

**TABLE 2: Student Learning Results (Standard 4)**

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
<b>1. Student Learning Results</b>	<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>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 between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
	<p>- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.</p>
	<p>- For all data reported, show sample size (n=75).</p>

**Analysis of Results**

Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	<u>Current Results:</u> What are your current results?	<u>Analysis of Results:</u> What did you learn from your results?	<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)	Data Point 4 (year or semester)	Data Point 5 (year or semester)
Students will score 100% on the Capstone Business Simulation.	Direct, Formative, Internal - Project and presentation	Since we began using the Capsim Business Simulation no students have scored 100% on the simulation.	We have determined that many of the concepts used in the Capsim Business Simulation is far above what is taught in the Associate Degree Level.	Utilizing feedback and assistance from our advisory board a new capstone project model is being utilized. New performance indicator: Students will score 75% or higher on capstone project and presentation.		Spring 15 (n=2)	Spring 16 (n=10)			80

**Analysis of Results**

<b>Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal</b>	<b>What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)</b>	<b>Current Results: What are your current results?</b>	<b>Analysis of Results: What did you learn from your results?</b>	<b>Action Taken or Improvement Made: What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>	<b>Data Point 1 (year or semester)</b>	<b>Data Point 2 (year or semester)</b>	<b>Data Point 3 (year or semester)</b>	<b>Data Point 4 (year or semester)</b>	<b>Data Point 5 (year or semester)</b>									
Students will obtain at least an average of 43/50 points (86%) possible on written assignments involving good bad and neutral news strategies.	Direct, Formative - Graded written assignments	Spring 2014 - No data available; Spring 2015: 75% achieved goal; Spring 2016: 67% achieved goal.	More work is needed in this area. Gaps are present from where the students are upon completion of related assignments and where we wish to be.	Instructional tools and delivery methods are being changed in an effort to increase student performance.	<table border="1"> <caption>Business Communications Average of 43/50 points on written assignments - good, bad, &amp; neutral strategies</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2015</td> <td>0.75</td> </tr> <tr> <td>Spring 2016</td> <td>0.67</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2015	0.75	Spring 2016	0.67	Spring 15 (n=8)	Spring 16 (n=6)						
Semester	Average Score																		
Spring 2015	0.75																		
Spring 2016	0.67																		
All students will score 85% or higher on resume' and cover letter assignment.	Direct, Formative - Graded Resume' and Cover Letter	Spring 2014 - No data available; Spring 2015: 75% achieved goal; Spring 2016: 83% achieved goal.	Improvement is shown over the past two semester which indicates that the methods used and changes made are working.	Continue to track this data and work with industry HR professionals to help bring knowledge of what is expected to the classroom.	<table border="1"> <caption>Business Communication Percentage of Students obtaining at least 85% on Resume' &amp; Cover Letter</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Spring 2015</td> <td>0.75</td> </tr> <tr> <td>Spring 2016</td> <td>0.83</td> </tr> </tbody> </table>	Semester	Percentage	Spring 2015	0.75	Spring 2016	0.83	Spring 15 (n=8)	Spring 16 (n=6)						
Semester	Percentage																		
Spring 2015	0.75																		
Spring 2016	0.83																		
Accounting I student post test will show a 75% improvement in scores compared to the pre-test.	Direct, Formative, Internal - Pre- and Post Test	50% (2 of 4) of students in the online section met this goal in the Spring semester. 24% (5 of 21) met the goal in the Fall 15 semester and 27% (3 of 11) met the goal in the Spring 16 semester.	There is still work to do to meet this goal.	Data is being reviewed and studied to determine the content material and teaching methodology to reach our goal.	<table border="1"> <caption>Accounting I</caption> <thead> <tr> <th>Semester</th> <th>In Class</th> <th>Online</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>0.24</td> <td>0.27</td> </tr> <tr> <td>Spring 2016</td> <td>0.5</td> <td>0.5</td> </tr> </tbody> </table>	Semester	In Class	Online	Fall 2015	0.24	0.27	Spring 2016	0.5	0.5	(n=21)	online (n=4); in class (n=11)			
Semester	In Class	Online																	
Fall 2015	0.24	0.27																	
Spring 2016	0.5	0.5																	

**Analysis of Results**

<b>Performance Measure:</b> For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	<b>What is your measurement instrument or process?</b> Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	<b>Current Results:</b> What are your current results?	<b>Analysis of Results:</b> What did you learn from your results?	<b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)	Data Point 4 (year or semester)	Data Point 5 (year or semester)
Macroeconomics student post test will show a 75% improvement in scores compared to pre-test.	Direct, Formative, Internal - Pre- and Post Test	71% (10 of 14) showed 75% improvement from pre- to post-test.	The majority of students are showing improvement.	Adjusts are being made to ensure that course content is relevant to content of pre- & post-test. Questions are being reviewed to determine how course content should be updated to meet the outcomes of the course.	<div style="background-color: #333; color: white; padding: 10px;"> <p align="center"><b>Microeconomics</b></p> <p align="center"><b>Goal: 75% increase from pre- to post-test</b></p> <p align="center"> <span style="color: blue;">■</span> Pre-Test Score                                <span style="color: red;">■</span> Post-Test Score                                <span style="color: green;">■</span> % Increase                         </p> </div>	(n=14)				