

TABLE 2: Student Learning Results (Standard 4)																				
Use this table to supply data for Criterion 4.2.																				
Performance Indicator	Definition																			
1. 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>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>																			
	- 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.																			
	- For all data reported, show sample size (n=75).																			
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)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: 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)										
AAS Accounting. SLO #1 Demonstrate a well-rounded understanding of financial accounting and reporting.																				
70% of students will make a 70 or higher on the assessment	Formative, internal assessment instrument utilized in ACC 211.	66% of student s received a score of 70 or higher on the assessment.	This assessment was utilized for the first time in 2014-15. While results do not meet benchmark in second year of use, there was a 2% gain in students scoring at least 70%	Faculty will meet in early Fall to discuss weaknesses (calculation of total interest, accrued interest, semi-annual bond interest) and develop a plan to address how these were asked on the assessment.	<table border="1"> <caption>% scoring 70% or above</caption> <thead> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>66%</td> </tr> <tr> <td>2014-15</td> <td>64%</td> </tr> </tbody> </table>	Year	%	2015-16	66%	2014-15	64%	*Assessment used first time in 2014-15 due to course redesign								
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AAS Administrative Management Technology. SLO #1 Demonstrate the knowledge of basic word processing concepts and the proficiency to apply these concepts in word processing assignments.																				
At least 75% of students score 70% or above on the assessment.	Formative, internal assessment instrument utilized in AST 141	89% of student s received a score of 70 or higher on the assessment.	This outcome has been consistently achieved.	In Fall 2016 faculty will discuss increasing benchmark rate or alteration of assignment.	<table border="1"> <caption>% scoring 70% or above</caption> <thead> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>89%</td> </tr> <tr> <td>2013-14</td> <td>90%</td> </tr> <tr> <td>2012-13</td> <td>90%</td> </tr> <tr> <td>2011-12</td> <td>75%</td> </tr> </tbody> </table>	Year	%	2014-15	89%	2013-14	90%	2012-13	90%	2011-12	75%					
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AAS Administrative Management Technology – Medical. SLO#2 Demonstrate the knowledge of basic spreadsheet concepts and the ability to apply these concepts in spreadsheet assignments.																				
75% of students will score 70% or better	Formative, internal assessment instrument utilized in AST 232	100% of student s received a score of 70 or higher on the assessment.	This outcome has been consistently achieved.	Program head will work to revise the outcomes for the program that are consistently being met.	<table border="1"> <caption>% scoring 70% or above</caption> <thead> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>100%</td> </tr> <tr> <td>2013-14</td> <td>100%</td> </tr> <tr> <td>2012-13</td> <td>85%</td> </tr> <tr> <td>2011-12</td> <td>85%</td> </tr> </tbody> </table>	Year	%	2014-15	100%	2013-14	100%	2012-13	85%	2011-12	85%					
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AAS Information Systems Technology. SLO #4 - Design programming algorithms to solve simple programming problems.																				

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60% of the students will earn a score of 70 or higher on the assessment	Formative, internal assessment instrument utilized in ITP 100.	24% of the students received a 60 or higher.	Scores were consistently lower on this assessment than in previous years.	This assessment tool has proven successful in the past and will be utilized during the next year without changes. The problem with the results lie with the delivery of the material and not the actual material. The instructor for the class will be changed.	<table border="1"> <caption>% scoring 70% or above</caption> <thead> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>75%</td> </tr> <tr> <td>2013-14</td> <td>75%</td> </tr> <tr> <td>2012-11</td> <td>80%</td> </tr> <tr> <td>2011-12</td> <td>75%</td> </tr> </tbody> </table>	Year	%	2014-15	75%	2013-14	75%	2012-11	80%	2011-12	75%					
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AAS Management. SLO # 2 Demonstrate an understanding of business vocabulary and their applications.																				
At least 75% of students will receive a score of an 80% or higher on the assessment	Formative, internal assessment instrument utilized in BUS100	79% of students scored 70% or better.	Students struggled with the subjects of economics and finance. Both of these topics are complex.	Program head plans to spend more class time for Chapter 2 (Economics) and Chapter 19 (Financing and invest opportunities).	<table border="1"> <caption>% scoring 70% or above</caption> <thead> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>75%</td> </tr> <tr> <td>2013-14</td> <td>75%</td> </tr> <tr> <td>2012-11</td> <td>80%</td> </tr> <tr> <td>2011-12</td> <td>75%</td> </tr> </tbody> </table>	Year	%	2014-15	75%	2013-14	75%	2012-11	80%	2011-12	75%					
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AAS Management - Marketing. SLO #1 - Demonstrate the use of the marketing mix (4 P's).																				
70% of the students will earn a score of 70 or higher on the assessment	Formative, internal assessment instrument utilized in MKT 100.	65% of students scored 70% or better.	Students continue to struggle with segmentation and target marketing. Students also struggle with applications of the concepts.	In Fall 2016, a new textbook will be used in the course. Changes in faculty and working with faculty who are assigned the class more closely.	<table border="1"> <caption>% scoring 70% or above</caption> <thead> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>80%</td> </tr> <tr> <td>2013-14</td> <td>80%</td> </tr> <tr> <td>2012-11</td> <td>70%</td> </tr> <tr> <td>2011-12</td> <td>75%</td> </tr> </tbody> </table>	Year	%	2014-15	80%	2013-14	80%	2012-11	70%	2011-12	75%					
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AS Business Administration. SLO #2 - Demonstrate a well-rounded understanding of managerial accounting.																				
70% of the students will earn a score of 70 or higher on the assessment	Formative, internal assessment instrument utilized in ACC 212.	62% of the students received a grade of 70 or higher on the assessment.	Assessment is still relatively new after course redesign. While scores do not meet benchmark there was a 10% gain in students meeting expectations.	Faculty will meet in August-September 2016 to discuss assessment questions and identify if there are any questions to omit, modify, etc.	<table border="1"> <caption>% scoring 70% or above</caption> <thead> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>62%</td> </tr> <tr> <td>2014-15</td> <td>52%</td> </tr> </tbody> </table>	Year	%	2015-16	62%	2014-15	52%	*assessment used for 1 st time in 2014-15 due to course redesign.								
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