

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).

Business + Innovation Program Assessment Process

The Business + Innovation Department assesses the Accounting program of study on a program goal-based schedule. The assessment process is centered on course goals mapped to program goals. One program goal is assessed in each academic year, and they are assessed in sequential order. Most assessments take place in the Fall semester, but assessments can take place in the Spring semester depending on course scheduling.

The assessment process follows a cycle. Each academic year, an assessment plan is created using one goal from each program. The program goal to be assessed will be aligned with the most appropriate course goal(s). The course goal will be assessed in all sections of the course using an instrument chosen by the instructor. Results are reported to area coordinators and aggregate results are reported to the assessment coordinator. Each area will create an action plan based on the results from the assessment. This action plan will be applied during the next semester in which the course is scheduled. A follow up or “loop closing” report which provides information on the efficacy of the action plan is conveyed to the assessment coordinator. Assessment plans, results, action plans and loop closing reports are documented on Taskstream by the assessment coordinator.

Notes: Fall 2019 - Assessment results not reported as of 12/19/19.

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)										
<p>Accounting Goal 1: Complete the accounting cycle Measurable goal: 70% of students will demonstrate foundational knowledge Fall 2022 - goal will next be assessed</p>	<p>Select questions from a department-wide final exam in ACCT 105. Faculty designed direct, formative, and internal, final exam.</p>	<p>Fall 2013 - The goal of 70% or better was not achieved. Fall 2014 - Progress was made in reaching the goal of 70%. Fall 2017 - The goal of 70% or better was not achieved. Fall 2018 - The goal of reaching 70% was not achieved.</p>	<p>Fall 2013 - Students need additional instruction. Fall 2014 - 50% of the students failed four questions. Fall 2017 - Review content of the selected questions, specifically, question # 25 & 44. Fall 2018 - Further review is needed.</p>	<p>Instructional materials addressing the identified deficiencies have been developed by faculty, while consulting with the textbook publisher. Guided practice sessions with students. Embedded tutors in class.</p>	<p>Accounting Program Goal 1</p> <table border="1"> <caption>Accounting Program Goal 1 Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2012</td> <td>54</td> </tr> <tr> <td>Fall 2013</td> <td>56</td> </tr> <tr> <td>Fall 2014</td> <td>63</td> </tr> <tr> <td>Fall 2017</td> <td>46</td> </tr> </tbody> </table>	Year	Score	Fall 2012	54	Fall 2013	56	Fall 2014	63	Fall 2017	46
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Business + Innovation Program Assessment Process

The Business + Innovation Department assesses the Business Administration program of study on a program goal-based schedule. The assessment process is centered on course goals mapped to program goals. One program goal is assessed in each academic year, and they are assessed in sequential order. Most assessments take place in the Fall semester, but assessments can take place in the Spring semester depending on course scheduling.

The assessment process follows a cycle. Each academic year, an assessment plan is created using one goal from each program. The program goal to be assessed will be aligned with the most appropriate course goal(s). The course goal will be assessed in all sections of the course using an instrument chosen by the instructor. Results are reported to area coordinators and aggregate results are reported to the assessment coordinator. Each area will create an action plan based on the results from the assessment. This action plan will be applied during the next semester in which the course is scheduled. A follow up or "loop closing" report which provides information on the efficacy of the action plan is conveyed to the assessment coordinator. Assessment plans, results, action plans and loop closing reports are documented on Taskstream by the assessment coordinator.

Notes: In the 2017 - 2018 academic year, the General Education goals of Critical Thinking, Diversity, Social Science and Writing were assessed. A Program of Study assessment was not conducted.

Fall 2019 - results not reported as of 12/19/19.

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 Result: 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)																		
Business Administration Goal 1: Demonstrate an understanding of the functions of business. Measurable Goal: Students will average 80% or better on a 'Case Analysis' project.	Faculty designed direct, formative, and internal final 'Business Case' assignment.	The goal of 80% or better was achieved, with incremental increases from 2011-2013.	Student artifact analysis revealed an incomplete knowledge of the learning outcome "Problem Solving Decision Making Analysis."	There was a significant drop in artifact scores in Fall 2016. Faculty to review instructional methods - specifically a lack of student knowledge or understanding of the case analysis process itself. Reassess in Fall 2018.	<p align="center">Business Administration Program Goal 1</p> <table border="1"> <caption>Business Administration Program Goal 1 Scores</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2010</td> <td>75</td> </tr> <tr> <td>Spring 2011</td> <td>77</td> </tr> <tr> <td>Spring 2012</td> <td>82</td> </tr> <tr> <td>Spring 2013</td> <td>87</td> </tr> <tr> <td>Spring 2014</td> <td>89</td> </tr> <tr> <td>Fall 15</td> <td>97</td> </tr> <tr> <td>Fall 16</td> <td>72</td> </tr> <tr> <td>Fall 19</td> <td>72</td> </tr> </tbody> </table>	Term	Score	Fall 2010	75	Spring 2011	77	Spring 2012	82	Spring 2013	87	Spring 2014	89	Fall 15	97	Fall 16	72	Fall 19	72
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TABLE 2: Student Learning Results (Standard 4) Entrepreneurship & Small Business Management

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition										
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	- 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).										
Business + Innovation Program Assessment Process											
The Business + Innovation Department assesses the Entrepreneurship & Small Business Management program of study on a program goal-based schedule. The assessment process is centered on course goals mapped to program goals. One program goal is assessed in each academic year, and they are assessed in sequential order. Most assessments take place in the Fall semester, but assessments can take place in the Spring semester depending on course scheduling.											
The assessment process follows a cycle. Each academic year, an assessment plan is created using one goal from each program. The program goal to be assessed will be aligned with the most appropriate course goal(s). The course goal will be assessed in all sections of the course using an instrument chosen by the instructor. Results are reported to area coordinators and aggregate results are reported to the assessment coordinator. Each area will create an action plan based on the results from the assessment. This action plan will be applied during the next semester in which the course is scheduled. A follow up or “loop closing” report which provides information on the efficacy of the action plan is conveyed to the assessment coordinator. Assessment plans, results, action plans and loop closing reports are documented on Taskstream by the assessment coordinator.											
Notes: Program of study was revised in 2017.											
Fall 2018 - General Education Technological Competence was assessed. Results not available. Fall 2019 - Goal 1 assessment results not reported as of 12/19/19.											
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)						
Entrepreneurship & Small Business Management Goal 1: Demonstrate knowledge of the components of a business plan for starting one's own business or purchasing an existing business. Measurable Goal: 80% of the students will pass the assessment.	Direct, internal, summative.	2015 - 90% of students passed the assessment, while 10% failed the assessment. 2019 - results not available as of 12/19/19.	2015 - Further training on assessment is needed focusing on the creation of appropriate assessment rubrics; aligning program goals, course goals and rubrics; and the difference between assessment results and grades.	2015 - When we produce quantitative and qualitative data directly related to the goal which can be utilized for continuous improvement activities and monitoring.	Small Business Management Program Goal 1  <table border="1"> <caption>Small Business Management Program Goal 1 Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>90</td> </tr> <tr> <td>Fall 2019</td> <td>0</td> </tr> </tbody> </table>	Year	Percentage	Fall 2015	90	Fall 2019	0
Year	Percentage										
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TABLE 2: Student Learning Results (Standard 4) Management/Marketing General

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	- For all data reported, show sample size (n=75).

Business + Innovation Program Assessment Process

The Business + Innovation Department assesses the Management/Marketing program of study on a program goal-based schedule. The assessment process is centered on course goals mapped to program goals. One program goal is assessed in each academic year, and they are assessed in sequential order. Most assessments take place in the Fall semester, but assessments can take place in the Spring semester depending on course scheduling.

The assessment process follows a cycle. Each academic year, an assessment plan is created using one goal from each program. The program goal to be assessed will be aligned with the most appropriate course goal(s). The course goal will be assessed in all sections of the course using an instrument chosen by the instructor. Results are reported to area coordinators and aggregate results are reported to the assessment coordinator. Each area will create an action plan based on the results from the assessment. This action plan will be applied during the next semester in which the course is scheduled. A follow up or “loop closing” report which provides information on the efficacy of the action plan is conveyed to the assessment coordinator. Assessment plans, results, action plans and loop closing reports are documented on Taskstream by the assessment coordinator.

Notes: Goal 1 assessment results not available as of 12/19/19.

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)						
Management/Marketing Goal 1: Create written reports on job-related problems. Measurable Goal: Students will achieve an average score of 80% or better.	Faculty designed direct, formative and internal final 'Written Project' demonstrating specific learning outcomes applied to the Co-Op Employment experience.	Students achieved an average score of 87%	The analysis of artifacts revealed that students who achieved lower scores had difficulty in properly citing outside resources.	Faculty collaboration with the Instructional Resources staff specialists to design and instruct students in the use of library research guides, "Lib Guides". Fall 13 Actions Taken: Schedule regular face-to-face or virtual meetings with students to discuss progress. 2) Provide rubric and clear expectations for student outcomes and direction how to express understanding.	<table border="1"> <caption>M&M General Program Goal 1</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2012</td> <td>87</td> </tr> <tr> <td>Fall 2013</td> <td>88</td> </tr> </tbody> </table>	Year	Score	Fall 2012	87	Fall 2013	88
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Business + Innovation Program Assessment Process

The Business + Innovation Department assesses the Paralegal Studies program of study on a program goal-based schedule. Starting in Fall 2016, the assessment process was centered on course goals mapped to program goals. One program goal is assessed in each academic year, and they are assessed in sequential order. Most assessments take place in the Fall semester, but assessments can take place in the Spring semester depending on course scheduling.

The assessment process follows a cycle. Each academic year, an assessment plan is created using one goal from each program. The program goal to be assessed will be aligned with the most appropriate course goal(s). The course goal will be assessed in all sections of the course using an instrument chosen by the instructor. Results are reported to area coordinators and aggregate results are reported to the assessment coordinator. Each area will create an action plan based on the results from the assessment. This action plan will be applied during the next semester in which the course is scheduled. A follow up or "loop closing" report which provides information on the efficacy of the action plan is conveyed to the assessment coordinator. Assessment plans, results, action plans and loop closing reports are documented on Taskstream by the assessment coordinator.

Notes: Fall 2019 results not available as of 12/19/19.

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)														
<p>Paralegal Studies Goal 1: Demonstrate an understanding of the basic concepts of substantive and procedural law, including the operation of the legal system and the theory of law. Measurable Goal: Benchmark - all students should achieve an average score of 70% or better</p>	<p>Administration of a comprehensive exam distributed two weeks prior to the end of the semester. The exam covers material from all Core Paralegal Courses - Intro to Paralegal, Research and Writing, Advanced Research and Writing, Civil Litigation and Torts. Direct, Summative, Internal. While this exam is used to generate grades for the class, a specific assessment rubric is used for assessment purposes.</p>	<p>Since the most recent report, this assessment was deployed in Fall, 2017 and collected/analyzed in Spring, 2018. For assessment purposes, a 70% or higher was considered "passing" and nine students passed, and two failed.</p>	<p>In response to prior assessment cycles, questions regarding drafting Legal Briefs and Ethics were added, as these concepts are considered to be of high importance to the faculty and are covered in various courses throughout the program. A question regarding ancillary jurisdiction was eliminated as it was not deemed especially important. After analyzing these assessment results, the faculty agree that some students continue to recall basic concepts, including personal/subject matter jurisdiction.</p>	<p>The faculty agree that Chris Simcox, the Capstone course instructor will hold a mandatory review session for the Exam. The faculty also agree to make more of an effort to review these concepts in their classes. The two "failing" exams were analyzed in greater detail. The faculty noted that that students struggled with understanding the significance of appellate court rulings, the statute of limitations, and common law. It is, however, noted that students performed well on the question regarding the drafting of Legal Briefs. This could likely be attributed to the faculty's response to a separate goal, which was to infuse more writing assignments into each course, and to conduct all elective courses as if they were "writing emphasis" courses. It was also noted that the areas wherein two students failed are "basic concepts" and that the two students who were considered to have "failed" for assessment purposes have demonstrated a poor performance throughout the course and program.</p>	<p>Paralegal Program Goal 1</p> <table border="1"> <caption>Paralegal Program Goal 1 Scores</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2012</td> <td>74</td> </tr> <tr> <td>Spring 2013</td> <td>84</td> </tr> <tr> <td>Spring 2014</td> <td>74</td> </tr> <tr> <td>Fall 2015</td> <td>79</td> </tr> <tr> <td>Fall 2017</td> <td>77</td> </tr> <tr> <td>Fall 2018</td> <td>82</td> </tr> </tbody> </table>	Term	Score	Fall 2012	74	Spring 2013	84	Spring 2014	74	Fall 2015	79	Fall 2017	77	Fall 2018	82
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