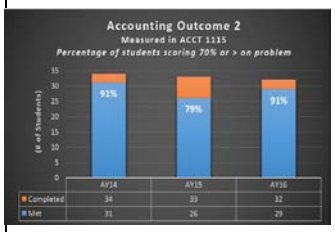
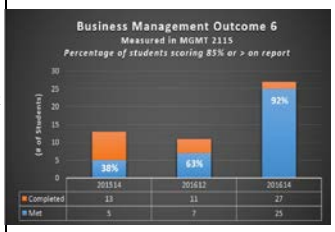
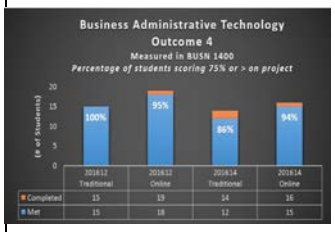
TABLE 2: Student Learning Results (Standard 4)

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* - If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure - 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)**
Accounting Outcome 2: Demonstrate proficiency in maintaining accounting processes for a business in a computerized accounting software program. In ACCT 1115, 70% of students will complete the comprehensive problem with a grade of 70% or higher.	*Direct, Formative, Internal* Completion of a comprehensive problem in Computerized Accounting (ACCT 1115) using a grading rubric provided in Blackboard	Students met the expected outcome in AY14, AY15, and AY16. Completion results of the comprehensive problem with a score of 70% or greater were: AY14, 91% (31 of 34); AY15, 79% (26 of 33); AY16, 91% (29 of 32).	Instructors believe this assessment accurately measures and reinforces foundational accounting concepts using a computerized accounting software.	Although the outcome was met with varying success rates, instructors will continue to assess this outcome to ensure consistent results.	
Business Management Outcome 6: Demonstrate an understanding of the comprehensive role and function of the human resources division in a corporation. In MGMT 2115, using an established rubric, 75% of students will score a minimum of 85% on a written report describing the HR functions in an organization included on "Fortune's 100 Best Companies to Work For" or "The List of the Most Admired Companies."	*Direct, Formative, Internal, Comparative* Analysis based on MGMT 2115, Human Resources Management, written report on the HR function based on research. Students will prepare a written report demonstrating this understanding, measured using an established rubric.	Students met the outcome one out of three terms. Spring term (201514) 38% (5 of 13) met the criteria; fall term (201612) 63% (7 of 11) met the criteria; and spring term (201614) 92% (25 of 27) met the criteria. In total, 72% (37 of 51) of students completing the report met the criteria.	Results indicate a higher percentage of students in the online course section met the expected outcome when compared to the percentage of students meeting the expected outcome in traditional sections, indicating the need for collaboration between full-time and adjunct faculty to define the rubric measures. Students need additional instruction in research practices.	The program chair will collaborate with all faculty to ensure consistent project expectations, rubric utilization, and method of evaluation. Library staff will be utilized to demonstrate research best practices before students begin work on the project.	
Business Administrative Technology Outcome 4: Demonstrate the ability to organize, create, and edit clear and well-written documents. 80% of students will score 75% or greater, based on an established rubric, on a specified project.	*Direct, Formative, Internal, Comparative* Analysis based on comparing traditional and online student scores for the Chapter 9 Guided Project in BUSN 1400, Word Processing	Students met the expected outcome in traditional and online courses in AY16. Completion of the project with a score of 75% or greater results: Fall term (201612) 100% traditional (15 of 15) and 95% (18 of 19) online; and spring term (201614) 86% traditional (12 of 14) and 94% (15 of 16) online.	Based on student success rates, faculty determined the instrument accurately assessed the outcome.	The outcome will be retained and measured using a different instrument.	
Marketing Management Outcome 3: Demonstrate ability to work effectively with people who have ideas, beliefs, attitudes, and/or behaviors that are different from his or her own. 75% of students will score 80% or greater on a written report based on an established rubric.	*Direct, Formative, Internal* In MKTG 1100, Principals of Marketing, students will analyze respect for diversity through research and report writing.	Students met the outcome one out of three terms. Fall term (201612) 54% (6 of 11) met the criteria; spring term (201614) 44% (4 of 9) met the criteria; and summer term (201616) 80% (4 of 5) met the criteria. In total, 56% (14 of 25) of students completing the report met the criteria.	More dedicated instructional time is required to focus on the topic of diversity.	The topic of diversity was specifically addressed in lecture. Faculty developed hands-on learning opportunities throughout the course covering a wide range of diversity in target segmentation.	