

TABLE 2: Student Learning Results (Standard 4)

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition		Analysis of Results							
1. Student Learning Results	A student learning outcome is one that - If for any given - For all data reported.									
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)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)		
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 and presentation skills. Type: Summative, Internal	Most of the students demonstrated proficiency in PowerPoint. Results range from 56%-85% (2021: n=53; 2020: n=87; FA2019: n=32; SP2019: n=52)	Most PowerPoint slides were satisfactory, with an effective combination of text and graphics/ tables/ diagrams. Some presentation slides were clear, free of clutter, and reflected research content accurately; others were cluttered and lacked consistency. Some oral presentations were well rehearsed and delivered; others reflected superficial topic knowledge.	Continue to monitor and to teach PowerPoint and oral presentation skills in BUS 119, Business Information Systems. Continue to provide opportunities for students to present in their business classes.						
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 and research skills. Type: Summative, Internal	Students continue to struggle with crafting thesis statements, maintaining writing focus, and providing credible research to support the thesis. Results range from 57%-87% (2021: n=85; 2020: n=118; FA2019: n=63; SP2019: n=96)	Students need to improve their academic writing style, moving from opinion to third-person analysis. Students should provide more in-depth research and analysis. Many students do not utilize academic sources properly. Students should improve the quality of their citations. There was significant progress in the exploration of research topics, as well as the quality of concluding paragraphs.	Continue to review academic writing guidelines and presentation best practices early in the term. Provide examples of high quality business writing. Utilize the Writing Skills module developed for the BUS 215 class by the English department. Focus on identification of credible academic sources. Encourage students to attend business writing workshops and to use the campus Writing Center.						
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 exceeded the benchmark. Results for the economics outcomes dipped below the benchmark. In the aggregate, total results exceeded the goal. (2021: n=43; 2020: n=44; FA2019: n=57; SP2019: n=61)	Progress in the learning outcomes for accounting was noted, yet there is still room for improvement. Two of the economics questions should be reworded for improved clarity.	Accounting tutoring and the computer classroom will continue to enhance instructional efforts. The accounting professors will continue to emphasize the differences between accounts payable and accounts receivable. In addition, two accounting questions and two economics questions will be reworded for the 2022 BOAT administration for greater clarity.						

<p>1) Programs: AS Business Administration; AAS Business Professional; 2) Learning Outcome 1 for both programs. Learning outcomes are provided in ACBSP standard 4.</p> <p>3) Students will achieve a minimum of 70% overall and for each group of questions mapped to the learning outcomes associated with the finance course(s) taken.</p>	<p>Finance Assessment - This test is given to students in the core finance classes (Principles of Finance, Money and Banking, Investment Principles). Students that have taken at least two of the above classes are eligible. Most of these students are in the Business Administration Program (P2110). Type: Summative, Internal</p>	<p>The 2021 learning outcomes overall were a fraction below the benchmark, and were above the benchmark for those who had taken the respective course(s). For the Investment Principles outcomes, results have been below benchmark. (2021: n=23; 2020: n=14; 2019: n=14)</p>	<p>The 2021 results reflect similar outcomes compared to 2020, although the number of students taking the assessment increased significantly in 2021. Overall results for Investment Principles was low as many students had not taken the Investments course. Students who had taken the Investments course performed significantly better than those who had not.</p>	<p>Continue to evaluate the assessment and finance course delivery. Future assessments will be conducted concurrently/ after final exams.</p>
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Course	Fall 2021		Fall 2020		Fall 2019	
	Overall	Students who took course	Overall	Students who took course	Overall	Students who took course
BUS 211, Money & Banking	78%	78%	76%	74%	74%	75%
BUS 212, Princ. of Finance	77%	85%	74%	85%	67%	70%
BUS 218, Investments	52%	69%	68%	68%	52%	57%
Overall	69%	77%	72%	76%	63%	67%

Learning Outcome	Fall 2021	Fall 2020	Fall 2019	Spring 2019
Accounting	74%	73%	65%	59%
Economics	68%	81%	81%	83%
Management	86%	86%	79%	78%
Marketing	94%	91%	81%	81%
Ethics	90%	88%	86%	86%
General Bus.	92%	85%	90%	88%
Software	93%	85%	74%	78%
Benchmark	70%	70%	70%	70%
TOTAL	82%	82%	78%	77%

% 4 and 5s (Exceptional and Proficient)				
Presentation Skills	Fall 2021	Fall 2020	Fall 2019	Spring 2019
Presentation Development	72%	70%	78%	83%
Content	70%	84%	69%	79%
Visual Considerations	79%	85%	78%	77%
Presentation Delivery	75%	76%	56%	69%

% 4 and 5s (Exceptional and Proficient)				
Writing Skills	Fall 2021	Fall 2020	Fall 2019	Spring 2019
Thesis & Focus	78%	84%	59%	57%
Support/Research	69%	82%	63%	59%
Grammar/Sentence Formatting	87%	87%	73%	75%

