TABLE 2: Student Learning Results (Standard 4)								
Use this table to supply data for Criterion 4.2.								
Performance Indicator	**Definition**							
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. *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).* 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.							
	- 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 1 (year or semester)**	**Data Point 2 (year or semester)**	**Data Point 3 (year or semester)**
EXAMPLE Program - AAS in Accounting Technology; **SLO -** "The student will demonstrate the ability to analyze financial statements"; **Goal** - 80% score on embedded test questions	In **ACC-213** (Managerial Accounting), students scores on **embedded test questions on the final exam** will assess ability to analyze financial statements. This is a direct, summative, internal assessment.	After three years of subpar student performance, the goal has been met for the last two years.	Although instructors review various examples in class, students were not getting enough practice analyzing financial statements on their own outside of class.	Graded homework assignments where students analyze financial statements were introduced in 2014. This led to improved student performance on this measure. Now, further work will be done to improve the graded homework assignments.	AS in Accounting SLO: Analyze Financial Statements	70	67	72
Program- AAS Business Employer Satisfaction survey results will be at a minimum of 4.5/5.0 positive over 14 ranked measures by item.	Survey of graduate employers- external and summative	Graduate employer responses continue positive and exceed 4.5/5.0 consistently	Results are shared with faculty and will be shared with the advisory committee	Work with Institutional Research to increase responses rates through earlier graduate feedback on employment status and employer location.	2015 , n = 31, 2016, n =24, 2017, n= 17 Employer Satisfaction with Graduates Over 14 Measures	80	80	80
Program -AAS Business- Employer satisfaction -Overall will be good or excellent (4.0 or 5.0) on 5.0 scale , 5.0 = 100%	Survey of graduate employers- external and summative overall level of satisfaction	Three years of employer overall ranking on the survey is positive and achieves standard	Results are shared with faculty and will be shared with the advisory committee	Work with Institutional Research to increase responses rates through earlier graduate feedback on employment status and employer location.	2015, n=31, 2016, n=24, 2017, n=17 Employer Satisfaction with Graduates Over 14 Measures	2011 (n=32)	2012 (n=29)	2013 (n=29)

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 1 (year or semester)**	**Data Point 2 (year or semester)**	**Data Point 3 (year or semester)**
General Education ETS Comparative data will show proficiency equal to or greater than national norms	National norms, external, summative assessment	Three years of data show college and business graduates scores equal to or greater than national norms, nearly equal to college results	Results are shared with faculty in the Business area as well as faculty in general education	no action is needed beyond the sharing of ETS proficiency results with faculty	ETS Comparative Data July 2013 - June 2018 National N = 72,227 Mean 438.2 VSCC N = 1070 VSCC Mean = 442.45 Business AAS N = 201 Mean = 443.36			
GBA exam results will show a minimum score of 75% annually in 6 outcome areas	internal, summative assessment,	Four years of data show standard not reached in all areas and scores in decline	Results shared, test content and review process to be reviewed and updated by faculty	Work with faculty to update exam content within TBR guidelines and update review process	GBA Exam Average Ave N 2014 66.41 48 2015 64.83 55 2016 63.8 52 2017 59.11 59			
INFS 1010 course pretest and post test results will show consistently increased scores over a three year period of over 30% when the score increase is compared to post-test score	internal , direct and comparative	three years of scores show consistent gain by students from beginning of the course to the end of the course	share results with the faculty, consider item analysis	no action needed and scores continue to show positive increases consistently	INFS 1010 Pre Test, Post Test Score Increase Percent+ N 2016 33.70% 124 2017 37.36% 429 2018 39.23% 231			Percent Change
ACCT 1010 course pretest and post test will show consistently increased scores over a three year period of over 30% when the score increase is compared to the post-test score	internal, direct and comparative	three years of scores show consistent gain by students from beginning of the course to the end of the course	share results with the faculty, consider item analysis	no action needed and scores continue to show positive increases consistently	ACCT 1010 Pre Test, Post Test Score Increase Percent+ N 2016 37.59% 45 2017 34.84% 52 2018 46.57% 26	Percent Change chart (2016, 2017, 2018)		.59