

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</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student’s education.</p> <p>Summative – An assessment conducted at the end of the student’s education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>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)	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)																		
<p>EXAMPLE Program - AAS in Accounting Technology; SLO - "The student will demonstrate the ability to analyze financial statements"; Goal - 80% score on embedded test questions</p>	<p>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.</p>	<p>After three years of subpar student performance, the goal has been met for the last two years.</p>	<p>Although instructors review various examples in class, students were not getting enough practice analyzing financial statements on their own outside of class.</p>	<p>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.</p>	<div style="text-align: center;"> <p>AS in Accounting SLO: Analyze Financial Statements</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>AS in Accounting SLO: Analyze Financial Statements - Trend Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>70</td> <td>32</td> </tr> <tr> <td>2012</td> <td>68</td> <td>29</td> </tr> <tr> <td>2013</td> <td>72</td> <td>29</td> </tr> <tr> <td>2014</td> <td>85</td> <td>35</td> </tr> <tr> <td>2015</td> <td>90</td> <td>35</td> </tr> </tbody> </table> </div>	Year	Score	n	2011	70	32	2012	68	29	2013	72	29	2014	85	35	2015	90	35
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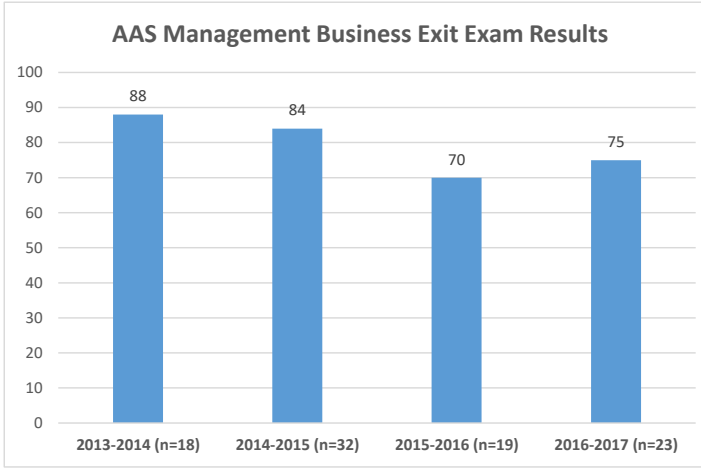
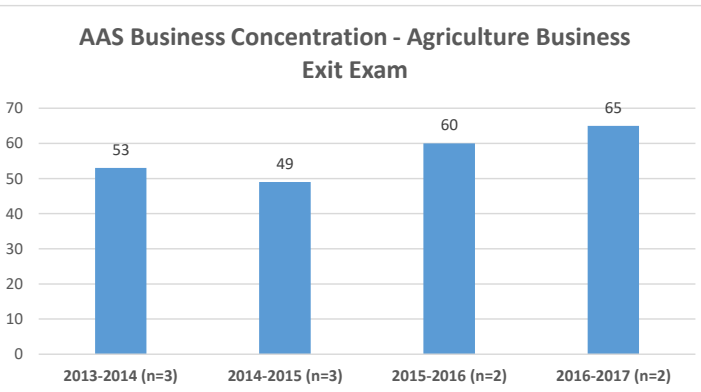
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<p>Program - AS - in Business SLO 1 - Demonstrate the ability to communicate effectively, think critically, and develop problem solving skills utilizing quantitative data. Goal - Graduates will equal or exceed the national average on the ETS Profiles / MAPP exam for the last three years</p>	<p>ETS Profiles / MAPP exam (summative, external, comparative)</p>	<p>Graduates have achieved the benchmark. Scores will continue to be monitored. General education skills will continue to be emphasized in business courses.</p>	<p>Emphasis of general education skills in business courses appears to have a positive effect on scores.</p>	<p>The next step is to ensure business programs emphasize general education skills in our courses.</p>	<p>A.S. – Business Student Learning – General Education</p> <table border="1"> <thead> <tr> <th></th> <th><u>2013-2014</u> n=50</th> <th><u>2014-2015</u> n=65</th> <th><u>2015-2016</u> n=86</th> <th><u>3-yr. Average</u></th> </tr> </thead> <tbody> <tr> <td>A.S. – Business</td> <td>444.3</td> <td>442.2</td> <td>446.8</td> <td>444.4</td> </tr> <tr> <td>WSCC National</td> <td>443.0</td> <td>444.9</td> <td>446.5</td> <td>444.8</td> </tr> <tr> <td></td> <td>438.2</td> <td>438.2</td> <td>438.9</td> <td>438.4</td> </tr> </tbody> </table>		<u>2013-2014</u> n=50	<u>2014-2015</u> n=65	<u>2015-2016</u> n=86	<u>3-yr. Average</u>	A.S. – Business	444.3	442.2	446.8	444.4	WSCC National	443.0	444.9	446.5	444.8		438.2	438.2	438.9	438.4
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<p>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.</p>	<p>The business exit exam is a summative, internally, developed exam, and comparative data is available for several years.</p>	<p>The score has remained above the goal for the past three years.</p>	<p>Business faculty review the results of the exam per the assessment schedule. Data is reported for each question and faculty who teach in each discipline 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.</p>	<p>Faculty have reviewed the data and have targeted topics to emphasize during the course.</p> <p>Improvement of the examination process will begin in Fall 2017. To date, the test has been given with pencil and paper. In the Fall 2017, the exam will be administered electronically for easier test score calculations and tracking.</p>	<p align="center">AS Business Exit Exam Results</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>84</td> <td>66</td> </tr> <tr> <td>2014-2015</td> <td>82</td> <td>56</td> </tr> <tr> <td>2015-2016</td> <td>84</td> <td>66</td> </tr> <tr> <td>2016-2017</td> <td>82</td> <td>69</td> </tr> </tbody> </table>	Year	Score	n	2013-2014	84	66	2014-2015	82	56	2015-2016	84	66	2016-2017	82	69					
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<p>Program - AAS Business SLO 1 - Demonstrate the ability to communicate effectively, think critically, and develop problem solving skills utilizing quantitative data. Goal - Graduates score will exceed or equal the three-year national average.</p>	<p>The ETS Profile exam (summative, external, comparative)</p>	<p>The benchmark was achieved. The three year average of graduates of the AAS Business exceeded the national average.</p>	<p>The graduates continue to exceed the national average yet has not consistently met the College's average. However, in 2015, students met the College's average.</p>	<p>The College has implemented a new delivery method for developmental general education studies.</p>	<p>A.A.S. – Business Student Learning – General Education</p> <table border="1"> <thead> <tr> <th></th> <th><u>2013-2014</u> n=32</th> <th><u>2014-2015</u> n=30</th> <th><u>2015-2016</u> n=19</th> <th><u>3-yr. Average</u></th> </tr> </thead> </table>		<u>2013-2014</u> n=32	<u>2014-2015</u> n=30	<u>2015-2016</u> n=19	<u>3-yr. Average</u>															
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<p>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.</p>	<p>The accounting exit exam is summative and internally developed. The exam will be given in the future to accumulate comparative data</p>	<p>The scores over the five years measured indicate consistency in program content and quality.</p>	<p>A review of incorrect answers from 2014 identified two areas in need of remediation: Dividends Paid Deduction and Deferral Adjustments.</p> <p>Additional emphasis was given in class lectures and lab assignments in the areas indicating needed remediation.</p> <p>A review of incorrect answers from 2015 identified two areas in need of remediation: Capital Asset Definition and Calculation of Gain or Loss on Asset Disposal.</p> <p>A review of incorrect answers from 2016 and 2017 indicate that individual students are missing isolated concepts with no commonality.</p>	<p>The review indicated improvement in capital asset definition, software applications and expense recognition principles-all areas indicating the need for remediation identified by 2014 exam results. The review also indicated improvement in students' understanding of the dividends paid deduction and deferral adjustments-all areas indicating the need for remediation identified by 2015 exam results. The review of 2016 and 2017 results indicate that students have improved in all areas identified for remediation in prior years.</p>	<table border="1"> <caption>Accounting Concentration Mean Score</caption> <thead> <tr> <th>Year Range</th> <th>Mean Score</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>83</td> <td>10</td> </tr> <tr> <td>2014-2015</td> <td>93</td> <td>4</td> </tr> <tr> <td>2015-2016</td> <td>92</td> <td>5</td> </tr> <tr> <td>2016-2017</td> <td>90</td> <td>9</td> </tr> </tbody> </table>	Year Range	Mean Score	Sample Size (n)	2013-2014	83	10	2014-2015	93	4	2015-2016	92	5	2016-2017	90	9
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<p>Program - AAS Business - Concentration Management SLO1 - 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.</p>	<p>The business exit exam is a summative, internally, developed exam, and comparative data is available for several years.</p>	<p>The past three years have seen a decline in the score. However, the goal has been met during that three year period.</p>	<p>Students continue to meet the goal but improvements can be made to improve score.</p>	<p>Faculty teaching BUSN 2390 have provided additional feedback on projects that have had a positive influence. A continuation of feedback to improve the learning concepts in BUSN 2390 will be continued.</p>	 <table border="1"> <caption>AAS Management Business Exit Exam Results</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>88</td> <td>18</td> </tr> <tr> <td>2014-2015</td> <td>84</td> <td>32</td> </tr> <tr> <td>2015-2016</td> <td>70</td> <td>19</td> </tr> <tr> <td>2016-2017</td> <td>75</td> <td>23</td> </tr> </tbody> </table>	Year	Score	n	2013-2014	88	18	2014-2015	84	32	2015-2016	70	19	2016-2017	75	23
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<p>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.</p>	<p>The business exit exam is a summative, internally, developed exam, and comparative data is available for several years.</p>	<p>After three years of increasing scores, students achieved the goal score of 65% during the 2016-2017 year.</p>	<p>Students need exposure to practical application of business concepts as they relate to real-world scenarios.</p>	<p>In order to help students understand the principles of agricultural business, concepts were added across the curriculum to provide examples of applied practices. Incorporation of these principles will be expanded to all agriculture classes.</p>	 <table border="1"> <caption>AAS Business Concentration - Agriculture Business Exit Exam</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>53</td> <td>3</td> </tr> <tr> <td>2014-2015</td> <td>49</td> <td>3</td> </tr> <tr> <td>2015-2016</td> <td>60</td> <td>2</td> </tr> <tr> <td>2016-2017</td> <td>65</td> <td>2</td> </tr> </tbody> </table>	Year	Score	n	2013-2014	53	3	2014-2015	49	3	2015-2016	60	2	2016-2017	65	2
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<p>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.</p>	<p>The business exit exam is a summative, internally, developed exam, and comparative data is available for several years.</p>	<p>The past three years have seen an improvement in scores except for a slight decline last year.</p>	<p>The workshops that were provided by local chefs on what to expect as an employee has a positive effect.</p>	<p>Continue to add more workshops for students. Also, involvement in Skills USA competition will reinforce these skills.</p>	<p align="center">AAS Business - Culinary Arts Business Exit Exam</p> <table border="1"> <caption>AAS Business - Culinary Arts Business Exit Exam</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>75</td> <td>17</td> </tr> <tr> <td>2014-2015</td> <td>63</td> <td>17</td> </tr> <tr> <td>2015-2016</td> <td>70</td> <td>13</td> </tr> <tr> <td>2016-2017</td> <td>69</td> <td>13</td> </tr> </tbody> </table>	Year	Score	n	2013-2014	75	17	2014-2015	63	17	2015-2016	70	13	2016-2017	69	13
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<p>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.</p>	<p>The business exit exam is a summative, internally, developed exam, and comparative data is available for several years.</p>	<p>The past three years have shown a downward and upward trend in exam results. This could also be a result of the low number of students graduating in this program.</p>	<p>Faculty have targeting reinforcing industry characteristics throughout all of the Hotel/Restaurant courses. Also, an extensive recruitment plan was implemented in 2016 by the department head.</p>	<p>Provide targeted homework assignments in Hotel/Restaurant Management courses</p>	<p align="center">AAS Business - Hotel/Restaurant Management Business Exit Exam</p> <table border="1"> <caption>AAS Business - Hotel/Restaurant Management Business Exit Exam</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014-2015</td> <td>81</td> <td>4</td> </tr> <tr> <td>2015-2016</td> <td>58</td> <td>1</td> </tr> <tr> <td>2016-2017</td> <td>70</td> <td>1</td> </tr> </tbody> </table>	Year	Score	n	2013-2014	0	0	2014-2015	81	4	2015-2016	58	1	2016-2017	70	1
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<p>Program - AAS Business - Concentration - Paralegal Studies SLO 1 - Demonstrate knowledge and understanding of specific areas o substantive law and apply the law to the resolution of factual stations. Goal - Graduates scores will average 70 percent on the Paralegal Exit Exam.</p>	<p>The business exit exam is a summative, internally, developed exam, and comparative data is available for several years.</p>	<p>The goal has been met for the past four years.</p>	<p>Instructors conducted the review and appropriate use of the legal forms and how to prepare legal pleadings.</p>	<p>The improvements were made from students better using and understanding legal forms. The review of the process will continue.</p>	<p align="center">AAS Business - Paralegal Studies Exit Exam</p> <table border="1"> <caption>AAS Business - Paralegal Studies Exit Exam Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>72</td> <td>11</td> </tr> <tr> <td>2014-2015</td> <td>70</td> <td>13</td> </tr> <tr> <td>2015-2016</td> <td>72</td> <td>8</td> </tr> <tr> <td>2016-2017</td> <td>76</td> <td>11</td> </tr> </tbody> </table>	Year	Score	n	2013-2014	72	11	2014-2015	70	13	2015-2016	72	8	2016-2017	76	11															
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<p>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.</p>	<p>ETS Profiles / MAPP exam (summative, external, comparative)</p>	<p>Graduates have achieved the benchmark. Scores will continue to be monitored. General education skills will continue to be emphasized in business courses.</p>	<p>Emphasis of general education skills in business courses appears to have a positive effect on scores.</p>	<p>The next step is to ensure business programs emphasize general education skills in our courses.</p>	<table border="1"> <thead> <tr> <th colspan="5">A.S. – Computer Science Student Learning – General Education</th> </tr> <tr> <th></th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> <th>3-yr. Average</th> </tr> <tr> <th></th> <th>n=5</th> <th>n=7</th> <th>n=3</th> <th></th> </tr> </thead> <tbody> <tr> <td>A.S. – Computer Science</td> <td>425.33</td> <td>434.6</td> <td>426.7</td> <td>444.4</td> </tr> <tr> <td>WSCC National</td> <td>443.0</td> <td>444.9</td> <td>446.5</td> <td>444.8</td> </tr> <tr> <td></td> <td>438.2</td> <td>438.2</td> <td>438.9</td> <td>438.4</td> </tr> </tbody> </table>	A.S. – Computer Science Student Learning – General Education						2013-2014	2014-2015	2015-2016	3-yr. Average		n=5	n=7	n=3		A.S. – Computer Science	425.33	434.6	426.7	444.4	WSCC National	443.0	444.9	446.5	444.8		438.2	438.2	438.9	438.4
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