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)**
Program - AAS in Business Management (Marketing Track) & also AS in Business Administration Program; **SLO** - "The student will Identify issues of social responsibility and ethical concepts when making a business judgement"; **Goal** - 70% or better for majority of students	In **BU-301** (Business Law), students completed a 10 question multiple-choice test This is a direct, summative, internal assessment.	Students met the goal with 81.83% scoring 70 or above.	This aligns with typical grids one might see in a public university class where there is a strong variance in educational acumen and background in coming into college level work. There is a strong indication that the course is accomplishing its	Continue using the current practices and try to increase student engagement.	**AAS in Business Management (Marketing track) & AS in Business Administration** Score: 100, 90, 80, 70, 60 2016 (n=123) 2019 (n=27) 2022 (n=87)

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 in Business Management (Marketing Track); **SLOs** - "The student will acquire knowledge and explain fundamental marketing principles and processes and Integrate knowledge and skills in marketing"; **Goal** - 70% or better for majority of students	In BU-401 (Elements of marketing) Each student was presented with a five question multiple-choice test towards the end of the semester in their respective courses with the questions that measured the degree to which the student demonstrated proficiency in learning outcomes noted above. This is a direct, summative, internal assessment.	Students met the goal with 67% scoring 70 or above.	This aligns with typical grids one might see in a public university class where there is a strong variance in educational acumen and background in coming into college level work, yet the class divides out in high learning and lower learning groups.	Thus, while there is a strong indication that the majority of students do meet the learning outcomes, there remains work to be done to ensure that those who may struggle in their schoolwork need consistent and ongoing academic and social support. Further, there may be students who did not receive enough introductory learning to be successful in the more advanced level work in a 400 series course. Assessments in lower level courses may	**AAS in Business Management (Marketing track)** Score 100 90 80 70 60 2016 (n=) 2019 (n=50) 2022 (n=36)
Program - AAS in Business Management (Marketing Track); **SLOs** - "Integrate knowledge & skills in marketing."; **Goal** - 70% or better for majority of students	In BU-404 (Elements of Integrated Marketing and Communications) each student completed a ten question multiple-choice test. This is a direct, summative, internal assessment.	Students met the goal with 59% scoring 80% or above	This aligns with typical grids one might see in a public university class where there is a strong variance in educational acumen and background in coming into college level work, yet the class divides out in high learning and lower learning groups.	there remains work to be done to ensure that those who may struggle in their schoolwork need consistent and ongoing academic and social support. Further, there may be students who did not receive enough introductory learning to be successful in the more advanced level work in a 400 series course. Assessments in lower level courses may indicate if this is true.	**AAS in Business Management (Marketing track)** Score 100 90 80 70 60 2013 (n=12) 2016 (n=19) 2022 (n=36)

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 in Business Management (Marketing Track) & AS in Business Administration; **SLO:** Interpret and apply statistical methods. **Goal:** Students will achieve a grade of C + or better i.e. achieve a score of 70 or better.	In BU 203. Direct - Faculty generated multiple choice examination designed to test there major topic areas - descriptive statistics, normal distribution and hypothesis testing.	There is variability in terms of the percentage of students that are able to meet the goals.	This indicates that the students have difficulty analyzing data from graphs. Students also had some difficulty calculating probabilities under the normal curve.	Faculty will be advised to spend more time on visual representation of data. 2.Faculty will also focus on calculating probabilities under the Normal curve.	**AAS in Business Management (Marketing track) & AS in Business Administration**
Program - AAS in Computer Information Systems; **SLO:** •Create solutions to business problems by writing computer programs and mobile applications using modern programming languages. **Goal:** Students will achieve a grade of 60 or better.	In CIS 102, CIS208, and CIS 204 an assessment test with True/False, Multiple Choice, Programming Concept, and Programming Question will be emphasized using CIS computer laboratory facilities to complete required programming assignments. The material is covered through lectures, discussions, exercises, problem solving, homework assignments, quizzes, and hands on	Over 80% achieve the goal	Overall, we are satisfied with current student performance	It is recommended that the rubric be applied over each of the upcoming semesters and class sections. Formal ASSESSMENT should be repeated in the Fall 2023. The assessment tools and instructional approach for the following two components could be re-enforced to get better result in the future	**AAS in Computer Information Systems**

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 in Computer Information Systems; **SLO:** Use business application software and analytical reasoning and apply technological tools to solve business problems by creating and analyzing Databases, developing and evaluating spreadsheets and constructing web pages **Goal:** Students will achieve a ~~grade of 60 or better~~	In CIS 208, CIS101, CIS204 data will be collected based on the completion of a hands-on laboratory assignment. The assignment involves management of a fictitious database. Project activities include table data validation, importing and exporting of data to and from other sources, creation and execution of various complex queries, and creation of calculated fields. Other project tasks involve creation of complex forms	Over 80% achieve the goal	Overall, we are satisfied with current student performance.	It is recommended that the rubric be applied over each of the upcoming semesters and class sections. Formal ASSESSMENT should be repeated in the Fall 2023. The assessment tools and instructional approach for the following two components could be re-enforced to get better result in the future	**AAS in Computer Information Systems** Score: 100, 90, 80, 70, 60 2018 (n=21) 2019 (n=50) 2022 (n=23)
Program - AAS in Computer Information Systems; **SLO:** Use and apply technical tools and analytical reasoning to implement solutions to business problems by managing operating system and networking software and creating a secure computer environment. **Goal:** Students will achieve a grade of 60 or better.	In CIS 201/CIS 153 there are two assessments. The first part of the assessment will evaluate student comprehension via completion of laboratory assignments geared around network hardware, infrastructure, and configuration. Each component, command line interface, software tool and sequence of commands has a purpose in how a network is designed and engineered. Knowledge of network design, integration and implementation is key to the success of any organization. Server installation, user access and security	Most of the time over 80% achieve the goal	Overall, we are satisfied with current student performance.	It is recommended that the rubric be applied over each of the upcoming semesters and class sections. Formal ASSESSMENT should be repeated in the Fall 2023. The assessment tools and instructional approach for the following two components could be re-enforced to get better result in the future assessments. Acquire & Demonstrate Comprehension Of The Stages Of The Program Development	**AAS in Computer Information Systems** Score: 100, 90, 80, 70, 60 2011 (n=40) 2013 (n=29) 2022 (n=41)
	The second part of the assessment will evaluate student comprehension and understanding via examinations. There will be four exams during the semester, each comprising a series of chapters, lecture				

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 in Office Administration Technology **SLO:** Students will demonstrate critical thinking and office skills needed for entry level office positions. **Goal:** 80% of the students will achieve the objective i.e. gat a score of 80 or better.	BU 804. Direct and Internal - Knowledge of business office procedures are assessed through tests, methods of handling human relations are assessed through writing assignments and communication skills are assessed by using the Communications Skills segment of the Keyboarding Pro Deluxe software.	About 80% of students achieve the goal	The text book adequately covers the topics needed for administrative assistant to succeed. The Microsoft Outlook Web Access software adequately prepares students for handling and organizing email, calendar/scheduling and tasks in the office environment. The Keyboarding Pro Deluxe Communications Skills software adequately covers topics of punctuation, English usage, grammer, commonly misplelt words etc.	Covid might have influenced results.	**AAS in Office Administration Technology**
Program - AAS in Office Administration Technology **SLO:** Students will apply desktop publishing features in document preparation. **Goal:** 80% of the students will achieve the objective i.e. get a score of 80 or better.	BU 859. Direct and Internal - Students are assessed through classroom and Blackboard assignments on their ability to use Microsoft Publisher to practice desktop publishing, graphic design to implement photo-editing features and graphic-intensive skills to create camera ready publications.	over 80% of students achieve the goal	All students who attended class regularly, finished assignments on time were able to meet the course objective.	No change in student evaluation is required at this time. However faculty will continue to emphasize the importance of regular attendance and completion of assignments on time.	**AAS in Office Administration Technology**

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 in Office Administration Technology **SLO**: Students will produce professional quality business documents using Word, Excel, Access, and PowerPoint applications **Goal:** 80% of the students will achieve the objective i.e. get a score of 80 or better.	BU 906 & 907. Direct and Internal - Students are assessed through classroom and Blackboard assignments on their ability to use Microsoft Publisher to practice desktop publishing, graphic design to implement photo-editing features and graphic-intensive skills to create camera ready publications.	Over 80% of students achieve the goal	Most students who attended class regularly, finished assignments on time were able to meet the course objective.	No change in student evaluation is required at this time. However faculty will continue to emphasize the importance of regular attendance and completion of assignments on time.	AAS in Office Administration Technology
Program - AAS in Office Administration Technology **SLO**: Demonstrate proficiency (speed and accuracy) in keyboarding skills **Goal:** 80% of the students will achieve the objective i.e. get a score of 80 or better.	BU 801. Direct and Internal - Students will demonstrate their ability to use touch typewriting/ keyboarding on the QWERTY keyboard. Students should not look at their fingers, but instead should keep their eyes on their screens or textbooks. Students use Microsoft Word for textbook lessons/assignments and Cengage South-Western	Over 80% of students achieve teh goal	Most students who attended class regularly, finished assignments on time were able to meet the course objective.	No change in student evaluation is required at this time. However faculty will continue to emphasize the importance of regular attendance and completion of assignments on time.	AAS in Office Administration Technology
Program - AAS in Accounting and AS in Forensic Accounting **SLO**: Demonstrate proficiency (speed and accuracy) in keyboarding skills **Goal:** 80% of the students will achieve the objective i.e. get a score of 70 or better.	BU 104. In class examinations were conducted and homework assignments were collected to assess if thecurriculum objectives were met.	At the latest assessment over 80% of students achieve the goal.	The greatest area of difficulty students have is in Leases.While they exhibited the ability to performpractical applications and calculation of leasecomputations very wellthey didnot perform as well understanding the theoretical concepts of accounting for leases under GAAP.	While these concepts are emphasized in class and students are forewarned of where mistakes will occur, they continue to make mistakes in the text book homeworkand on the exams.It is recommended that in the future more time will be spent initially discussing leases as a	AAS in Accounting & AS In Forensic Accounting

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 in Accounting and AS in Forensic Accounting **SLO**:Complete an accounting cycle of a business by analyzing transactions, recording journal entries, posting to the ledger, preparation of year end adjusting/closing entries, calculation of net income/loss and preparation of financial statements. **Goal:** 80% of the students will achieve the objective i.e. get a score of 70 or better.	BU 101. Faculty developed in-class assignment	Around 70% of students achieve perform well but percentage is below goal.	Over 50% of students achieve the goal	More practice and clarificationareneeded in this area.	AAS in Accounting & AS In Forensic Accounting
Program - AAS in Accounting and AS in Forensic Accounting **SLO**:Use foundational business principles to evaluate and solve problems for accounting. **Goal:** 80% of the students will achieve the objective i.e. get a score of 70 or better.	BU 102. Faculty developed in-class assignment	Around 60% of students achieve perform well but percentage is below goal.	This is below our goal for this class. This is the first time this SLO and course have been assessed, so it is only the first data point available.	More practice isneeded in declaration and distribution of a stock dividend. More time and practice will be placed on analysis and preparation of Statementof Cash Flow and financial statement analysis	AAS in Accounting & AS In Forensic Accounting

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)
74	78	81.2		
70	70	70		
2016 (n=123)	2019 (n=27)	2022 (n=87)		

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)
44.26	100	67		
70	70	70		
2016 (n=)	2019 (n=50)	2022 (n=36)		
69	76	59		
70	70	70		
2013 (n=12)	2016 (n=19)	2022 (n=36)		

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)
73	72	71.4		
75	75	75		
2013 (n=93)	2016 (n=101)	2019 (n=175)		
82	86	83		
60	60	60		
2015 (n=40)	2019 (n=38)	2020 (n=54)		

	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)
	93	83	90		
	60	60	60		
	2018 (n=21)	2019 (n=50)	2022 (n=23)		
			90		
	79	85			
	80	80	80		
	2011 (n=40)	2013 (n=29)	2022 (n=41)		

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)
		72		
83	85			
80	80	80		
2012 (n=18)	2015 (n=19)	2019 (n=18)		
		94		
76	83			
80	80	80		
2011 (n=34)	2014 (n=18)	2018 (n=17)		

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)
		96		
96	85			
80	80	80		
2011 (n=53)	2014 (n=60)	2020 (n=36)		
		92		
88	88			
80	80	80		
2011 (n=67)	2014 (n=57)	2017 (n=50)		
		85		
67	72			
80	80	80		
2012 (n=29)	2013 (n=29)	2019 (n=35)		

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)
		75		
67	72			
80	80	80		
2012 (n=29)	2013 (n=29)	2018 (n=500)		
60				
80				
2018 (n=250)				