

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 Business, Financial Services, and 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 and Financial Services 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, there was an increase in the embedded test scores over the stand alone. With the test now accounting for 10% of the total grade in the course we adopted this practice and discontinued the stand alone after the AY 16-17 year. 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. The overall score as for all disciplines has continued to meet the benchmark but the Financial Services and Contemporary Management did not meet the benchmark for AY 17-18. Faculty will evaluate the questions and add additional emphasis as needed.</p>	<p align="center">BGE Averages By Major and Academic Year</p> <table border="1"> <thead> <tr> <th></th> <th>AY 2014-15</th> <th>AY 2015-16</th> <th>AY 2016-17</th> <th>AY 2017-18</th> </tr> </thead> <tbody> <tr> <td>Business</td> <td>77.50%</td> <td>77.79%</td> <td>76.79%</td> <td>76.40%</td> </tr> <tr> <td>Contemporary Mgmt</td> <td>75.00%</td> <td>68.75%</td> <td>73.41%</td> <td>72.00%</td> </tr> <tr> <td>Financial Services</td> <td></td> <td>84.17%</td> <td>76.25%</td> <td>71.88%</td> </tr> <tr> <td>Benchmark</td> <td>70.00%</td> <td>75.00%</td> <td>75.00%</td> <td>75.00%</td> </tr> <tr> <td>All Averages</td> <td>77.29%</td> <td>75.79%</td> <td>76.09%</td> <td>75.63%</td> </tr> </tbody> </table>		AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	Business	77.50%	77.79%	76.79%	76.40%	Contemporary Mgmt	75.00%	68.75%	73.41%	72.00%	Financial Services		84.17%	76.25%	71.88%	Benchmark	70.00%	75.00%	75.00%	75.00%	All Averages	77.29%	75.79%	76.09%	75.63%
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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 Sub Scores (RSCC vs. Business Majors AY2015-2018) (Insufficient data for Finance Services Major)</p> <table border="1"> <thead> <tr> <th></th> <th>Critical Thinking</th> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> <th>Humanities</th> <th>Social Sciences</th> <th>Natural Sciences</th> </tr> </thead> <tbody> <tr> <td>RSCC</td> <td>112.83</td> <td>116.83</td> <td>112.34</td> <td>112.94</td> <td>112.95</td> <td>112.97</td> <td>112.98</td> </tr> <tr> <td>Business</td> <td>111.7</td> <td>116.57</td> <td>112.09</td> <td>112.06</td> <td>112.85</td> <td>112.95</td> <td>112.99</td> </tr> </tbody> </table> </div> <div data-bbox="1522 755 1995 1079"> <p align="center">Proficiency Profile Sub Scores RSCC vs Business, Accounting Majors AY2015-2018 (Insufficient data for Financial Services major)</p> <table border="1"> <thead> <tr> <th></th> <th>Critical Thinking</th> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> <th>Humanities</th> <th>Social Sciences</th> <th>Natural Sciences</th> </tr> </thead> <tbody> <tr> <td>RSCC</td> <td>112.83</td> <td>116.83</td> <td>112.34</td> <td>112.94</td> <td>112.95</td> <td>112.97</td> <td>112.98</td> </tr> <tr> <td>Business</td> <td>111.7</td> <td>116.57</td> <td>112.09</td> <td>112.06</td> <td>112.85</td> <td>112.95</td> <td>112.99</td> </tr> </tbody> </table> </div>		Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences	RSCC	112.83	116.83	112.34	112.94	112.95	112.97	112.98	Business	111.7	116.57	112.09	112.06	112.85	112.95	112.99		Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences	RSCC	112.83	116.83	112.34	112.94	112.95	112.97	112.98	Business	111.7	116.57	112.09	112.06	112.85	112.95	112.99
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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. Starting in AY 17-18 The benchmark Will be raised to 75%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 AY14-15 through to the most recent year (AY17-18), the students met or exceeded the benchmark. With that erezult the decision was made to raise the beenchmark to 75%.</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 391 2005 657"> <p align="center">BUSN 1305 - Post Test Benchmark vs. Class Averages</p> <table border="1"> <thead> <tr> <th></th> <th>AY 14-15</th> <th>AY 15-16</th> <th>AY 16-17</th> <th>AY 17-18</th> </tr> </thead> <tbody> <tr> <td>Business</td> <td>83%</td> <td>76%</td> <td>75%</td> <td>77%</td> </tr> <tr> <td>CMGT</td> <td>79%</td> <td>79%</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>Financial Serv</td> <td>88%</td> <td></td> <td>83%</td> <td></td> </tr> <tr> <td>Benchmark</td> <td>70%</td> <td>70%</td> <td>70%</td> <td>75%</td> </tr> </tbody> </table> </div> <div data-bbox="1514 711 2005 1058"> <p align="center">BUSN 1305 - Post Test Percent Scoring Over Benchmark</p> <table border="1"> <thead> <tr> <th></th> <th>AY 14-15</th> <th>AY 15-16</th> <th>AY 16-17</th> <th>AY 17-18</th> </tr> </thead> <tbody> <tr> <td>Business</td> <td>79%</td> <td>62%</td> <td>62%</td> <td>73%</td> </tr> <tr> <td>CMGT</td> <td>67%</td> <td>100%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Financial Serv</td> <td>0%</td> <td>100%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Benchmark</td> <td>75%</td> <td>75%</td> <td>75%</td> <td>75%</td> </tr> </tbody> </table> </div>		AY 14-15	AY 15-16	AY 16-17	AY 17-18	Business	83%	76%	75%	77%	CMGT	79%	79%	80%	80%	Financial Serv	88%		83%		Benchmark	70%	70%	70%	75%		AY 14-15	AY 15-16	AY 16-17	AY 17-18	Business	79%	62%	62%	73%	CMGT	67%	100%	0%	0%	Financial Serv	0%	100%	0%	0%	Benchmark	75%	75%	75%	75%
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<p>The average score for the Business students taking the comprehensive posttest at the end of BUSN 1320 (Business Calculations) 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 1320 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>For AY2014-15 through AY 2016-17, the students met or exceeded the benchmark. For AY 2017-18 the benchmark was raised to 75%. The mark was not met for AY 2017-18.</p>	<p>Generally students at Roane State struggle with many of the math courses during this period it appears that the students were able to grasp the complicated concepts included in the course. Students showed a downturn in scoring and percent exceeding the Benchmark for AY 2017-18.</p>	<p>Faculty will continue to focus attention on key areas in which students show less than desirable success. In addition, faculty will continue to tweak test questions for improved wordings to enhance students understanding and identify subject areas that require increased emphasis during the term. With the implementation of the new distance education system we will have the technology to provide one on one assistance in a synchronous environment.</p>	<div data-bbox="1522 402 1995 695"> <p align="center">BUSN 1320 - Post Test Benchmark vs. Class Averages</p> <table border="1"> <thead> <tr> <th></th> <th>Spr 2018</th> <th>AY 14-15</th> <th>AY 15-16</th> <th>AY 16-17</th> <th>AY 17-18</th> </tr> </thead> <tbody> <tr> <td>BUSN</td> <td>83%</td> <td>80%</td> <td>79%</td> <td>75%</td> <td>64%</td> </tr> <tr> <td>Benchmark</td> <td>75%</td> <td>70%</td> <td>70%</td> <td>70%</td> <td>75%</td> </tr> </tbody> </table> </div> <div data-bbox="1522 755 1995 1047"> <p align="center">BUSN 1320 - Post Test Benchmark vs. Class Averages</p> <table border="1"> <thead> <tr> <th></th> <th>AY 14-15</th> <th>AY 15-16</th> <th>AY 16-17</th> <th>AY 17-18</th> </tr> </thead> <tbody> <tr> <td>BUSN</td> <td>83%</td> <td>80%</td> <td>79%</td> <td>64%</td> </tr> <tr> <td>Benchmark</td> <td>70%</td> <td>70%</td> <td>70%</td> <td>75%</td> </tr> </tbody> </table> </div>		Spr 2018	AY 14-15	AY 15-16	AY 16-17	AY 17-18	BUSN	83%	80%	79%	75%	64%	Benchmark	75%	70%	70%	70%	75%		AY 14-15	AY 15-16	AY 16-17	AY 17-18	BUSN	83%	80%	79%	64%	Benchmark	70%	70%	70%	75%
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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)

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 with that increasing to 55% during AY 2017-18.

Faculty teaching ACCT 1010 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.

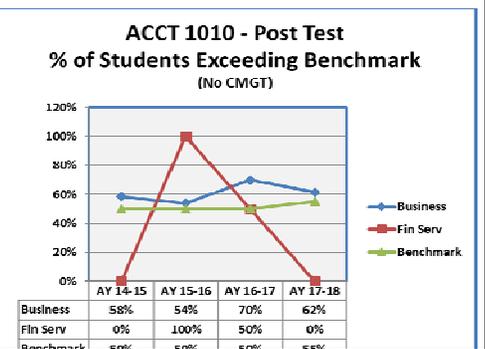
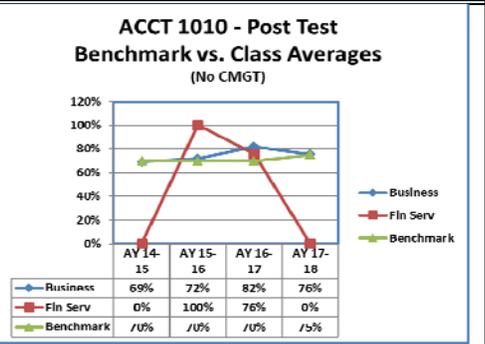
For the years presented, Students met or exceeded the benchmark for the years AY 2015-16 through AY 2017-18. In addition meet the benchmark for the percentage of students exceeding the benchmark score which was raised in AY 2017-18 to 55%.

The overall averages for the period showed some improvement over prior years. 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.

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.

Source: Faculty and Momentum

Formative, Internal



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<p>The average score for the Business students taking the comprehensive posttest at the end of BUSN 1380 (Management and Supervision) will be 70% or higher</p>	<p>Faculty teaching BUSN 1380 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>During the current period covered by the graph the test scores have consistently exceeded the bench mark. With that in mind the benchmark was raised this year of 75%.</p>	<p>The faculty has reviewed each question on the posttest, focusing special attention on the questions in which a significant number of students missed. These questions will be assessed to determine if clarification is required.</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. If the current trend continues faculty will look at other options related to this test.</p>	<div data-bbox="1512 380 2007 755"> <p align="center">BUSN 1380 - Post Test Benchmark vs. Class Averages (No Financial Services)</p> <table border="1"> <thead> <tr> <th></th> <th>AY 14-15</th> <th>AY 15-16</th> <th>AY 16-17</th> <th>AY 17-18</th> </tr> </thead> <tbody> <tr> <td>Business</td> <td>83%</td> <td>83%</td> <td>82%</td> <td>83%</td> </tr> <tr> <td>CMGT</td> <td>77%</td> <td>83%</td> <td>89%</td> <td>82%</td> </tr> <tr> <td>Benchmark</td> <td>70%</td> <td>70%</td> <td>70%</td> <td>75%</td> </tr> </tbody> </table> </div> <div data-bbox="1512 803 2007 1096"> <p align="center">BUSN 1380 - Post Test Percent Scoring Over Benchmark (No Financial Services)</p> <table border="1"> <thead> <tr> <th></th> <th>AY 14-15</th> <th>AY 15-16</th> <th>AY 16-17</th> <th>AY 17-18</th> </tr> </thead> <tbody> <tr> <td>Business</td> <td>100%</td> <td>78%</td> <td>73%</td> <td>85%</td> </tr> <tr> <td>CMGT</td> <td>100%</td> <td>80%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Benchmark</td> <td>75%</td> <td>75%</td> <td>75%</td> <td>75%</td> </tr> </tbody> </table> </div>		AY 14-15	AY 15-16	AY 16-17	AY 17-18	Business	83%	83%	82%	83%	CMGT	77%	83%	89%	82%	Benchmark	70%	70%	70%	75%		AY 14-15	AY 15-16	AY 16-17	AY 17-18	Business	100%	78%	73%	85%	CMGT	100%	80%	100%	100%	Benchmark	75%	75%	75%	75%
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