

TABLE 2: Student Learning Results (Standard 4)

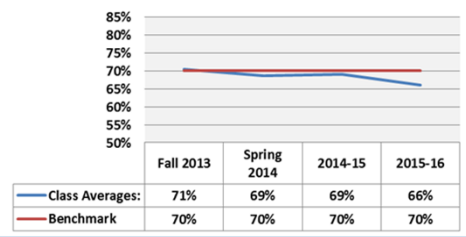
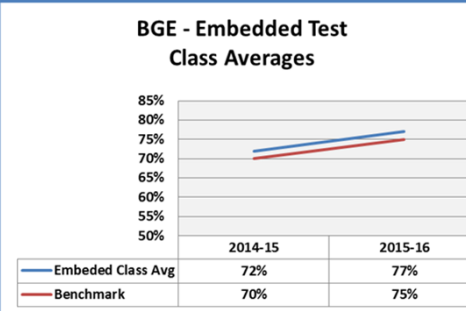
Use this table to supply data for Criterion 4.2.

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.</p>
	<p>- 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)	<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)

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<p>Starting in the 2014-15 Academic year the Business Department implemented a new program with the exit exam being included in the end of program seminar class. The Benchmark for the test for the 2014-15 academic year was 70% or higher for both pathways with the benchmark for the embedded test's benchmark moving to 75% of higher for the 2015-16 Academic year.</p> <p>Source: Momentum BGE</p>	<p>All graduates of the Business Management Technology and the Contemporary Management programs take the Business Graduate Exam (BGE). The 40 question summative examination was developed by business faculty and is based on the core business courses. For Business majors, the core courses taught that provide direct instruction to support the BGE material are "Introduction to Business" (BUSN 1305, "Principles of Accounting I" (ACCT 1010), "Management and Supervision" BUSN 1380) and "Marketing" BUSN 2380. "The Marketing Class replaced the INFS 1010 Technology class due to program changes at the Tennessee Board of Regents as to required courses within the common curriculum and with the upcoming elimination of the of the Computer Science Option. The Technology class was not taught by business faculty. Comparable classes are taken in the Contemporary Management program.</p> <p>Summative and Internal.</p>	<p>The benchmark for the stand alone class was not met for either for either 2014-15 or 2015-16 academic years. This had continued a downward trend for the test. The benchmark was met for the embedded for credit test. In addition the benchmark was raised to 75% for the 2015-16 academic year.</p>	<p>The faculty had been evaluating the trend for the stand-alone exam and determined that in order to develop a more viable assessment tool, the exam should no longer be used as a "no-stakes" graduation requirement only. It was decided to embed the exam into the end of program class and assign a grading weight for the course to the exam. It was expected that with this focus and the understanding of the students that this was no longer a "checklist" item that there would be improved scores. With that in mind it was decided to increase the benchmark score for the embedded test..</p>	<p>In the first two years after the change, we have experienced an increase in the average test score for the embedded test over the stand alone test. With addition of the Seminar Class (BUSN 2399) being incorporated into the 2015-16 catalog the stand alone test should be phased out by the end of the next academic year. The initial results are positive. The faculty will continue to track scores for specific questions to determine if additional improvements can be made in the wording or in the construction of questions, while still addressing the same subject matter.</p>	<p align="center">BGE - Class Averages - Stand Alone</p>  <table border="1"> <thead> <tr> <th></th> <th>Fall 2013</th> <th>Spring 2014</th> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>Class Averages:</td> <td>71%</td> <td>69%</td> <td>69%</td> <td>66%</td> </tr> <tr> <td>Benchmark</td> <td>70%</td> <td>70%</td> <td>70%</td> <td>70%</td> </tr> </tbody> </table> <p align="center">BGE - Embedded Test Class Averages</p>  <table border="1"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>Embedded Class Avg</td> <td>72%</td> <td>77%</td> </tr> <tr> <td>Benchmark</td> <td>70%</td> <td>75%</td> </tr> </tbody> </table>		Fall 2013	Spring 2014	2014-15	2015-16	Class Averages:	71%	69%	69%	66%	Benchmark	70%	70%	70%	70%		2014-15	2015-16	Embedded Class Avg	72%	77%	Benchmark	70%	75%
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<p>Based on results from the ETS Proficiency Profile (College general education exam), business graduates will demonstrate proficiency in the General Education core competencies established by the College and the Tennessee Board of Regents.</p> <p><i>Source: Office of Institutional Research & Effectiveness</i></p>	<p>All RSCC graduates are required to complete the Proficiency Profile (previously named MAPP – Measure of Academic Progress and Proficiency) which measures the competencies of the General Education core.</p> <p><i>Summative, External, Comparative</i></p>	<p>For the past four academic years, 100 percent of RSCC graduates surpassed the national norms for the total score on the Proficiency Profile. When comparing scores in specific areas of the Proficiency Profile, the business students scored very close to that of all RSCC students</p>	<p>Because the AAS degrees have fewer general education courses in the curriculum, it would be a normal consequence that the scores would be lower. However, the faculty will continue to monitor the student success rate, particularly in the areas of critical thinking, reading, writing, and math and will take appropriate action as needed.</p>	<p>No significant action is required at this time but faculty will continue to monitor.</p>	<div data-bbox="1522 414 1995 722"> <p align="center">Proficiency Profile Subscores (RSCC vs Business Majors)</p> <table border="1"> <thead> <tr> <th></th> <th>Critical Thinking</th> <th>Reading</th> <th>Writing</th> <th>Math</th> <th>Humanities</th> <th>Social Science</th> <th>Natural Science</th> </tr> </thead> <tbody> <tr> <td>Business Majors</td> <td>112.18</td> <td>117.50</td> <td>113.91</td> <td>113.31</td> <td>114.47</td> <td>112.84</td> <td>116.21</td> </tr> <tr> <td>RSCC</td> <td>111.19</td> <td>117.44</td> <td>113.88</td> <td>112.27</td> <td>114</td> <td>112.75</td> <td>115.13</td> </tr> </tbody> </table> </div> <div data-bbox="1522 771 1995 1096"> <p align="center">Proficiency Profile Total Scores (RSCC vs National Averages)</p> <table border="1"> <thead> <tr> <th></th> <th>2012-13</th> <th>2013-14</th> <th>2014-2015</th> <th>2015-2016</th> </tr> </thead> <tbody> <tr> <td>RSCC</td> <td>442.0</td> <td>443.2</td> <td>440.8</td> <td>441.6</td> </tr> <tr> <td>National</td> <td>438.3</td> <td>438.2</td> <td>438.2</td> <td>438.9</td> </tr> </tbody> </table> </div>		Critical Thinking	Reading	Writing	Math	Humanities	Social Science	Natural Science	Business Majors	112.18	117.50	113.91	113.31	114.47	112.84	116.21	RSCC	111.19	117.44	113.88	112.27	114	112.75	115.13		2012-13	2013-14	2014-2015	2015-2016	RSCC	442.0	443.2	440.8	441.6	National	438.3	438.2	438.2	438.9
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<p>The average score for the Business students taking the comprehensive posttest at the end of BUSN 1305 (Introduction to Business) will be 70% or higher. The faculty also established a benchmark of at least 70% of the students taking the test would exceed the benchmark score.</p> <p><i>Source: Faculty and Momentum</i></p>	<p>Faculty teaching BUSN 1305 established a posttest to assess student learning based on the learning outcomes set for this course. Every student completing the course must complete this test.</p> <p><i>Formative, Internal</i></p>	<p>For academic years 2014-15 through 2015-16, the students met or exceeded the benchmark with the exception of Fall 2014 when the goal score was one point short of the benchmark score. The overall average for the time period was 72%. During the Fall 2014 and 2015, the students fell short of 70% achieving the benchmark scores.</p>	<p>The BUSN 1305 faculty review the test items to determine the items of difficulty. These questions were modified to improve quality of the assessment and to improve the index of difficulty. The overall scores were generally higher during this time period the faculty still review the overall questions and will be making changes to questions that seem to be unclear and for other areas place additional emphasis on areas were significant percentage of students answered incorrectly...Other items under consideration is to increase the weight of the posttest to determine if students are not taking the test seriously.</p>	<p>The faculty will continue to utilize a standardized set of questions and will evaluate the questions each semester to identify areas where changes need to be made or different tool employed to obtain achieve a better understanding by the students. The faculty will also review to determine what if any differences occur during the Fall Semesters for the in an effort to determine an explanation for the marked differences in scores.</p>	<div data-bbox="1514 427 1997 708"> <p align="center">BUSN 1305 - Post Test Benchmark vs. Class Averages</p> <table border="1"> <thead> <tr> <th></th> <th>Fall 2014</th> <th>Spr 2015</th> <th>Fall 2015</th> <th>Spr 2016</th> </tr> </thead> <tbody> <tr> <td>Post Score</td> <td>69%</td> <td>76%</td> <td>70%</td> <td>73%</td> </tr> <tr> <td>Benchmark</td> <td>70%</td> <td>70%</td> <td>70%</td> <td>70%</td> </tr> </tbody> </table> </div> <div data-bbox="1514 756 1997 1068"> <p align="center">BUSN 1305 - Post Test Percent Scoring Over Benchmark</p> <table border="1"> <thead> <tr> <th></th> <th>Fall 2014</th> <th>Spr 2015</th> <th>Fall 2015</th> <th>Spr 2016</th> </tr> </thead> <tbody> <tr> <td>Post Score</td> <td>52%</td> <td>72%</td> <td>59%</td> <td>67%</td> </tr> <tr> <td>Benchmark</td> <td>70%</td> <td>70%</td> <td>70%</td> <td>70%</td> </tr> </tbody> </table> </div>		Fall 2014	Spr 2015	Fall 2015	Spr 2016	Post Score	69%	76%	70%	73%	Benchmark	70%	70%	70%	70%		Fall 2014	Spr 2015	Fall 2015	Spr 2016	Post Score	52%	72%	59%	67%	Benchmark	70%	70%	70%	70%
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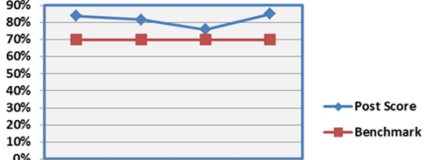
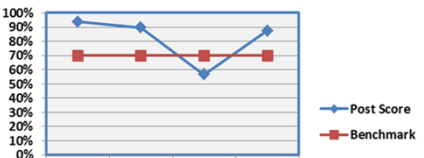
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<p>The average score for the Business students taking the comprehensive posttest at the end of ACCT 1010 (Principles of Accounting) will be 70% or higher The faculty also established a benchmark of at least 50% of the students taking the test would exceed the benchmark score.</p> <p><i>Source: Faculty and Momentum</i></p>	<p>Faculty teaching ACCT 1010 established a pre/ posttest to assess student learning based on the learning outcomes set for this course. Every student completing the course must complete this test.</p> <p><i>Formative, Internal</i></p>	<p>The average posttest score for the past three years was 69% which is below the 70% benchmark. However, for the AY 2015-16 the score was at the benchmark of 70%.</p>	<p>The overall averages for 2014-2016 varied only slightly from the previous reporting periods. The faculty analyzed each question in which a significant number of students missed. These questions were reviewed and changes made where deemed appropriate or in some cases additional emphasis was added on the subject for subsequent periods. The faculty also analyzed the number of students exceeding the benchmark score. Faculty will review to determine if the percentage of individuals not achieving the benchmark increases. If so, consideration will be given to increasing the weighting of the post-test.</p>	<p>The faculty will continue to analyze individual questions to determine which areas need more coverage in class to improve student understanding. Dating back to Fall 2010, the faculty has used a consistent percentage of a student's overall grade for the posttest. The faculty will continue to monitor the individual questions results to determine any points of emphasis to be included in subsequent terms.</p>	<div data-bbox="1514 407 2001 695"> <p align="center">ACCT 1010 - Post Test Benchmark vs. Class Averages</p> <table border="1"> <thead> <tr> <th></th> <th>Fall 2014</th> <th>Spr 2015</th> <th>Fall 2015</th> <th>Spr 2016</th> </tr> </thead> <tbody> <tr> <td>Post Score</td> <td>71%</td> <td>67%</td> <td>72%</td> <td>69%</td> </tr> <tr> <td>Benchmark</td> <td>70%</td> <td>70%</td> <td>70%</td> <td>70%</td> </tr> </tbody> </table> </div> <div data-bbox="1514 743 2001 1031"> <p align="center">ACCT 1010 - Post Test % of Students Exceeding Benchmark</p> <table border="1"> <thead> <tr> <th></th> <th>Fall 2014</th> <th>Spr 2015</th> <th>Fall 2015</th> <th>Spr 2016</th> </tr> </thead> <tbody> <tr> <td>% over Benchmark</td> <td>68%</td> <td>46%</td> <td>54%</td> <td>49%</td> </tr> <tr> <td>Benchmark</td> <td>50%</td> <td>50%</td> <td>50%</td> <td>50%</td> </tr> </tbody> </table> </div>		Fall 2014	Spr 2015	Fall 2015	Spr 2016	Post Score	71%	67%	72%	69%	Benchmark	70%	70%	70%	70%		Fall 2014	Spr 2015	Fall 2015	Spr 2016	% over Benchmark	68%	46%	54%	49%	Benchmark	50%	50%	50%	50%
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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>The average score for students completing a project on "Investing" in BUSN 1305 (Introduction to Business) will be 80% or higher. The decision was made to incorporate a greater degree of realism into the project. To accomplish this goal, RSCC purchased Stock Tracker for students to use starting with the Spring 2016 semester.</p> <p><i>Source: Faculty</i></p>	<p>This project includes investing and the study of financial markets using an imaginary \$100,000 to invest in the global stock markets over a 14 week semester. This project grade is not based on the students' profits; it is based on their activity in investing. The students' profit range changes each semester based on the economy and investing choices.</p> <p><i>Formative, Internal</i></p>	<p>The average grade for the past AY 2014-15 and Fall 2015 was 85, which exceed the benchmark set. With the implementation of Stock Tracker for Spring 2016 the averages increased to 97.5.</p>	<p>Faculty asked the students to evaluate their experience with Stock Tracker. The students rated their experience 4.4 out of 5. The realism brought to the classroom enhanced to students learning experience.</p>	<p>The business department personnel will continue to explore other options to incorporate simulation experiences into the classroom. These real life learning exercises have been under consideration for some time to demonstrate the application of classroom discussion to "real world" situations. The experience with this classroom has exceeded our expectations and we will seek other options.</p>	<div style="text-align: center;"> <p>BUSN 1305 Investment Project (Class Averages)</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th></th> <th>Fall 14</th> <th>Spring 15</th> <th>Fall 15</th> <th>Spring 16</th> </tr> </thead> <tbody> <tr> <td>Benchmark</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>Averages</td> <td>87%</td> <td>85%</td> <td>83%</td> <td>98%</td> </tr> </tbody> </table> <p>■ Benchmark ■ Averages</p> </div>		Fall 14	Spring 15	Fall 15	Spring 16	Benchmark	80%	80%	80%	80%	Averages	87%	85%	83%	98%
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