

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</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student’s education.</p> <p>Summative – An assessment conducted at the end of the student’s education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>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)																								
Program -A.S. in Accounting; SLO -Be able to prepare accurate and well-organized financial statement.” Goal -70% of students would receive a “C-” (70%) or higher on their final exam.	In ACCT113 (Financial Accounting and Reporting I) - At the end of the semester, students were administered a 50-item cumulative exam consisting of multiple choice and accounting problems. This is a direct, summative, internal assessment.	In Spring 2018, the instructor created a cumulative exam that assessed (1) their understanding of accounting principles and (2) their ability to prepare financial statements. Although we met our goal during the Spring 2018 and Spring 2019 semesters, we did not seem to meet our goal during the Fall 2018 and Fall 2019 semesters.	During the Fall 2018 and Fall 2019 semesters, the instructor taught two sections of ACCT113 in a large lecture hall. That may not be conducive to our students learning the foundations of Accounting principles.	Our next step would be to consider reducing the class size or assessing other pedagogical approaches that would appropriately suit a larger class size.	<table border="1"><caption>ACCT SLO Data</caption><thead><tr><th>Semester</th><th>n</th><th>Percentage of students that met SLO</th></tr></thead><tbody><tr><td>Spring 2018</td><td>21</td><td>75%</td></tr><tr><td>Fall 2018</td><td>53</td><td>65%</td></tr><tr><td>Spring 2019</td><td>24</td><td>70%</td></tr><tr><td>Fall 2019</td><td>55</td><td>65%</td></tr></tbody></table>	Semester	n	Percentage of students that met SLO	Spring 2018	21	75%	Fall 2018	53	65%	Spring 2019	24	70%	Fall 2019	55	65%									
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Program -A.S. in Business Communications; SLO -“Demonstrate excellent oral and presentation communication skills.”; Goal -70% of students would receive a “C-” (70%) or higher on their semester project .	In BUS216 (Organizational Behavior), students were asked to create an informational training guide on a topic covered in class. Topics included, Diversity, Job Attitudes and Satisfaction, Personality, Motivation, Leadership, etc. Students registered for the live (ground) section of the course presented their training in class. Students in the online section submitted a narrated PowerPoint Presentation. This is a direct, summative, internal assessment.	In Fall 2018, a meta-course (a master course) was created for this course. The meta-course shell was comprised of the same reading material, assignments, and the final semester project, including the final presentations. Two business instructors taught from the meta-course shell. The department met it’s goal for every semester.	The success of meeting this goal allows for more discussion about meta-course development within the department.	Our next step would be consider creating a meta-course shell for another course within the Business Communication program.	<table border="1"><caption>BUS COM SLO Data</caption><thead><tr><th>Semester</th><th>n</th><th>Percentage of students that met SLO</th></tr></thead><tbody><tr><td>Spring 2018</td><td>20</td><td>100%</td></tr><tr><td>Fall 2018</td><td>27</td><td>85%</td></tr><tr><td>Spring 2019</td><td>8</td><td>100%</td></tr><tr><td>Fall 2019</td><td>20</td><td>75%</td></tr></tbody></table>	Semester	n	Percentage of students that met SLO	Spring 2018	20	100%	Fall 2018	27	85%	Spring 2019	8	100%	Fall 2019	20	75%									
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Program -A.S. in Managements; SLO -“Demonstrate knowledge of the foundations and importance of business ethics.”; Goal -100% students in BUS114 would be able to meet this SLO.	We assessed all live (ground) and online sections of BUS114 (Management) to learn if ethics was incorporated into their courses. This is a comparative assessment.	After reviewing course syllabi and CANVAS course shells, it was concluded that most sections of the course did not incorporate ethics into the curriculum. The sections that did assign the chapter on “Ethics and Social Responsibility” focused mostly on Social Responsibility and not on ethics. In Fall 2019, a new textbook was selected for the course. The textbook had more information, instructional resources, and discussion questions to help guide class discussions pertaining to ethics. The department did not meet this goal for the Spring 2018, Fall 2018, and Spring 2019 semesters; however, the goal was met during the Fall 2019 semester.	After reviewing the all the live (ground) and online sections of BUS114, it was apparent that most students were not exposed to business ethics.	In Fall 2019, the department concluded that a meta-course shell (a master course shell) should be created for this course. This would ensure that all students in the live (ground) and online sections would learn about the same topics, including ethics.	<table border="1"><caption>MGMT SLO Data</caption><thead><tr><th>Semester</th><th>n</th><th>Yes</th><th>No</th></tr></thead><tbody><tr><td>Spring 2018</td><td>41</td><td>20</td><td>21</td></tr><tr><td>Fall 2018</td><td>79</td><td>25</td><td>54</td></tr><tr><td>Spring 2019</td><td>64</td><td>0</td><td>64</td></tr><tr><td>Fall 2019</td><td>67</td><td>67</td><td>0</td></tr></tbody></table>	Semester	n	Yes	No	Spring 2018	41	20	21	Fall 2018	79	25	54	Spring 2019	64	0	64	Fall 2019	67	67	0				
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Program -A.S. in Business Studies; SLO -“Narrow interests in the field of business”. Goal -80% of students would be able to meet this SLO before graduating from the program.	In BUS210 (Organizational Communications) students were asked to complete a Career Development Portfolio that consisted of a job posting they would be qualified for with their associates degree and current work experience, five professional letters, a resume & cover letter, and a professional presentation addressing their academic and/or career goals after graduation. BUS210 has been the identified capstone course for the Business Studies program. This is a direct, summative, internal assessment.	Students registered for BUS210 had half of a semester to connect with their faculty advisor and/or the Transfer and Career Advisor to discuss their academic plan (their “next steps”) after MCC. At the end of the semester, most students were able to identify their desire to continue their education by transferring to a four-year institution in a specific area in business. The goal was met for every semester.	The Business Studies program was originally created for students who knew that they wanted to earn a business degree, but didn’t quite know what area they should pursue. The outcome of the Career Development Portfolio further indicated the value of providing students with the time, (during the semester) to actively explore and discuss their academic plan with an advisor.	In Fall 2019, a “Career Exploration” section was added to the course which included exercises for students to learn more about their personality, core values, and mission and how each area would align with the area of business they are interested in pursuing. The exercises allowed students to further examine their next steps and to ask more questions about their desired career.	<table border="1"><caption>BUS STUSLO Data</caption><thead><tr><th>Semester</th><th>n</th><th>Percentage of students that met SLO</th></tr></thead><tbody><tr><td>Spring 2018</td><td>35</td><td>85%</td></tr><tr><td>Fall 2018</td><td>34</td><td>100%</td></tr><tr><td>Spring 2019</td><td>34</td><td>85%</td></tr><tr><td>Fall 2019</td><td>55</td><td>85%</td></tr></tbody></table>	Semester	n	Percentage of students that met SLO	Spring 2018	35	85%	Fall 2018	34	100%	Spring 2019	34	85%	Fall 2019	55	85%									
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Program -A.S. in Marketing; SLO -“Create and develop an integrated marketing communication plan, including marketing objectives, strategies, and tactics. Goal -70% of students would submit the Marketing Plan.	In MKTG125 (Principles of Marketing), students in the live (ground) and online sections were asked to submit a Marketing Plan. This is a direct, internal, comparative assessment.	After comparing the data collected for live (ground) and online sections of MKTG125, it was evident that more students in the live sections of the course submitted their marketing plan. Instructors who taught the live sections of the course divided the plan into multiple parts, each of them due at different times of the semester. The instructors who taught the online sections had students submit the full marketing plan at the end of the semester. The goal was met for all live sections of course. For the online sections, the goal was only met for the Fall 2018 semester.	After comparing the data between live and online sections of MKTG125, the data indicated two different approaches to having students complete the marketing plan.	Our next step would be to consider having live and online courses assign the Marketing Plan in segments due throughout the semester, rather than having the full plan due at the end of the semester.	<table border="1"><caption>MKTG SLO Data</caption><thead><tr><th>Semester</th><th>n</th><th>Live</th><th>Online</th></tr></thead><tbody><tr><td>Spring 2018</td><td>14</td><td>100%</td><td>NA</td></tr><tr><td>Fall 2018</td><td>29</td><td>93%</td><td>75%</td></tr><tr><td>Spring 2019</td><td>9</td><td>100%</td><td>64%</td></tr><tr><td>Summer 2019</td><td>15</td><td>0%</td><td>60%</td></tr><tr><td>Fall 2019</td><td>17</td><td>0%</td><td>76%</td></tr></tbody></table>	Semester	n	Live	Online	Spring 2018	14	100%	NA	Fall 2018	29	93%	75%	Spring 2019	9	100%	64%	Summer 2019	15	0%	60%	Fall 2019	17	0%	76%
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