

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> <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).</p>

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)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)	Data Point 4 (year or semester)
Program SLO's: 1. Students will demonstrate an understanding of fundamental business and/or technology related concepts and strategies. 2. Students will demonstrate an understanding of fundamental managerial concepts and strategies. 3. Students will demonstrate understanding of fundamental macroeconomics and microeconomics as they relate to social and business economic applications. 4. Students will demonstrate the ability to apply mathematical, quantitative, and information 60 2016 (n=29) 2018 (n=28) processing skills in problem solving and analysis and presentation of data in a business and/or technology environment. 5. Students will demonstrate an understanding of fundamental computer and/or information systems hardware and software applications in a business or technology environment. 6. Students will demonstrate a fundamental understanding of how legal and regulatory systems affect business decisions making. 7. Students will demonstrate an understanding of the principles of written and oral communications. 8. Students will demonstrate familiarity with social responsibility issues as they relate to technology and business ethics, cultural diversity and global and environmental concerns. 9. Students will demonstrate familiarity with the cultural and social aspects of the human experience.	The Department uses a formative, internally developed assessment(developed by he full-time ECON faculty) given in a sampling of ECON 2100 sections. These questions are embedded in the mid term and final exams with the first accessment occuring in the fall 2016 term.	The goal has consistently been met.	Students are learning economic objectives at an acceptable percentage consistently.	Students are learning economic objectives at an acceptable percentage consistently.	All Programs ECON 2100 SLO's 	88	78		
					70 2021 (n=119)	70 2022 (n=153)			
Program SLO's: 1. Students will demonstrate an understanding of fundamental business and/or technology related concepts and strategies. 2. Students will demonstrate an understanding of fundamental managerial concepts and strategies. 3. Students will demonstrate understanding of fundamental macroeconomics and microeconomics as they relate to social and business economic applications. 4. Students will demonstrate the ability to apply mathematical, quantitative, and information 60 2016 (n=29) 2018 (n=28) processing skills in problem solving and analysis and presentation of data in a business and/or technology environment. 5. Students will demonstrate an understanding of fundamental computer and/or information systems hardware and software applications in a business or technology environment. 6. Students will demonstrate a fundamental understanding of how legal and regulatory systems affect business decisions making. 7. Students will demonstrate an understanding of the principles of written and oral communications. 8. Students will demonstrate familiarity with social responsibility issues as they relate to technology and business ethics, cultural diversity and global and environmental concerns. 9. Students will demonstrate familiarity with the cultural and social aspects of the human experience.	The Department uses a formative, internally developed assessment(developed by he full-time ECON faculty) given in a sampling of ECON 2200 sections. These questions are embedded in the mid term and final exams with the first accessment occuring in the fall 2016 term.	The goal has consistently been met.	Students are learning economic objectives at an acceptable percentage consistently.	Students are learning economic objectives at an acceptable percentage consistently.	All Programs ECON 2200 SLO's 	79	81		

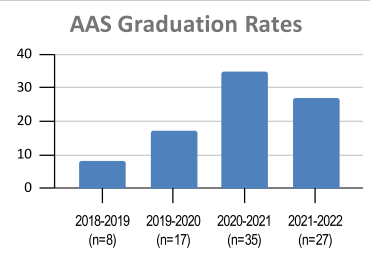
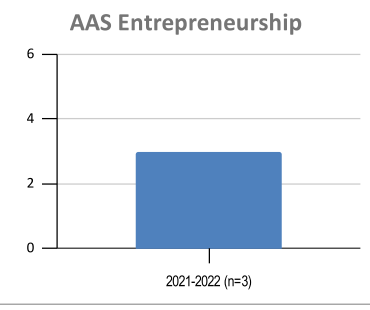
						70	70		
						2021 (n=122)	2023 (n=128)		
1. Program - UP/AS/AA Accounting, Business Admin, Econ, Finance, Info Sys, Mgmt, Mktg 2. SLO's - 60 questions come from the common core courses with the remaining 40 covering the courses in the specific program of study. These SLO's are on those Master Syllabi. 3. Goal -UP/AS/AA students will score 70% or better on the UP Business Exit Exam.	The Department uses a summative, internally developed assessment (developed by all full-time BusinessTechnology faculty) that is given to all graduating AAS Business students and referred to as the Business Exit Exam.	The goal has not been consistently met.	The goal has not been consistently met. Students did not understand the process or the purpose.	Starting in 2021, more information and a review sheet was provided to students that listed the topics covered on the Exit Exam.		64	63	71	80
						70	70	70	70
						2019 (n=75)	2020 (n=53)	2021 (n=52)	2022 (n=30)
1. Program - AAS in Business, all concentrations 2. SLO's - 100 questions come from the Business & Technology courses in each program. These SLO's are on those Master Syllabi. 3. Goal -AAS students will score 70% or better on the AAAS Business Exit Exam.	The Department used a summative, internally developed assessment (developed by all full-time BusinessTechnology faculty) that is given to all graduating AAS Business students and referred to as the Business Exit Exam through 2019, then transitioned to the Capstone Projects.	The goal was met in the last year (2019).	The goal was met in the last year (2019).	Transitioned to the Capstone course projects for AAS SLO evaluation.		68			
						70			
						2019 (n=7)			
1. Program - AAS in Business with Concentrations in Accounting, Business Office, Medical Office and AAS in Entrepreneurship 2. SLO's a. Plan and execute a project efficiently b. Track time used to complete a project c. Complete projects working alone or with a team with frequently changing information d. Identify appropriate resources to problem-solve in the contemporary office 3. Goal - Students will achieve a score of 80% or better on their Capstone projects in ADMN 2390	The Department uses a summative, internally developed assessment used in a Capstone course.	The goal has been met.	Student appreciated the practicality of the work they were doing and the guidance received by the industry partners	Continue the use of the Capstone Projects.		100	93	98	
						80	80	80	
						2020 (n=21)	2021 (n=37)	2022 (n=37)	

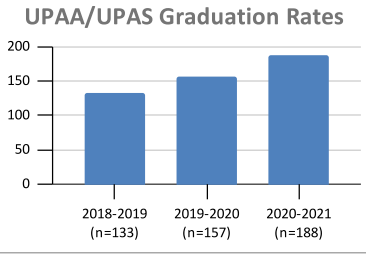
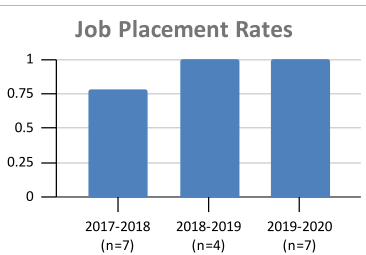
TABLE 7: Business Unit Performance Results (Standard 6)

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 community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.
 - 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 action can be taken to improve the program.
 - 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)	2018-2019 (n=8)	2019-2020 (n=17)	2020-2021 (n=35)	2021-2022 (n=27)										
Graduation Rates of AAS students	Graduation rates are accumulated by the Office of Institutional Research and reported to the TBR and, after verification, are given to the Department	Graduation rate data is provided in the graph to the right.	Graduation rates are improving with the exception of 2021-22.	Business & Technology faculty attended training held by Advising Specialists in Fall 2023 and additional trainings will occur each term moving forward in an effort to improve advisor awareness of the order of course offerings. The faculty will also work with Completion Coaches (first year advisors) to provide up-to-date information about course offerings in advance of registration.	 <p>AAS Graduation Rates</p> <table border="1"> <tr><th>Year</th><th>Value</th></tr> <tr><td>2018-2019 (n=8)</td><td>8</td></tr> <tr><td>2019-2020 (n=17)</td><td>17</td></tr> <tr><td>2020-2021 (n=35)</td><td>35</td></tr> <tr><td>2021-2022 (n=27)</td><td>27</td></tr> </table>	Year	Value	2018-2019 (n=8)	8	2019-2020 (n=17)	17	2020-2021 (n=35)	35	2021-2022 (n=27)	27	8	17	35	27
Year	Value																		
2018-2019 (n=8)	8																		
2019-2020 (n=17)	17																		
2020-2021 (n=35)	35																		
2021-2022 (n=27)	27																		
Graduation Rates of AAS students in Entrepreneurship	Graduation rates are accumulated by the Office of Institutional Research and reported to the TBR and, after verification, are given to the Department	Graduation rate data is provided in the graph to the right.	Graduation rates are improving	Business & Technology faculty attended training held by Advising Specialists in Fall 2023 and additional trainings will occur each term moving forward in an effort to improve advisor awareness of the order of course offerings. The faculty will also work with Completion Coaches (first year advisors) to provide up-to-date information about course offerings in advance of registration.	 <p>AAS Entrepreneurship</p> <table border="1"> <tr><th>Year</th><th>Value</th></tr> <tr><td>2021-2022 (n=3)</td><td>3</td></tr> </table>	Year	Value	2021-2022 (n=3)	3				2021-2022 (n=3)						
Year	Value																		
2021-2022 (n=3)	3																		
						2018-2019 (n=133)	2019-2020 (n=157)	2020-2021 (n=188)	2021-2022 (n=132)										

<p>Graduation Rates of AS/AA students</p>	<p>Graduation rates are accumulated by the Office of Institutional Research and reported to the TBR and, after verification, are given to the Department</p>	<p>Graduation rate data is provided in the graph to the right.</p>	<p>Graduation rates are improving</p>	<p>UPAA/AS students have all program courses available to them every term in various formats at various campuses.</p>	<p>UPAA/UPAS Graduation Rates</p>  <table border="1"> <caption>UPAA/UPAS Graduation Rates</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>133</td> <td>~135</td> </tr> <tr> <td>2019-2020</td> <td>157</td> <td>~155</td> </tr> <tr> <td>2020-2021</td> <td>188</td> <td>~185</td> </tr> </tbody> </table>	Year	n	Rate	2018-2019	133	~135	2019-2020	157	~155	2020-2021	188	~185	<p>133</p>	<p>157</p>	<p>188</p>	<p>132</p>
Year	n	Rate																			
2018-2019	133	~135																			
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<p>Job Placement Rates in Field will be 70% or higher: Note - 2017-18 graduates are employed in the field by 2019.</p>	<p>Job placement rates are accumulated by the Office of Institutional Research and given to the Department</p>	<p>Job placement rates are provided in the graph to the right.</p>	<p>While job placement rates are improving, a low number of students completed the survey.</p>	<p>Students are finding jobs in their field at a satisfactory and improving rate. All Motlow students were given free access to Handshake, an online recruiting platform, by the College in 2021. This should allow a continuation of the valuable connections between potential employers and students. The Department continues to seek to reach more students in this survey by changing the timing of when the survey is administered and to gather more employer data by modifying the employer survey and how it is administered.</p>	<p>Job Placement Rates</p>  <table border="1"> <caption>Job Placement Rates</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>7</td> <td>78%</td> </tr> <tr> <td>2018-2019</td> <td>4</td> <td>100%</td> </tr> <tr> <td>2019-2020</td> <td>7</td> <td>100%</td> </tr> </tbody> </table>	Year	n	Rate	2017-2018	7	78%	2018-2019	4	100%	2019-2020	7	100%	<p>2017-2018 (n=7) 78%</p>	<p>2018-2019 (n=4) 100%</p>	<p>2019-2020 (n=7) 100%</p>	
Year	n	Rate																			
2017-2018	7	78%																			
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