

## Student Learning Results

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Performance Indicator	Definition				
1. Student Learning Results	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</i>				
Performance Measure	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)	
Measurable goal	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?		
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
<b>ACCT 2300</b> <b>Accounting Capstone</b>  Students will prepare a portfolio in this course that demonstrates skills in five areas. Those areas are designated on the horizontal axis of the accompanying graph. Faculty have set a benchmark of 70%.	Students have scored at or above the 70% benchmark in all areas of measurement.	The area of theory and practice has the great variability when comparing results over time. This assessment is an important component and students must demonstrate an understanding of the process.	To augment the students understanding of theory and practice, a subsequent assessment requires the students to make improvements and build on the theory and practice problem when demonstrating their ability and use of technology.		
<b>CIS 1101</b> <b>Business Computer Systems I</b>  Students will complete an Excel Performance Exam of intermediate level spreadsheet skills to access information, think critically and creatively, create documents, apply knowledge to solve new problems, evaluate information and complete real world business tasks.  Goal: 70% or more students will reach a proficiency level, defined as 75% or higher. This was a new measurement effective in 2014.	A direct, formative assessment will be given using the Skills Management Assessment tool to create a post-test in Excel.	Since our last report, we were trending up, showing improvement year to year. However, Spring 2020 dropped significantly. The Excel exam was scheduled in the midst of our 'shut down' due to COVID. Students were supposed to take the exam after spring break (one week after the material was taught), but due to COVID, the school stayed shut down an extra two weeks. This delay, as well as the mental toll the pandemic placed on students, was noted in their performance.	In Spring 2014, a new procedure was written to assist in collecting not just average score but also the percentage of students that are proficient at a 75% level or better. We wanted more students to achieve proficiency, not just raise an average that could leave as many students behind. We also analyzed proficiency by task to allow us to direct efforts to challenging concepts so our remediation efforts can be more focused.		
<b>BUS 1100</b> <b>Introduction to Business</b>  <b>Qualitative:</b> Students in all sections will write a formal business paper about an assigned public company that includes a title page, table of contents, page numbers, and work cited page. The paper will describe this company in terms of international involvement, business ethics, financial position, stock value, target market, organizational structure, information technology, and its transformation process. Benchmark is 80% of students completing at Proficient or Exemplary level.  <b>Quantitative:</b> Students in all sections will take a common assessment covering the concepts of business environment, business formation, finance, marketing, and management. Benchmark is 80% average on this common assessment.	<b>Qualitative:</b> Students across multiple sections will be evaluated based on a common rubric developed by faculty in this area. The rubric scores the marketing plan on the following four criteria: Marketing Concept, Strategic Details and Language, External Support of Strategy and Communication. Students will be rated using one of the following four levels: Emerging, Developing, Proficient and Exemplary.  <b>Quantitative:</b> All Introduction to Business students complete the final exam within the Business Outcome Portfolio learning module.	In the last four years the department has seen improvements in the qualitative measure while the quantitative measure has remained flat.	The department is currently working on improving the qualitative measure to add additional elements or critical thinking.		

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<p><b>BUS 1110 Human Relations</b></p> <p><b>Qualitative:</b> Students in all sections will write a formal business letter about growth and goals for concepts learned over the semester. Goals include Emotional Intelligence goals and 'Sharpening the Saw' (Covey) goals: professional, physical, emotional, intellectual goals. Also covers findings regarding StrengthsFinder and SMART goals for enhancing Strengths. Letter will follow professional letter formatting and research for Emotional Intelligence improvements. Includes Works Cited page. Benchmark is 80% of students completing at Proficient or Exemplary level.</p> <p><b>Quantitative:</b> Students in all sections will take a common assessment covering the concepts of Personality &amp; Communications Styles, Diversity &amp; Equity, Emotional Intelligence, Workplace Etiquette, Communication skills, Self-Esteem &amp; Goal Setting, Conflict Resolution. Benchmark is 75% average on this common assessment.</p>	<p><b>Qualitative:</b> All sections were not captured for final evaluation. Submitted assessments met or exceeded the benchmark of 75% Proficient or Exemplary level.</p> <p><b>Quantitative:</b> From Fall 2018 to Spring 2020, student exceeded the 80% average in one semester and fell below the average in four semesters.</p> <p><b>Qualitative:</b> All Human Relations students complete the final exam within the Business Outcome Portfolio learning module</p> <p><b>Quantitative:</b> All Human Relations students complete the final exam within the Business Outcome Portfolio learning module</p>	<p>In the last four years the department has seen improvements in the qualitative measure while the quantitative measure has remained flat.</p>	<p>The department is currently working to improve student performance on quantitative outcome measures. Also working to improve student understanding of professional letter formatting—a common reason for qualitative score deductions.</p>	<p><b>Human Relations Final Exam</b></p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr> <th>Topic</th> <th>Fall 18</th> <th>Spring 17</th> <th>Summer 17</th> <th>Fall 17</th> <th>Spring 18</th> <th>Summer 18</th> <th>Fall 18</th> <th>Spring 19</th> <th>Summer 19</th> <th>Fall 19</th> <th>Spring 20</th> </tr> </thead> <tbody> <tr> <td>Average Final Score</td> <td>0.00%</td> <td>74.20%</td> <td>0.00%</td> <td>75%</td> <td>69%</td> <td>76.22%</td> <td>76.32%</td> <td>77%</td> <td>82%</td> <td>77.21%</td> <td>77.58%</td> </tr> <tr> <td>Standard Deviation</td> <td>0.00%</td> <td>14.06%</td> <td>0.00%</td> <td>0.10695199</td> <td>0.14449567</td> <td>0.115497</td> <td>0.1112063</td> <td>0.11060645</td> <td>0.09458792</td> <td>11.79%</td> <td>8.20%</td> </tr> <tr> <td>Number Completed Exams</td> <td>0</td> <td>49</td> <td>0</td> <td>75</td> <td>68</td> <td>18</td> <td>87</td> <td>110</td> <td>21</td> <td>104</td> <td>49</td> </tr> </tbody> </table> <p><b>Average Final Human Relations Score</b></p>			Topic	Fall 18	Spring 17	Summer 17	Fall 17	Spring 18	Summer 18	Fall 18	Spring 19	Summer 19	Fall 19	Spring 20	Average Final Score	0.00%	74.20%	0.00%	75%	69%	76.22%	76.32%	77%	82%	77.21%	77.58%	Standard Deviation	0.00%	14.06%	0.00%	0.10695199	0.14449567	0.115497	0.1112063	0.11060645	0.09458792	11.79%	8.20%	Number Completed Exams	0	49	0	75	68	18	87	110	21	104	49																																																																																																																								
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<p><b>BUS 2200 Principles of Management</b></p> <p><b>Qualitative:</b> Students in all sections will write a management plan paper that walks through the functions of planning, organizing, leading, and controlling. Benchmark is 80% of students completing at Proficient or Exemplary level.</p> <p><b>Quantitative:</b> Students in all sections will take a common assessment covering the functional areas of planning, organizing, leading, and controlling. Benchmark is 80% average on this common assessment.</p>	<p><b>Qualitative:</b> Students met or exceeded the benchmark of 80% Proficient or Exemplary level.</p> <p><b>Quantitative:</b> From Fall 2018 to Spring 2020, student exceeded the 80% average in one semester and fell below the average in four semesters.</p> <p><b>Qualitative:</b> All Principles of Management students complete the final exam within the Business Outcome Portfolio learning module</p>	<p>Both the quantitative and qualitative measures are being examined and improved upon as this class has had the most variability in terms of common assessment ownership.</p>	<p>Creating new and more valid quantitative and qualitative outcome measures.</p>	<p><b>Principles of Management Final Exam</b></p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr> <th>Topic</th> <th>Spring 16</th> <th>Summer 16</th> <th>Fall 16</th> <th>Spring 17</th> <th>Summer 17</th> <th>Fall 17</th> <th>Spring 18</th> <th>Summer 18</th> <th>Fall 18</th> <th>Spring 19</th> <th>Summer 19</th> <th>Fall 19</th> <th>Spring 20</th> </tr> </thead> <tbody> <tr> <td>Average Final Score</td> <td>70.78%</td> <td>72.36%</td> <td>70.77%</td> <td>74.82%</td> <td>75.11%</td> <td>76.97%</td> <td>80.63%</td> <td>74.73%</td> <td>86.32%</td> <td>79.68%</td> <td>74.37%</td> <td>81.64%</td> <td>81.64%</td> </tr> <tr> <td>Standard Deviation</td> <td>21.04%</td> <td>18.12%</td> <td>19.97%</td> <td>20.77%</td> <td>20.18%</td> <td>19.39%</td> <td>18.43%</td> <td>18.43%</td> <td>20.78%</td> <td>16.42%</td> <td>18.47%</td> <td>15.45%</td> <td>15.45%</td> </tr> <tr> <td>Number Completed Exams</td> <td>72</td> <td>45</td> <td>93</td> <td>131</td> <td>0</td> <td>90</td> <td>101</td> <td>48</td> <td>68</td> <td>67</td> <td>84</td> <td>70</td> <td>23</td> </tr> </tbody> </table> <p><b>Average Final Principles of Management Score</b></p>			Topic	Spring 16	Summer 16	Fall 16	Spring 17	Summer 17	Fall 17	Spring 18	Summer 18	Fall 18	Spring 19	Summer 19	Fall 19	Spring 20	Average Final Score	70.78%	72.36%	70.77%	74.82%	75.11%	76.97%	80.63%	74.73%	86.32%	79.68%	74.37%	81.64%	81.64%	Standard Deviation	21.04%	18.12%	19.97%	20.77%	20.18%	19.39%	18.43%	18.43%	20.78%	16.42%	18.47%	15.45%	15.45%	Number Completed Exams	72	45	93	131	0	90	101	48	68	67	84	70	23																																																																																																																
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<p><b>BUS 2600 Principles of Marketing</b></p> <p><b>Qualitative:</b> Students in all sections will write a marketing plan paper for an original company of the students choosing. Benchmark is 80% of students completing at Proficient or Exemplary level.</p> <p><b>Quantitative:</b> Students in all sections will take a common assessment covering the marketing concept, environment, consumer behavior, global marketing, research, segmentation, product strategy, pricing strategy, distribution strategy, and promotion strategy. Benchmark is 80% average on this common assessment.</p>	<p><b>Qualitative:</b> Students met or exceeded the benchmark of 80% Proficient or Exemplary level.</p> <p><b>Quantitative:</b> From Fall 2018 to Spring 2020, student exceeded the 80% average in four semesters and fell below the average in one semester.</p> <p><b>Qualitative:</b> All Principles of Marketing students complete the final exam within the Business Outcome Portfolio learning module</p>	<p>In-class case presentations significantly help prepare students for the final exam and individual marketing plan project.</p>	<p>Based on these measures and additional feedback from students and employers, the department is modifying our current Marketing M&amp;S Degree in the spring of 2021 to more accurately reflect the environment and needs of employers.</p>	<p><b>Principles of Marketing Final Exam</b></p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr> <th>Topic</th> <th>Spring 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