

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>
	- 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).

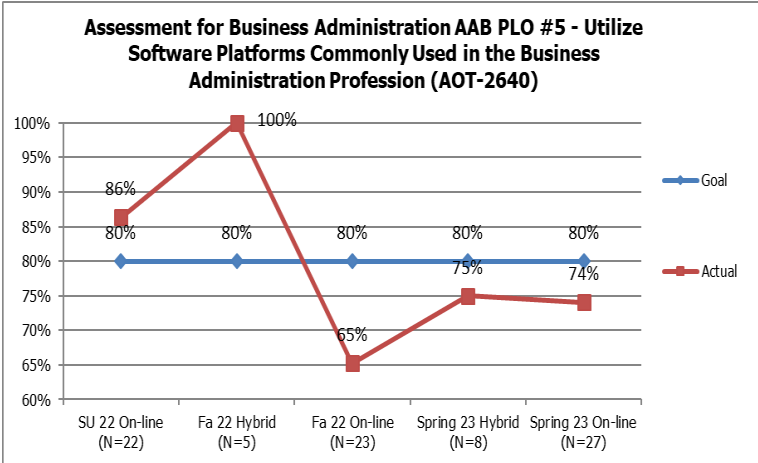
Analysis of Results

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)																				
<p>Program - AAB in Accounting; Program Student Learning Outcome: Accounting Majors will be able to interpret, analyze, and present reliable and relevant information to financial statement users based upon Generally Accepted Accounting Principles both manually and electronically. Program SLO is assessed at the Reinforce Level in ACC-1121 (Payroll Accounting). Goal: 80% of the students will score 80% or above on course project.</p>	<p>In ACC-1121 (Payroll Accounting) students complete a course project which requires analysis and presentation of payroll accounting information. Grading on this assignment is done via an answer key. All sections of the class complete the same assignment. This is a direct, formative, internal, and comparative assessment.</p>	<p>Spring 23 On-line - 81% of students scored 80% or higher. Spring 22 Seated - 75% of students scored 80% or higher. Spring 22 Hybrid - 65% of students scored 80% or higher. Spring 21 On-line - 25% of students scored 80% or higher.</p>	<p>Goal was met in one of the four periods that were examined, but improvements have steadily been made in assessment performance each term. The 80% standard is a "B-" or better on the project. Many of the students that did not meet the 80% standard did earn a passing grade on the project.</p>	<p>In Spring of 23, this course was shifted to an adjunct instructor with extensive experience in Payroll Accounting. This adjunct instructor implemented optional weekly evening meetings and provided a big incentive for students to attend them on a weekly basis. Students were highly engaged weekly with the instructor and we believe that this has had significant impact on student’s overall performance on this project. In the Fall of 23, the Program Chair will be working with this adjunct instructor to move this course to a Cengage textbook. The biggest driver of moving to a different textbook is to try to make the cost of the textbook more affordable for students. The course project will be revamped during the course rebuild, but will be very similar in structure and content to the prior course project.</p>	<p style="text-align: center;">Assessment for Accounting AAB PLO #1 - Interpret, analyze, and present reliable and relevant information to financial statement users based upon Generally Accepted Accounting Principles both manually and electronically. (ACC-1121)</p> <table border="1"> <caption>Assessment Data for Accounting AAB PLO #1</caption> <thead> <tr> <th>Term</th> <th>Sample Size (N)</th> <th>Actual Results (%)</th> <th>Goal (%)</th> </tr> </thead> <tbody> <tr> <td>Spring 21 On-line</td> <td>16</td> <td>25%</td> <td>80%</td> </tr> <tr> <td>Spring 22 Hybrid</td> <td>20</td> <td>65%</td> <td>80%</td> </tr> <tr> <td>Spring 22 Seated</td> <td>4</td> <td>75%</td> <td>80%</td> </tr> <tr> <td>Spring 23 On-line</td> <td>29</td> <td>81%</td> <td>80%</td> </tr> </tbody> </table>	Term	Sample Size (N)	Actual Results (%)	Goal (%)	Spring 21 On-line	16	25%	80%	Spring 22 Hybrid	20	65%	80%	Spring 22 Seated	4	75%	80%	Spring 23 On-line	29	81%	80%
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Analysis of Results

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<p>Program - AAB in Business Administration; Program Student Learning Outcome: Business Administration Majors will be able utilize software platforms commonly used in the business administration profession. Program SLO is assessed at the Introductory Level in AOT-2640 (Spreadsheet Software Applications). Goal: 80% of the students will score 70% or above based on course project.</p>	<p>In AOT-2640 (Spreadsheet Software Applications) students complete a project. The goal of this project is for students to demonstrate skills using Microsoft Excel. Grading on this assignment is done via a rubric. All sections of the class complete the same assignment. This is a direct, formative, internal, and comparative assessment.</p>	<p>Spring 23 On-line - 74% of students scored 70% or higher. Spring 23 Hybrid - 75% of students scored 70% or higher. Fall 22 On-line - 65% of students scored 70% or higher. Fall 22 Hybrid - 100% of students scored 70% or higher. Summer 22 On-line - 86% of students scored 70% or higher.</p>	<p>Goal was met in two of the five periods that were examined. Many of the students that did not meet the 70% standard did not turn in the project and stopped submitting work in the first 1/2 of the semester.</p>	<p>Starting in Summer 22 the instructors of the AOT 2640 classes met individually with students to discuss their final project. This significantly improved the outcomes on the final project for the students that submitted the project. The on-line version of this class does have a significant portion of students that stop submitting work within the first 8 weeks of the term, but choose to not drop the class often for Financial Aid reasons. This greatly impacts the results presented for this assessment of fully on-line classes in the Fall of 22 and Spring of 23. Additionally small classes sizes in the Hybrid section can skew the results if only one or two students choose to not submit the assignment or perform poorly on it. Many of these students really need the structure of a Hybrid class versus a fully on-line class. The students are capable of doing the work, but often get behind and give up. Advising is working to encourage students to select Hybrid class offerings, especially if they have already failed the class one time. Offering a Hybrid section using Zoom seemed to work well and provided needed support for students that struggle with technology and time management. The Chair plans to advocate to continue running Hybrid options of this course even if they are lower enrolled to support students that need more direction and support from their instructor. Having these options for students directly impacts student success.</p>

Provide a graph or table of resulting trends (3-5 data points preferred)



Analysis of Results

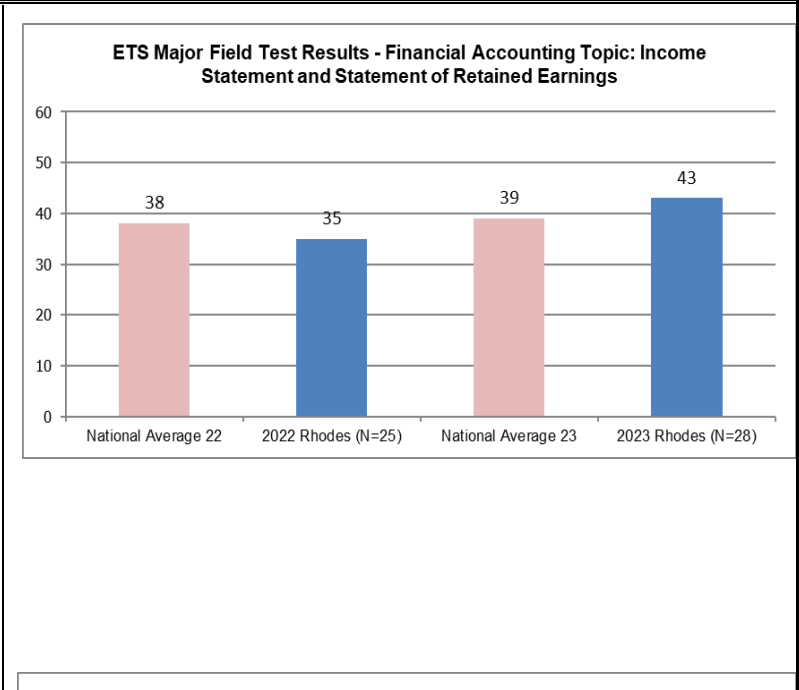
<p>Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal</p>	<p>What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)</p>	<p>Current Results: What are your current results?</p>	<p>Analysis of Results: What did you learn from your results?</p>	<p>Action Taken or Improvement Made: 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>															
<p>Program - AAB in Human Resource; Program Student Learning Outcome: Human Resource Majors will be able to develop knowledge of best practices in the five key Human Resource Functions: 1) selection, 2) training, 3) compensation, 4) benefits & 5) labor relations. Program SLO is assessed at the Introductory Level in MGT-2000 (Human Resource Management). Goal: 80% of the students will score 80% or above based on a grading rubric.</p>	<p>In MGT-2000 (Human Resource Management) students complete a team project. The goal of this project is for students to develop skills related to how an organization plans for current and future human resource needs. Grading on this assignment is done via a rubric. All sections of the class complete the same assignment. This is a direct, formative, and internal assessment.</p>	<p>Summer 23 - 90% of students scored 80% or higher. Spring 23 - 100% of students scored 80% or higher. Fall 22 - 91% of students scored 70% or higher. Spring 22 - 76% of students scored 70% or higher.</p>	<p>Goal was met in all four semesters that were examined. Goal was raised from 70% to 80% performance in the Spring of 2023 and assessment was changed substantially.</p>	<p>In Spring of 22 and Fall of 22 a different assessment was utilized to measure this Program SLO. Students completed a series of mini cases in each chapter of the textbook that focused on building skills in the five key human resource functions. As part of our assessment process we identified that many students were not meeting this standard due to not turning in many of these mini cases. It was determined that this assessment should be revamped to have a more substantial weight on the student's overall grade in the class, and there was also a desire for this assessment to include a team component. In the Spring of 23 a new group project was introduced to measure this Program SLO. Additionally, in the Spring of 23 the instructor implemented optional weekly class meetings for on-line classes that students could attend instead of having to complete a weekly discussion board. This implementation has been successful in increasing student engagement and completion of assignments in the MGT 2000 on-line classes. In the 23-24 academic year this course will be reviewed for alignment with Society for Human Resources approved program standards. The goal is for all of the Human Resource classes in the AAB to prepare students to pass SHRM National certifications.</p>	<p align="center">Assessment for Human Resource AAB PLO #1 - Develop Knowledge of Best Practices in the Five Key Human Resource Functions: 1) Selection, 2) Training, 3) Compensation, 4) Benefits & 5) Labor Relations (MGT-2000)</p> <table border="1"> <caption>Assessment Data for Human Resource AAB PLO #1</caption> <thead> <tr> <th>Term</th> <th>Actual (%)</th> <th>Goal (%)</th> </tr> </thead> <tbody> <tr> <td>Spring 22 (N=17)</td> <td>76%</td> <td>80%</td> </tr> <tr> <td>Fall 22 (N=23)</td> <td>91%</td> <td>80%</td> </tr> <tr> <td>Spring 23 (N=25)</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>Summer 23 (N=13)</td> <td>90%</td> <td>80%</td> </tr> </tbody> </table>	Term	Actual (%)	Goal (%)	Spring 22 (N=17)	76%	80%	Fall 22 (N=23)	91%	80%	Spring 23 (N=25)	100%	80%	Summer 23 (N=13)	90%	80%
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<p>Rhodes State graduates of the Accounting, Business Administration, & Human Resource Majors will perform at or above the national average on key accounting concepts that are covered on the Educational Testing Service (ETS) Major Field Test (MFT).</p>	<p>Educational Testing Service (ETS) Major Field Test (MFT) for Associate Degree Business. (Direct, Summative, External, and Comparative)</p>	<p>The Financial Accounting Concept analyzed was the Income Statement & the Statement of Retained Earnings. In 2020 and 2021 our students did not take the ETS Field Test due to Covid restrictions that limited access to the Rhodes State Testing Center. In 2022 our graduates fell below the national average, but in 2023 our graduates exceeded the national average.</p>	<p>We have mixed results on this Financial Accounting concept, but are trending fairly closely with the National Average.</p>	<p>Corporate Financial Accounting (ACC-1010) will continue to be taught by full-time faculty members if at all possible. This course lays a solid foundation in Financial Accounting, and it is important that we devote full-time faculty to this introductory course. Offering this class in a Hybrid format as well as On-line is also critical for students that need the structure of meeting with an instructor multiple times a week to be successful. The cost of administering the ETS field test is quite high and the data provided from it is limited in value. Because of the specialized nature of the Business Degrees offered at Rhodes State, many students are being tested on areas in the ETS field test that were not a significant part of their education. Consideration needs to be given to move to a different testing provider. The Program Chair would like to explore this more when attending the National ACBSP conference and networking with other vendors that provide testing.</p>
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<p>Rhodes State graduates of the Accounting, Business Administration, & Human Resource Majors will perform at or above the national average on key microeconomics concepts that are covered on the Educational Testing Service (ETS) Major Field Test (MFT).</p>	<p>Educational Testing Service (ETS) Major Field Test (MFT) for Associate Degree Business. (Direct, Summative, External, and Comparative)</p>	<p>The Microeconomics Concept analyzed was Supply and Demand. In 2020 and 2021 our students did not take the ETS Field Test due to Covid restrictions that limited access to the Rhodes State Testing Center. In 2022 & 2023 our graduates fell below the national average.</p>	<p>There is room for improvement on this Microeconomics concept, as we are trending well below the National Average.</p>	<p>In the Summer of 2023 the Microeconomics curriculum will be moved to a McGraw Hill Textbook that utilizes Connect. The Program Chair has had in depth conversations with the lead faculty on this course about student engagement and retention of course material. Through these discussion, it was determined that the current textbook and resources were lacking and that a move to Connect was needed especially since most students take this class fully on-line. The pilot of this change occurred in the Summer of 23 and went well. We will continue to monitor student's performance in this course through our assessment process during the 23-24 academic year and make adjustments as needed.</p>
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