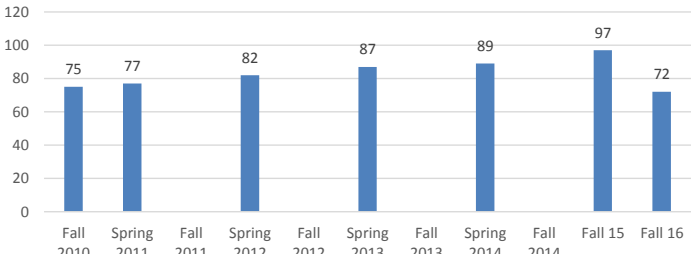


**TABLE 2: Student Learning Results (Standard 4) Business Administration**

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
<b>1. Student Learning Results</b>	<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).

**Analysis of Results**

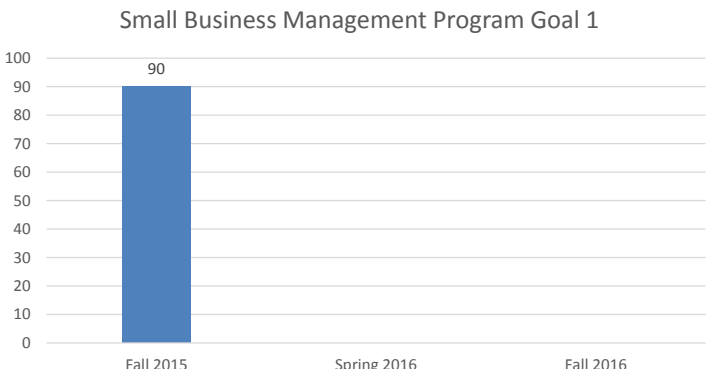
<b>Performance Measure:</b> For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	<b>What is your measurement instrument or process?</b> Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	<b>Current Results:</b> What are your current results?	<b>Analysis of Results:</b> What did you learn from your results?	<b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																								
<b>Demonstrate an understanding of the functions of business</b>	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	<div style="text-align: center;"> <p>Business Administration Program Goal 1</p>  <table border="1" style="margin: 0 auto;"> <caption>Business Administration Program Goal 1 Data</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>Fall 2011</td> <td></td> </tr> <tr> <td>Spring 2012</td> <td>82</td> </tr> <tr> <td>Fall 2012</td> <td></td> </tr> <tr> <td>Spring 2013</td> <td>87</td> </tr> <tr> <td>Fall 2013</td> <td></td> </tr> <tr> <td>Spring 2014</td> <td>89</td> </tr> <tr> <td>Fall 2014</td> <td></td> </tr> <tr> <td>Fall 15</td> <td>97</td> </tr> <tr> <td>Fall 16</td> <td>72</td> </tr> </tbody> </table> </div>	Term	Score	Fall 2010	75	Spring 2011	77	Fall 2011		Spring 2012	82	Fall 2012		Spring 2013	87	Fall 2013		Spring 2014	89	Fall 2014		Fall 15	97	Fall 16	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
<b>1. Student Learning Results</b>	<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	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)								
Write a business plan starting one’s own business or purchasing an existing business	Program of study is under revision to evaluate whether this program goal is realistic. It has never been assessed.				<p style="text-align: center;">Small Business Management Program Goal 1</p>  <table border="1" style="display: none;"> <caption>Small Business Management Program Goal 1 Data</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>90</td> </tr> <tr> <td>Spring 2016</td> <td></td> </tr> <tr> <td>Fall 2016</td> <td></td> </tr> </tbody> </table>	Term	Score	Fall 2015	90	Spring 2016		Fall 2016	
Term	Score												
Fall 2015	90												
Spring 2016													
Fall 2016													

**TABLE 2: Student Learning Results (Standard 4) Paralegal**

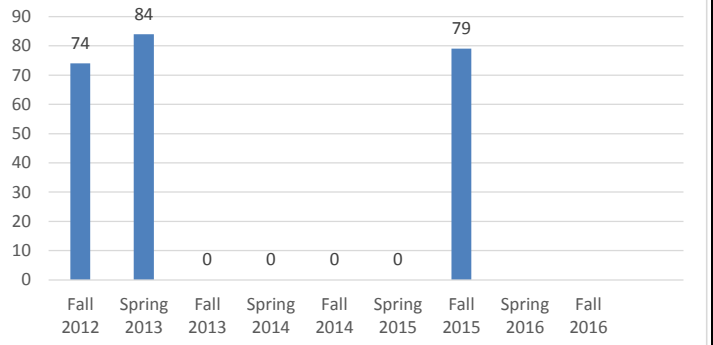
Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
<b>1. Student Learning Results</b>	<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).

**Analysis of Results**

<b>Performance Measure:</b> 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)	<u>Current Results:</u> What are your current results?	<u>Analysis of Results:</u> What did you learn from your results?	<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)

**Analysis of Results**

<b>Performance Measure:</b> For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	<b>What is your measurement instrument or process?</b> Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	<b>Current Results:</b> What are your current results?	<b>Analysis of Results:</b> What did you learn from your results?	<b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																				
<b>Fall 2012 Assessed 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; Benchmark - all students should achieve an average score of 70% or better</b>	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	100 % of students achieved a 70% or better on the exam. The average score was 74%.	Distribute the exam at the beginning of the semester and offer a review power point and one in person review session. The benchmark - all students should achieve an average score of 75% or better.	The exam was distributed two weeks earlier and an in person review and power point were available for students. In Spring 2013, the average score on the exam was 84%. A new goal of all students achieving a average score of 85% or better was set. Fall 15 Actions Taken: In an effort to increase scores in years prior, the area has utilized the following strategies to improve exam scores: complete the exam over a greater period of time. In the past, these measures have resulted in a significant improvement in exam scores. This tradition has continued, and the increased scores are reflected in the above data. 2) Going forward, the paralegal area intends to modify the exam itself. Chris Simcox, the faculty member who teaches the Capstone course, has indicated that the exam questions should be modified to more closely reflect the content in both the course and the progrm. 3) Prior assessment tools, specifically the employer evaluations, have indicated that students could benefit from additional writing instruction. Accordingly, the paralegal area has created LAWS 295- Special Topics in Law, which is being offered as a writing intensive course. The paralegal faculty who team-teach this course are committed to utilizing writing intensive assignments to measure student learning outcomes in this course.	<p align="center">Paralegal Program Goal 1</p>  <table border="1"> <caption>Paralegal Program Goal 1 Data</caption> <thead> <tr> <th>Year</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>Fall 2013</td> <td>0</td> </tr> <tr> <td>Spring 2014</td> <td>0</td> </tr> <tr> <td>Fall 2014</td> <td>0</td> </tr> <tr> <td>Spring 2015</td> <td>0</td> </tr> <tr> <td>Fall 2015</td> <td>79</td> </tr> <tr> <td>Spring 2016</td> <td>0</td> </tr> <tr> <td>Fall 2016</td> <td>0</td> </tr> </tbody> </table>	Year	Score	Fall 2012	74	Spring 2013	84	Fall 2013	0	Spring 2014	0	Fall 2014	0	Spring 2015	0	Fall 2015	79	Spring 2016	0	Fall 2016	0
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**TABLE 2: Student Learning Results (Standard 4) M&M General**

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
<b>1. Student Learning Results</b>	<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).

**Analysis of Results**

<b>Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal</b>	<b>What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)</b>	<b>Current Results: What are your current results?</b>	<b>Analysis of Results: What did you learn from your results?</b>	<b>Action Taken or Improvement Made: What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>																
<b>Create written reports on job-related problems</b>	Students will achieve an average score of 90% or better on faculty designed, direct, formative, and internal, final 'Written Project' demonstrating specific learning outcomes applied to the Co-Op Employment experience. Direct, formative and internal.	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 15 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.	<div style="text-align: center;"> <p>M&amp;M General Program Goal 1</p> <table border="1"> <caption>M&amp;M General Program Goal 1 Data</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2012</td> <td>87</td> </tr> <tr> <td>Spring 2013</td> <td>-</td> </tr> <tr> <td>Fall 2013</td> <td>88</td> </tr> <tr> <td>Spring 2014</td> <td>-</td> </tr> <tr> <td>Fall 2014</td> <td>-</td> </tr> <tr> <td>Fall 2015</td> <td>-</td> </tr> <tr> <td>Fall 2016</td> <td>-</td> </tr> </tbody> </table> </div>	Term	Score	Fall 2012	87	Spring 2013	-	Fall 2013	88	Spring 2014	-	Fall 2014	-	Fall 2015	-	Fall 2016	-
Term	Score																				
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