TABLE 2: Student Learning Results (Standard 4)

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. *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).* 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 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.
	- 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)
EXAMPLE **Program** - AAS in Accounting Technology; **SLO** - "The student will demonstrate the ability to analyze financial statements"; **Goal** - 80% score on embedded test questions	In **ACC-213** (Managerial Accounting), students scores on **embedded test questions on the final exam** will assess ability to analyze financial statements. This is a direct, summative, internal assessment.	After three years of subpar student performance, the goal has been met for the last two years.	Although instructors review various examples in class, students were not getting enough practice analyzing financial statements on their own outside of class.	Graded homework assignments where students analyze financial statements were introduced in 2014. This led to improved student performance on this measure. Now, further work will be done to improve the graded homework assignments.	**AS in Accounting SLO: Analyze Financial Statements** (graph: Score vs. 2011 (n=35), 2012 (n=35), 2013 (n=35), 2014 (n=35), 2015 (n=35))
Program - AS - in Business **SLO 1 -** Demonstrate the ability to communicate effectively, think critically, and develop problem solving skills utilizing quantitative data. **Goal** - Graduates will equal or exceed the national average on the ETS Profiles / MAPP exam for the last three years	ETS Profiles / MAPP exam (summative, external, comparative)	Graduates have achieved the benchmark.	Emphasis of general education skills in business courses appears to have a positive effect on scores.	Communication skills, critical thinking, problem solving and utilizing quantitative data will continue to be emphasized in business courses. The Tennessee Board of Regents (TBR) will be reviewing general education skills for the entire system beginning in 2019. Scores will continue to be monitored.	Business Graduates Student Learning – General Education 	

Business Graduates
Student Learning – General Education

	2015-2016 n=142	2016-2017 n=119	2017-2018 n=88	3-yr. Average
A.S. – Business	446.7	444.0	457.7	449.5
WSCC	446.5	446.6	443.0	445.4
National	438.9	438.8	439.0	438.9

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)**
Program - AS - in Business **SLO 2** - Interpret financial and managerial accounting information, economic and fiscal policy data, and demonstrate knowledge of computer applications. **Goal** - The mean score of the Business Exit Exam will average 75 or above.	The business exit exam is a summative, internally, developed exam, and comparative data is available for several years.	The score has remained above the goal for the past three years.	Business faculty review the results of the exam per the assessment schedule. Data is reported for each question and faculty who teach in each disciple are able to review the percentage of students who missed each question. Each faculty member is asked to use the results of the exam to develop objectives designed to improve the score.	The results indicate students are meeting the student learning outcomes on a consistent basis. Beginning Fall 2019, benchmark will be raised to an average score of 85 or above. Faculty have reviewed the data and have targeted topics to emphasize during the course.	
Program - AAS Business - Concentration Accounting **SLO 1** - Develop knowledge and skills relative to financial accounting concepts, financial statement preparation, and use of a manual and computerizing accounting system. **Goal**- Graduate scores will average 70% or higher on the accounting exit exam.	The accounting exit exam is summative and internally developed. The exam will be given in the future to accumulate comparative data.	The scores over the four years measured indicate consistency in program content and quality.	A review of incorrect answers from 2018 identified three areas of need of remediation: Capital Asset Definition, Dividends paid Dedication and Deferral Adjustments.	Faculty will emphasize through class lecture and lab assignments areas which have indicated a need for remediation over the four year period. Lecture and in-class exercise materials will be modified to place more emphasis on topics that show weakness. Beginning Fall 2019, benchmark will be raised to an average score of 80 or above.	
Program - AAS Business - Concentration Management **SLO 1 -** Demonstrate the ability to identify traditional and functional approaches to management and human relations, identify successful components of business presentations utilizing technology. **Goal** - Graduate scores will average 70 percent or higher on the business Management concentration exit exam.	The business exit exam is a summative, internally, developed exam, and comparative data is available for several years.	The past two years have seen a decline in the score. However, the goal has been met during that three year period.	Students continue to meet the goal but improvements can be made to improve score.	BUSN 1305 - Intro to Business has incorporated an online digital program to improve student accessibility to materials. Faculty members will incorporate classroom activities that will focus on traditional and functional approaches of management.	

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)**
Program - AAS Business - Concentration Agriculture Business **SLO 1** - Demonstrate knowledge of various agriculture markets and recognize best practices for various agriculture business scenarios. **Goal** - Graduate scores will average 65 percent or higher on the agriculture business exam.	The business exit exam is a summative, internally, developed exam, and comparative data is available for several years.	After three years of increasing scores, students achieved the goal score of 65% during the 2018-2019 year.	Students are learning practical application of business concepts as they relate to real-world scenarios.	Principles of agriculture business projects were expanded in all agriculture courses. More projects will continue to be corporated throughout the agriculture business curriculum.\n\nBeginning Fall 2019, benchmark will be raised to an average score of 68 or above.	**AAS Business Concentration - Agriculture Business Exit Exam** 2015-2016 (n=2): 60; 2016-2017 (n=2): 65; 2017-2018 (n=2): 68; 2018-2019 (n=2): 65
Program - AAS Business - Concentration Culinary Arts **SLO 1 -** Develop an understanding of the basic principles of sanitation and safety and nutrition, and to be able to apply them to foodservice operations. **Goal** - Graduates will score average 65 percent or higher on the culinary arts exit exam.	The business exit exam is a summative, internally, developed exam, and comparative data is available for several years.	The past three years have seen an improvement in scores.	Culinary skills workshops have had a positive effect on student learning.	The culinary exit exam will be reviewed to ensure current student learning out comes are being evaluated in Spring 2019.	**AAS Business - Culinary Arts Business Exit Exam** 2015-2016 (n=13): 70; 2016-2017 (n=13): 69; 2017-2018 (n=16): 70; 2018-2019 (15): 71
Program - AAS Business - Concentration Hotel/Restaurant Management **SLO 1** - Identify the structure and operating characteristics of the different sections of the hospitality industry: food service, lodging and tourism. **Goal** - Graduate scores will average 70 percent or higher on the hotel and restaurant management examination.	The business exit exam is a summative, internally, developed exam, and comparative data is available for several years.	The past three years have shown a upward and downward trend in exam results. This could also be a result of the low number of students graduating in this program.	Faculty reinforced industry characteristics throughout all of the Hotel/Restaurant courses.\n\nAlso, an extensive recruitment plan was implemented in 2016 by the department head. Spring 2019 enrollment is 14 students in the program.	A partnership with local industry is proposed for Spring 2020 to develop industry skills with students.	**AAS Business - Hotel/Restaurant Management Business Exit Exam** 2015-2016 (n=1): 58; 2016-2017 (n=1): 70; 2017-2018 (n=0): 0; 2018-2019 (n=3): 61

			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)**
Program - AAS Business - Concentration - Paralegal Studies **SLO 1** - Demonstrate knowledge and understanding of specific areas of substantive law and apply the law to the resolution of factual stations. **Goal** - Graduates scores will average 70 percent on the Paralegal Exit Exam.	The business exit exam is a summative, internally, developed exam, and comparative data is available for several years.	The goal has been met for the past four years.	Instructors conducted the review and appropriate use of the legal forms and how to prepare legal pleadings.	The improvements were made from students better using and understanding legal forms. The review of the process will continue. Beginning Fall 2019, benchmark will be raised to an average score of 75 or above.	**AAS Business - Paralegal Studies BusinessExit Exam** 72 (2015-2016 n=8), 76 (2016-2017 n=11), 75 (2017-2018 n=6), 73 (2018-2019 n=4)
Program - AS Computer Science **SLO 1** - Demonstrate the ability to communicate effectively, think critically, and develop problem-solving skills. **Goal -** Graduates will exceed the national average for the last three years.	ETS Profiles / MAPP exam (summative, external, comparative)	Graduates have achieved the benchmark. Scores will continue to be monitored. General education skills will continue to be emphasized in business courses.	Emphasis of general education skills in courses appears to have a positive effect on scores.	Communication skills, critical thinking, problem solving and utilizing quantitative data will be continue to be emphasized in business courses. The Tennessee Board of Regents (TBR) will be reviewing general education skills for the entire system beginning in 2019. Scores will continue to be monitored.	A.S. – Computer Science Student Learning – General Education A.S. – Computer Science: 2015-2016 n=5: 448.6, 2016-2017 n=1: 446.4, 2017-2018 n=6: 449.8, 3-yr. Average: 448.2 WSCC: 446.5, 444.9, 446.5, 445.9 National: 438.9, 438.8, 439.0, 438.9