

TABLE 2: Student Learning Results (Standard 4)

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
1. Student Learning Results Learning Outcomes AAS - Business Professional Degree 1) Analyze accounting & financial data in order to assess the financial needs of the organization 2) Demonstrate an understanding of basic economic theory and its application to business decision making in a global environment 3) Demonstrate and apply management principles related to finance, personnel, products, services and information 4) Demonstrate and apply a variety of methods used in market planning, pricing, promotion, and distribution of goods and services. 5) Use current software applications to present data in written reports, oral, and visual presentations 6) Understand fundamental ethical issues and their related responsibilities and liabilities 7) Integrate accounting, data processing, economics, marketing, and management concepts to create solutions to challenging business problems. 8) Demonstrate expertise in chosen track. AS - Business Administration 1) Analyze accounting & financial data in order to assess the financial needs of the organization 2) Demonstrate an understanding of basic economic theory and its application to business decision making in a global environment 3) Demonstrate and apply management principles related to finance, personnel, products, services and information 4) Demonstrate and apply a variety of methods used in market planning, pricing, promotion, and distribution of goods and services. 5) Use current software applications to present data in written reports, oral, and visual presentations 6) Understand fundamental ethical issues and their related responsibilities and liabilities 7) Integrate accounting, data processing, economics, marketing, and management concepts to create solutions to challenging business programs.	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> - If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so
- 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)																																				
1) Programs: AS Business Administration; AAS Business Professional; 2) LO 5 for both programs: Use current software applications to present data in written reports, oral and visual presentations. 3) 70% of students will be rated effective or exceptional in the "use current software applications to present data in written reports, oral and visual presentations" as measured by Presentation Development, Reasoning and Persuasion, Visual Considerations	Assignment is given in BUS 215, Principles of Management, our capstone class. Use of a rubric to assess PowerPoint skills. Type: Summative, Internal	Most of the students demonstrated proficiency in Power Point. Results range from 69%-98%.	Most PowerPoint slides were satisfactory, with an effective combination of text and graphics/ tables/ diagrams. Some slides were very creative, but others were sloppy, cluttered, dense and filled with typos.	Continue to monitor and to teach Power Point and presentation skills in BUS 119 Business Information Skills	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="6" style="text-align: left;">% 4 and 5s (Exceptional and Effective)</th> </tr> <tr> <th style="text-align: left;">Presentation</th> <th style="text-align: center;">Spring 2015</th> <th style="text-align: center;">Fall 2015</th> <th style="text-align: center;">Spring 2016</th> <th style="text-align: center;">Fall 2016</th> <th style="text-align: center;">2016</th> </tr> </thead> <tbody> <tr> <td>Presentation Development</td> <td style="text-align: center;">74%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">96%</td> <td style="text-align: center;">93%</td> <td></td> </tr> <tr> <td>Content</td> <td style="text-align: center;">69%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">96%</td> <td></td> </tr> <tr> <td>Visual Considerations</td> <td style="text-align: center;">93%</td> <td style="text-align: center;">94%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">98%</td> <td></td> </tr> <tr> <td>Presentation Delivery</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">82%</td> <td style="text-align: center;">96%</td> <td></td> </tr> </tbody> </table>	% 4 and 5s (Exceptional and Effective)						Presentation	Spring 2015	Fall 2015	Spring 2016	Fall 2016	2016	Presentation Development	74%	88%	96%	93%		Content	69%	88%	88%	96%		Visual Considerations	93%	94%	88%	98%		Presentation Delivery	60%	92%	82%	96%	
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1) Programs: AS Business Administration; AAS Business Professional; 2) LO 5 for both programs: Use current software applications to present data in written reports, oral and visual presentations; 3) 70% of students will be rated effective or exceptional in "Ability to write professionally" as measured by Thesis and Focus, Support/Research and Sentence Structure.

Assignment is given in BUS 215, Principles of Management, our capstone class. Use of a rubric to assess writing skills. Type: Summative, Internal

Our students continue to struggle with Thesis, Focus, Support and Research. Results range from 48%-70%.

The most significant need for improvement is in the area of supporting opinions with facts and analysis. Most students' grammar and spelling are fine. There is a noticeable improvement in the quality of writing compared to students in the introductory business classes.

1) Effective fall 2015, cover the creation of citations in Business Information Systems; (2) Effective fall 2015, incorporate library research in Introduction to Business; (3) Instruct professors to incorporate business writing in as many courses as possible; (4) Provide examples of excellent research papers; (5) Demonstrate MLA methodology;

% 4 and 5s (Exceptional and Effective)				
Paper	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Thesis & focus	55%	70%	48%	64%
Support/ Research	62%	68%	50%	70%
Sentence Structure	88%	84%	83%	86%

1) Programs: AS Business Administration; AAS Business Professional; 2) Learning outcomes: 1, 2, 3, 4, 6, and 7 for both programs. Learning outcomes are provided in ACBSP standard 4. 3) Students will achieve a minimum of 70% overall and for each of the learning outcomes

Business Outcomes Assessment Test (BOAT) - This test is given to students in ACC 112. Most of these students are in the Business Administration Program (P2110). Type: Summative, Internal

The learning outcomes for accounting are still below our goal. Economics results improved. Total results exceeded the benchmark.

Improvement in the learning outcomes for accounting are still needed. Economics results improved due to the working change of one of the questions.

Effective fall 2017, the prerequisite for ACC 112, is a C or better in ACC 111 (it was a D or better.) Effective fall 2017, all accounting classes will be in computer classrooms to facilitate in-class accounting exercises and problem solving.

	Accting	ECON	MGMT	MKTING	Ethics	Integration	Benchmark	Total
Spring 15	58%	60%	77%	78%	80%	91%	70%	74%
Fall 15	63%	64%	83%	86%	90%	89%	70%	79%
Spring 16	59%	64%	80%	82%	87%	90%	70%	74%
Fall 16	65%	85%	80%	87%	88%	91%	70%	80%


