

Fundamental Questions for Conversations on Student Learning
BUSINESS TECHNOLOGY DIVISION
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1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, and students?

Learning outcomes are measurable and reflect skill level desired in order for students to obtain degree, fulfill mission, and obtain employment.

2. What evidence do you have that students achieve your stated learning outcomes?

Quizzes, exams, problem solving, production work, “real life” practice sets and learning simulations are assigned and graded.

Graduated students report success using what they have learned in the BT Program.

3. In what ways do you analyze and use evidence of student learning?

Student success on quizzes, exams, problem solving, production work, practice sets and simulations are reviewed and re-evaluated to assure validity and changes are made to adapt to current industry needs.

4. How do you ensure shared responsibility for student learning and for assessment of student learning?

Students are aware of assignments, production skill levels required, assignments required and completion grades and due dates.

5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?

All assessment tools are updated to correspond with industry needs and technology changes. New methods of assessing student learning are implemented into courses.

6. In what ways do you inform the public and other stakeholders about what and how well your students are learning?

Student success is reflected in graduation rate in the Business Technology Division for both the AAS-BT degree and the Certificates of Proficiency.

Students are placed in positions in the local business community.

These fundamental questions are intended to support a strategy of inquiry into student learning and provide principles for good practice for a process that:

- Provides information regarding student learning
- Engages stakeholders in analyzing and using information on student learning to confirm and improve teaching and learning
- Produces evidence that confirms achievement of intended student learning outcomes, and
- Guides broader educational and organizational improvement

In other words, organizations assess student learning in meaningful, useful, and workable ways to evaluate how they are achieving their commitments and act on the results in ways that advance student learning and improve educational quality. Effective assessment of student learning is a matter of commitment, not a matter of compliance.