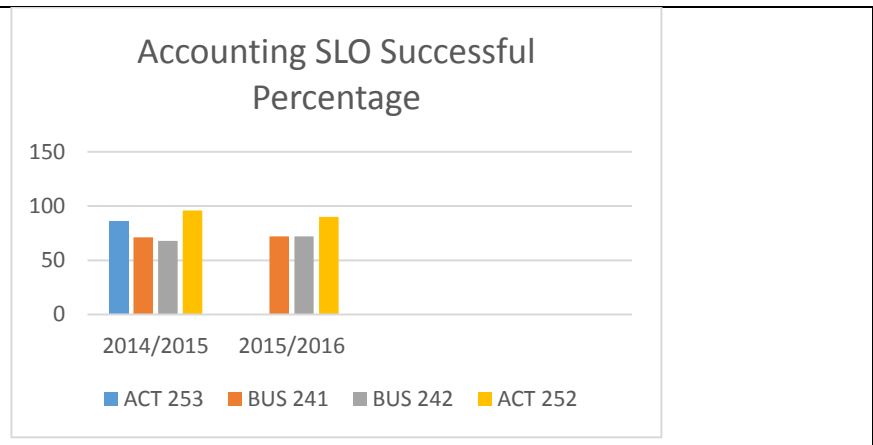


TABLE 2: Student Learning Results (Standard 4)

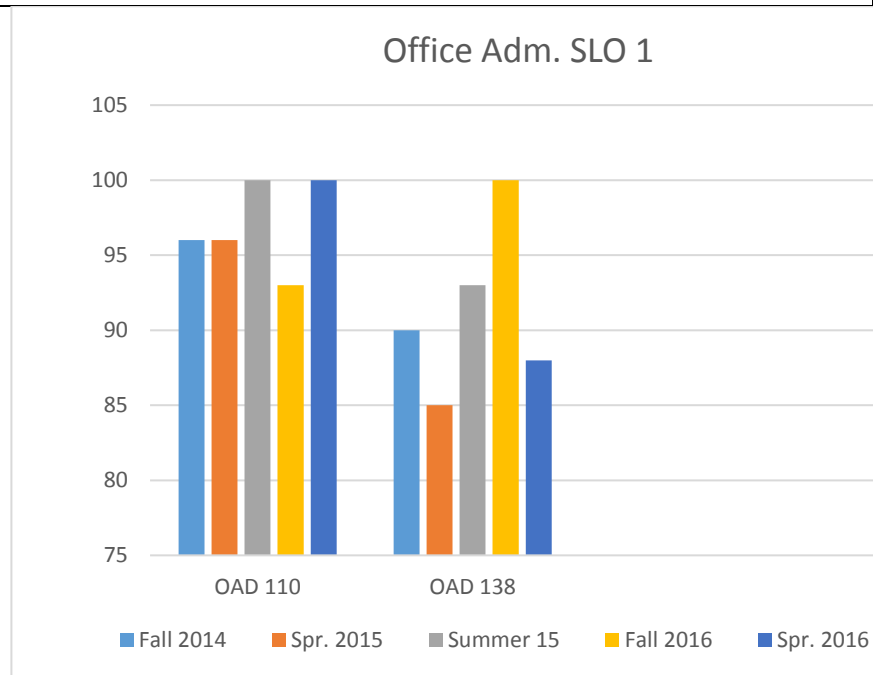
Performance Indicator	Definition				
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, 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>				
		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)

<p>Business Management: 70% of students will demonstrate an understanding of management and supervision within an American business</p>	<p>Assessment based performance evaluations for selected courses provides both formative and summative instruments</p>	<p>After two years, students continue to perform at an expected level</p>	<p>The instructors see the current process provides consistent adequate results. Therefore, instructors will apply new SLOs in the future</p>	<p>Benchmark has been met according to embedded test questions. Starting for fall 2016, faculty members will establish new SLOs or raise the expected goal</p>	<p style="text-align: center;">Business Management SLO Percentage</p> <table border="1"> <caption>Business Management SLO Percentage Data</caption> <thead> <tr> <th>Course</th> <th>2014/2015</th> <th>2015/2016</th> </tr> </thead> <tbody> <tr> <td>MST 111</td> <td>92%</td> <td>2%</td> </tr> <tr> <td>MST 215</td> <td>93%</td> <td>80%</td> </tr> <tr> <td>BUS 275</td> <td>83%</td> <td>80%</td> </tr> <tr> <td>BUS 146</td> <td>83%</td> <td>80%</td> </tr> <tr> <td>BUS 100</td> <td>81%</td> <td>87%</td> </tr> </tbody> </table>	Course	2014/2015	2015/2016	MST 111	92%	2%	MST 215	93%	80%	BUS 275	83%	80%	BUS 146	83%	80%	BUS 100	81%	87%
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<p>Accounting: 70% of students demonstrate knowledge of basic accounting principles and prepare and interpret financial statements</p>	<p>Assessment based performance evaluations for selected courses both formative and summative</p>	<p>Students performed as expected on selected course-work with exception of BUS 241 & 242</p>	<p>Faculty members review various examples in-class and online. However, the online students generally do not perform at the same level as in-class students</p>	<p>Instructors for on-line courses will address lower student performance by adding additional quizzes and homework problems for BUS 241 & 242. Students met the goals in BUS 241 & 242 for 2015/2016</p>	<p style="text-align: center;">Accounting SLO Successful Percentage</p> <table border="1"> <caption>Accounting SLO Successful Percentage Data</caption> <thead> <tr> <th>Course</th> <th>2014/2015</th> <th>2015/2016</th> </tr> </thead> <tbody> <tr> <td>ACT 145</td> <td>85%</td> <td>85%</td> </tr> <tr> <td>BUS 241</td> <td>70%</td> <td>70%</td> </tr> <tr> <td>BUS 242</td> <td>68%</td> <td>70%</td> </tr> </tbody> </table>	Course	2014/2015	2015/2016	ACT 145	85%	85%	BUS 241	70%	70%	BUS 242	68%	70%						
Course	2014/2015	2015/2016																					
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<p>Accounting: 70% of students will apply analytical and computational skills required to solve financial, managerial and taxing accounting exercises and problems</p>	<p>Assessment based performance evaluations for selected courses.</p>	<p>More than 70% of students have successfully demonstrated an adequate understanding</p>	<p>Current process is adequate with the exception of BUS 241 & 242. However, improvements were shown in 2015/2016</p>	<p>After two years of adequate results, faculty members will review and implement new SLOs or goals. Additional quizzes and homework will be added to BUS 241 & 242</p>
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<p>OAD: 70% of students will demonstrate basic knowledge of computers and records and information management</p>	<p>Assessment is based on performance in selected courses— OAD 110 Computer Navigation and OAD 138 Records and Information Management</p>	<p>Student performance was as expected in these two beginning OAD courses</p>	<p>Faculty members evaluate various projects in these entry-level courses. Current projects provide good results in classroom and online courses</p>	<p>Student performance met SLO requirements. Faculty will continue to monitor and evaluate student performance and adjust projects, if necessary</p>
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<p>OAD: 70% of students will demonstrate knowledge of higher level office applications</p>	<p>Assessment is based on performance in selected courses - OAD 125 Word Processing and OAD 232 Computerized Office—Excel and Access</p>	<p>Students continue to perform at the expected level in these two office application courses</p>	<p>Faculty determined that current project results are satisfactory</p>	<p>Student performance met SLO requirements. Faculty will continue to monitor and evaluate results and adjust project requirements if necessary</p>	<p style="text-align: center;">Office Adm. SLO 2</p> <table border="1"> <caption>Office Adm. SLO 2 Data</caption> <thead> <tr> <th>Term</th> <th>OAD 125W</th> <th>OAD 232</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>90</td> <td>85</td> </tr> <tr> <td>Spr. 2015</td> <td>85</td> <td>80</td> </tr> <tr> <td>Sum. 2015</td> <td>80</td> <td>100</td> </tr> <tr> <td>Fall 2016</td> <td>75</td> <td>85</td> </tr> <tr> <td>Spr 2016</td> <td>95</td> <td>85</td> </tr> </tbody> </table>	Term	OAD 125W	OAD 232	Fall 2014	90	85	Spr. 2015	85	80	Sum. 2015	80	100	Fall 2016	75	85	Spr 2016	95	85
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<p>BFN: 70% of students demonstrate an understanding of the regulatory and legal environment of the American banking and finance system</p>	<p>Embedded questions in exams</p>	<p>Generally students perform at expected level</p>	<p>Reviewed the registration of the introductory course BFN 100</p>	<p>Poor performance in BFN 100 appears to be connected to non-majors taking the course because it is offered online</p>	<p style="text-align: center;">Banking SLO #1 Percentage of students achieving goal</p> <table border="1"> <caption>Banking SLO #1 Data</caption> <thead> <tr> <th>Year</th> <th>BFN 100</th> <th>BFN 101</th> <th>BFN 280</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>75</td> <td>100</td> <td>100</td> </tr> <tr> <td>2014/15</td> <td>80</td> <td>75</td> <td>70</td> </tr> <tr> <td>2016</td> <td>0</td> <td>70</td> <td>0</td> </tr> </tbody> </table>	Year	BFN 100	BFN 101	BFN 280	2013/14	75	100	100	2014/15	80	75	70	2016	0	70	0		
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<p>BFN: 70% of students will demonstrate an understanding of the rights and liabilities of creditors, debtors, and consumers connected with financial service organizations</p>	<p>Embedded questions in exams</p>	<p>More than 70% of students successfully demonstrate an adequate understanding</p>	<p>Students perform at expected levels.</p>	<p>Increase emphasis on topics through different writing assignments</p>	<p style="text-align: center;">Banking SLO #2 Percentage of students achieving goal</p> <table border="1"> <caption>Banking SLO #2 Data</caption> <thead> <tr> <th>Year</th> <th>BFN 100</th> <th>BFN 101</th> <th>BFN 280</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>0</td> <td>75</td> <td>100</td> </tr> <tr> <td>2014/15</td> <td>100</td> <td>75</td> <td>70</td> </tr> <tr> <td>2016</td> <td>100</td> <td>70</td> <td>0</td> </tr> </tbody> </table>	Year	BFN 100	BFN 101	BFN 280	2013/14	0	75	100	2014/15	100	75	70	2016	100	70	0		
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