

TABLE 2: Student Learning Results (Standard 4)

Analysis of Results

<p>Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal</p>	<p>What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)</p>	<p><u>Current Results:</u> What are your current results?</p>	<p><u>Analysis of Results:</u> What did you learn from your results?</p>	<p><u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>
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AS Business

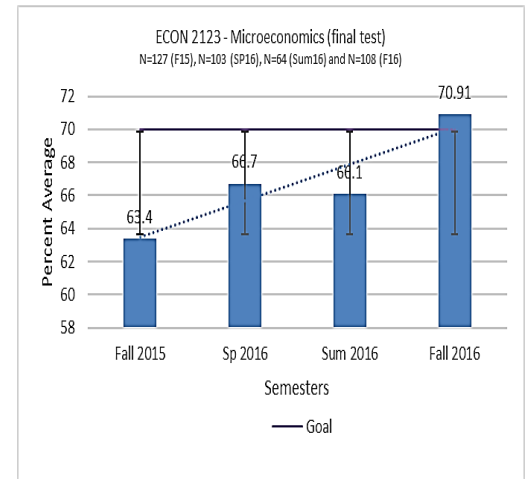
SLO - "Student will demonstrate the ability to use analytical and critical thinking skills to evaluate business and economic decisions"; **Goal** - Student enrolled in economics courses in the AS Business program will achieve an average of 70% on the final comprehensive exam.

In **ECON-2123** (Principles of Macroeconomics), and **ECON 2143** (Principles of Macroeconomics), students average scores on **the comprehensive final exam** will assess critical thinking and analytical reasoning skills of **AS Business** students. This is a direct, formative, internal assessment.

Data were collected for four (4) semesters following our accreditation reaffirmation. After many years of mediocre student performance, especially for ECON 2123 (Principles of Microeconomics), the performance goal was met in the Fall of 2016.

Although instructors used a lot of examples, activities and assignments to get students prepared, students' lack of preparation in other fields such as mathematics negatively affected their performances. Faculty ultimately adopted an adaptive learning solution from the textbook publisher to help with student preparation.

In the academic year 2015, ECON 2123 was completely redesigned through a faculty-led effort funded by a Title III grant from the US Department of Education. As a result, our microeconomics student achievement hit the target for the first time in many years. We will continue to implement the action items that were adopted as part of the Title III course redesign and eventually extend these action items to ECON 2143 (Principles of Macroeconomics).



SLO - "Student will demonstrate the ability to use quantitative methods to make business and economic decisions"; **Goal** - Student enrolled in ECON 2023 (Statistics for Business and Economics) in the AS Business program will achieve an average of 70% on the final comprehensive exam.

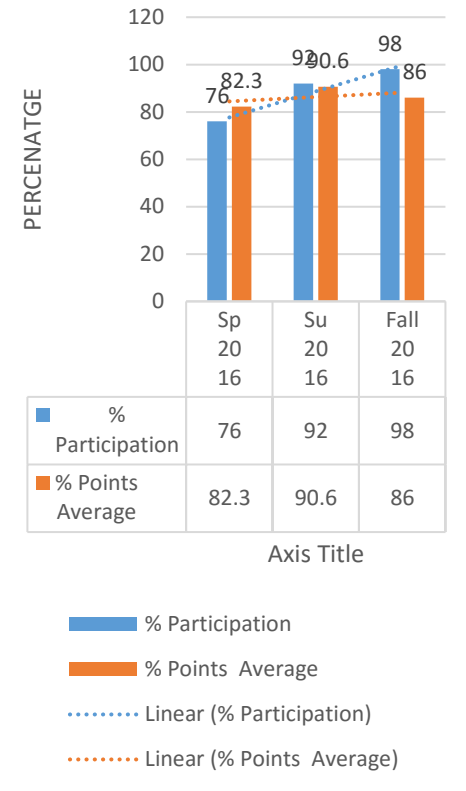
In **ECON-2023** (Statistics for Business and Economics), students average scores on **the comprehensive final exam** will assess quantitative skills (mathematics, statistics and graphical analysis) of **AS Business** students. This is a direct, formative, internal assessment.

Data were collected for five (5) semesters after our accreditation reaffirmation (2015). Student performance has declined since then, following the adoption of a new textbook, and has never come close to hitting the goal.

After years of unsatisfactory performance by students, a decision was made in the Spring of 2014 to adopt a new textbook. Student performance declined since this decision was made.

With the decrease in student performance that followed the adoption of the new text, we have decided to make another change. A selected group of faculty members are currently piloting a new solution which, together with a new textbook, is being considered to correct the situation.

FIN 1013: PERSONAL FINANCE



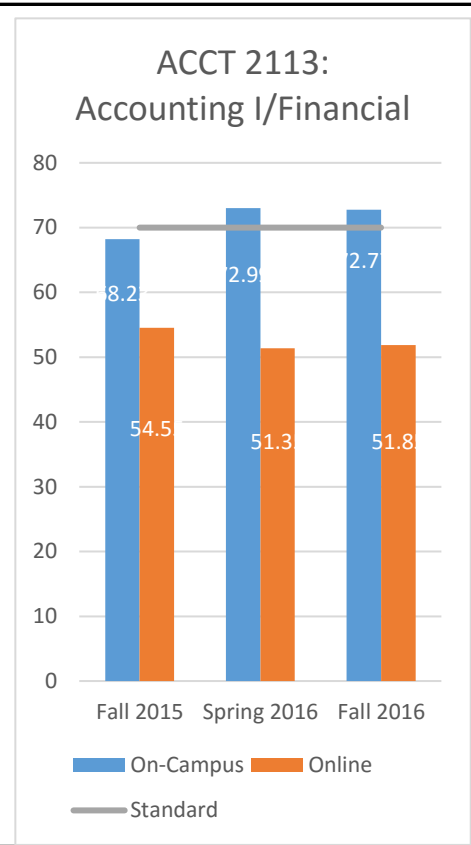
PLO - Graduates of the Oklahoma City Community College Business – A.A.S. Program and A.S. Program will demonstrate a basic understanding of financial accounting principles and practices by completing embedded exam problems in ACCT 2113. **Goal:** The goal is that 70% of students on the final grade report will earn an average or 70% or greater on the embedded problems.

In ACCT 2113 Embedded Questions were used as the measurement instrument. This is a direct, formative, internal assessment.

Data were collected for three (3) semesters following our accreditation reaffirmation.

63.1% of students earned 70% or greater in Spring 2013, 57.9% of students earned 70% or greater in Fall 2013, and 56.4% of students earned 70% or greater in Spring 2014.

Performance results are significantly below the goal of 70%, particularly for online ACCT 2113 students. We continue to monitor financial accounting concepts and results for ACCT 2113.



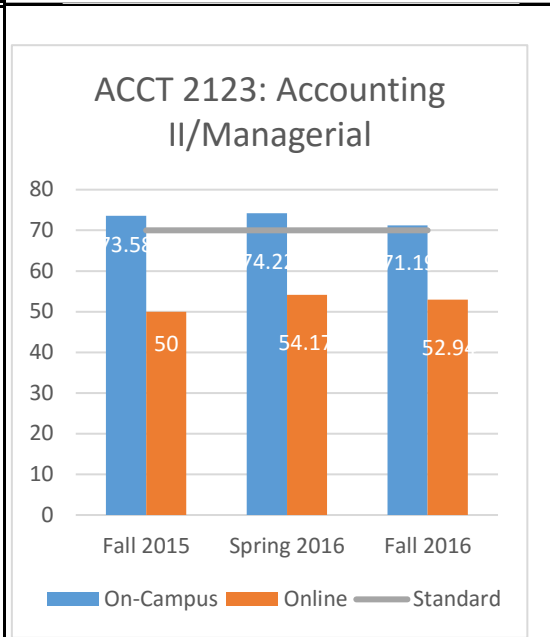
PLO - Graduates of the Oklahoma City Community College Business – A.S. Program will demonstrate understanding of the fundamentals of business concepts by completing embedded exam problems in ACCT 2123. **Goal:** The goal is that 70% of students on the final grade report will earn an average of 70% or greater on the embedded problems.

In ACCT 2123 Embedded Questions were used as the measurement instrument. This is a direct, formative, internal assessment.

Data were collected for three (3) semesters following our accreditation reaffirmation.

70.2% of students earned 70% or greater in Spring 2014.

Performance results are near the targeted goal of 70% overall, but below the goal for online students. We will continue to monitor the fundamentals of business concepts and results for ACCT 2123.



AAS Business

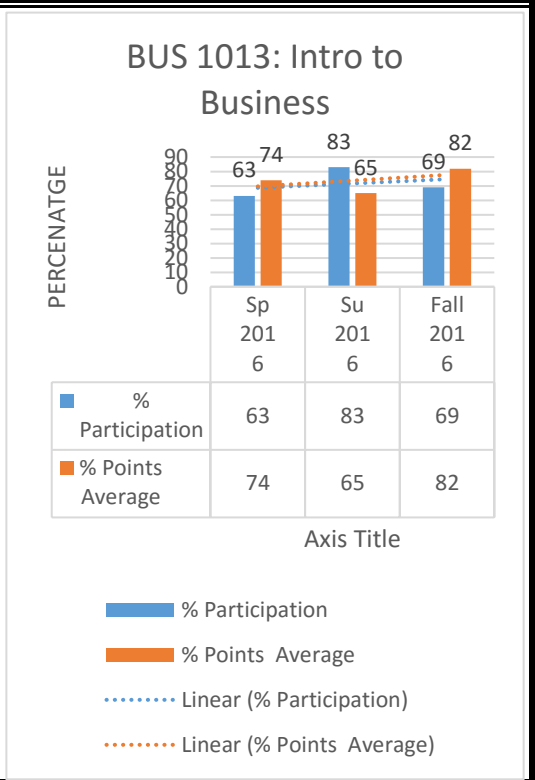
SLO - "Students will demonstrate the ability to use critical thinking skills to evaluate major topics in business"; **Goal** - Student enrolled in Introduction to Business course in the AAS Business program will achieve an average of 70% grade point average on the embedded questions.

In BUS 1013 Embedded Questions were used as the measurement instrument. Expected outcome: Minimum 70% participation with minimum 70% points earned on each question. This is a direct, formative, internal assessment.

Data were collected for three (3) semesters following our accreditation reaffirmation.

BUS 1013 was included in the performance measure in the last 3 semesters because it became one of the major course in the revised AAS Business programs. The result show more needs to be done to encourage participation.

Professors added videos in Moodle (online course platform) to guide students to understand the key issues of the embedded questions. Regular feedback and email reminders to participated have been implemented. Planning to review the embedded questions to evaluated if they are beyond a one thousand level course requirement.



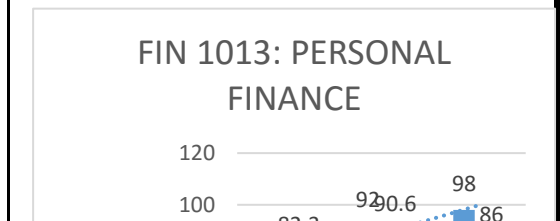
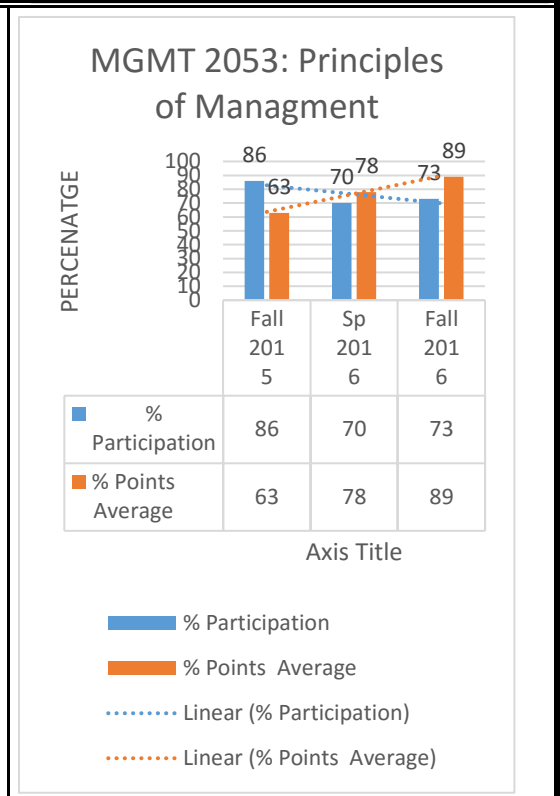
SLO - "Student will demonstrate the ability to use critical thinking skills to evaluate major topics in management";
Goal - Student enrolled in Principles of Management course in the AAS Business programs will achieve an average of 70% grade point average on the comprehensive examination. In order to succeed students must have a good understanding of the functions of management: Planning, Organizing, Leadership, Motivation, Communication and Control

Expected outcome for MGMT 2053: Minimum 70% participation with minimum 70% in the Comprehensive Final Examination at the end of the semester. This is a direct, formative, internal assessment.

Data were collected for three (3) semesters following our accreditation reaffirmation.

Fall 2015 students did not reach the goal of 70% pass rate in the comprehensive examination. This is the only semester in the past 3 years students have failed to reach the minimum 70% pass rate.

Based on students performance in the last 3 years students are achieving the expected result with exception of Fall 2015 semester. Action Taken: Continue to use the comprehensive final exam. Suggestion to faculty to assign research papers throughout the semester covering key areas tested in the comprehensive examination.



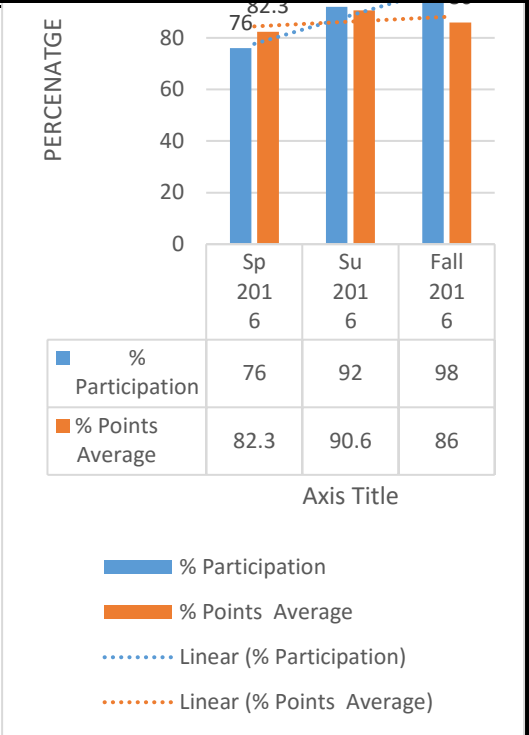
SLO - "Student will demonstrate the ability to use analytical and critical thinking skills to evaluate major topics in personal finance"; **Goal** - Student enrolled in personal finance courses in the AAS Business program will achieve an average of 70% grade point average on the embedded questions.

In FIN 1013 Embedded Questions were used as the measurement instrument. Expected outcome: Minimum 70% participation with minimum 70% points earned on each question. This is a direct, formative, internal assessment.

Data were collected for three (3) semesters following our accreditation reaffirmation.

Professors provided suggested topic questions to guide students to participate in answering the embedded questions.

Professors added videos in Moodle (online course platform) to guide students to understand the key issues of the embedded questions.



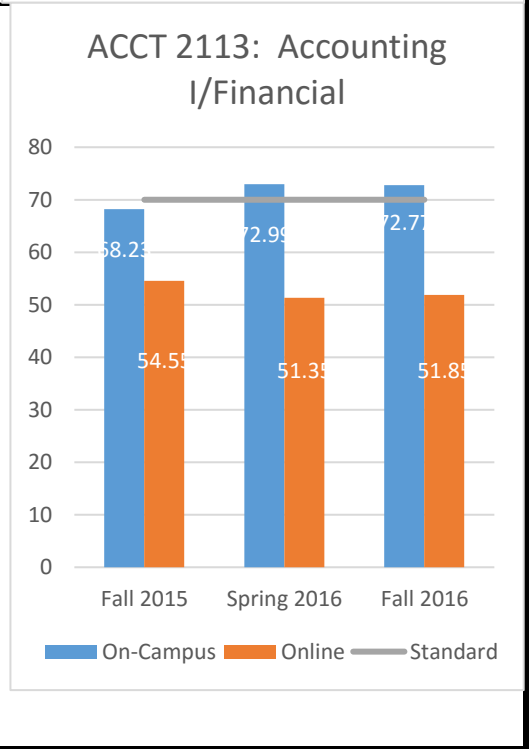
PLO - Graduates of the Oklahoma City Community College Business – A.A.S. Program will demonstrate a basic understanding of financial accounting principles and practices by completing embedded exam problems in ACCT 2113. **Goal:** The goal is that 70% of students on the final grade report will earn an average of 70% or greater on the embedded problems.

In ACCT 2113 Embedded Questions were used as the measurement instrument. This is a direct, formative, internal assessment.

Data were collected for three (3) semesters following our accreditation reaffirmation.

63.1% of students earned 70% or greater in Spring 2013, 57.9% of students earned 70% or greater in Fall 2013, and 56.4% of students earned 70% or greater in Spring 2014.

Performance results are significantly below the goal of 70%, particularly for online ACCT 2113 students. We continue to monitor financial accounting concepts and results for ACCT 2113.



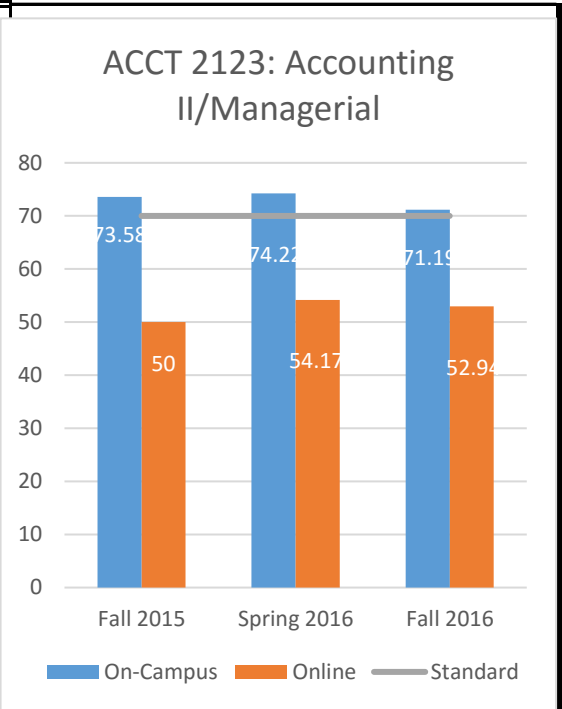
PLO - Graduates of the Oklahoma City Community College Business – A.A.S. Program will demonstrate understanding of the fundamentals of business concepts by completing embedded exam problems in ACCT 2123. **Goal:** The goal is that 70% of students on the final grade report will earn an average of 70% or greater on the embedded problems.

In ACCT 2123 Embedded Questions were used as the measurement instrument. This is a direct, formative, internal assessment.

Data were collected for three (3) semesters following our accreditation reaffirmation.

70.2% of students earned 70% or greater in Spring 2014.

Performance results are near the targeted goal of 70% overall, but below the goal for online students. We will continue to monitor the fundamentals of business concepts and results for ACCT 2123.



SLO - Graduates of the AAS Business-Administrative Assistant and Business-Legal Secretary will demonstrate an understanding of office organization by completing an assigned project on the 10 ARMA filing rules with a score of a minimum 75% in the Automated Records Management course.
Goal: 70% of the graduates will score 75% or better on the final comprehensive project.

A comprehensive project over the 10 ARMA rules coding and computer input was given to students in the course. This is a direct, formative, internal assessment.

Data was collected for two (2) semesters following our accreditation reaffirmation. The course will not be offered again until Fall 2017.

The result has been a higher success rate on the course and better retention, but I feel this should be better.

A new final project was created for the Fall 2016 semester. Based on the decrease on the final project grade and the questions asked by students in class, the project will undergo a revision to make the project more "real life" office format. I will continue using cooperative learning activities, but I feel the students need additional help outside of class as they complete the assignments. The New Accounting/Business Lab provides a quiet study area for the course students to gather, but they are not able to obtain help due to a shortage of staff (budget).

