

TABLE 2: Student Learning Results (Standard 4)

Use this table to supply data for Criterion 4.2.

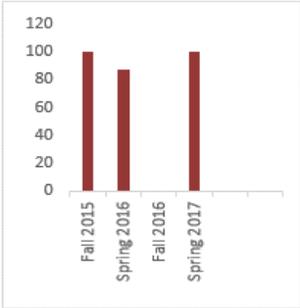
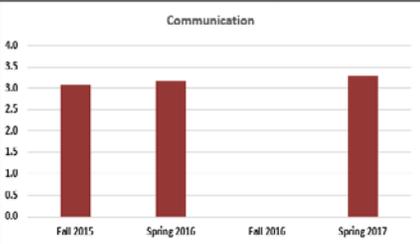
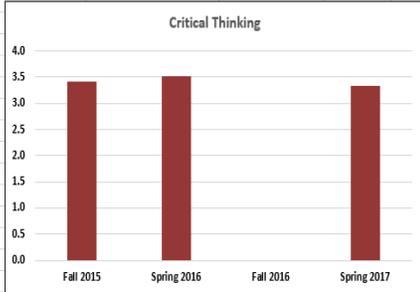
| Performance Indicator | Definition | | | | |
|--|---|--|--|--|---|
| 1. Student Learning Results | <p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: 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 | | | | | |
| Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal | Where do you see evidence of the learning outcomes? | 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? |
| EXAMPLE Program - AAS in Accounting Technology; SLO - "The student will demonstrate the ability to analyze financial statements"; Goal - 80% score on embedded test questions | | In ACC-213 (Managerial Accounting), students scores on embedded test questions on the final exam will assess ability to analyze financial statements. This is a direct, summative, internal assessment. | After three years of subpar student performance, the goal has been met for the last two years. | Although instructors review various examples in class, students were not getting enough practice analyzing financial statements on their own outside of class. | Graded homework assignments where students analyze financial statements were introduced in 2014. This led to improved student performance on this measure. Now, further work will be done to improve the graded homework assignments. |

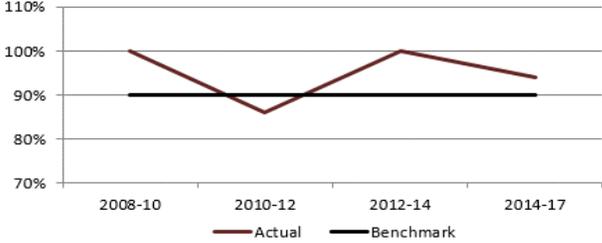
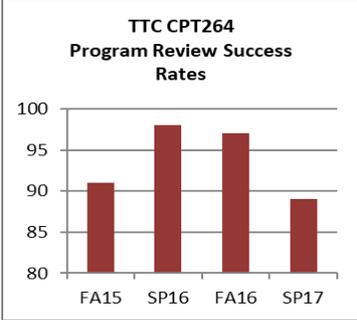
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| <p>Accounting: Demonstrate completion of the accounting cycle; demonstrate computer usage skills related to accounting; prepare financial reports and communicate those findings in written and oral form; solve complex accounting issues by applying analysis skills.</p> | ACC 275 Special Topics in Accounting | <p>Mock Business Exercise</p> <p>Summative Formative Internal Direct</p> <p>Goal is for 85% of students to achieve $\geq 71\%$ on the project</p> | <p>Fall 15 - 100% of the traditional students achieved 71% or higher</p> <p>Spring 16 - 87.5% achieved 71% or higher</p> <p>Course was cancelled due to low enrollment in Fall 2016</p> <p>Spring 17 – 100% achieved 71% or higher</p> | <p>Learning outcomes have remained consistently high. Due to the use of "Live Plan" business software that aids students with business plan development and assessment of business plans.</p> | <p>Continue to advise students to stay on their academic plan, which includes completing MGT 120 prior to ACC275. MGT 120 helps to improve student application and understanding of business plans. Implemented "Live Plan" business software to aid in student assessment of business creation. Program included industry specific benchmark and scorecard.</p> <p>Going forward, the benchmark should be increased and additional assessment measures should be considered.</p> |
| <p>Accounting: Demonstrate communication and critical thinking skills</p> | ACC 275 Special Topics in Accounting | <p>Mock Business Exercise</p> <p>Summative Formative Internal Direct</p> <p>Students will achieve 3.0 out of 4.0 or higher on communication and critical thinking rubrics</p> <p>All students who complete the mock business exercise will be evaluated at the end of each semester: Fall 2015, Spring 2016, Fall 2016, Spring 2017.</p> | <p>The average of all scores for the evaluation period are:</p> <p>Communication Main Idea 3.60 Organization 3.31 Knowledge 3.35 Analysis 3.17 Style 2.87 Grammar 2.84 Overall Average 3.19</p> <p>Critical Thinking Identification 3.6 Inquiry 3.54 Planning 3.22 Analysis 3.5 Conclusion 3.28 Overall Average 3.43</p> | <p>The added tool of the Live Plans made for consistency and the ability to separate parts to individual students within the group.</p> | <p>The capstone class will be continually evaluated for improvement opportunities. Consideration of additional prerequisite courses will be made.</p> |

| Analysis of Results | | | | | |
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| <p>Administrative Office Technology: Demonstrate proficiency in the integration of a variety of business application software using problem solving, decision making, and communication skills.</p> | AOT 267: Integrated Information Processing | <p>Final Portfolio</p> <p>Formative Summative Internal Direct</p> <p>90% of students successfully complete a portfolio with a rating of ≥ 3.2 on a 4.0 rubric scale</p> | 94% of the students (29 of 31) met the expected level of achievement for this course. (This course is only offered online). | In addition to students gaining the required technical skills they are also successful in soft skills and critical thinking | LinkedIn will be used to promote communication skills. Students will also be able to practice problem solving and decision making skills through an online program where badges are earned to demonstrate their level of proficiency in business application software. These badges can be added to their LinkedIn account to market a student's skill set to potential employers. |
| <p>Computer Information Systems - Information Systems Specialist Career Path - Computer Programming Career Path</p> <p>Analyze information needs of a small business and develop a formal IS project proposal.</p> | CPT264: systems Analysis and Design | <p>Evaluation of Final Project</p> <p>Summative Internal Direct</p> <p>90% of students score of 71% or greater in Technical Concepts</p> | <p>FA 15: 91% success 81 average grade</p> <p>SP16: 98% success 86 average grade</p> <p>FA16: 97% success 90.0 average grade</p> <p>SP17: 87% success 91. average grade</p> | Although the expected level of student performance was achieved, the overall results can be improved. Students are mastering the technical skills taught in lower level courses prior to enrolling in this capstone course. | Students continue to demonstrate high performance on the final project assessment. The assessment tool will be enhanced to measure more precise student outcome data. |

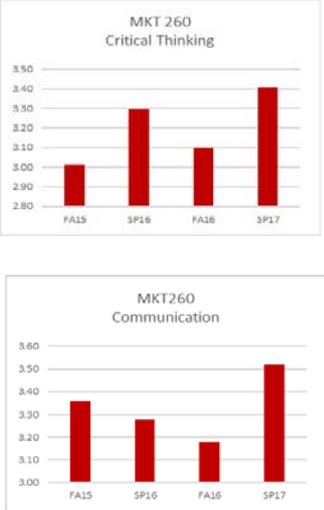
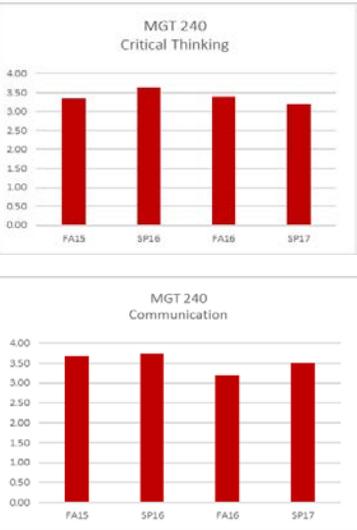
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| <p>Computer Information Systems: Demonstrate communication and critical thinking competencies</p> | CPT264: systems Analysis and Design | <p>Evaluation of final projects</p> <p>Average rating of 3.2 or higher out of 4.0 rubric scale</p> <p>Summative Internal Direct</p> | <p>The average of all scores for the evaluation period are:</p> <p>Communication Main Idea: 3.86 Organization: 3.6 Knowledge: 3.59 Analysis: 3.46 Style: 3.66 Grammar: 3.45 Overall Average: 3.6</p> <p>Critical Thinking Identification: 3.65 Inquiry: 3.74 Planning: 3.68 Analysis: 3.29 Conclusion: 3.48 Overall Average: 3.56</p> | <p>Overall outcome was met.</p> <p>Although outcome was met, grammar and analysis and conclusion concepts showed deficiencies.</p> | <p>Grammar, analysis, and conclusion concepts content will be added into the course. Assignments covering the concepts will also be added.</p> |

| Analysis of Results | | | | | |
|--|--|---|--|---|--|
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| <p>General Business: - Marketing Career Path - Small Business/ Entrepreneurship Career Path</p> <p>Develop a Marketing Plan which will include creating marketing strategies, evaluating the strategies and managing the plan.</p> | MKT 260: Marketing Management | <p>Evaluation of Final Marketing Plan</p> <p>Summative Internal Direct</p> <p>Students will achieve at least a 3.0 out of 4.0 in critical thinking and communication skills based on a rubric</p> | <p>The average of all scores for the evaluation period are:</p> <p>Critical Thinking: Identification 3.43 Planning 3.28 Evidence 2.97 Analysis 3.15 Synthesis 3.19 Overall Average 3.20</p> <p>Communication: Organization 3.47 Clarity 3.50 Style 3.28 Grammar 3.13 Overall Average 3.34</p> | Overall outcome was met; however, demonstration of evidence needs to be improved. | The MKT 260 course and prerequisite courses will be evaluated by Business faculty to see where improvements can be made and curriculum will be developed accordingly. |
| <p>Management: Create, evaluate, and apply research relative to career path for management decision making</p> | MGT 240: Management Decision Making (capstone course) | <p>Evaluation of final research project</p> <p>Summative Direct Internal</p> <p>Students will achieve at least a 3.0 out of 4.0 in critical thinking and communication skills based on a rubric..</p> | <p>The average of all scores for the evaluation period are</p> <p>Critical Thinking: Identification 3.30 Planning 3.20 Evidence 3.20 Analysis 3.20 Synthesis 3.00 Overall Average 3.18</p> <p>Communication: Organization 3.40 Clarity 3.50 Style 3.11 Grammar 3.20 Overall Average 3.30</p> | The goal was met for the assessment period; however, results could be improved | The rubric will be evaluated to ensure that we capture and measure student outcome data more precisely. The overall course and prerequisite courses will also be evaluated for improvement opportunities |

| 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) | Data Point 4 (year or semester) | Data Point 5 (year or semester) | | | | | | | | | | | | | | | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|-----|-----------|-----|-------------|-----|---------------|-------|-----------|-----|-------------|-----|-----------|-----|-------------|-----|-------------|-------------|-------------|-------------|-------------|
| <p style="text-align: center;">ACC275 Success Rates</p>  <table border="1" data-bbox="491 435 791 743"> <caption>ACC275 Success Rates</caption> <thead> <tr> <th>Year/Semester</th> <th>Success Rate</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>100</td> </tr> <tr> <td>Spring 2016</td> <td>85</td> </tr> <tr> <td>Fall 2016</td> <td>0</td> </tr> <tr> <td>Spring 2017</td> <td>100</td> </tr> </tbody> </table> | Year/Semester | Success Rate | Fall 2015 | 100 | Spring 2016 | 85 | Fall 2016 | 0 | Spring 2017 | 100 | 80 | 80 | 80 | 80 | 80 | | | | | | | | | | |
| Year/Semester | Success Rate | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2015 | 100 | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2016 | 85 | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2016 | 0 | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2017 | 100 | | | | | | | | | | | | | | | | | | | | | | | | |
| <div style="display: flex; flex-direction: column; align-items: center;"> <div data-bbox="417 834 846 1084"> <p style="text-align: center;">Communication</p>  <table border="1" data-bbox="422 837 842 1081"> <caption>Communication</caption> <thead> <tr> <th>Year/Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>3.0</td> </tr> <tr> <td>Spring 2016</td> <td>3.1</td> </tr> <tr> <td>Fall 2016</td> <td>0.0</td> </tr> <tr> <td>Spring 2017</td> <td>3.2</td> </tr> </tbody> </table> </div> <div data-bbox="417 1127 846 1425"> <p style="text-align: center;">Critical Thinking</p>  <table border="1" data-bbox="422 1130 842 1422"> <caption>Critical Thinking</caption> <thead> <tr> <th>Year/Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>3.4</td> </tr> <tr> <td>Spring 2016</td> <td>3.5</td> </tr> <tr> <td>Fall 2016</td> <td>0.0</td> </tr> <tr> <td>Spring 2017</td> <td>3.3</td> </tr> </tbody> </table> </div> </div> | Year/Semester | Score | Fall 2015 | 3.0 | Spring 2016 | 3.1 | Fall 2016 | 0.0 | Spring 2017 | 3.2 | Year/Semester | Score | Fall 2015 | 3.4 | Spring 2016 | 3.5 | Fall 2016 | 0.0 | Spring 2017 | 3.3 | 2011 (n=32) | 2012 (n=29) | 2013 (n=29) | 2014 (n=35) | 2015 (n=35) |
| Year/Semester | Score | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2015 | 3.0 | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2016 | 3.1 | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2016 | 0.0 | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2017 | 3.2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Year/Semester | Score | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2015 | 3.4 | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2016 | 3.5 | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2016 | 0.0 | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2017 | 3.3 | | | | | | | | | | | | | | | | | | | | | | | | |

| 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) | Data Point 4 (year or semester) | Data Point 5 (year or semester) | | | | | | | | | | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|----|---------|----|------|---------|-----|----|---------|----|----|--|--|--|--|--|
|  <table border="1"> <caption>Line Graph Data</caption> <thead> <tr> <th>Year</th> <th>Actual (%)</th> <th>Benchmark (%)</th> </tr> </thead> <tbody> <tr> <td>2008-10</td> <td>100</td> <td>90</td> </tr> <tr> <td>2010-12</td> <td>85</td> <td>90</td> </tr> <tr> <td>2012-14</td> <td>100</td> <td>90</td> </tr> <tr> <td>2014-17</td> <td>95</td> <td>90</td> </tr> </tbody> </table> | Year | Actual (%) | Benchmark (%) | 2008-10 | 100 | 90 | 2010-12 | 85 | 90 | 2012-14 | 100 | 90 | 2014-17 | 95 | 90 | | | | | |
| Year | Actual (%) | Benchmark (%) | | | | | | | | | | | | | | | | | | |
| 2008-10 | 100 | 90 | | | | | | | | | | | | | | | | | | |
| 2010-12 | 85 | 90 | | | | | | | | | | | | | | | | | | |
| 2012-14 | 100 | 90 | | | | | | | | | | | | | | | | | | |
| 2014-17 | 95 | 90 | | | | | | | | | | | | | | | | | | |
|  <table border="1"> <caption>TTC CPT264 Program Review Success Rates</caption> <thead> <tr> <th>Term</th> <th>Success Rate (%)</th> </tr> </thead> <tbody> <tr> <td>FA15</td> <td>91</td> </tr> <tr> <td>SP16</td> <td>98</td> </tr> <tr> <td>FA16</td> <td>97</td> </tr> <tr> <td>SP17</td> <td>89</td> </tr> </tbody> </table> | Term | Success Rate (%) | FA15 | 91 | SP16 | 98 | FA16 | 97 | SP17 | 89 | | | | | | | | | | |
| Term | Success Rate (%) | | | | | | | | | | | | | | | | | | | |
| FA15 | 91 | | | | | | | | | | | | | | | | | | | |
| SP16 | 98 | | | | | | | | | | | | | | | | | | | |
| FA16 | 97 | | | | | | | | | | | | | | | | | | | |
| SP17 | 89 | | | | | | | | | | | | | | | | | | | |

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|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|-----|------|-----|------|-----|---------------|-------|------|-----|------|------|------|-----|------|-----|--|--|--|--|--|
| <div data-bbox="474 391 800 626" data-label="Figure"> <table border="1"> <caption>CPT 264 Communication</caption> <thead> <tr> <th>Year/Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA15</td> <td>3.5</td> </tr> <tr> <td>SP16</td> <td>3.4</td> </tr> <tr> <td>FA16</td> <td>3.9</td> </tr> <tr> <td>SP17</td> <td>3.6</td> </tr> </tbody> </table> </div> <div data-bbox="478 699 810 943" data-label="Figure"> <table border="1"> <caption>CPT 264 Critical Thinking</caption> <thead> <tr> <th>Year/Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA15</td> <td>3.4</td> </tr> <tr> <td>SP16</td> <td>3.45</td> </tr> <tr> <td>FA16</td> <td>3.6</td> </tr> <tr> <td>SP17</td> <td>3.9</td> </tr> </tbody> </table> </div> | Year/Semester | Score | FA15 | 3.5 | SP16 | 3.4 | FA16 | 3.9 | SP17 | 3.6 | Year/Semester | Score | FA15 | 3.4 | SP16 | 3.45 | FA16 | 3.6 | SP17 | 3.9 | | | | | |
| Year/Semester | Score | | | | | | | | | | | | | | | | | | | | | | | | |
| FA15 | 3.5 | | | | | | | | | | | | | | | | | | | | | | | | |
| SP16 | 3.4 | | | | | | | | | | | | | | | | | | | | | | | | |
| FA16 | 3.9 | | | | | | | | | | | | | | | | | | | | | | | | |
| SP17 | 3.6 | | | | | | | | | | | | | | | | | | | | | | | | |
| Year/Semester | Score | | | | | | | | | | | | | | | | | | | | | | | | |
| FA15 | 3.4 | | | | | | | | | | | | | | | | | | | | | | | | |
| SP16 | 3.45 | | | | | | | | | | | | | | | | | | | | | | | | |
| FA16 | 3.6 | | | | | | | | | | | | | | | | | | | | | | | | |
| SP17 | 3.9 | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|-------|------|------|------|------|------|------|------|------|------|-------|------|------|------|------|--|--|--|--|--|
|  <p>MKT 260 Critical Thinking</p> <table border="1"> <tr><th>Year</th><td>FA15</td><td>SP16</td><td>FA16</td><td>SP17</td></tr> <tr><th>Score</th><td>3.00</td><td>3.30</td><td>3.10</td><td>3.40</td></tr> </table> <p>MKT260 Communication</p> <table border="1"> <tr><th>Year</th><td>FA15</td><td>SP16</td><td>FA16</td><td>SP17</td></tr> <tr><th>Score</th><td>3.35</td><td>3.25</td><td>3.15</td><td>3.55</td></tr> </table> | Year | FA15 | SP16 | FA16 | SP17 | Score | 3.00 | 3.30 | 3.10 | 3.40 | Year | FA15 | SP16 | FA16 | SP17 | Score | 3.35 | 3.25 | 3.15 | 3.55 | | | | | |
| Year | FA15 | SP16 | FA16 | SP17 | | | | | | | | | | | | | | | | | | | | | |
| Score | 3.00 | 3.30 | 3.10 | 3.40 | | | | | | | | | | | | | | | | | | | | | |
| Year | FA15 | SP16 | FA16 | SP17 | | | | | | | | | | | | | | | | | | | | | |
| Score | 3.35 | 3.25 | 3.15 | 3.55 | | | | | | | | | | | | | | | | | | | | | |
|  <p>MGT 240 Critical Thinking</p> <table border="1"> <tr><th>Year</th><td>FA15</td><td>SP16</td><td>FA16</td><td>SP17</td></tr> <tr><th>Score</th><td>3.35</td><td>3.60</td><td>3.35</td><td>3.25</td></tr> </table> <p>MGT 240 Communication</p> <table border="1"> <tr><th>Year</th><td>FA15</td><td>SP16</td><td>FA16</td><td>SP17</td></tr> <tr><th>Score</th><td>3.75</td><td>3.75</td><td>3.25</td><td>3.55</td></tr> </table> | Year | FA15 | SP16 | FA16 | SP17 | Score | 3.35 | 3.60 | 3.35 | 3.25 | Year | FA15 | SP16 | FA16 | SP17 | Score | 3.75 | 3.75 | 3.25 | 3.55 | | | | | |
| Year | FA15 | SP16 | FA16 | SP17 | | | | | | | | | | | | | | | | | | | | | |
| Score | 3.35 | 3.60 | 3.35 | 3.25 | | | | | | | | | | | | | | | | | | | | | |
| Year | FA15 | SP16 | FA16 | SP17 | | | | | | | | | | | | | | | | | | | | | |
| Score | 3.75 | 3.75 | 3.25 | 3.55 | | | | | | | | | | | | | | | | | | | | | |