

TABLE 2: Student Learning Results (Standard 4)													
Use this table to supply data for Criterion 4.2.													
Performance Indicator	Definition												
<b>1. Student Learning Results</b>	<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></p> <p>Add these to the description of the measurement instrument in column two:            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>												
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.												
	- For all data reported, show sample size (n=75).												
Analysis of Results													
Performance Measure: For each assessment, identify the following - 1. Academic Program 2. Student Learning Outcome 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 2 (year or semester)	Data Point 3 (year or semester)						
<p>1. Program - All SLO's -</p> <p>2. Students will demonstrate an understanding of fundamental business and/or technology related concepts and strategies.</p> <p>3. Students will demonstrate an understanding of fundamental managerial concepts and strategies.</p> <p>4. Students will demonstrate understanding of fundamental macroeconomics and microeconomics as they relate to social and business economic applications.</p> <p>5. Students will demonstrate the ability to apply mathematical, quantitative, and information processing skills in problem solving and analysis and presentation of data in a business and/or technology environment.</p> <p>6. Students will demonstrate an understanding of fundamental computer and/or information systems hardware and software applications in a business or technology environment.</p> <p>7. Students will demonstrate a fundamental understanding of how legal and regulatory systems affect business decisions making.</p> <p>8. Students will demonstrate an understanding of the principles of written and oral communications.</p> <p>9. Students will demonstrate familiarity with social responsibility issues as they relate to technology and business ethics, cultural diversity and global and environmental concerns.</p> <p>10. Students will demonstrate familiarity with the cultural and social aspects of the human experience.</p>	<p>The Department uses a formative, internally developed assessment (developed by the full-time ECON faculty) given in a sampling of ECON 2100 sections. These questions are embedded in the mid term and final exams with the first accessment occurring in the fall 2016 term.</p>	<p>The goal has consistently been met.</p>	<p>Students are learning economic objectives at an acceptable percentage consistently.</p>	<p>Students are learning economic objectives at an acceptable percentage consistently.</p>	<table border="1"> <caption>All Programs ECON 2100 SLOs</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2016 (n=29)</td> <td>79</td> </tr> <tr> <td>2018 (n=28)</td> <td>73</td> </tr> </tbody> </table>	Year	Score	2016 (n=29)	79	2018 (n=28)	73	79	73
Year	Score												
2016 (n=29)	79												
2018 (n=28)	73												

Analysis of Results							
Performance Measure: For each assessment, identify the following - Academic Program Student Learning Outcome 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. 1. 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)	Data Point 2 (year or semester)	Data Point 3 (year or semester)
						70	70
						2016 (n=29)	2018 (n=28)

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. 1. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 2 (year or semester)	Data Point 3 (year or semester)	
Program - All 1. Students will demonstrate an understanding of fundamental business and/or technology related concepts and strategies. 2. Students will demonstrate an understanding of fundamental managerial concepts and strategies. 3. Students will demonstrate understanding of fundamental macroeconomics and microeconomics as they relate to social and business economic applications. 4. Students will demonstrate the ability to apply mathematical, quantitative, and information processing skills in problem solving and analysis and presentation of data in a business and/or technology environment. 5. Students will demonstrate an understanding of fundamental computer and/or information systems hardware and software applications in a business or technology environment. 6. Students will demonstrate a fundamental understanding of how legal and regulatory systems affect business decisions making. 7. Students will demonstrate an understanding of the principles of written and oral communications. 8. Students will demonstrate familiarity with social responsibility issues as they relate to technology and business ethics, cultural diversity and global and environmental concerns. 9. Students will demonstrate familiarity with the cultural and social aspects of the human experience. Goal - It is expected that 70% of all students will	The Department uses a formative, internally developed assessment (developed by the full-time ECON faculty) given in a sampling of ECON 2200 sections. These questions are embedded in the mid term and final exams.	The goal has consistently been met.	Students are learning economic objectives at an acceptable percentage consistently.	Students are learning economic objectives at an acceptable percentage consistently.		77	76	
						70	70	
						2017 (n=31)	2019 (n=87)	

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? 1. Do not use grades. 2. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 2 (year or semester)	Data Point 3 (year or semester)													
<p><b>1. Program</b> - AAS Business</p> <p><b>2. SLO's</b> - 80 questions cover the basic core of common business courses with the remaining 20 covering the concentration-oriented courses. These SLO's are on those Master Syllabi</p> <p><b>3. Goal</b> - AAS students will score 70% or better on the Business Exit Exam.</p>	<p>The Department uses a summative, internally developed assessment (developed by all full-time Business and Technology faculty) that is given to all graduating AAS Business students and referred to as the Business Exit Exam.</p>	<p>The goal has consistently not been met.</p>	<p>Students have no incentive to take this exam seriously as it is widely known that the scores are of no personal effect to them</p>	<p>Replace the Business and Technology Field Tests with Capstone Course Project that are tied to a course and have a consequence</p>	<p><b>AAS Business Exit Exam</b></p> <table border="1"> <caption>AAS Business Exit Exam Data</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>9</td> <td>64.5</td> </tr> <tr> <td>2018</td> <td>7</td> <td>66.7</td> </tr> <tr> <td>2019</td> <td>7</td> <td>65.75</td> </tr> </tbody> </table>	Year	n	Score	2017	9	64.5	2018	7	66.7	2019	7	65.75	64.5	66.7	65.75
Year	n	Score																		
2017	9	64.5																		
2018	7	66.7																		
2019	7	65.75																		
						70	70	70												
						2017 (n=9)	2018 (n=7)	2019 (n=7)												
<p><b>1. Program</b> - UPAS/AA Accounting, Business Admin, Business Ed, Computer Sci, Econ, Finance, Info Sys, Mgmt, Mktg</p> <p><b>2. SLO's</b> - 60 questions come from the common core courses and 40 from the specific program of study. The SLO's can be seen in the Master Syllabi for those courses</p>	<p>The Department uses a summative, internally developed assessment (developed by all full-time Business and Technology faculty) that is given to all graduating UPAS/AA students whose concentration was Accounting, and referred to as the Business Exit Exam.</p>	<p>The goal has consistently not been met.</p>	<p>Students have no incentive to take this exam seriously as it is widely known that the scores are of no personal effect to them</p>	<p>Replace the UP Exit Exam with a project or other assessment that is tied to a course and has a consequence</p>	<p><b>UPAS/AA Exit Exam</b></p> <table border="1"> <caption>UPAS/AA Exit Exam Data</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>81</td> <td>65.1</td> </tr> <tr> <td>2018</td> <td>89</td> <td>64.83</td> </tr> <tr> <td>2019</td> <td>76</td> <td>64</td> </tr> </tbody> </table>	Year	n	Score	2017	81	65.1	2018	89	64.83	2019	76	64	65.1	64.83	64
Year	n	Score																		
2017	81	65.1																		
2018	89	64.83																		
2019	76	64																		
						70	70	70												
						2017 (n=81)	2018 (n=89)	2019 (n=76)												

Analysis of Results														
Performance Measure: For each assessment, identify the following - Academic Program Student Learning Outcome 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. 1. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 2 (year or semester)	Data Point 3 (year or semester)							
<p>1. Program - AAS in Business with Concentration in Business Office</p> <p>SLO's</p> <p>Plan and execute a project efficiently</p> <p>b. Track time used to complete a project</p> <p>c. Complete projects working alone or with a team with frequently changing information</p> <p>d. Identify appropriate resources to problem-solve in the contemporary office</p> <p>3. Goal - Students will achieve a score of 80% or better on their Capstone projects in ADMN 2390</p>	<p>The Department uses a summative, internally developed assessment (piloted by the Curriculum Chair of Business and Technology in spring 2018 and 2019) used in a Capstone course</p>	<p>The goal has been met during the pilot period.</p>	<p>Students appreciated the practicality of the work they were doing and the guidance received by the industry partners</p>	<p>Continue the use of the Capstone Projects to replace the Business Exit Exam and develop a similar project/assessment to replace the UP Exit exam</p>	<p><b>Capstone Projects</b></p> <table border="1"> <caption>Capstone Projects Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018 (n=4)</td> <td>100</td> </tr> <tr> <td>2019 (n=4)</td> <td>97.5</td> </tr> </tbody> </table>	Year	Score	2018 (n=4)	100	2019 (n=4)	97.5	100	97.5	
Year	Score													
2018 (n=4)	100													
2019 (n=4)	97.5													
						80	80							
						2018 (n=4)	2019 (n=4)							

**TABLE 7: Business Unit Performance Results (Standard 6)**

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

**Organizational Effectiveness Results**  
 Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.  
**- Please note that data reported in this table should be business unit data and not institution-wide data.**  
 - If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.  
 - For all data reported, show sample size (n=75).

**Analysis of Results**

Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
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Graduation Rates of AAS students	Graduation rates are accumulated by the Office of Institutional Research and reported to the TBR and, after verification, are given to the Department	Graduation rate data is provided in the graph to the right. We should have 2018-19 data by the time of the site visit as it is due from TBR on July 24th, 2019.	After a decrease in 2015-16 and 2016-17, the number of graduates has increased in 2017-18. We believe this trend will continue with the start of the new Medical Office Concentration, the TN Reconnect program, and (if approved) the new Entrepreneurship Concentration.	Proposed a new AAS in Entrepreneurship to our governing board that we hope will be approved in the September board meeting. This program will replace the Management Concentration of the AAS Business degree.  We are also focusing on improving the persistence to graduation for student in the Accounting Concentration of the AAS in Business by offering additional ACCT courses online and seeking more internship opportunities for students.	<table border="1"> <caption>AAS Graduation Rates</caption> <thead> <tr> <th>Year</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>2014-2015</td> <td>20</td> </tr> <tr> <td>2015-16</td> <td>17</td> </tr> <tr> <td>2016-17</td> <td>11</td> </tr> <tr> <td>2017-18</td> <td>20</td> </tr> </tbody> </table>	Year	Rate	2014-2015	20	2015-16	17	2016-17	11	2017-18	20
Year	Rate														
2014-2015	20														
2015-16	17														
2016-17	11														
2017-18	20														

2014-2015      2015-16      2016-17      2017-18  
 20            17            11            20

Graduation Rates	Graduation rates are accumulated by the Office of Institutional Research and reported to the TBR and, after verification, are given to the Department	Graduation rate data is provided in the graph to the right. We should have 2018-19 data by the time of the site visit as it is due from TBR on July 24th, 2019.	After a decrease in 2015-16, an increase occurred in 2017-18. We believe this trend will continue with the start of the TN Reconnect program.	We expect to see this trend of an increasing number of graduates to continue.  The Department developed a new one-hour Sophomore Seminar course that is intended to assist AAUP and ASUP students with transferring to a four-year institution and building relationships with the institution.	<table border="1"> <caption>UPAS &amp; UPA Graduation Rates</caption> <thead> <tr> <th>Year</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>2014-2015</td> <td>177</td> </tr> <tr> <td>2015-16</td> <td>205</td> </tr> <tr> <td>2016-17</td> <td>129</td> </tr> <tr> <td>2017-18</td> <td>168</td> </tr> </tbody> </table>	Year	Rate	2014-2015	177	2015-16	205	2016-17	129	2017-18	168
Year	Rate														
2014-2015	177														
2015-16	205														
2016-17	129														
2017-18	168														

177      205      129      168

Job Placement	Job placement rates are accumulated by the Office of Institutional Research and given to the Department	Job Placement Rates are provided in the graph to the right.	Job Placement Rates have remained positive.	We expect this trend to continue.	<table border="1"> <caption>Job Placement Rate</caption> <thead> <tr> <th>Year</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>2014-2015</td> <td>86</td> </tr> <tr> <td>2015-16</td> <td>100</td> </tr> <tr> <td>2016-17</td> <td>100</td> </tr> </tbody> </table>	Year	Rate	2014-2015	86	2015-16	100	2016-17	100
Year	Rate												
2014-2015	86												
2015-16	100												
2016-17	100												

86      100      100