>SP26</td><td>100%</td></tr></tbody></table>	Program	Percentage	SP24	100%	SP25	100%	SP26	100%
Program	Percentage												
SP24	100%												
SP25	100%												
SP26	100%												
For the Administrative Office Professional (AOP) and Legal Assisting Programs, students will be able to demonstrate employability skills and professionalism through sound work habits, ethics and responsibility, and work in individual, team and group settings. The goal is 70% of the students will meet this standard.	Indirect, Summative, Internal Success is based on an overall rating of at least 3 on a scale of 0-4 for employability on performance evaluations completed by Practicum supervisors for students enrolled in the Administrative Office Technologies Practicum (AOT232).	For the last 3 years, the students have met or exceeded the standard. SP24 n=14 SP25 n=12 SP26 n=8	Since no deficiencies were noted, the Digital Media and Administrative Technologies Department will continue to monitor the annual results in this area for the Administrative Office Professional and Legal Assisting programs and take appropriate action when deemed necessary.	None required. We have consistently exceeded this goal and do not plan to increase the goal at this time. But this gives us the opportunity to reassess the standards and increase the goal in the future if indicated.	% of Administrative Office Professional and Legal Assisting Students Achieving an Average of 3 on Employability  <table border="1"><thead><tr><th>Program</th><th>Percentage</th></tr></thead><tbody><tr><td>SP24</td><td>100%</td></tr><tr><td>SP25</td><td>100%</td></tr><tr><td>SP26</td><td>100%</td></tr></tbody></table>	Program	Percentage	SP24	100%	SP25	100%	SP26	100%
Program	Percentage												
SP24	100%												
SP25	100%												
SP26	100%												

For the Administrative Office Professional (AOP) programs (includes AOP and AOP Management degrees), students will be able to demonstrate their ability to create a variety of professional office documents and correspondence while maintaining professional formatting and writing standards. The goal is 70% of the students will meet this standard.	Formative, Summative, Internal, and Direct Success is based on a final score of at least 70% on the E-Portfolio by students enrolled in AOT227 Administrative Procedures and Systems. Students have graded check-ins throughout the semester to ensure they are on track with the project.	For the last 2 years, the students have met or exceeded the standard. FA24 n=6 FA25 n=4	Since no deficiencies were noted, the Digital Media and Administrative Technologies Department will continue to monitor the annual results in this area for the Administrative Office program and take appropriate action when deemed necessary.	None required. We have consistently exceeded this goal. Given the small number of students, we are hesitant to increase this goal as we are more than meeting the industry requirement in this areas, but we will continue to reassess the standards and increase the goal in the future if the industry standards increase.	AOT227 E-Portfolio <table><tr><th>Year</th><th>Percentage</th></tr><tr><td>FA24</td><td>100%</td></tr><tr><td>FA25</td><td>100%</td></tr></table>	Year	Percentage	FA24	100%	FA25	100%
Year	Percentage										
FA24	100%										
FA25	100%										
For the Administrative Office Professional - Virtual Assisting program, students will be able to demonstrate their ability to create professional business website showcasing their services, skills, prices, while maintaining professional formatting and writing standards. The goal is 70% of the students will meet this standard.	Formative, Summative, Internal, and Direct Success is based on a score of at least 70% on the Business Website by students enrolled in AOT228 Virtual Administrative Assistant Procedures. Students have graded check-ins throughout the semester to ensure they are track with the project.	This class has only run one time during our assessment period. Students have met or exceeded the standard. FA24 n=4	Since no deficiencies were noted, the Digital Media and Administrative Technologies Department will continue to monitor results in this area for the Administrative Office Virtual Assisting program and take appropriate action when deemed necessary.	None required. We have exceeded this goal. Given the small number of students and how infrequent the class is taken, we are hesitant to increase this goal as we are more than meeting the industry requirement in this areas, but we will continue to reassess the standards and increase the goal in the future if the industry standards increase.	AOT228 Business Website <table><tr><th>Year</th><th>Percentage</th></tr><tr><td>FA24</td><td>100%</td></tr></table>	Year	Percentage	FA24	100%		
Year	Percentage										
FA24	100%										
For the Legal Assisting program students will be able to demonstrate their ability to create a variety of professional office documents and correspondence while maintaining professional formatting and writing standards. Students are also assessed with Chapter Tests and a final exam. The goal is 70% of the students will meet this standard.	Formative, Summative, Internal, and Direct Success is based on a score of at least 70% on each of the legal office documents and simulations, and chapter tests by students enrolled in AOT237 Legal Office Procedures. There are total of 9 documents/simulations that make up a portfolio and 2 chapter tests and 1 final exam (including the final exam).	For the last 2 years, the students have met or exceeded the standard in each document/simulation and tests. FA24 n=8 FA25 n=2	Since no deficiencies were noted, the Digital Media and Administrative Technologies Department will continue to monitor results in this area for the Legal Assisting program and take appropriate action when deemed necessary.	None required. We have consistently exceeded this goal. Given the small number of students, we are hesitant to increase this goal as we are more than meeting the industry requirement in this areas, but we will continue to reassess the standards and increase the goal in the future if the industry standards increase.	AOT237 Legal Assisting Documents/Simulations/Chapter Tests <table><tr><th>Year</th><th>Percentage</th></tr><tr><td>FA24</td><td>100%</td></tr><tr><td>FA25</td><td>100%</td></tr></table>	Year	Percentage	FA24	100%	FA25	100%
Year	Percentage										
FA24	100%										
FA25	100%										

For the Management Programs, Business Decision Making (MGT223), Students will demonstrate the ability to apply business knowledge, analyze data, make strategic decisions, apply communication skills in an integrated business environment, and achieve proficiency in a comprehensive business simulation. Direct Measure: The goal is that 80% of the students will meet this standard or higher in the capstone simulation course. Performance Benchmark: At least 80% of students completing the course will achieve a score of 80% or higher.	Summative Success is based on a cumulative passing grade of 80% or greater on quizzes, written team projects and oral presentation on marketing mix development by each student enrolled in capstone course Market Planning (MKT229)	For the last 2 academic years, the students have met or exceeded the standard. FA24 n=6 SP25 n=16 FA25 n=14 SP26 n=18	The Management, Marketing and Culinary Arts Department will continue to monitor the annual results in this area.	Because of high rate of success, we will reassess the standard and increase the goal.	% of Marketing Management Students Demonstrating Proficiency of Course Content <table><thead><tr><th>Semester</th><th>Proficiency (%)</th></tr></thead><tbody><tr><td>F24</td><td>100%</td></tr><tr><td>SP25</td><td>100%</td></tr><tr><td>F25</td><td>100%</td></tr><tr><td>SP26</td><td>95%</td></tr></tbody></table>	Semester	Proficiency (%)	F24	100%	SP25	100%	F25	100%	SP26	95%
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F24	100%														
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F25	100%														
SP26	95%														
For the Marketing and Sales Management Program: MKT229 Market Planning Capstone Course, students will demonstrate the ability to prepare, organize, and complete a comprehensive market planning process using effective marketing techniques and methodologies. Direct Assessment Measure: The goal is 80% of the students will meet this standard or higher in MKT229	Summative Direct Internal Comparative Formative Summative Assessment The summative assessment measure for MKT 229 was based on students' final course grades, with achievement defined as earning 80% or higher. During the assessment period, 53 of 54 students (98.1%) met or exceeded the performance criterion, demonstrating strong mastery of the course learning outcomes and exceeding the established benchmark of 80%. Direct Assessment This assessment directly measures student learning by evaluating actual student performance through graded coursework and final course outcomes. The results indicate that students successfully demonstrated the knowledge and	Over the past 2 academic years, students have met or exceeded the standard, and performance has remained exceptionally strong across all reporting periods. Three consecutive terms achieved a 100% success rate. Spring 2026 saw a slight decline to 94%; however, performance remained substantially above the established benchmark of 80%. Overall results demonstrate consistent student achievement of course learning outcomes and effective instructional delivery. F24 n=6 S25 n=16 F25 n=14 S26 n=16	The Management, Marketing and Culinary Arts Department will continue to monitor annual results in this area. Student performance remained exceptionally strong across all reporting periods. Three consecutive terms achieved a 100% success rate. Spring 2026 saw a slight decline to 94%; however, performance remained substantially above the established benchmark of 80%. Overall, results demonstrate consistent student achievement of course learning outcomes and effective instructional delivery.	Because of high rate of success, we will reassess the standard and increase the goal.	% of Management Marketing and Sales Students Demonstrating Proficiency with Capstone Project <table><thead><tr><th>Semester</th><th>Proficiency (%)</th></tr></thead><tbody><tr><td>F24</td><td>100%</td></tr><tr><td>SP25</td><td>100%</td></tr><tr><td>F25</td><td>100%</td></tr><tr><td>SP26</td><td>94%</td></tr></tbody></table>	Semester	Proficiency (%)	F24	100%	SP25	100%	F25	100%	SP26	94%
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F24	100%														
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F25	100%														
SP26	94%														

	skills associated with market planning concepts and applications. Internal Comparative Assessment An internal comparison of student performance across four course offerings showed consistently high achievement rates. Success rates were 100% in Fall 2024, Spring 2025, and Fall 2025, and 94% in Spring 2026. Although Spring 2026 saw a slight decline, performance remained well above the program benchmark, indicating sustained student success across semesters. Formative Assessment Formative assessment measures included quizzes, assignments, discussion activities, and marketing plan milestones completed throughout the course. These activities provided ongoing feedback to students and instructors on progress toward learning outcomes. Although formative assessment data indicated that students generally progressed successfully through the course, some students required additional support during the term. Therefore, formative assessment activities partially met expectations by identifying opportunities for improvement while still contributing to strong summative outcomes.				

For the Management Programs, Business Decision Making (MGT223) students will demonstrate the ability to apply business knowledge, analyze data, make strategic decisions, and achieve proficiency in a comprehensive business simulation. Direct Measure: The goal is that 80% of the students will meet this standard or higher in the capstone simulation course. Performance Benchmark:	Summative Direct Internal Comparative Formative – Partially As a direct assessment, the instrument evaluates actual student work products, including simulation decisions, strategic reports, presentations, and performance outcomes. As a summative assessment, it is administered near program completion to determine whether students have achieved the expected competencies before graduation. The assessment is considered internal because program faculty develop and maintain the evaluation criteria, scoring rubrics, and performance benchmarks for each team. MGT223 also provides a comparative measure through longitudinal analysis of student performance across academic years, instructors, modalities, and course sections. Results from Academic Years Fall 2024–Spring 26 show that students achieved scores of 80% or higher, consistently exceeding the program benchmark of 80%, except in Spring 2025, when the average dipped slightly to 76%. The course is continually monitored, and the following two semesters exceeded the 80% benchmark. In Spring 2026, 95%	For the last 2 academic years, the students have met or exceeded the standard, except for Spring 25 at 76% F24 n=57 S25 n=55 F25 n=47 S26 n=39	Due to the team-oriented nature of this course, results can be significantly affected by one individual or one team's poor performance.	The Management, Marketing and Culinary Arts Department will continue to monitor the annual results of the Business Decision Making business simulation project and the annual report process.	% of Management Students Demonstrating Proficiency with business simulation project and annual report process. <table><tr><th>Semester</th><th>Proficiency (%)</th></tr><tr><td>F24</td><td>83</td></tr><tr><td>SP25</td><td>76</td></tr><tr><td>F25</td><td>81</td></tr><tr><td>SP26</td><td>95</td></tr></table>	Semester	Proficiency (%)	F24	83	SP25	76	F25	81	SP26	95
Semester	Proficiency (%)														
F24	83														
SP25	76														
F25	81														
SP26	95														

	of students earned 80% or better. These comparative analyses are reviewed annually and used to guide curriculum improvements and support the continuous improvement process required by ACBSP accreditation standards. This Capstone Simulation also partially meets the Formative assessment (through simulation checkpoints and feedback activities). Success will be based on a score of 80% or greater on the capstone Business Decision Making (MGT223) business simulation project and annual report. .				
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