

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 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>																			
	- 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							Spring 2017	Fall 2017	Spring 2018											
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 - Business Goal - To increase scores by 30% score on embedded test questions (Spring17 & Fall 17) and to increase scores by 50% (Fall 2018)	In ACC-113 (Financial Accounting), standardized Pre- and Post-Testing in Business Core Courses. This is a comparative, internal assessment.	After three semesters of sub-par student performance, the goal has no been met as set forth. Some succes from spring to Fall 2017 by then downturn from Fall 2017 to Spring 2018.	Although instructors review various examples in class, students were not getting enough practice analyzing financial statements and/or homework on their own outside of class.	Re-assessment must be made to the both the testing tool used and also the goals of faculty in the course that measure performance to more accurately test and measure performance.	<p>Principles of Financial Accounting</p> <table border="1"> <caption>Principles of Financial Accounting</caption> <thead> <tr> <th>Term</th> <th>Pre-test</th> <th>Post Test</th> </tr> </thead> <tbody> <tr> <td>Spring 17</td> <td>54%</td> <td>68%</td> </tr> <tr> <td>Fall 17</td> <td>47%</td> <td>72%</td> </tr> <tr> <td>Spring 18</td> <td>47%</td> <td>63%</td> </tr> </tbody> </table>	Term	Pre-test	Post Test	Spring 17	54%	68%	Fall 17	47%	72%	Spring 18	47%	63%	Pre-test 54%; Post Test 68%; Increase 14%	Pre-test 47%; Post Test 72%; Increase 25%	Pre-test 47%; Post Test 63%; Increase 16%
Term	Pre-test	Post Test																		
Spring 17	54%	68%																		
Fall 17	47%	72%																		
Spring 18	47%	63%																		
Program - Business Goal - To increase scores by 30% score on embedded test questions (Spring17 & Fall 17) and to increase scores by 50% (Fall 2018)	In ACC-117 (Managerial Accounting), standardized Pre- and Post-Testing in Business Core Courses. This is a comparative, internal assessment.	Met goal for Spring 2017 and Fal 2017 with a downturn in Spring 2018.	Although instructors review various examples in class, students were not getting enough practice analyzing financial statements and/or homework on their own outside of class.	Re-assessment must be made to the both the testing tool used and also the goals of faculty in the course that measure performance to more accurately test and measure performance.	<p>Principles of Managerial Accounting</p> <table border="1"> <caption>Principles of Managerial Accounting</caption> <thead> <tr> <th>Term</th> <th>Pre-test</th> <th>Post Test</th> </tr> </thead> <tbody> <tr> <td>Spring 17</td> <td>36%</td> <td>70%</td> </tr> <tr> <td>Fall 17</td> <td>29%</td> <td>73%</td> </tr> <tr> <td>Spring 18</td> <td>37%</td> <td>67%</td> </tr> </tbody> </table>	Term	Pre-test	Post Test	Spring 17	36%	70%	Fall 17	29%	73%	Spring 18	37%	67%	Pre-test 36%; Post Test 70%; Increase 34%	Pre-test 29%; Post Test 73%; Increase 44%	Pre-test 37%; Post Test 67%; Increase 30%
Term	Pre-test	Post Test																		
Spring 17	36%	70%																		
Fall 17	29%	73%																		
Spring 18	37%	67%																		

Analysis of Results						Spring 2017	Fall 2017	Spring 2018												
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 - Business Goal - To increase scores by 30% score on embedded test questions (Spring17 & Fall 17) and to increase scores by 50% (Fall 2018)	In BMK-201 (Principles of Marketing), standardized Pre- and Post-Testing in Business Core Courses. This is a comparative, internal assessment.	Met goal for Spring 2017 only with downturn in an descending order through Fall 2017 and Spring 2018.	Connection of concets/theories not being made on pre-/post- asseessment while demonstrated in writing assignments and simulation.	Re-assessment must be made to the both the testing tool used and also the goals of faculty in the course that measure performance to more accurately test and measure performance.	<p>Principles of Marketing</p> <table border="1"> <caption>Principles of Marketing Data</caption> <thead> <tr> <th>Term</th> <th>Pre-test</th> <th>Post Test</th> </tr> </thead> <tbody> <tr> <td>Spring 17</td> <td>44%</td> <td>79%</td> </tr> <tr> <td>Fall 17</td> <td>51%</td> <td>73%</td> </tr> <tr> <td>Spring 18</td> <td>48%</td> <td>62%</td> </tr> </tbody> </table>	Term	Pre-test	Post Test	Spring 17	44%	79%	Fall 17	51%	73%	Spring 18	48%	62%	Pre-test 44%; Post Test 79% Increase 35%	Pre-test 51%; Post Test 73% Increase 22%	Pre-test 48%; Post Test 62% Increase 14%
Term	Pre-test	Post Test																		
Spring 17	44%	79%																		
Fall 17	51%	73%																		
Spring 18	48%	62%																		
Program - Business Goal - To increase scores by 30% score on embedded test questions (Spring17 & Fall 17) and to increase scores by 50% (Fall 2018)	In BMG 202 (Principles of Management), standardized Pre- and Post-Testing in Business Core Courses. This is a comparative, internal assessment.	Met goal for Spring 2017 only with downturn in Fall 2017 and Spring 2018.	Connection of concets/theories not being made on pre-/post- asseessment while demonstrated in case studies.	Re-assessment must be made to the both the testing tool used and also the goals of faculty in the course that measure performance to more accurately test and measure performance.	<p>Principles of Management</p> <table border="1"> <caption>Principles of Management Data</caption> <thead> <tr> <th>Term</th> <th>Pre-test</th> <th>Post Test</th> </tr> </thead> <tbody> <tr> <td>Spring 17</td> <td>40%</td> <td>78%</td> </tr> <tr> <td>Fall 17</td> <td>50%</td> <td>70%</td> </tr> <tr> <td>Spring 18</td> <td>41%</td> <td>70%</td> </tr> </tbody> </table>	Term	Pre-test	Post Test	Spring 17	40%	78%	Fall 17	50%	70%	Spring 18	41%	70%	Pre-test 40%; Post Test 78% Increase 38%	Pre-test 50%; Post Test 70% Increase 20%	Pre-test 41%; Post Test 70% Increase 29%
Term	Pre-test	Post Test																		
Spring 17	40%	78%																		
Fall 17	50%	70%																		
Spring 18	41%	70%																		
Program - Business Goal - To increase scores by 30% score on embedded test questions (Spring17 & Fall 17) and to increase scores by 50% (Fall 2018)	In BBG 240 (Business Ethics), standardized Pre- and Post-Testing in Business Core Courses. This is a comparative, internal assessment.	After three semesters of sub-par student performance, the goal has no been met as set forth.	The course is a challenging situation that continually has presented issues with student performance. Consistency is needed. perspective.	Re-assessment must be made to the both the test given and also the goals of faculty in the course that measure performance more accurately, as this is a critical thinking course with multiple outcomes.	<p>Business Ethics</p> <table border="1"> <caption>Business Ethics Data</caption> <thead> <tr> <th>Term</th> <th>Pre-test</th> <th>Post Test</th> </tr> </thead> <tbody> <tr> <td>Spring 17</td> <td>44%</td> <td>45%</td> </tr> <tr> <td>Fall 17</td> <td>49%</td> <td>65%</td> </tr> <tr> <td>Spring 18</td> <td>49%</td> <td>48%</td> </tr> </tbody> </table>	Term	Pre-test	Post Test	Spring 17	44%	45%	Fall 17	49%	65%	Spring 18	49%	48%	Pre-test 44%; Post Test 45% Increase 1%	Pre-test 49%; Post Test 65% Increase 16%	Pre-test 49%; Post Test 48% Increase -1%
Term	Pre-test	Post Test																		
Spring 17	44%	45%																		
Fall 17	49%	65%																		
Spring 18	49%	48%																		

Analysis of Results						Spring 2017	Fall 2017	Spring 2018												
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 - Business Goal - To increase scores by 30% score on embedded test questions (Spring17 & Fall 17) and to increase scores by 50% (Fall 2018)	In BFN 201 (Principles of Finance), standardized Pre- and Post-Testing in Business Core Courses. This is a comparative, internal assessment.	Met goal for Spring 2017 and Fall 2017 with downturn in Spring 2018.	Connection of concepts/theories not being made on pre-/post- assessment while demonstrated in class through practical application and calculations.	Re-assessment must be made to the both the testing tool used and also the goals of faculty in the course that measure performance to more accurately test and measure performance.	<table border="1"> <caption>Principles of Finance</caption> <thead> <tr> <th>Term</th> <th>Pre-test</th> <th>Post Test</th> </tr> </thead> <tbody> <tr> <td>Spring 17</td> <td>55%</td> <td>87%</td> </tr> <tr> <td>Fall 17</td> <td>53%</td> <td>84%</td> </tr> <tr> <td>Spring 18</td> <td>51%</td> <td>76%</td> </tr> </tbody> </table>	Term	Pre-test	Post Test	Spring 17	55%	87%	Fall 17	53%	84%	Spring 18	51%	76%	Pre-test 55%; Post Test 87% Increase 32%	Pre-test 53%; Post Test 84% Increase 31%	Pre-test 51%; Post Test 76% Increase 14%
Term	Pre-test	Post Test																		
Spring 17	55%	87%																		
Fall 17	53%	84%																		
Spring 18	51%	76%																		
Program - Business Goal - To increase scores by 30% score on embedded test questions (Spring17 & Fall 17) and to increase scores by 50% (Fall 2018)	In BBG 231 (Business Law I), standardized Pre- and Post-Testing in Business Core Courses. This is a comparative, internal assessment.	Met goal for Spring 2017 with downturn in Fall 2017 (significantly different result) and Spring 2018.	Connection of concepts/theories not being made on pre-/post- assessment while demonstrated in case studies/writing assignments.	Re-assessment must be made to the both the testing tool used and also the goals of faculty in the course that measure performance to more accurately test and measure performance.	<table border="1"> <caption>Business Law</caption> <thead> <tr> <th>Term</th> <th>Pre-test</th> <th>Post Test</th> </tr> </thead> <tbody> <tr> <td>Spring 17</td> <td>56%</td> <td>77%</td> </tr> <tr> <td>Fall 17</td> <td>59%</td> <td>61%</td> </tr> <tr> <td>Spring 18</td> <td>56%</td> <td>81%</td> </tr> </tbody> </table>	Term	Pre-test	Post Test	Spring 17	56%	77%	Fall 17	59%	61%	Spring 18	56%	81%	Pre-test 56%; Post Test 77% Increase 32%	Pre-test 59%; Post Test 61% Increase 2%	Pre-test 56%; Post Test 81% Increase 25%
Term	Pre-test	Post Test																		
Spring 17	56%	77%																		
Fall 17	59%	61%																		
Spring 18	56%	81%																		