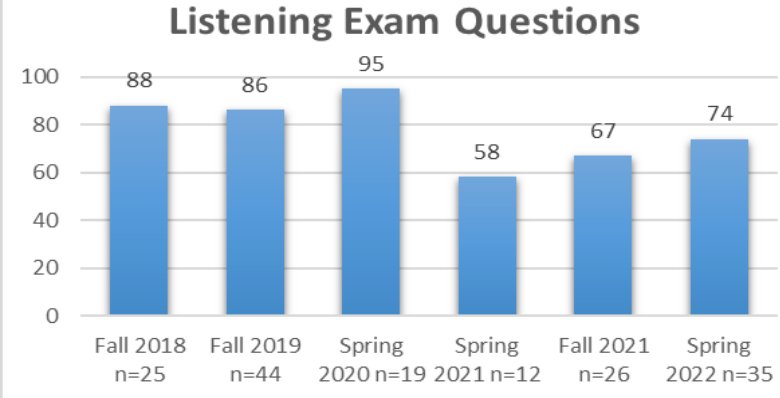
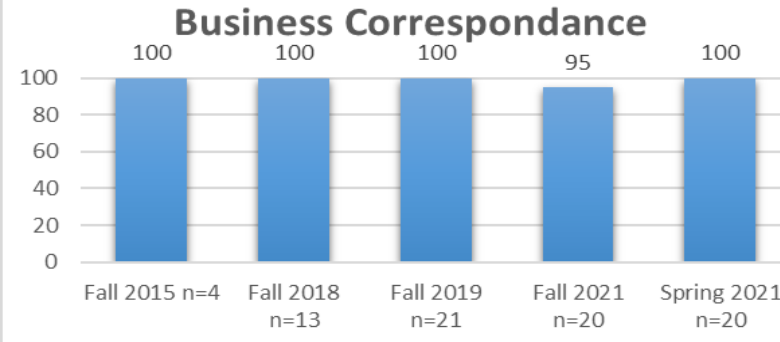
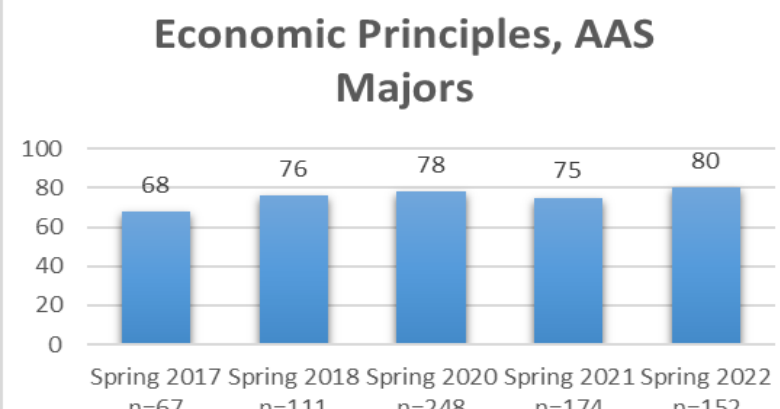
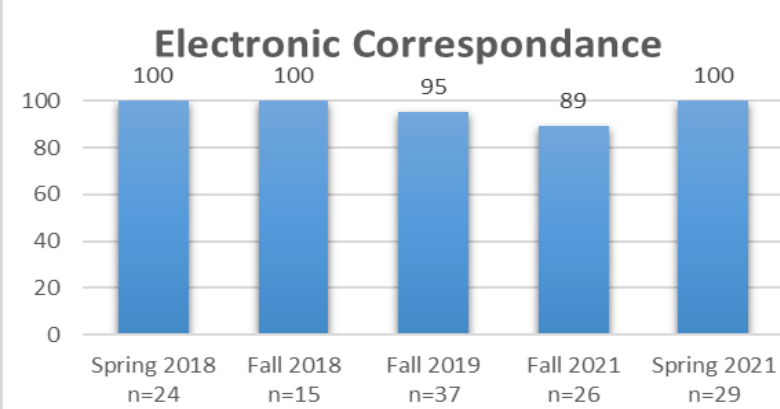
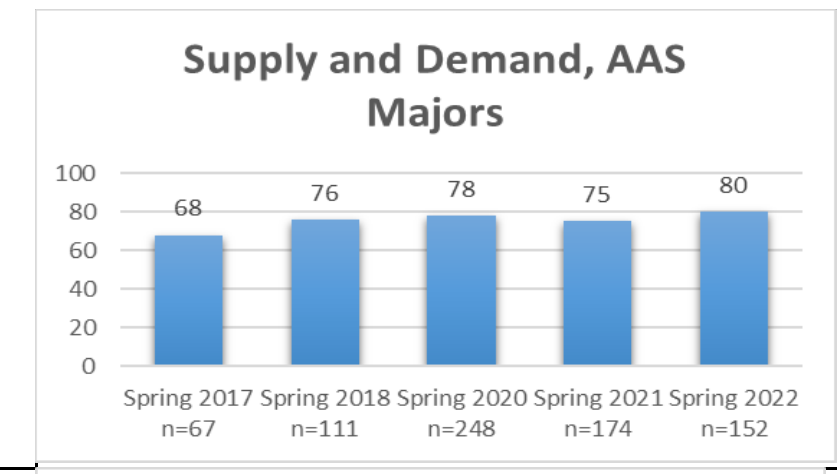


Table 4.1 - Standard 4 Student Learning Assessment

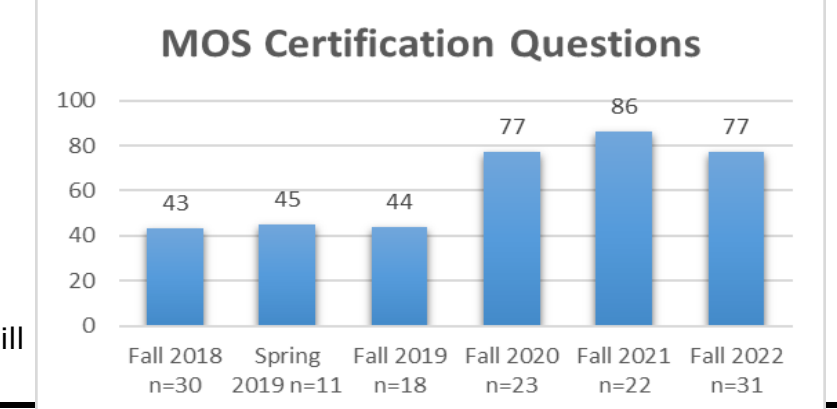
Use this table to supply data for Criterion 4.1.

Performance Indicator	You must provide assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results.																									
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 to external students using data from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc.</p>																									
Identified in Criterion 4.1		Identified in Criterion 4.2		Analysis of Results																						
Approach	Deployment (Do not use course grades or GPA)	Results	Analysis of Results	Improvement Action Taken or Improvement made	Identified in Criterion 4.3																					
Program Learning objectives SLO1, SLO2, etc.	What is your measurement instrument or process?	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	Insert Graphs or Tables of Trends (3-5 data points) Report sample or population size n = #																					
AAS Business and AAS Computer Information Technology																										
1.1 Students will be able to demonstrate the ability to participate successfully in interpersonal and group interactions. 70% of students will correctly answer 70% or more questions correctly.	In BUSN 1310 (Business Communication), students are to answer multiple choice questions about good listening skills and habits. This is a direct, formative, and internal assessment.	This measurement met benchmark until there was a dip in Spring 21 and Fall 21. More emphasis was placed on listening skills and scores improved in 2022. We will continue to monitor.	Some students may not understand the vocabulary of business communication this early in the semester based on the responses to some answers.	Instead of being given at the end of Week 2, the Listening Questions Quiz will be changed to a later time in the semester.	 <table border="1"> <caption>Listening Exam Questions</caption> <thead> <tr> <th>Term</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>88</td> <td>25</td> </tr> <tr> <td>Fall 2019</td> <td>86</td> <td>44</td> </tr> <tr> <td>Spring 2020</td> <td>95</td> <td>19</td> </tr> <tr> <td>Spring 2021</td> <td>58</td> <td>12</td> </tr> <tr> <td>Fall 2021</td> <td>67</td> <td>26</td> </tr> <tr> <td>Spring 2022</td> <td>74</td> <td>35</td> </tr> </tbody> </table>	Term	Score	n	Fall 2018	88	25	Fall 2019	86	44	Spring 2020	95	19	Spring 2021	58	12	Fall 2021	67	26	Spring 2022	74	35
Term	Score	n																								
Fall 2018	88	25																								
Fall 2019	86	44																								
Spring 2020	95	19																								
Spring 2021	58	12																								
Fall 2021	67	26																								
Spring 2022	74	35																								
1.2 Students will be able to create clear, concise, well-organized, written business documents such as letters, email correspondence, memos, and reports that can be used in an effective manner. 70% of students will score Level 3 or higher on rubric	In BUSN 2375 (Career Development), one of their letters will be graded using the business correspondence rubric. This is a direct, formative, internal assessment.	The business unit continues to meet this benchmark.	Correspondence examples, especially videos, have been excellent in teaching proper content and formatting.	We will continue to provide many examples and demonstrations, including video, to assist with this standard.	 <table border="1"> <caption>Business Correspondence</caption> <thead> <tr> <th>Term</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>100</td> <td>4</td> </tr> <tr> <td>Fall 2018</td> <td>100</td> <td>13</td> </tr> <tr> <td>Fall 2019</td> <td>100</td> <td>21</td> </tr> <tr> <td>Fall 2021</td> <td>95</td> <td>20</td> </tr> <tr> <td>Spring 2021</td> <td>100</td> <td>20</td> </tr> </tbody> </table>	Term	Score	n	Fall 2015	100	4	Fall 2018	100	13	Fall 2019	100	21	Fall 2021	95	20	Spring 2021	100	20			
Term	Score	n																								
Fall 2015	100	4																								
Fall 2018	100	13																								
Fall 2019	100	21																								
Fall 2021	95	20																								
Spring 2021	100	20																								
3.2 Understand how economic decisions in a democratic society can affect the individuals living in that system. 70% of students score 70% or higher on EOC questions	In Macroeconomics, ECON 2100, students answer questions on the final exam over basic economic principles. This is a direct, summative, and internal assessment.	Spring 2018, changes were made and we reached the benchmark. The scores remain steady.	The first results were not satisfactory. It was clear that these learning objectives were not being taught well enough. Changes were made in 2018.	After the first results, improvement was made to the study guides and the lecture PowerPoints.	 <table border="1"> <caption>Economic Principles, AAS Majors</caption> <thead> <tr> <th>Term</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td>68</td> <td>67</td> </tr> <tr> <td>Spring 2018</td> <td>76</td> <td>111</td> </tr> <tr> <td>Spring 2020</td> <td>78</td> <td>248</td> </tr> <tr> <td>Spring 2021</td> <td>75</td> <td>174</td> </tr> <tr> <td>Spring 2022</td> <td>80</td> <td>152</td> </tr> </tbody> </table>	Term	Score	n	Spring 2017	68	67	Spring 2018	76	111	Spring 2020	78	248	Spring 2021	75	174	Spring 2022	80	152			
Term	Score	n																								
Spring 2017	68	67																								
Spring 2018	76	111																								
Spring 2020	78	248																								
Spring 2021	75	174																								
Spring 2022	80	152																								
1.4 Students will be able to use electronic communication methods to communicate with others. 70% of students will meet 70% or more of checklist criteria.	In BUSN 1310 (Business Communication), students are measured based on their electronic correspondence. This is a direct, formative, and internal assessment.	The business unit continues to meet this benchmark.	Correspondence examples, especially video, have been excellent in teaching proper content and formatting.	We will continue to provide many examples and demonstrations, including video, to assist with this standard.	 <table border="1"> <caption>Electronic Correspondence</caption> <thead> <tr> <th>Term</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Spring 2018</td> <td>100</td> <td>24</td> </tr> <tr> <td>Fall 2018</td> <td>100</td> <td>15</td> </tr> <tr> <td>Fall 2019</td> <td>95</td> <td>37</td> </tr> <tr> <td>Fall 2021</td> <td>89</td> <td>26</td> </tr> <tr> <td>Spring 2021</td> <td>100</td> <td>29</td> </tr> </tbody> </table>	Term	Score	n	Spring 2018	100	24	Fall 2018	100	15	Fall 2019	95	37	Fall 2021	89	26	Spring 2021	100	29			
Term	Score	n																								
Spring 2018	100	24																								
Fall 2018	100	15																								
Fall 2019	95	37																								
Fall 2021	89	26																								
Spring 2021	100	29																								

<p>5.1 Students will be able to demonstrate an understanding of the basic interaction of economic supply and demand. 70% of students score 70% or higher on Supply and Demand Questions.</p>	<p>In ECON 2100 (Macroeconomics), students demonstrate their knowledge of supply and demand by answering questions. This is a direct, formative, and internal assessment.</p>	<p>Changes were made in 2018 and benchmark was reached. The business unit will continue to monitor.</p>	<p>This is a difficult concept for students.</p>	<p>Spent more time focusing on supply and demand in class. Drew more examples on the whiteboard.</p>
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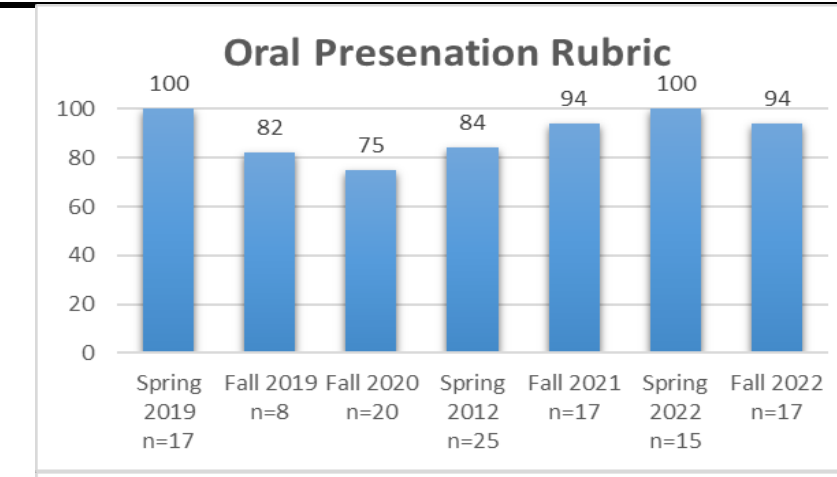


<p>6.1 Students will be able to demonstrate knowledge and ability to format and manipulate a Microsoft Access database. 70% of students score 70% or higher on Supply and Demand Questions.</p>	<p>In CITC 1303 (Database Concepts), students correctly complete selected tasks on MOS certification exam. This is a direct, formative, and internal assessment.</p>	<p>Scores have improved dramatically since the change in platforms in 2020.</p>	<p>These results are consistently low. Spring 2019 was just slightly higher, but nothing of significance.</p>	<p>The change from MyITLab LMS to SimNet has made a difference in the scores. We will continue to strive to improve even more.</p>
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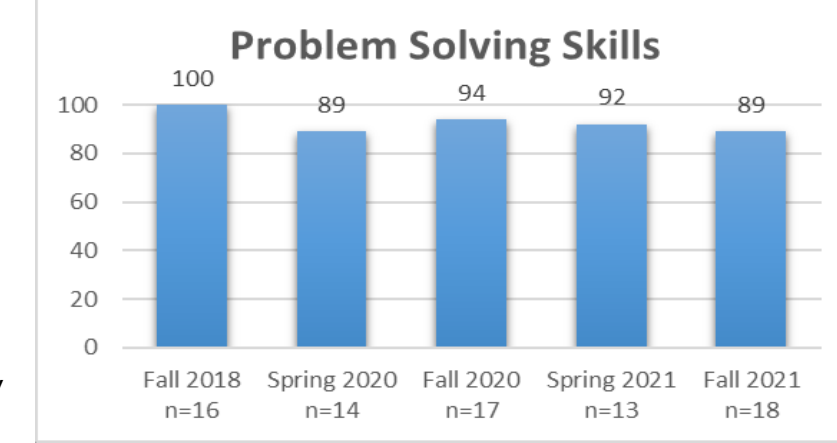


AAS Business: Business Management, Administrative Technical Professional, Medical Office

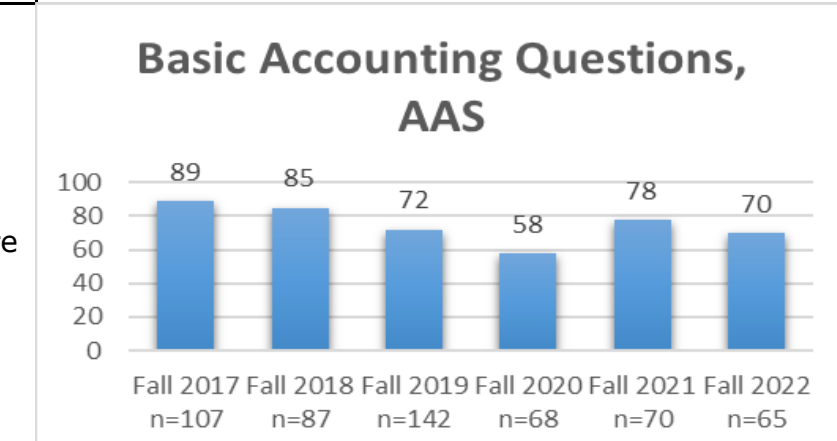
<p>1.3 Students will be able to deliver an effective business presentation. 70% of students will score 70% or higher on oral presentation rubric.</p>	<p>In BUSN 2395 (Business Applications), students give a oral presentation at the end of the course. This is a direct, formative, summative, and internal assessment.</p>	<p>The scores dipped in 2019 and 2020 likely due to precautions and illness, several students did not complete their presentations.</p>	<p>Students have historically consistently made effective business presentations. During the last semester reported, one student in the group did not meet the standard. Making effective business presentations is a skill we must always focus on.</p>	<p>We will continue to focus on giving good presentation. The sample size is small so when one student performs poorly, it negatively effects the results.</p>
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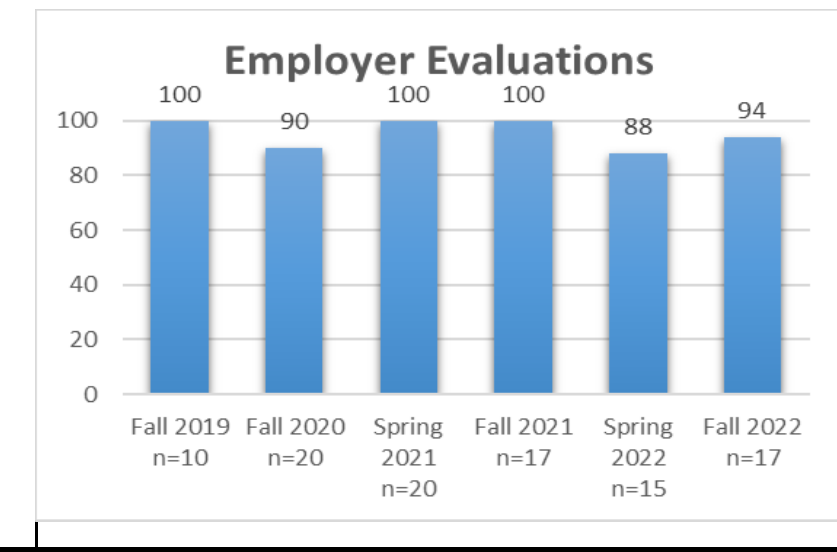
<p>1.6 Students will be able to solve problems using quantitative data in business situations. 70% of students will score 70% or higher on business calculations quiz.</p>	<p>In BUSN 1320 (Business Calculations) students take a quiz assessing their knowledge solving quantitative business problems. This is a direct, formative, and internal assessment.</p>	<p>Student scores continue to be acceptable. Faculty will continue to monitor.</p>	<p>Changes were made to the course and measurements were not taken during the 2017 or 2019 years.</p>	<p>Criterion is being met. We will consistently measure and track results each semester.</p>
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<p>2.2 Students will be able to understand basic accounting principles. 70% of students score 70% or higher on accounting questions.</p>	<p>In ACCT 1010 (Accounting I), students will answer basic accounting questions. This is a direct, formative, and internal assessment.</p>	<p>There was a decrease in success rates in Fall 2020. We attribute this to remote learning.</p>	<p>Students are meeting the criterion; however, there appears to be a downward trend.</p>	<p>Because of the downward trend, faculty are in the process of creating vidoes and explanations on hard-to-understand concepts. We will continue to monitor results, so we can make needed adjustments on tough concepts.</p>
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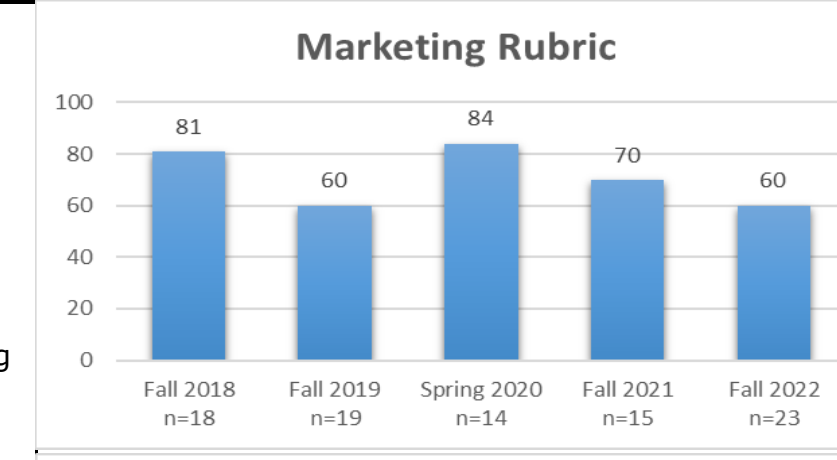


<p>4.1 Students will be able to apply business and management knowledge to effectively work in a business. 70% of students score 70% or higher on employer evaluations. (Business Unit Strategic Plan 2.7, College Strategy 1.2)</p>	<p>In BUSN 2395 (Business Applications), students are evaluated by employers based on their internship performance. This is an indirect, formative, and internal assessment.</p>	<p>Employer evaluations continue to be strong and are an acceptable level.</p>	<p>Evaluations are consistently high for our graduating students. Employers are pleased with their performance.</p>	<p>We will continue to send our employers prepared and qualified students.</p>
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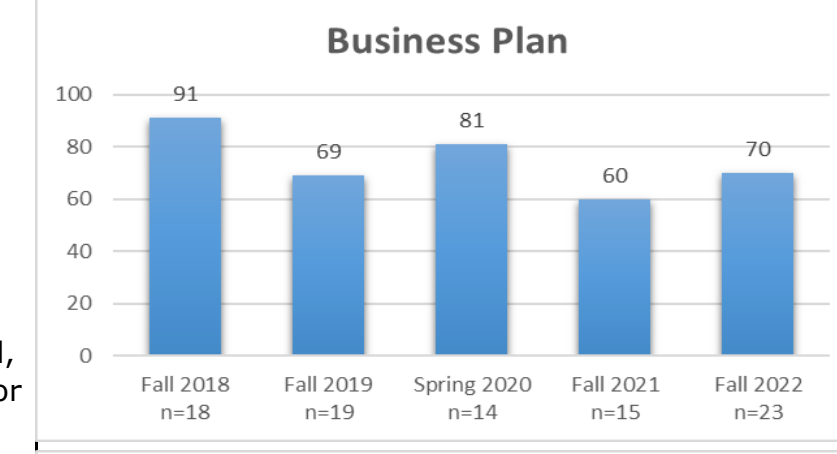


AAS Business, Business Management

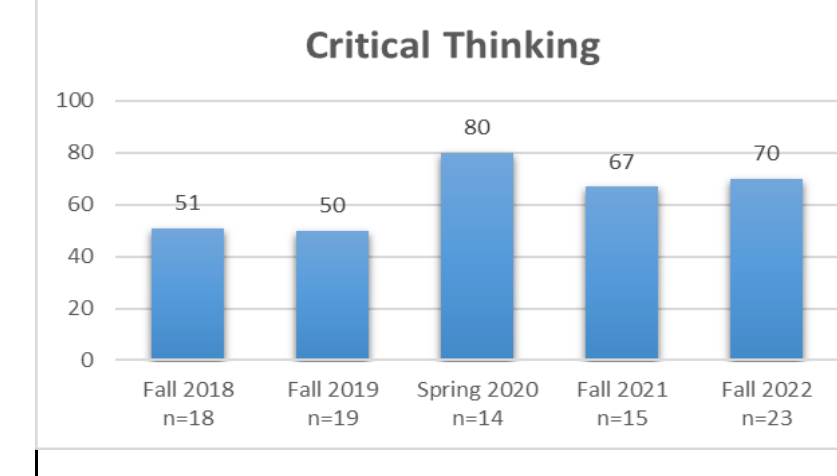
<p>2.1 Students will be able to apply marketing and economic knowledge to effectively develop a business solution. 70% of students score 70% or higher on entrepreneurship marketing rubric.</p>	<p>In BUSN 1330 (Entrepreneurship), students are evaluated on their marketing knowledge. This is a direct, formative, and internal assessment.</p>	<p>There has been a slight downturn below benchmark for this measurement. We will continue to monitor.</p>	<p>In addition to the sample marketing plan provided in the course, we also covered the relevant textbook example more thoroughly.</p>	<p>Next step is to submit additional marketing plans for student review in addition to the course example.</p>
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<p>3.1 Students will be able to create a business plan. 70% of students score 70% or higher on entrepreneurship rubric.</p>	<p>In BUSN 1330 (Entrepreneurship), students are evaluated on their business plan knowledge. This is a direct, formative, and internal assessment.</p>	<p>Scores have fluctuated over the semesters. We will continue to monitor and adjust as necessary.</p>	<p>The business plan is now divided into four sub assignments, and the spacing intervals are appropriate.</p>	<p>The plan will be assigned in the future in four sub assignments. Also, if the Motlow State Entrepreneurship Fair is held this fall, student business plans will be submitted for that event.</p>
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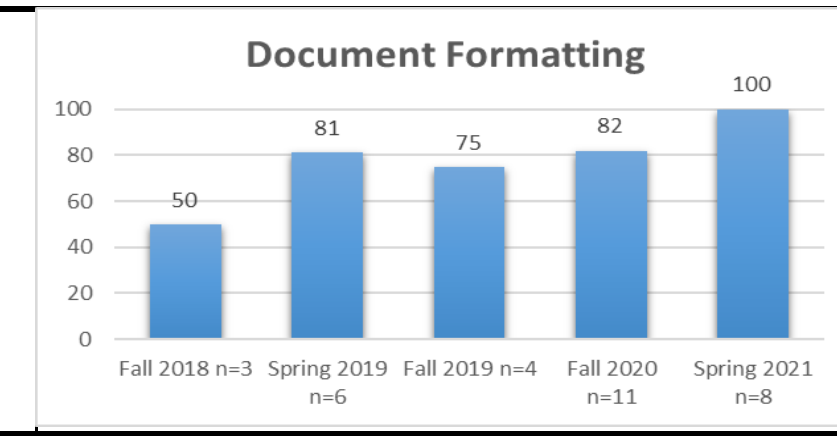


<p>1.5 Students will be able to evaluate information to determine if the premises are valid to identify key facts and arguments, and to determine what appropriate action, if any, is warranted. 70% of students will score 70% or higher on critical thinking rubric.</p>	<p>In BUSN 1330 (Entrepreneurship), students are evaluated on their critical thinking skills. This is a direct, formative, and internal assessment.</p>	<p>Scores are trending upwards as more writing assignments are added in 2022.</p>	<p>The additional writing assignments involving a relevant scenario by chapter have contributed to a better result regarding critical thinking.</p>	<p>Writing assignments involving critical thinking will continue to be assigned by chapter.</p>
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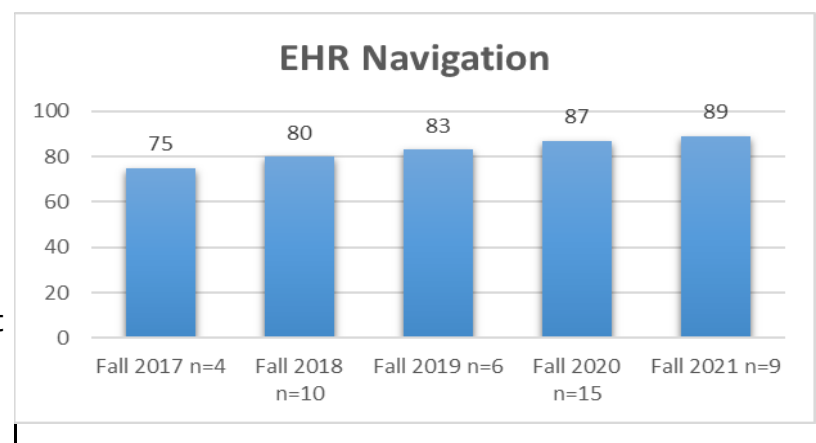
AAS Business, Administrative Technical Professional

<p>7.2 Students will be able to correctly format business documents including tables, letters, memos, and reports. 70% of students will score 70% or higher.</p>	<p>In BUSN 1311 (Word Processing) students will correctly format a business document.</p>	<p>Small sample size leads to high variability. We will continue to monitor scores.</p>	<p>Students did better with videos they could access to assist with the assignments.</p>	<p>More videos are in the process of being created or have already been created to assist with the more difficult assignments.</p>
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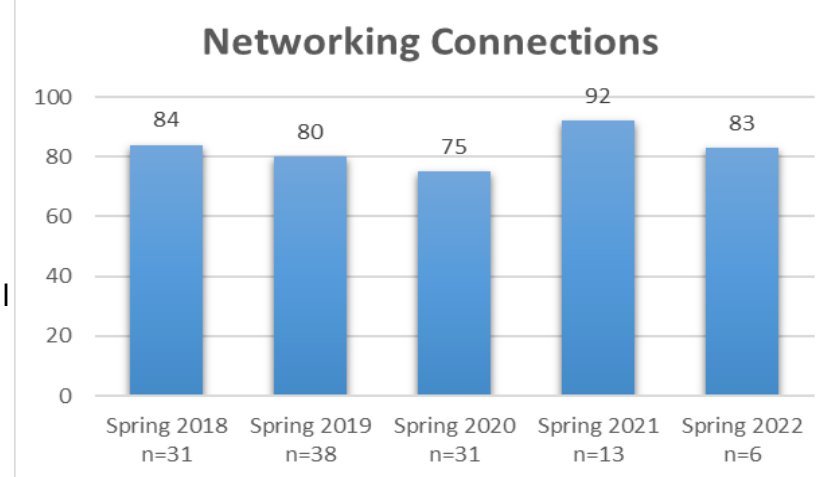
AAS Business, Medical Office

<p>7.3 Students will be able to correctly navigate an Electronic Health Record system including inputting new patients and updating appointments. 70% of students will score 70% or higher.</p>	<p>In ADMN 2304 (Intro to Electronic Health Records) students are required to demonstrate the ability to navigate an EH record system.</p>	<p>Success rates are increasing. No change is recommended,</p>	<p>The course has remained the same over the years surveyed except the publisher changed the EHR software so the screen was more manageable (a dialog box that needed to be constantly moved because it blocked the EHR screen was replaced with a bar at the top of the screen that did not block it). The grades improved after this.</p>	<p>The software was one that most closely resembled a true EHR; however, the dialog box had to be regularly moved so the user could complete assignments in the software. There were a few complaints, but after it changed, there were none. In the future, more attention will be paid to those type of possible issues.</p>
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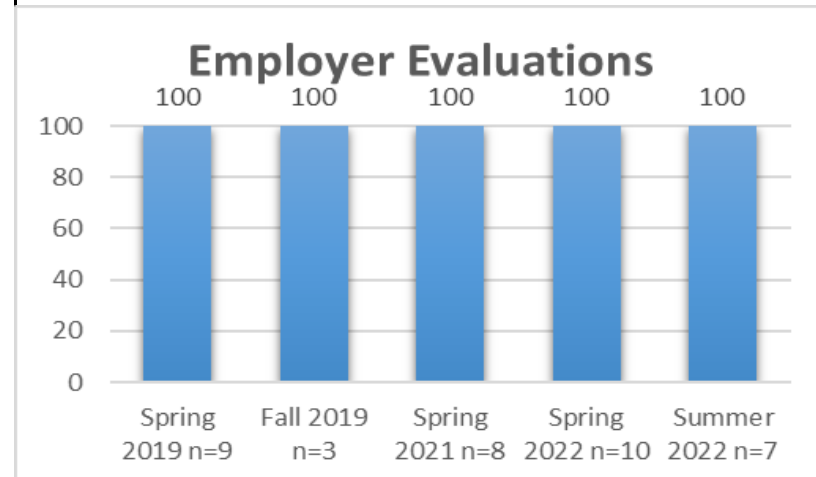


AAS Computer Information Technology: Cyber Defense, Networking, Programming

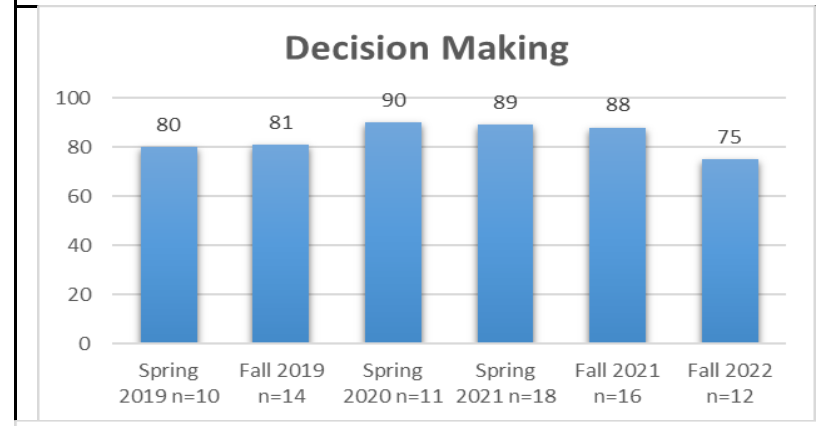
<p>8.1 Students will be able to differentiate various computer networking connections and utilize computer networking technology to connect intermediate devices. 70% of students will score 70% or higher on computer networking questions.</p>	<p>In CITE 1323 CCNA I, students complete homework during the course. This is a direct, formative, internal assessment.</p>	<p>After the shutdown for COVID, scores are back in the normal range. We will continue to monitor results.</p>	<p>Two factors contributed to a slight decrease across analysis components in 2020. First, Cisco curriculum changed this year, going from version 6 to version 7. This curriculum no longer contained quizzes providing chapter content review prior to completing Exams. Second, shutdown of in-person classes due to the Coronavirus which removed the hands-on part of the course which provides opportunity to work with real equipment making learning practical and more interesting.</p>	<p>When the campus computer labs is open again and students can experiment with real equipment, these scores should right themselves. With the knowledge that quizzes have been eliminated from Cisco's curriculum gives us the opportunity to add our own self-assessments so the student knows where they need to focus more attention.</p>
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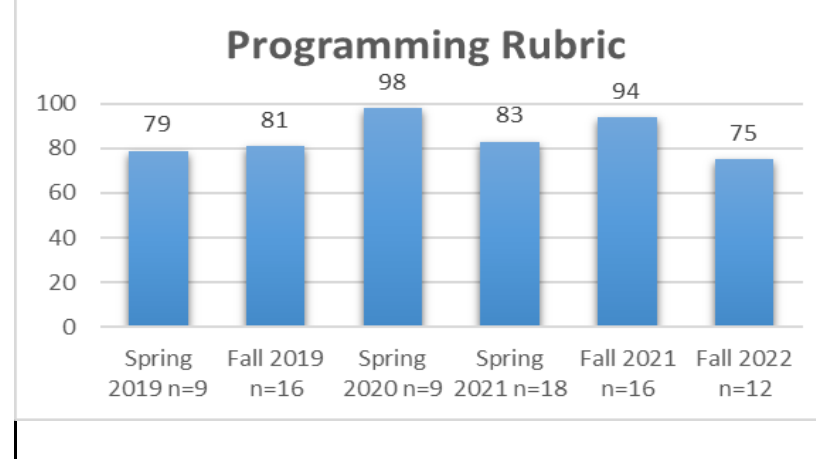
<p>7.1 Students will be able to apply business and management knowledge to effectively work in a business. 70% of students will score 70% on final employee evaluation. (Business Unit Strategic Plan 2.7, College Strategy 1.2)</p>	<p>In CITE 2390 (CIT Capstone), students are evaluated by employers based on their internship performance. This is an indirect, formative, and internal assessment.</p>	<p>Results have been 100% for the past several semesters. Measurements need to be revisited to find an area that needs improvement.</p>	<p>Evaluations are consistently high for our graduating students. Employers are pleased with their performance.</p>	<p>We will continue to send our employers prepared and qualified students.</p>
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<p>9.1 Students will be able to evaluate problems to determine appropriate action required. 70% of students will score 70% on decision making rubric.</p>	<p>In CITE 1301 (Intro to Programming), students complete an assignment and make decisions using programming logic. This is an indirect, formative, and internal assessment.</p>	<p>Results have been steady for this measurement until last semester. We will continue to monitor to be sure results improve.</p>	<p>Our students do well making decisions when writing programs. Focus is on program efficiency as well as overall program functionality.</p>	<p>We will continue to measure results and adjust as needed.</p>
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<p>10.1 Students will be able to design and develop a computer program to solve a problem. 70% of students will score 70% on programming rubric.</p>	<p>In CITE 1301 (Intro to Programming), students complete an assignment showing design of programming logic. This is an indirect, formative, and internal assessment.</p>	<p>This measurement uses the same sample as the one above. Two students did not perform well. We will continue to monitor.</p>	<p>The trend for this measurement is an upward slope. The faculty's focus of the beginning design stage of the program seems to be helping. Pseudocode, Flowcharts, and other logic tools are taught.</p>	<p>We will continue this focus and keep measuring results.</p>
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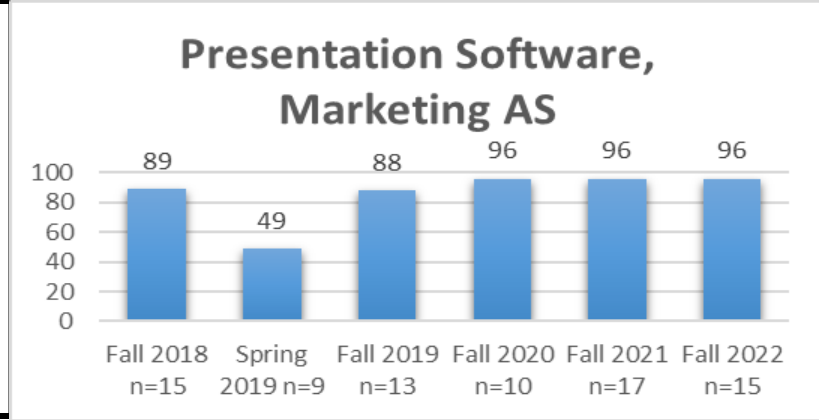
AAS Computer Information Technology, Cyber Defense

<p>9.2 Students will be able to describe how risk is identified and assessed. 100% of students will score 70% on quiz questions.</p>	<p>In CITC 1351 (Principles of Information Assurance) students answer quiz questions. This is a direct, formative, and internal assessment.</p>	<p>Results are consistently around 90%. No change recommended.</p>	<p>Students are meeting the minimum criterion.</p>	<p>Faculty will continue to monitor results, and we plan to update the videos and explanations available in Online Campus as needed.</p>	<table border="1"> <caption>Risk Assessment</caption> <thead> <tr> <th>Term</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>92</td> <td>11</td> </tr> <tr> <td>Spring 2020</td> <td>89</td> <td>9</td> </tr> <tr> <td>Spring 2021</td> <td>96</td> <td>9</td> </tr> <tr> <td>Fall 2021</td> <td>94</td> <td>18</td> </tr> <tr> <td>Spring 2022</td> <td>89</td> <td>13</td> </tr> <tr> <td>Fall 2022</td> <td>91</td> <td>21</td> </tr> </tbody> </table>	Term	Score	n	Fall 2019	92	11	Spring 2020	89	9	Spring 2021	96	9	Fall 2021	94	18	Spring 2022	89	13	Fall 2022	91	21
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AAS Computer Information Technology, Networking																										
<p>8.2 Students will be able to demonstrate skills to configure basic network IP settings within Windows Server installation. 70% of students will score 70% on lab simulation.</p>	<p>In CITC 2320 (Windows Server Administration), students complete lab simulations addressing network configurations. This is a direct, formative, and internal assessment.</p>	<p>Beginning in Spring 2022, the course was revamped and taught by a different instructor. We will continue to monitor results.</p>	<p>Small sample size coupled with the lab closures led to a decrease in performance. The lab simulations are an effective learning tool.</p>	<p>We are proposing to incorporate industry certification labs into the final exam.</p>	<table border="1"> <caption>Network Configuration Lab</caption> <thead> <tr> <th>Term</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Spring 2018</td> <td>87</td> <td>8</td> </tr> <tr> <td>Spring 2019</td> <td>86</td> <td>15</td> </tr> <tr> <td>Spring 2020</td> <td>75</td> <td>8</td> </tr> <tr> <td>Spring 2022</td> <td>92</td> <td>13</td> </tr> <tr> <td>Fall 2022</td> <td>100</td> <td>2</td> </tr> </tbody> </table>	Term	Score	n	Spring 2018	87	8	Spring 2019	86	15	Spring 2020	75	8	Spring 2022	92	13	Fall 2022	100	2			
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Fall 2022	100	2																								
AAS Computer Information Technology, Programming																										
<p>10.3 Students will be able to design and compose an assembly language program. 70% of students will score 70% on exam questions.</p>	<p>In CISP 2410 (Assembly Language Programming), students will design and compose a program using specified design techniques. This is a direct, formative, and internal assessment.</p>	<p>Scores remain consistent</p>	<p>Scores are fairly consistent across all semesters. The slight up-tick in scores in Spring 2020 possibly due to the fact the exam was given online giving the students more flexibility and time to form their answers.</p>	<p>We will continue to focus on design techniques and track measurement results.</p>	<table border="1"> <caption>Programming Techniques</caption> <thead> <tr> <th>Term</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Spring 2019</td> <td>81</td> <td>14</td> </tr> <tr> <td>Fall 2019</td> <td>79</td> <td>12</td> </tr> <tr> <td>Spring 2020</td> <td>88</td> <td>14</td> </tr> <tr> <td>Fall 2021</td> <td>86</td> <td>21</td> </tr> <tr> <td>Spring 2022</td> <td>83</td> <td>15</td> </tr> <tr> <td>Fall 2022</td> <td>88</td> <td>18</td> </tr> </tbody> </table>	Term	Score	n	Spring 2019	81	14	Fall 2019	79	12	Spring 2020	88	14	Fall 2021	86	21	Spring 2022	83	15	Fall 2022	88	18
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AS Business: Business Administration, Accounting, Economics, Finance, Management, Marketing, Information Systems																										
<p>11. Students will be able to understand how economic decisions in a democratic society can affect the individuals living in that system. 70% of students score 70% or higher on Supply and Demand Questions.</p>	<p>In ECON 2100 (Macroeconomics), students demonstrate their knowledge of supply and demand by answering questions. This is a direct, formative, and internal assessment.</p>	<p>Goal was not met in spring 2017 but actions taken resulted in goal being met since that date. Since 2018, scores are meeting the benchmark with a slight improvement in 2022.</p>	<p>The first assessment showed that changes were needed.</p>	<p>The study guide and lecture PowerPoints were updated.</p>	<table border="1"> <caption>Supply and Demand, AS Majors</caption> <thead> <tr> <th>Term</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td>68</td> <td>67</td> </tr> <tr> <td>Spring 2018</td> <td>76</td> <td>111</td> </tr> <tr> <td>Spring 2020</td> <td>78</td> <td>248</td> </tr> <tr> <td>Spring 2021</td> <td>75</td> <td>174</td> </tr> <tr> <td>Spring 2022</td> <td>80</td> <td>152</td> </tr> </tbody> </table>	Term	Score	n	Spring 2017	68	67	Spring 2018	76	111	Spring 2020	78	248	Spring 2021	75	174	Spring 2022	80	152			
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<p>12. Students will be able to apply mathematical or statistical reasoning to solve business related issues. Questions are answered correctly at least 70% of the time</p>	<p>In MATH 1530 (Statistics), students will apply mathematical or statistical reasoning to analyze data and graphs. This is a direct, formative, and external assessment.</p>	<p>Results are within acceptable levels</p>	<p>There have been steady success rates.</p>	<p>Fall 2018, we transitioned the Learning Support courses from being solely algebra-based (with common objectives, regardless of the college-level course) to ones where the content was dependent on the college-level course.</p>	<table border="1"> <caption>Statistical Reasoning, AS</caption> <thead> <tr> <th>Term</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>82</td> <td>95</td> </tr> <tr> <td>Fall 2018</td> <td>82</td> <td>180</td> </tr> <tr> <td>Fall 2019</td> <td>84</td> <td>112</td> </tr> <tr> <td>Fall 2021</td> <td>80</td> <td>204</td> </tr> <tr> <td>Fall 2022</td> <td>83</td> <td>134</td> </tr> </tbody> </table>	Term	Score	n	Fall 2017	82	95	Fall 2018	82	180	Fall 2019	84	112	Fall 2021	80	204	Fall 2022	83	134			
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Fall 2021	80	204																								
Fall 2022	83	134																								
<p>13. Students will be able to understand basic accounting principles. 70% of students score 70% or higher on accounting exam questions.</p>	<p>In ACCT 1010 (Accounting I), students will answer basic accounting questions. This is a direct, formative, and internal assessment.</p>	<p>There was a decrease in success rates in Fall 2020. We attribute this to remote learning.</p>	<p>Students are meeting the criterion.</p>	<p>We will continue to monitor results, and we plan to maintain and update the resources inside Online Campus.</p>	<table border="1"> <caption>Basic Accounting Questions, AS</caption> <thead> <tr> <th>Term</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>89</td> <td>107</td> </tr> <tr> <td>Fall 2018</td> <td>85</td> <td>87</td> </tr> <tr> <td>Fall 2019</td> <td>72</td> <td>142</td> </tr> <tr> <td>Fall 2020</td> <td>58</td> <td>68</td> </tr> <tr> <td>Fall 2021</td> <td>78</td> <td>70</td> </tr> <tr> <td>Fall 2022</td> <td>70</td> <td>65</td> </tr> </tbody> </table>	Term	Score	n	Fall 2017	89	107	Fall 2018	85	87	Fall 2019	72	142	Fall 2020	58	68	Fall 2021	78	70	Fall 2022	70	65
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Fall 2020	58	68																								
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Fall 2022	70	65																								

14. Students will be able to use technology effectively to solve problems. Questions are answered correctly at least 70% of the time	In MATH 1530 (Statistics), students will use technology for mathematical reasoning and problem solving. This is a direct, formative, and external assessment.	Changes were implemented in 2019 to meet benchmark. Results are within acceptable levels	There have been steady success rates.	Fall 2018, we transitioned the Learning Support courses from being solely algebra-based (with common objectives, regardless of the college-level course) to ones where the content was dependent on the college-level course.	<p>Problem Solving, AS</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>51</td> <td>95</td> </tr> <tr> <td>Fall 2018</td> <td>55</td> <td>180</td> </tr> <tr> <td>Fall 2019</td> <td>81</td> <td>112</td> </tr> <tr> <td>Fall 2021</td> <td>79</td> <td>204</td> </tr> <tr> <td>Fall 2022</td> <td>85</td> <td>134</td> </tr> </tbody> </table>	Year	Score	n	Fall 2017	51	95	Fall 2018	55	180	Fall 2019	81	112	Fall 2021	79	204	Fall 2022	85	134			
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AS Business, Accounting																										
15. Students will be able to demonstrate analytical problem solving that is inherent in this profession. 70% of students score 70% or higher on unit 3 exam questions.	In ACCT 1010 (Accounting I), students will use the current ratio to assess a company's short-term liquidity with respect to its available assets and pending liabilities. This is a direct, formative, and internal assessment.	Results are lower than we would like. Accounting majors should score higher than they are presently.	Because students did not meet the minimum criterion, we are revisiting the examples and explanations provided.	To help students better understand the concepts, faculty are providing an application of the ratio, so students understand how it's applied when making investment decisions. We believe a better example coupled with the current resources will assist students reach the minimum criterion.	<p>Exam Questions, Accounting AS</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>67</td> <td>22</td> </tr> <tr> <td>Spring 2019</td> <td>90</td> <td>9</td> </tr> <tr> <td>Fall 2019</td> <td>50</td> <td>14</td> </tr> <tr> <td>Fall 2020</td> <td>60</td> <td>13</td> </tr> <tr> <td>Fall 2021</td> <td>76</td> <td>21</td> </tr> <tr> <td>Fall 2022</td> <td>55</td> <td>20</td> </tr> </tbody> </table>	Year	Score	n	Fall 2018	67	22	Spring 2019	90	9	Fall 2019	50	14	Fall 2020	60	13	Fall 2021	76	21	Fall 2022	55	20
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Fall 2022	55	20																								
AS Business, Business Administration																										
16. Students will be able to demonstrate competence in basic accounting skills. 70% of students score 70% or higher on unit 1 exam questions.	In ACCT 1010 (Accounting I), students will apply accounting concepts related to double entry accounting. This is a direct, formative, and internal assessment.	Results are lower than benchmark. Videos and more explanations should increase scores.	Students are not consistently meeting the minimum criterion. We will incorporate videos in Fall 2013.	Faculty will continue to monitor results, and we plan to update the videos and explanations available in Online Campus when we adopt a new textbook in the fall.	<p>Exam Questions, Bus Admin AS</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>78</td> <td>65</td> </tr> <tr> <td>Spring 2019</td> <td>76</td> <td>37</td> </tr> <tr> <td>Fall 2019</td> <td>83</td> <td>82</td> </tr> <tr> <td>Fall 2020</td> <td>66</td> <td>24</td> </tr> <tr> <td>Fall 2021</td> <td>83</td> <td>49</td> </tr> <tr> <td>Fall 2022</td> <td>56</td> <td>46</td> </tr> </tbody> </table>	Year	Score	n	Fall 2018	78	65	Spring 2019	76	37	Fall 2019	83	82	Fall 2020	66	24	Fall 2021	83	49	Fall 2022	56	46
Year	Score	n																								
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AS Business, Economics																										
17. Students will be able to apply economic analysis to everyday problems to a real world situation. 70% of students score 70% or higher on test questions.	In ECON 2200 (Microeconomics), students will correctly answer test questions that cover circular flow diagrams, opportunity costs, and economic effect of disease. This is a direct, formative, and internal assessment.	Scores are consistently 100% which is expected for Economics majors.	The ECON department recently switched to a new textbook. The results show that the switch was successful.	The results are satisfactory. The department will continue as is.	<p>AS, Economics - Econ Principles</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>100</td> <td>1</td> </tr> <tr> <td>Spring 2019</td> <td>100</td> <td>5</td> </tr> <tr> <td>Fall 2019</td> <td>100</td> <td>1</td> </tr> <tr> <td>Spring 2021</td> <td>100</td> <td>2</td> </tr> <tr> <td>Spring 2022</td> <td>100</td> <td>2</td> </tr> </tbody> </table>	Year	Score	n	Fall 2018	100	1	Spring 2019	100	5	Fall 2019	100	1	Spring 2021	100	2	Spring 2022	100	2			
Year	Score	n																								
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AS Business, Finance																										
18. Students will be able to demonstrate an understanding of financial markets and their role in business. 70% of students score 70% or higher on test questions.	In ECON 2200 (Microeconomics), students will correctly answer test questions that cover firm ownership, principle of diversification, and investments. This is a direct, formative, and internal assessment.	Current results are acceptable. There is a large fluctuation due to small sample size.	That more attention to financial specific ideas needs to be covered.	Updated the study guide to include more financial specific questions	<p>AS, Finance - Econ Principles</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>73</td> <td>10</td> </tr> <tr> <td>Spring 2019</td> <td>48</td> <td>3</td> </tr> <tr> <td>Fall 2019</td> <td>80</td> <td>4</td> </tr> <tr> <td>Fall 2020</td> <td>100</td> <td>3</td> </tr> <tr> <td>Fall 2021</td> <td>57</td> <td>7</td> </tr> <tr> <td>Fall 2022</td> <td>79</td> <td>14</td> </tr> </tbody> </table>	Year	Score	n	Fall 2018	73	10	Spring 2019	48	3	Fall 2019	80	4	Fall 2020	100	3	Fall 2021	57	7	Fall 2022	79	14
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AS Business, Management																										
19. Students will be able to record transactions and prepare financial statements for a business entity. 70% of students score 70% or higher on unit 2 exam questions.	In ACCT 1010 (Accounting I), students will record transactions for a small business and create a simple income statement, statement of owner's equity, and balance sheet from the transactions provided. This is a direct, formative, and internal assessment.	Results are lower than we would like. There is a large fluctuation due to small sample size.	The sample size for these measurements are incredibly small. It is difficult to form a valid conclusion from such small numbers.	Since it is difficult to evaluate, faculty will closely monitor the results. To ensure students have every opportunity to succeed, faculty will provide financial statements for a faux business, in addition to the current resources available in Online Campus.	<p>Exam Questions, Management AS</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>62</td> <td>11</td> </tr> <tr> <td>Spring 2019</td> <td>50</td> <td>2</td> </tr> <tr> <td>Fall 2019</td> <td>68</td> <td>7</td> </tr> <tr> <td>Fall 2020</td> <td>67</td> <td>3</td> </tr> <tr> <td>Fall 2021</td> <td>80</td> <td>6</td> </tr> <tr> <td>Fall 2022</td> <td>40</td> <td>5</td> </tr> </tbody> </table>	Year	Score	n	Fall 2018	62	11	Spring 2019	50	2	Fall 2019	68	7	Fall 2020	67	3	Fall 2021	80	6	Fall 2022	40	5
Year	Score	n																								
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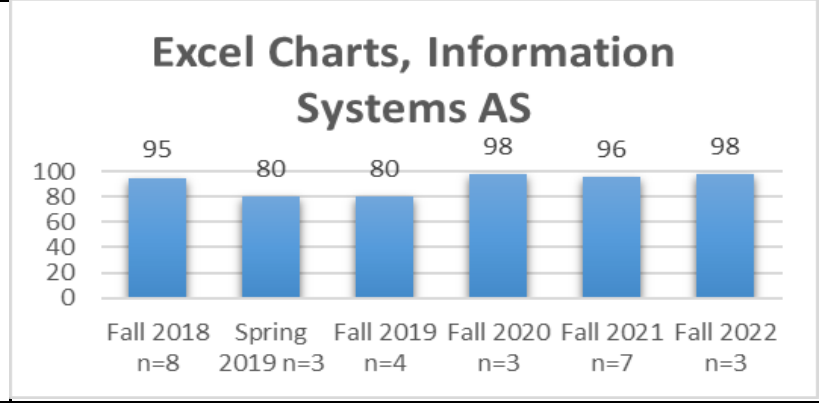
AS Business, Marketing

<p>20. Students will be able to use presentation software for data analysis. 70% of students score 70% or higher on performance exam questions.</p>	<p>In INFS 1010 (Computer Applications), students will create and modify tables and charts using presentation software. This is a direct, formative, and internal assessment.</p>	<p>Results are consistent except Spring 2019. Changes were made to increase success rates.</p>	<p>The sample size for these measurements are incredibly small. It is difficult to form a valid conclusion from such small numbers.</p>	<p>We will continue to teach data analysis using presentation software.</p>
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AS Business, Information Systems

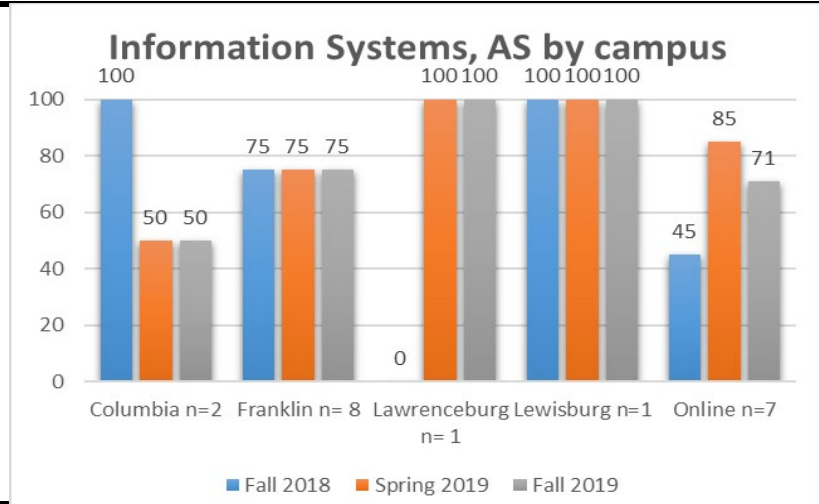
<p>21. Students will be able to create business related reports and documents using office application software. 70% of students score 70% or higher on performance exam questions</p>	<p>In INFS 1010 (Computer Applications), students will use Excel charts and formulas to solve problems. This is a direct, formative, and internal assessment.</p>	<p>Result are consistent. No changes are recommended.</p>	<p>The sample size for these measurements are incredibly small. It is difficult to form a valid conclusion from such small numbers.</p>	<p>We will continue to teach reports and document creation using office software.</p>
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Comparative Analysis

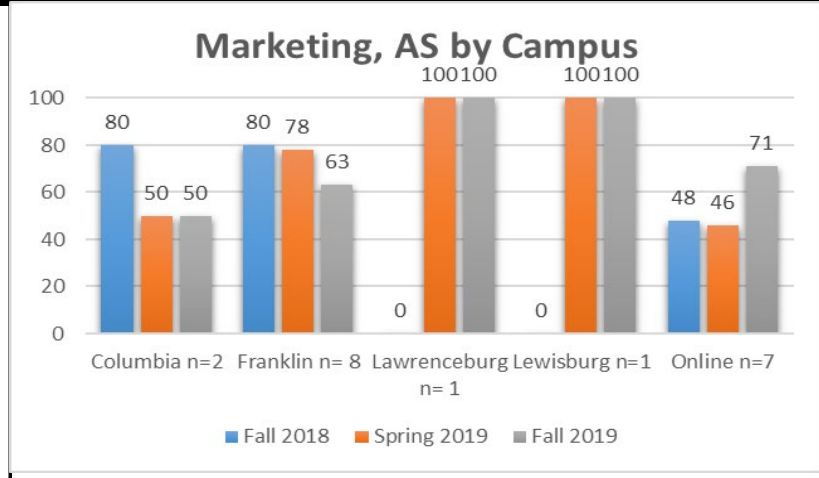
AS Business, Information Systems

<p>Students will be able to create business related reports and documents using office application software. 70% of students score 70% or higher on performance exam questions</p>	<p>Compared Columbia, Franklin, Lawrenceburg, Lewisburg, and Online Sections for the Information Systems assessment.</p>	<p>Fall 2019 Columbia n=2 50% Franklin n=8 75% Lawrenceburg n=1 100% Lewisburg n=1 100% Online n=7 71%</p>	<p>Some campuses have very low numbers of Information Systems majors taking INFS 1010.</p>	<p>We will keep collecting data and as our programs grow, we should have more useful statistics.</p>
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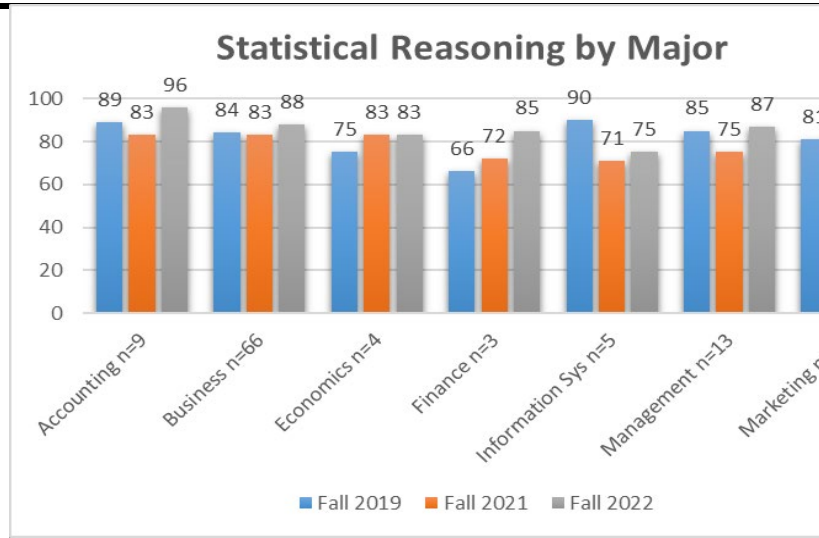
AS Business, Marketing

<p>Students will be able to use presentation software for data analysis. 70% of students score 70% or higher on performance exam questions.</p>	<p>Compared Columbia, Franklin, Lawrenceburg, Lewisburg, and Online Sections for the Marketing assessment.</p>	<p>Fall 2019 Columbia n=2 50% Franklin n=8 63% Lawrenceburg n=1 100% Lewisburg n=1 100% Online n=7 71%</p>	<p>Some campuses have very low numbers of Marketing majors taking INFS 1010.</p>	<p>We will keep collecting data and as our programs grow, we should have more useful statistics.</p>
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AS Business, Statistical Reasoning by Major

<p>Students will be able to apply mathematical or statistical reasoning to solve business related issues. Questions are answered correctly at least 70% of the time</p>	<p>Compared AS degree students by major for statistical reasoning by analyzing data and graphs.</p>	<p>Fall 2022: Accounting n=9 96% Business n=65 88% Economics n=4 83% Finance n=3 85% Information Sys n=5 75% Management n=13 87% Marketing n=13 85%</p>	<p>There has been a slight increase success from Fall 17 to Fall 19 in all but economics majors. The n in the the chart represents the average number of students assessed during these 3 semesters.</p>	<p>All majors seemed to follow the same trend except 2017 economics majors. For this semester, there were only two students and one missed the question.</p>
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AS Business, Problem Solving by Major

<p>Students will be able to use technology effectively to solve problems. Questions are answered correctly at least 70% of the time</p>	<p>Compared AS degree students by major using technology for mathematical reasoning and problem solving.</p>	<p>Fall 2022: Accounting n=9 89% Business n=65 85% Economics n=4 100% Finance n=3 85% Information Sys n=5 100% Management n=13 81% Marketing n=13 92%</p>
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There has been a slight increase success from Fall 17 to Fall 19. The n in the the chart represents the average number of students assessed during these 3 semesters.

Fall 2018, we transitioned the Learning Support courses from being solely algebra-based (with common objectives, regardless of the college-level course) to ones where the content was dependent on the college-level course.

