

TABLE 2: Student Learning Results (Standard 4)

Use this table to supply data for Criterion 4.2.

| 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 performance, licensure</i> - If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so - 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) | | | | | | | | | | | | | | | |
| All programs: ACC 2213: SLO - Students should be able to meet the following objective with 70% or greater accuracy. Prepare the basic financial statements. | Special continuing problem that has the students keep the books of a business using a months worth of transactions. We use both direct and indirect instruments. | 98% of students demonstrated knowledge of material. Sp 18 (n=84) | Changes made in classroom instruction and days in lab used for problem solving and discussion were successful. | Benchmark was met; however will continue with changes to maintain or improve results. | <table border="1"> <caption>ACC 2213 SLO Results</caption> <thead> <tr><th>Term</th><th>n</th><th>Percentage</th></tr> </thead> <tbody> <tr><td>Fa 16</td><td>83</td><td>~88%</td></tr> <tr><td>Sp 17</td><td>55</td><td>~92%</td></tr> <tr><td>Fa 17</td><td>84</td><td>~92%</td></tr> <tr><td>Sp 18</td><td>49</td><td>~98%</td></tr> </tbody> </table> | Term | n | Percentage | Fa 16 | 83 | ~88% | Sp 17 | 55 | ~92% | Fa 17 | 84 | ~92% | Sp 18 | 49 | ~98% |
| Term | n | Percentage | | | | | | | | | | | | | | | | | | |
| Fa 16 | 83 | ~88% | | | | | | | | | | | | | | | | | | |
| Sp 17 | 55 | ~92% | | | | | | | | | | | | | | | | | | |
| Fa 17 | 84 | ~92% | | | | | | | | | | | | | | | | | | |
| Sp 18 | 49 | ~98% | | | | | | | | | | | | | | | | | | |
| All programs: BAD 1113 - Intro to Business - SLO - Students can identify and discuss different business careers. | Career Presentation Project. We use an internally generated rubric to assess the components of the project which include a powerpoint and oral presentation. | 86% of students demonstrated knowledge of material. Sp 2018 (n=89) | Class time spent helping students narrow job fields research have been successful helping students gather good data about their potential chosen profession. | Benchmark was met: will continue with current process and look for ways to keep improving. | <table border="1"> <caption>BAD 1113 SLO Results</caption> <thead> <tr><th>Term</th><th>n</th><th>Percentage</th></tr> </thead> <tbody> <tr><td>Fa 16</td><td>137</td><td>~88%</td></tr> <tr><td>Sp 17</td><td>95</td><td>~85%</td></tr> <tr><td>Fa 17</td><td>130</td><td>~92%</td></tr> <tr><td>Sp 18</td><td>89</td><td>~85%</td></tr> </tbody> </table> | Term | n | Percentage | Fa 16 | 137 | ~88% | Sp 17 | 95 | ~85% | Fa 17 | 130 | ~92% | Sp 18 | 89 | ~85% |
| Term | n | Percentage | | | | | | | | | | | | | | | | | | |
| Fa 16 | 137 | ~88% | | | | | | | | | | | | | | | | | | |
| Sp 17 | 95 | ~85% | | | | | | | | | | | | | | | | | | |
| Fa 17 | 130 | ~92% | | | | | | | | | | | | | | | | | | |
| Sp 18 | 89 | ~85% | | | | | | | | | | | | | | | | | | |
| All Programs; ECO 2113 - Macroeconomics - SLO - Students should be able to analyze market changes in demand and supply in order to determine the effects of these changes on equilibrium price and quantity. | Supply and Demand project. Internally generated rubric used to assess each project which includes a written report and a group presentation. | 95% - average score on project. Sp 2018 (n=57) | Changing textbooks with a better presentation of the supply and demand theory was successful | Even though benchmark was met with a high percentage will still look at additional work to reinforce their understanding through MyEconLab. | <table border="1"> <caption>ECO 2113 SLO Results</caption> <thead> <tr><th>Term</th><th>n</th><th>Percentage</th></tr> </thead> <tbody> <tr><td>Fa 16</td><td>89</td><td>~78%</td></tr> <tr><td>Sp 17</td><td>89</td><td>~78%</td></tr> <tr><td>Fa 17</td><td>75</td><td>~82%</td></tr> <tr><td>Sp 18</td><td>57</td><td>~92%</td></tr> </tbody> </table> | Term | n | Percentage | Fa 16 | 89 | ~78% | Sp 17 | 89 | ~78% | Fa 17 | 75 | ~82% | Sp 18 | 57 | ~92% |
| Term | n | Percentage | | | | | | | | | | | | | | | | | | |
| Fa 16 | 89 | ~78% | | | | | | | | | | | | | | | | | | |
| Sp 17 | 89 | ~78% | | | | | | | | | | | | | | | | | | |
| Fa 17 | 75 | ~82% | | | | | | | | | | | | | | | | | | |
| Sp 18 | 57 | ~92% | | | | | | | | | | | | | | | | | | |
| All Programs; BAD 2413 - Legal Environment of Business - SLO - Students should be able to describe the legal mechanisms through which society chooses to resolve legal disputes by using the U.S. and local court systems as well as alternative dispute resolution. | Objective test and case studies. | 93% of students enroll in BAD 2413 showed and understanding of this objective based on test and case studies. Sp 2018 (n=71) | Understanding of this objective seems to be directly related to the case studies. The students showed improved critical thinking skills, listening skills, skills in oral presentation as well as preparation and organizing materials. | Continue with case studies to enhance and sharpen students skills and knowledge of this subject. | <table border="1"> <caption>BAD 2413 SLO Results</caption> <thead> <tr><th>Term</th><th>n</th><th>Percentage</th></tr> </thead> <tbody> <tr><td>Fa 16</td><td>68</td><td>~73%</td></tr> <tr><td>Sp 17</td><td>57</td><td>~78%</td></tr> <tr><td>Fa 17</td><td>60</td><td>~65%</td></tr> <tr><td>Sp 18</td><td>71</td><td>~92%</td></tr> </tbody> </table> | Term | n | Percentage | Fa 16 | 68 | ~73% | Sp 17 | 57 | ~78% | Fa 17 | 60 | ~65% | Sp 18 | 71 | ~92% |
| Term | n | Percentage | | | | | | | | | | | | | | | | | | |
| Fa 16 | 68 | ~73% | | | | | | | | | | | | | | | | | | |
| Sp 17 | 57 | ~78% | | | | | | | | | | | | | | | | | | |
| Fa 17 | 60 | ~65% | | | | | | | | | | | | | | | | | | |
| Sp 18 | 71 | ~92% | | | | | | | | | | | | | | | | | | |
| All Programs; CSC 1123 - Computer Applications - SLO - Demonstrate skill in building, editing, and formatting worksheets and creating charts. | Spreadsheets application exam using Microsoft Excel simulation software. | 76% of the students meet the goal of the objective. Sp 2018 (n=137) | Use of new training exam and new sim software was successful in helping student gain a better understanding of excel. | Continue to reinforce the use of the training exam and may consider to give points for exam as incentive to complete it. | <table border="1"> <caption>CSC 1123 SLO Results</caption> <thead> <tr><th>Term</th><th>n</th><th>Percentage</th></tr> </thead> <tbody> <tr><td>Fa 16</td><td>177</td><td>~78%</td></tr> <tr><td>Sp 17</td><td>n/a</td><td>-</td></tr> <tr><td>Fa 17</td><td>169</td><td>~78%</td></tr> <tr><td>Sp 18</td><td>137</td><td>~76%</td></tr> </tbody> </table> | Term | n | Percentage | Fa 16 | 177 | ~78% | Sp 17 | n/a | - | Fa 17 | 169 | ~78% | Sp 18 | 137 | ~76% |
| Term | n | Percentage | | | | | | | | | | | | | | | | | | |
| Fa 16 | 177 | ~78% | | | | | | | | | | | | | | | | | | |
| Sp 17 | n/a | - | | | | | | | | | | | | | | | | | | |
| Fa 17 | 169 | ~78% | | | | | | | | | | | | | | | | | | |
| Sp 18 | 137 | ~76% | | | | | | | | | | | | | | | | | | |

TABLE 7: Business Unit Performance Results (Standard 6)

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Organizational Effectiveness Results
 Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, increased use of web-based technologies, use of facilities by community organizations, contributions to the
 - Please note that data reported in this table should be business unit data and not institution-wide data.
 - If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that
 - For all data reported, show sample size (n=75).

| Analysis of Results | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|---|--|----------|---------------------|--------------------|-------|---------|------|---------|-------|---------|-------|-----|-----|-------|-------|-----|-------|-----|-----|
| Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.) | What is your measurement instrument or process? (indicate length of cycle) | 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) | | | | | | | | | | | | | | | | | | |
| Increase retention rates annually by 3% | Retention rates are reported after the end of each semester in the college Retention and Success Report prepared by the office of Institutional Effectiveness. | 90% for Spring 2018 | In a positive trend for the last two years. 23% increase in retention rate from Sp17 to Fa17. | Will continue to talk with students about the importance of completing course and how this will help them graduate in a reasonable time period. | <table border="1"> <caption>Retention Rates for Fall 16 - Sp 18</caption> <thead> <tr> <th>Semester</th> <th>Sample Size (n)</th> <th>Retention Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Fa 16</td> <td>1,059</td> <td>~65</td> </tr> <tr> <td>Sp 16</td> <td>1,078</td> <td>~68</td> </tr> <tr> <td>Su 17</td> <td>215</td> <td>~70</td> </tr> <tr> <td>Fa 17</td> <td>1,013</td> <td>~75</td> </tr> <tr> <td>Sp 18</td> <td>945</td> <td>~80</td> </tr> </tbody> </table> | Semester | Sample Size (n) | Retention Rate (%) | Fa 16 | 1,059 | ~65 | Sp 16 | 1,078 | ~68 | Su 17 | 215 | ~70 | Fa 17 | 1,013 | ~75 | Sp 18 | 945 | ~80 |
| Semester | Sample Size (n) | Retention Rate (%) | | | | | | | | | | | | | | | | | | | | | |
| Fa 16 | 1,059 | ~65 | | | | | | | | | | | | | | | | | | | | | |
| Sp 16 | 1,078 | ~68 | | | | | | | | | | | | | | | | | | | | | |
| Su 17 | 215 | ~70 | | | | | | | | | | | | | | | | | | | | | |
| Fa 17 | 1,013 | ~75 | | | | | | | | | | | | | | | | | | | | | |
| Sp 18 | 945 | ~80 | | | | | | | | | | | | | | | | | | | | | |
| 70% or higher student success rate. | Student success rates are reported after the end of each semester in the college Retention and Success Report prepared by the office of Institutional Effectiveness. | 87% success rate for Sp18 | Above 70% success rate | Continue to look at resources, teaching styles to help students be successful in our courses. | <table border="1"> <caption>Success Rates for Fall 16 - Sp 18</caption> <thead> <tr> <th>Semester</th> <th>Sample Size (n)</th> <th>Success Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Fa 16</td> <td>788</td> <td>~80</td> </tr> <tr> <td>Sp 17</td> <td>770</td> <td>~84</td> </tr> <tr> <td>Su 17</td> <td>185</td> <td>~85</td> </tr> <tr> <td>Fa 17</td> <td>735</td> <td>~85</td> </tr> <tr> <td>Sp 18</td> <td>710</td> <td>~87</td> </tr> </tbody> </table> | Semester | Sample Size (n) | Success Rate (%) | Fa 16 | 788 | ~80 | Sp 17 | 770 | ~84 | Su 17 | 185 | ~85 | Fa 17 | 735 | ~85 | Sp 18 | 710 | ~87 |
| Semester | Sample Size (n) | Success Rate (%) | | | | | | | | | | | | | | | | | | | | | |
| Fa 16 | 788 | ~80 | | | | | | | | | | | | | | | | | | | | | |
| Sp 17 | 770 | ~84 | | | | | | | | | | | | | | | | | | | | | |
| Su 17 | 185 | ~85 | | | | | | | | | | | | | | | | | | | | | |
| Fa 17 | 735 | ~85 | | | | | | | | | | | | | | | | | | | | | |
| Sp 18 | 710 | ~87 | | | | | | | | | | | | | | | | | | | | | |
| Increase of 1% annually the number of student choosing Business as their major. | Enrollment Demographics & Characteristics Report prepared by the office of Institutional Effectiveness. | Avg of 368 for 2016/2017 and Avg of 363 for 2017/2018 | Growth is very flat at this time. Sp18 the enrollment was down college wide. | Will continue with current recruiting process and look for ways to improve the process as needed. | <table border="1"> <caption># of Declared Business Majors</caption> <thead> <tr> <th>Semester</th> <th>Number of Majors</th> </tr> </thead> <tbody> <tr> <td>Fa 2016</td> <td>~368</td> </tr> <tr> <td>Sp 2017</td> <td>~368</td> </tr> <tr> <td>Fa 2017</td> <td>~363</td> </tr> <tr> <td>Sp 2018</td> <td>~363</td> </tr> </tbody> </table> | Semester | Number of Majors | Fa 2016 | ~368 | Sp 2017 | ~368 | Fa 2017 | ~363 | Sp 2018 | ~363 | | | | | | | | |
| Semester | Number of Majors | | | | | | | | | | | | | | | | | | | | | | |
| Fa 2016 | ~368 | | | | | | | | | | | | | | | | | | | | | | |
| Sp 2017 | ~368 | | | | | | | | | | | | | | | | | | | | | | |
| Fa 2017 | ~363 | | | | | | | | | | | | | | | | | | | | | | |
| Sp 2018 | ~363 | | | | | | | | | | | | | | | | | | | | | | |
| Increase the number of business majors graduating annually by 10% | Graduate Demographics and Characteristics Report. | Spring 2018 - 86 business students graduated | Instructors/Advisors spending time with students explaining importance of graduation. | Continue with our current methods to increase graduation numbers. | <table border="1"> <caption>Business Program Graduates</caption> <thead> <tr> <th>Year</th> <th>Number of Graduates</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>~86</td> </tr> <tr> <td>2017</td> <td>~86</td> </tr> <tr> <td>2018</td> <td>~96</td> </tr> </tbody> </table> | Year | Number of Graduates | 2016 | ~86 | 2017 | ~86 | 2018 | ~96 | | | | | | | | | | |
| Year | Number of Graduates | | | | | | | | | | | | | | | | | | | | | | |
| 2016 | ~86 | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | ~86 | | | | | | | | | | | | | | | | | | | | | | |
| 2018 | ~96 | | | | | | | | | | | | | | | | | | | | | | |