

TABLE 2: Student Learning Results (Standard 4)

Use this table to supply data for Criterion 4.2.

| Performance Indicator | Definition |
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| 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> <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.</p> <p>- For all data reported, show sample size (n=75).</p> |

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? |
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Currently Pratt Community College has the following degrees:

- *AS in Accounting
- *AS in Business Administration
- *AAS in Business Administrative Technology
 - *option of Medical Office Assistant
- *AAS in Business Administration and Management was discontinued several years ago, but should be restored fall 2019. We will submit new program charts when that program is restored.

There are a total of 10 assessments in Standard 4.

1. **This assessment is for all students in AS Accounting & Business Administration & AAS in Business Administrative Technology.**

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| 100% of students will meet 80% of the computer competencies. | A direct formative internal assessment is given in the general education required computer courses for all PCC students except nursing. This is part of our Graduate Profile. Students in all our business programs take this course. | 2017-2018 | 97%(231/239) of the students who took the competency test met the 80% benchmark. | Our percentage is looking very good on these competencies. We can still make some improvements to meet the 100% mark. The test was updated to keep up with the technology upgrades.. We have not made the move to using the MOS test. We have hired a new instructor and need to do more research with the MOS test to see if we can document individual competencies. | We need to continue to make sure each student is understanding all competencies. Each instructor need to stress the competencies that are not being meet in there classes. |
| | | 2016-2017 | 92%(119/130) of the students who took the competency test met the 80% benchmark. | This year, our percentage went up from last year from 88% to 92%. Junnae Landry retired this year, and we hired two new instructors to teach in this area. Since the state is paying for us to offer the Microsoft Office Specialist test (MOS), we are considering changing our assessment next year to the MOS test. We tried it in one class in fall 2016, and will try it out in all classes in spring 2017 to determine if it will work for our assessment and what the benchmark should be. | We did better this year than last year, which was the first year using our updated assessment. As stated in the last column, we are looking to update the assessment again to the MOS test. The biggest challenge is that the state is paying for us to give the test, and if they quit paying for it, then we will may not be able to continue giving it. |
| | | 2015-2016 | 92% (194/212) of the students who took the competency test met the 80% benchmark. | This year our percentages went up from the previous years. We are making sure more of our students are understanding the competencies. | We still have some improvements to be made, but have made some progress. We have some of our students struggling with the more diffucult competencies. More explaining or extra assignments on the competencies might be helpful for our instructors to include. |
| | | 2014-2015 | 88% (239/272) of the students who took the competency test met the 80% benchmark. | We started using our new assessment this year, so this could be the reason why some of students are falling below the benchmark. | Updating the assessment showed that we have room for improvement, so this is a good opportunity for us. At this point, we looked at the data and adjust our teaching to make sure students are meeting the benchmarks. |
| | | 2013-2014 | 100% (289/289) 289 students took the word processing competency test this year. All 289 of the students scored higher than the 80% benchmark. | Students are doing better. This is the second year we've had 100%, and we have high percentaged most years. | We decided to increase the difficulty of the competency test, so Junnae Landry created a new assessment to be used next semester. |
| | | 2012-2013 | 100% (233/233) 233 students took the word processing competency test. All 233 students scored higher than the 80% benchmark. | At this time, we don't have an overall student learning problem. We do have students who drop the class. Through Title III, this year we have the oppportunity to have an Supplemental Instruction Leader in one of our classes. Hopefully this will help retention. | We met the benchmark at 100%. We will utilize a Supplemental Instruction Leader in one of our classes, and that person will also be a tutor in the library for anyone that needs tutoring. |
| | | 2011-2012 | 98% (322/328) 328 students took this competency test, and 6 of them did not score at or above the 80% benchmark. | Although we were not below 80% on any specific competency, we had 6 students who didn't score at or above the benchmark. This is a general education requirement, so there are all levels of students in this class. | Even though we had 6 students not meet the benchmark, we are still at 98%. Ideally, we want ALL students to pass this competency test, but some students do not take it very seriously. We will stress the importance of this test both for the students understanding and their grade in the class, but also for our outcomes assessment plan. |
| | | 2010-2011 | 99.6% (249/250) met 80% of the computer competencies. | 99.6% of the students passes the test at the 80% or above level. | We've discussed several things with this assessment. Expecting a 100% passing rate is not realistic, so we are considering lowering that to 90 or 95%. We have also discussed including other skills such as spreadsheets, database, etc., but not all students take a class that incorporates these other softwares, so for right now, we are leaving it as is. |

2. **This assessment is for all students in AS Accounting & Business Administration & AAS in Business Administrative Technology.**

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| Each competency of the computer competency test will measure at least 80% success rate. | A direct formative internal comparative assessment is given in the general education required computer courses for all students except nursing. | 2017-2018 | We updated our competencies to cover the 2016 version of Word. We had 1 competency that fell below the 80% benchmark. Hanging indent (79%). | Hanging indent is still a concept that gives students trouble. We have increased our percentage from last year. | We need to continue stressing the need for a hanging indent. Possibly giving more exercises using this competency. |
| | | 2016-2017 | There were one competency that fell below the benchmark out of the 25 competencies that we track. It is hanging indent (68%). | Hanging indent is still a competency that falls below the benchmark. This is a concept that is hard for the students to understand. | We had a new instructor this year and stressed to all instructors, the level our students need to meet competencies. Hanging indent seems to be a trouble spot in our last few years. We need to do more assignments to make sure students understand this competency. |
| | | 2015-2016 | There were two competencies that fell below the benchmark out of the 25 competencies that we track. They were: Paragraph borders and shading (76%) and hanging indent (79%). | Hanging indent is barely below the benchmark, which is an improvement from last year. Borders and Shading is lower than expected. One instructor retired May 2016, and we now have two new instructors that teach this class, so we will address the two issues with them. | We discussed with the two new instructors about outcomes and what levels our students need to obtain. At this point, we are actively looking at the MOS test for our assessment. |
| | | 2014-2015 | There was one competency that fell below the benchmark out of the 25 competencies that we track. It was hanging indent (75%). | We had a really good year last year, so didn't stress Hanging Indent, and it fell below the benchmark. | We need to work on making sure students understand this concept better by covering this topic during the regular class time, then reviewing this concept again prior to taking the test. |
| | | 2013-2014 | There were no competencies that fell below the benchmark of 80% | The lowest benchmark was creating a cover page at 86%. | Justify and Hanging Indent were not a problem this year, so stressing those skills may have helped. There is no need for further action at this time. |
| | | 2012-2013 | We had two competencies fall below the 80% benchmark out of 25 competencies | This is the first time Justify has been below the 80%, but Hanging Indent has been a problem off and on. Hanging Indent - we need to determine | We will try to stress this skill more while going over it, and review the skill right before the test to reinforce it. |
| | | 2011-2012 | We were not below 80% on any of the competencies this year. | This is the first time we haven't fallen below the benchmark. | This is the second year we have used the Office 2010 software, so students may be more familiar with it. Nothing to change at this time. |
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3. **This assessment is for all students in AS Accounting & Business Administration & AAS in Business Administrative Technology.**

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|--|---|--------------------|--|---|---|
| <p>80% of the students in the Accounting I class will do and finish a comprehensive problem, and students who finish the comprehensive problem will score 80% or above on the problem.</p> | <p>A direct formative internal assessment is given in the Accounting I class. Students in all business programs (AS & AAS) take the Accounting I class.</p> | <p>Fall 2018</p> | <p>100% (20/20) students finished the comprehensive problem, and 90% (18/20) scored above 80% on it.</p> | <p>All twenty students in the class attempted this problem. One student didn't finish it, and one student scored 74% on it. The rest scored above the 80%</p> | <p>I explained several times how much this problem calculates into their final grade, and I stressed that it is important for our outcomes assessment. I also gave students time in class to work on it, with time outside of class to finish. This seemed to help improve the scores on this assessment. It's a task that I need to stat on top of. For now there is no improvement plan, except to continue stressing the importance of this problem, not only for assessment, but for the students to understand the entire Accounting cycle, and to continue to be successful in the class.</p> |
| | | <p>Spring 2018</p> | <p>86% (12/14) students finished the comprehensive problem. 92% (11/12) scored above 80% on it.</p> | <p>Overall this class didn't seem to be as good as I've had in the past, but one student dropped early on, leaving only two that didn't do the problem. Out of the students that did the problem, only one scored low, because he didn't finish the problem.</p> | <p>I did stress the imprtance of this problem more, and I did allow students time after the test to finish it as long as they finished it before we started the next chapter. I still had one student who chose not to do the problem, but it did bring his grade down by one letter grade.</p> |
| | | <p>Fall 2017</p> | <p>88% (14/16) students finished the comprehensive problem, and 79%(11/14) scored above 80% on it.</p> | <p>Results were not as good as I hoped for this semester. There were two students that didn't do the problem, one that did approximately 1/2 of the problem, and two students that scored above 70%. One student ended up with an "F" in the class, and the rest passed, one with a "D".</p> | <p>I need to stress the importance of this problem to all the students, and possibly allow more time to finish it. I don't like to accept it late, but I may have to that to make sure students get it finished.</p> |
| | | <p>Spring 2017</p> | <p>100%(7/7) students finished the comprehensive problem, and 100%(7/7) scored above 80% on it.</p> | <p>This was a small class, so it was easier to stay on top of all the students to make sure they finished the problem, and to make sure they understood what they were doing; therefore, can be successful.</p> | <p>The students all did a good job on this problem. I would say that these were all pretty good students and the class was small, which helped the scores.</p> |
| | | <p>Fall 2016</p> | <p>90% (9/10) students finished the comprehensive problem, and 89% (8/9) scored above 80% on it.</p> | <p>We had good results this semester. The one student that didn't do the problem ended up with a "C" grade in the class. Most students scored 100%, but one student scored 70%. Even doing the problem and scoring below the benchmark helps the student to understand accounting better, and consequently can get a better grade in the class.</p> | <p>I felt pretty good about the scores this semester. I continue to stress the importance of this assignment to the final grade and to the learning process. We will continue to do this comprehensive problem during class time, so all students will at least get a good start on it and will hopefully finish it.</p> |
| | | <p>Spring 2016</p> | <p>62.5% (5/8) students finished the comprehensive problem, and 100% (5/5) scored higher than 80% on it.</p> | <p>There were 3 students that did not do/finish the problem. Two of those students ended up dropping the class. Of the students who finished the problem, two scored 85%, and the others scored 100%.</p> | <p>The students who do the problem, find it usefull, and usually spend time trying to do it right, but it's very hard to convince some of them to do the problem. I will continue to stress the importance of doing the comprehensiver problems.</p> |
| | | <p>Fall 2015</p> | <p>100% (9/9) students finished the comprehensive problem, and 100% of them scored 80% or above on it.</p> | <p>This was a good year. All students finished the problem, and all students did well on it.</p> | <p>I started having the students at least start this problem in class, so all would finish it. I stressed to the students how much the comprehensive problems are worth so they would be more inclined to finish it.</p> |
| | | <p>Spring 2015</p> | <p>The class did not make this semester</p> | <p>Students tend to like to take this class in the fall semester so they can follow it up with Accounting II in the spring semester.</p> | <p>N/A</p> |
| | | <p>Fall 2014</p> | <p>100% (16/16) did the comprehensive problem, and 94% (15/16) passed with 80% or above on the problem.</p> | <p>I finally got all students to do the comprehensive problem, but one student scored 68% on it, which is lower than the benchmark.</p> | <p>Now that all students were finally convinced of the importance of the problem, I need to stress the importance of doing a good as possible on problem.</p> |
| | | <p>Spring 2014</p> | <p>86% (6/7) finished the comprehensive problem. 100% of the students that did the problem scored 80% or above on the problem.</p> | <p>One student did not do the assignment and ended up with a "D" in the class. Students must get a "C" or above in this class to advance to Accounting II.</p> | <p>The data seems to be pretty consistent. I will continue to monitor and stress the importance of this problem.</p> |

4. **This assessment is for all AS business students in Accounting & Business Administration. There is only one course difference between the two programs.**

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|---|--|--------|-------------------|--|---|
| 80% of students will pass 80% of the listed competencies for Macroeconomics | A direct formative internal instrument is used to assess students in the Microeconomics class. | 2017 | No data collected | We decided to change our assessment at this point in time and the assessment and data are shown in the performance measure after the Macroeconomic and Microeconomic outcome measures. | DISCONTINUED - STARTED A NEW ASSESSMENT BELOW. |
| | | 2016 | 87% (34/39) | 40 students enrolled in the class, one student dropped the class, and 34 of the remaining 39 students passed the competencies with 80% or above. | This class was taught by a different instructor than in the past, and the course was more challenging than in the past. We will be hiring a new instructor for fall 2017, and we may be creating a new assessment tool. |
| | | 2015 | No data collected | Our Ag instructor passed away during the summer of 2016 this year, so I was not able to receive any of the competency data for this year. | N/A |
| | | 2014 | 94% (33/35) | 94% of the students met the 80% benchmark. | Students are meeting or exceeding the benchmark, so there is not need for action at this time. |
| | | Su2014 | 100% (3/3) | The small enrollment in the summer classes can make or break this benchmark, but fortunately all these students met the benchmark. | The data looks good, so there is no action needed. |
| | | 2013 | 94% (34/36) | There are 21 competencies in this course, and students are successfully passing them at or above the 80% benchmark. | The data looks good, so there is no action needed. Dr. Hunter will continue to monitor results to make sure that his classes are meeting the 80% benchmark. |
| | | 2012 | 97% (33/34) | There are 21 competencies in this course, and students are successfully passing them at or above the 80% benchmark. | The data looks good, so there is no action needed. |
| | | Su2012 | 83% (5/6) | The small in this summer class caused the percentage to be comparatively low, but it is still meeting the benchmark. | The data looks good, so there is no action needed. |
| | | 2011 | 97% (34/35) | There are 21 competencies in this course, and students are successfully passing them at or above the 80% benchmark. | The data looks good, so there is no action to be taken. We have one economics instructor, and he will continue to monitor the results. |
| | | 2010 | 97% (31/32) | There are 21 competencies in this course, and students are successfully passing them at or above the 80% benchmark. | The data looks good, so there is no action to be taken. We have one economics instructor, and he will continue to monitor the results. |
| | | 2009 | 100% (35/35) | Students are successfully passing the competencies at or above the 80% benchmark. | The data looks good, so there is no action to be taken. We have one economics instructor, and he will continue to monitor the results. |
| | | 2008 | 97% (33/34) | Students are successfully passing the competencies at or above the 80% benchmark. | The data looks good, so there is no action to be taken. We have one economics instructor, and he will continue to monitor the results. |

5. **This assessment is for all AS business students in Accounting & Business Administration. There is only one course difference between the two programs.**

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| 80% of students will pass 80% of the listed competencies for Microeconomics. | A direct formative internal instrument is used to assess students in the Microeconomics class. | 2017 | No data collected | We decided to change our assessment at this point in time and the assessment and data are shown in the performance measure after the Macroeconomic and Microeconomic outcome measures. | DISCONTINUED - STARTED A NEW ASSESSMENT BELOW. |
| | | 2016 | No data collected | Our Ag instructor passed away during the summer of 2016, so I was not able to receive any of the competency data for this year. | N/A |
| | | 2015 | 91% (32/35) | 91% of the students passed the 80% benchmark, so we have exceeded our goal. | There is no action needed, as we have exceeded our benchmark. |
| | | 2014 | 100% (29/30) | Students are successfully passing the competencies at or above the 80% benchmark. | The data looks good, so there is no action needed. |
| | | Su2013 | 91% (10/11) | The benchmark was still met even though the class was small. | The data looks good, so there is no action needed. Dr. Hunter will continue to monitor results to make sure that his classes are meeting the 80% benchmark. |
| | | 2013 | 94% (17/18) | Students are successfully passing the competencies at or above the 80% benchmark. | The data looks good, so there is no action needed. |
| | | 2012 | 100% (35/35) | Students are successfully passing the competencies at or above the 80% benchmark. | The data looks good, so there is no action needed. |
| | | Su2011: | 100% (7/7) | The benchmark was still met even though the class was small. | The data looks good, so there is no action needed. |
| | | 2011 | 96% (22/23) | Students are successfully passing the competencies at or above the 80% benchmark. | The data looks good, so there is no action needed. |
| | | 2010 | 100% (24/24) | Students are successfully passing the competencies at or above the 80% benchmark. | The data looks good, so there is no action needed. |
| 2009 | 100% (31/31) | Students are successfully passing the competencies at or above the 80% benchmark. | The data looks good, so there is no action to be taken. We have one economics instructor, and he continues to monitor the results. | | |

6. **This assessment is for all AS business students in Accounting & Business Administration. There is only one course difference between the two programs.**

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| <p>NEW ECONOMIC ASSESSMENT - COMBINED OLD MACRO- AND MICROECONOMICS ASSESSMENTS</p> <p>80% of the students taking the basic economic assessment will score 70% or higher on the test.</p> | <p>A direct formative internal assessment is used to assess students in the AS Accounting/Business degrees.</p> | <p>Fall 2018</p> | <p>81% (21/26) students passed the assessment with 70% or above.</p> | <p>Scores are above the 70% benchmark and are looking good. Most students seemed to understand that they will need to study for the tests in this class. The benchmark is a little above normal, so that's good.</p> | <p>I will continue to stress the importance of taking notes and studying. We moved to an online textbook fall 2017, and I'm able to utilize the online homework and quizzes more, so this is helping. I'm also still stressing the importance of taking notes and studying. Guttled PowerPoints are still be handed out, and students take notes on them and have them to help study for the assessment. Also fewer freshman students were enrolled in the class.</p> |
| | <p>These two degrees only have one class that is different.</p> | <p>Spring 2018</p> | <p>79% (23/29) students passed the assessment with 70% or above.</p> | <p>Scores are above the 70% benchmark, but are lower than the last two semesters.</p> | <p>I will encourage only sophomores to take this class as this is a sophomore level class, and I will let the advising center know that this is not a good class for incoming freshman to take. Also stressing the importance of knowing the basic economic principles has helped. Notetaking and study habits will continue to be discussed.</p> |
| | <p>Students take Macroeconomics in the fall and Microeconomics in the spring.</p> | <p>Fall 2017</p> | <p>82% (36/44) students passed the assessment with 70% or above.</p> | <p>Scores are much better than last year at this time. Fall students tend to not achieve as much as spring students.</p> | <p>The benchmark was met again, but the percentage was a little lower than last year. I will continue to have students take notes and to help them understand what they need to study for the assessment.</p> |
| | <p>The basic economics principles assessment is given in both classes.</p> | <p>Spring 2017</p> | <p>Two students did not take this assessment. 83% (25/30) passed the assessment with 70% or above.</p> | <p>Scores have improved since last semester. Since this test is given in both economics classes, students have already taken a version of this same assessment, so students should learn the basic principles of economics better and scores should improve.</p> | <p>The benchmark was met this semester probably because of some of the students took the test in the macroeconomics and took the assessment again in microeconomics. I am giving gutted Powerpoint slides for the students to take notes on, and students are learning to take notes and study better for the assessments.</p> |
| | | <p>Fall 2016</p> | <p>60% (24/40) students passed the assessment with 70% or above.</p> | <p>Ten of the students that didn't pass the test with 70% or above scored above 60%. The rest scored below 60%. This class is being taught by a new instructor since our last instructor passed away, and we are using a new assessment.</p> | <p>Since this is the first time giving this assessment, there are no changes from last semester. There is definitely room for improvement of the scores, so plans to go over the material more thoroughly and stress the importance of the material can be done. Notetaking and study methods will be discussed with students. I also note that the tests given by the previous instructor were pretty easy, and students were not expecting the test to be as hard as it was.</p> |

7. **This assessment is for all AS business students in Accounting & Business Administration. There is only one course difference between the two programs.**

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| 80% of the students in the Introduction to Business course will complete a Marketing Plan Project, and students who finish the comprehensive problem will score 85% or above on the project. | A direct formative internal marketing plan assessment is used to assess students in the AS in Business degree. | 2018 | 61% (11/18) | A large number of baseball players were enrolled in this class. Due to their schedule, they missed a large part of the project. | Greater emphasis will be made to the baseball players on the importance of making up missing assignments. |
| | | 2017 | 89% (16/18) | Almost every student met or exceeded the benchmark. | The importance of the quantitative measures section of the business plan should be stressed more. |
| | | 2016 | 100% (6/6) | All students scored at or above the benchmark this year. | Junnae Landry retired May, 2016. Our new Intro to Business instructor is planning to come up with a new assessment for this outcome. New data will be reported for spring 2017 |
| | | 2015 | 100% (12/12) | All students scored at or above the benchmark this year. | No need for any action at this time. |
| | | 2014 | 100% of the students finished the marketing plan. 94% scored 85% or above on the project. | Stressing the importance of the activity seems to be working for most/all students as this year all students completed the project. | Of the students that complete the project, most will be successful. We've had good results for this assessment so we will continue to try to be successful. |

8. **This assessment is for all AS business students in Accounting & Business Administration. There is only one course difference between the two programs.**

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| <p>100% of AS business graduates will be within the standard deviation of the national norm for reading, writing, math, and critical thinking.</p> <p>We believe our business students should be competent in the areas of Reading, Writing, Math, and Critical Thinking as well as business areas.</p> | <p>The CAAP test is a direct summative external comparative assessment, which is given to all our Associate in Science graduates. AS Accounting and AS Business students results are compared to the national norm and to all PCC graduates. The AS in Accounting and AS in Business degrees only have one course that is different, so they are both assessed using the same performance measures.</p> | 2017-2018 | MA | CT | RD | WR | <p>The CAAP test is no longer available, so we decided to start using the Educational Testing Service (ETS) test. We want to assess our transfer students in Reading, Writing, Math, and Critical Thinking as we believe our students should be competent in these areas as well as business areas.</p> | <p>Math, Critical Thinking, and Writing show business students scores higher than PCC overall scores. Reading is the only one that is slightly lower, but only by .48. It's hard to know how our strategy from last year worked since our students took different tests this year. We will stress reading this year to see if we can increase those scores.</p> | |
| | | | NAT | 111.9 | 110.2 | 116.5 | | | 113.1 |
| | | | PCC | 113.3 | 110.4 | 115.98 | | | 111.7 |
| | | | BUS | 114.0 | 110.4 | 115.5 | | | 115.0 |
| | | | SD | 1.4 | 1.5 | 1.8 | 1.3 | | |
| | | 2016-2017 | MA | CT | RD | WR | <p>Business students are lower than PCC in Critical Thinking, Reading, and Writing, but they are higher in Math. Business students are lower than the National average in all areas, but are within the Standard Deviation of all four areas.</p> | <p>Our business students are within the Standard Deviation of all areas, so this is good. We would like to see an increase in areas at least to the level of the PCC average. Numbers of business students taking the test is much lower than PCC and National, so even one score can skew the data. We will stress reading and writing this year to see if we can increase those scores.</p> | |
| | | | NAT | 57.0 | 58.7 | 59.5 | | | 61.6 |
| | | | PCC | 56.1 | 60.2 | 59.4 | | | 60.8 |
| | | | BUS | 56.7 | 56.7 | 57.8 | | | 58.5 |
| | | | SD | 3.5 | 5.4 | 5.2 | 4.8 | | |
| | | 2015-2016 | MA | CT | RD | WR | <p>Business students scored higher in Math and Writing this year. They scored higher in Critical thinking than PCC, but lower than the national average, and they scored lower than both national and PCC in Reading.</p> | <p>Our business students are well within the Standard Deviation of all categories. Since student scores were good last year, we didn't stress the reading and critical thinking like we did the year before, so we will need to stress those areas again. We have two new business faculty this year, and I will be explaining assessment in detail to them this semester, so this is an</p> | |
| | | | NAT | 56.1 | 60.5 | 59.9 | | | 61.0 |
| | | | PCC | 56.6 | 57.8 | 58.1 | | | 60.4 |
| | | | BUS | 57.8 | 58.9 | 57.7 | | | 62.3 |
| | | | SD | 3.5 | 5.3 | 5.5 | 4.9 | | |
| | | 2014-2015 | MA | CT | RD | WR | <p>Business students scored higher than both National and PCC in Math, Critical Thinking, Reading, and Writing.</p> | <p>Our business students scored high in all categories this year, so we will continue to monitor the results to see how they do.</p> | |
| | | | NAT | 56.0 | 60.6 | 60.1 | | | 61.3 |
| | | | PCC | 57.4 | 58.9 | 59.3 | | | 60.9 |
| | | | BUS | 57.6 | 60.8 | 62.9 | | | 63.5 |
| | | | SD | 3.6 | 5.4 | 5.5 | 4.9 | | |
| 2013-2014 | MA | CT | RD | WR | <p>Business students scored higher in Math and Reading than both PCC and the national norm but they scored lower in both Critical Thinking and Writing.</p> | <p>Possible continuing to stress reading is helping. We are meeting the benchmark in all areas, so until we see a trend in one area, we will continue doing what we are doing.</p> | | | |
| | NAT | 56.0 | 60.8 | 60.2 | | | 61.5 | | |
| | PCC | 57.1 | 58.4 | 58.6 | | | 60.4 | | |
| | BUS | 57.4 | 58 | 61.8 | | | 60.3 | | |
| | SD | 3.5 | 5.3 | 5.6 | 4.8 | | | | |
| 2012-2013 | MA | CT | RD | WR | <p>Business students were below the national average in three of the areas, and below the PCC average in all four areas.</p> | <p>After last years great results, we now see scores a little lower than expected, but well within the standard deviation, so we are meeting our benchmark in all four areas. We may need to make sure instructors continue to stress reading in their classes.</p> | | | |
| | Nat | 56.1 | 60.6 | 60.1 | | | 61.5 | | |
| | PCC | 57.9 | 60.2 | 60.9 | | | 61.5 | | |
| | BUS | 57.8 | 58.7 | 58.2 | | | 59.1 | | |
| | SD | 3.5 | 5.4 | 5.4 | 4.9 | | | | |

9. **This assessment is for all AAS business students in the Business Administrative Technology Program.**

| | | | | | |
|--|--|--------|--|--|---|
| 80% of the students in the Records Management class will do a summative final project and score 80% or above on the project. | A direct summative internal assessment is given in the Records Management class for the students in AAS Business Administrative Assistant. | F 2018 | 100% (3/3 students scored above an 80%) | Since I stressed the importance of this project throughout the semester, all students did complete the project. | I plan to increase the difficulty of the project so students will learn more from the assessment. |
| | | F 2017 | 75% (3/4 completed the project with above a 90%. The other student didn't complete the project.) | This is the first time this class has been offered for many years. We found this to be a good capstone assessment tool for students in the Associate of Applied Science Administrative Assistant degree. The person that didn't complete the project was taking this class by arrangement and chose to not complete the project. | I will plan to stress the importance of this project more throughout the semester, and I will provide more time during class for students to do and finish the project. |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

10. **This assessment is for all AAS business students in the Business Administrative Technology Program.**

Students will score at or above the following levels on the following NEW WorkKeys tests as of 2017:

OLD WorkKeys tests:

Applied Math – 3
 Graphic Literacy – 4
 Workplace Documents – 3
 Applied Technology - 2.
 Business Writing -2

These benchmarks were set based upon industry requirements for Administrative Assistants and approved by the Accounting/Business Advisory Board.

We believe that all AAS PCC business students should be competent in these areas.

The WorkKeys test is a direct summative external assessment, which is given to all our Associate in Applied Science graduates.

Results of WorkKeys tests are not nationally normed so cannot be compared to other schools.

| Year | Students | Comments | Notes |
|-------------|--|----------|-------|
| 2018 | Two students took the Workkeys tests. | | |
| | AM | 5.5 | |
| | GL | 5.5 | |
| | WD | 5 | |
| | BW | 3 | |
| 2017 | No students took the Workkeys test. | | |
| | AM | 0 | |
| | LI | 0 | |
| | RFI | 0 | |
| | W | 0 | |
| 2016 | One student took the Workkeys test this year. | | |
| | AM | 3 | |
| | LI | 3 | |
| | RFI | 4 | |
| | W | 3 | |
| 2015 | We had two students take the Workkeys tests. | | |
| | AM | 5 | |
| | LI | 3 | |
| | RFI | 4.5 | |
| | W | 6 | |
| 2014 | One student took the Workkeys test this year. | | |
| | AM | 5 | |
| | LI | 4 | |
| | RFI | 4 | |
| | W | 3 | |
| 2013 | Two students took the Workkeys test this year. | | |
| | AM | 6.5 | |
| | LI | 4.5 | |
| | RFI | 4.5 | |
| | W | 2 | |

The WorkKeys tests changed, so we are now offering Applied Math, Graphic Literacy, Workplace Documents, & Business Writing.

Since the tests and the scale changed, we don't have comparable data for this years results. We will get advisory approval for benchmarks at an advisory meeting in the near future. We may decide benchmarks, then adjust them as we collect more data, or we may wait until we have three years of data before deciding the benchmarks. That will be discussed at our next meeting.

No one took the Workkeys tests this year, so we have no data.

Workkeys is changing their tests to Applied Math, Graphic Literacy, Workplace Documents, & Business Writing. This will be good for our students since the test are business related.

All scores are at or above the benchmarks, except Locating Information. Typically our students do well in all categories, but this is the second time in a row where students scored below the benchmark in Locating Information.

We are planning to do some extra exercises in our Office Procedures and Administrative Procedures classes to see if we can't improve this score. We have two new faculty that can help implement some new ideas into our classroom.

Math and Writing scores are pretty high, Reading for Information is high, but the Locating Information is a little low. Our benchmark is a 4 for all students, and we averaged a 3 this year.

The only score that was low was Locating Information, and typically it isn't low. We will monitor this in the coming years to see if it continues to be a problem.

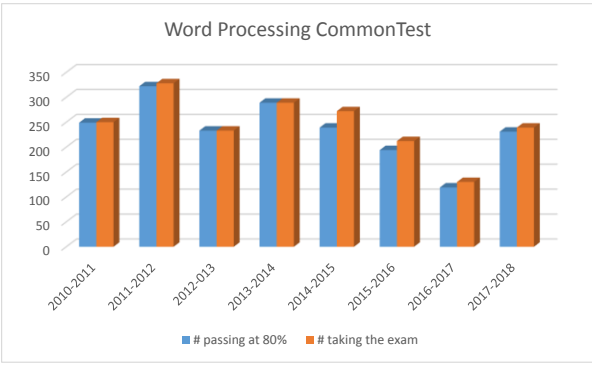
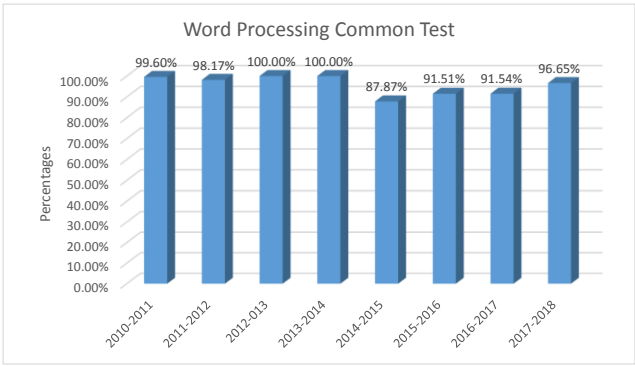
Scores are at or above the industry standards.

One student took the test and scored at or above the standards. We will continue to keep stressing skills in the writing and listening areas.

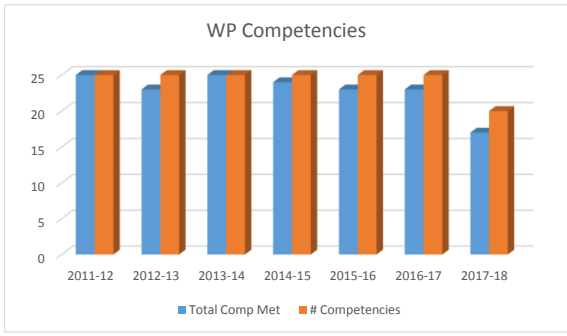
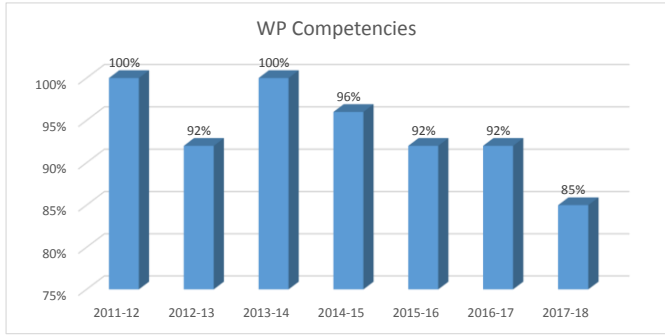
Scores are at or above the industry standards.

Writing is at the industry standard. Two students took the test, and both scored at the 2 level, which is satisfactory. We will impress upon students that writing and listening are important skills, and we will continue to provide writing and listening exercises to improve those skills. A new critical thinking exercises is being placed in our Speech classes.

| 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) | Data Point 4 (year or semester) | Data Point 5 (year or semester) |
|--|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| | | | | | |

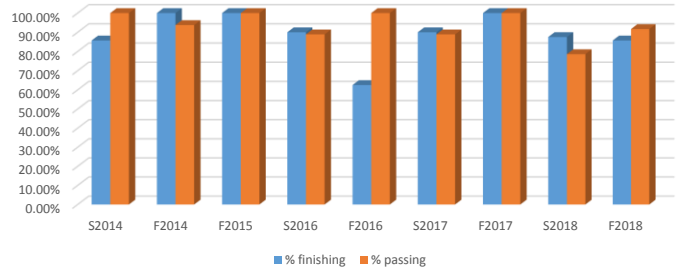


| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| # passing at 80% | 249 | 322 | 233 | 289 | 239 | 194 | 119 | 231 |
| # taking the exam | 250 | 328 | 233 | 289 | 272 | 212 | 130 | 239 |
| Percentage | 99.60% | 98.17% | 100.00% | 100.00% | 87.87% | 91.51% | 91.54% | 96.65% |

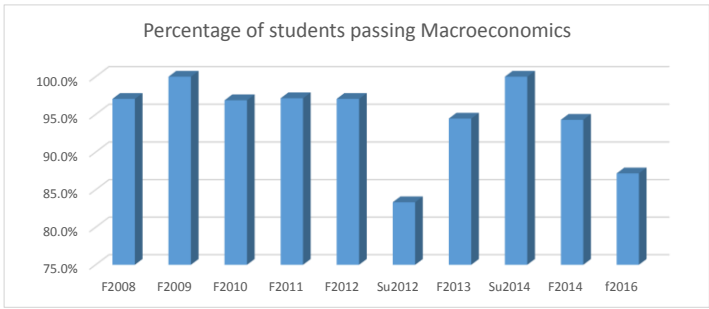


| YEAR | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|----------------|---------|---------|---------|---------|---------|---------|---------|
| Total Comp Met | 25 | 23 | 25 | 24 | 23 | 23 | 17 |
| # Competencies | 25 | 25 | 25 | 25 | 25 | 25 | 20 |
| Percentage | 100% | 92% | 100% | 96% | 92% | 92% | 85% |

Accounting Students Finishing and Passing Rates

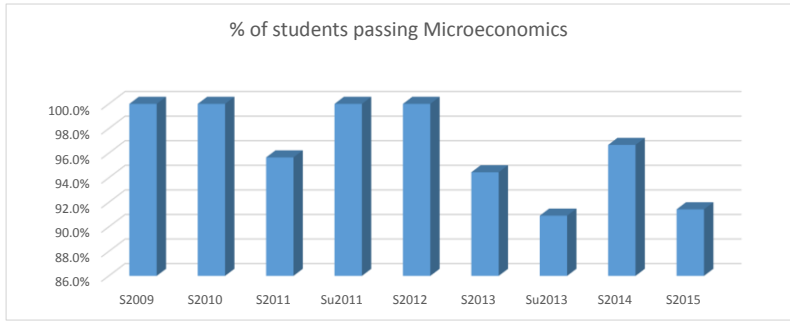


| | S2014 | F2014 | F2015 | S2016 | F2016 | S2017 | F2017 | S2018 | F2018 |
|-------------|---------|---------|---------|--------|---------|--------|---------|--------|--------|
| # students | 7 | 16 | 9 | 8 | 10 | 7 | 16 | 14 | 20 |
| # finishing | 6 | 16 | 9 | 5 | 9 | 7 | 14 | 12 | 20 |
| # passing | 6 | 15 | 9 | 5 | 8 | 7 | 11 | 11 | 18 |
| % finishing | 85.71% | 100.00% | 100.00% | 90.00% | 62.50% | 90.00% | 100.00% | 87.50% | 85.71% |
| % passing | 100.00% | 93.75% | 100.00% | 88.89% | 100.00% | 88.89% | 100.00% | 78.57% | 91.67% |



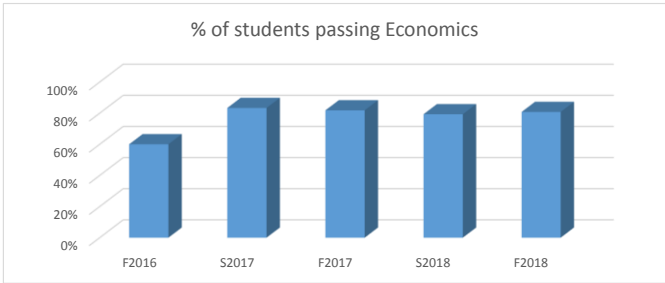
| | F2008 | F2009 | F2010 | F2011 | F2012 | Su2012 | F2013 | Su2014 | F2014 | f2016 |
|---------------------|-------|--------|-------|-------|-------|--------|-------|--------|-------|-------|
| # students passing | 33 | 35 | 31 | 34 | 33 | 5 | 34 | 3 | 33 | 34 |
| # students in class | 34 | 35 | 32 | 35 | 34 | 6 | 36 | 3 | 35 | 39 |
| Percentage | 97.1% | 100.0% | 96.9% | 97.1% | 97.1% | 83.3% | 94.4% | 100.0% | 94.3% | 87.2% |

Summer Skews the results since the number of students are much lower than other sections offered.



| | S2009 | S2010 | S2011 | Su2011 | S2012 | S2013 | Su2013 | S2014 | S2015 |
|--------------------------|--------|--------|-------|--------|--------|-------|--------|-------|-------|
| # students passing @ 80% | 31 | 24 | 22 | 7 | 35 | 17 | 10 | 29 | 32 |
| # students in class | 31 | 24 | 23 | 7 | 35 | 18 | 11 | 30 | 35 |
| % of students passing | 100.0% | 100.0% | 95.7% | 100.0% | 100.0% | 94.4% | 90.9% | 96.7% | 91.4% |

Summer Skews the results since the number of students are much lower than other sections offered.

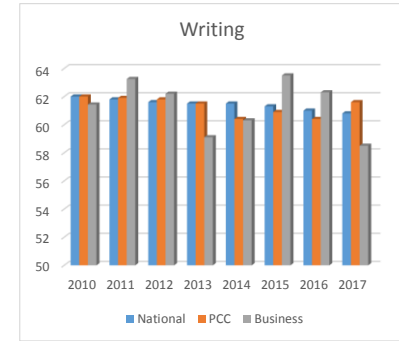
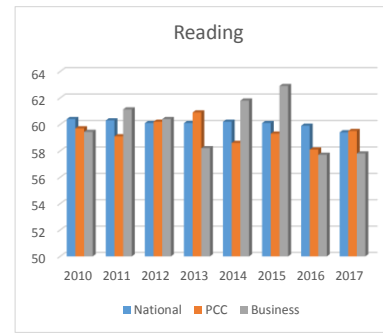
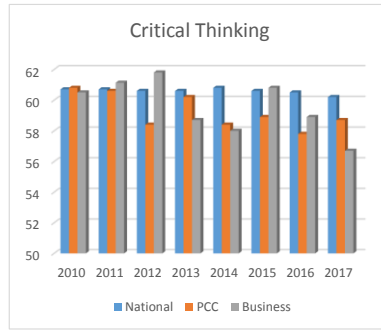
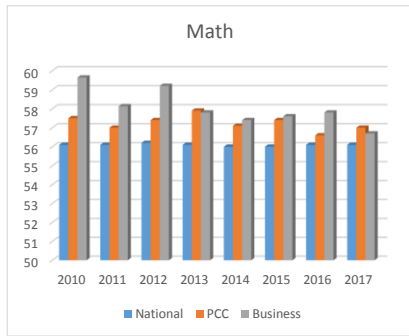


| | F2016 | S2017 | F2017 | S2018 | F2018 |
|-------------------------------------|-------|-------|-------|-------|-------|
| # students passing the assessment | 24 | 25 | 36 | 23 | 21 |
| # of students taking the assessment | 40 | 30 | 44 | 29 | 26 |
| % of students passing Economics | 60% | 83% | 82% | 79% | 81% |



| | 2014 | 2015 | 2016 | 2017 | 2018 |
|----------------------|------|------|------|------|------|
| # students | 18 | 12 | 6 | 18 | 18 |
| # students finishing | 18 | 12 | 6 | 18 | 18 |
| # students passing | 17 | 12 | 6 | 16 | 11 |
| % finishing | 100% | 100% | 100% | 94% | 100% |
| % passing | 94% | 100% | 100% | 89% | 61% |

CHARTS THROUGH 2017



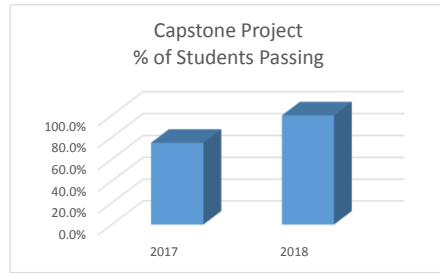
| | | Math | | | | |
|------|--|----------|------|----------|-------|-----|
| | | National | PCC | Business | SD | |
| n=19 | | 2010 | 56.1 | 57.5 | 59.64 | 3.5 |
| n=7 | | 2011 | 56.1 | 57.0 | 58.13 | 3.6 |
| n=8 | | 2012 | 56.2 | 57.4 | 59.2 | 3.5 |
| | | 2013 | 56.1 | 57.9 | 57.8 | 3.5 |
| | | 2014 | 56.0 | 57.1 | 57.4 | 3.5 |
| | | 2015 | 56.0 | 57.4 | 57.6 | 3.6 |
| | | 2016 | 56.1 | 56.6 | 57.8 | 3.5 |
| n=13 | | 2017 | 56.1 | 57.0 | 56.7 | 3.5 |

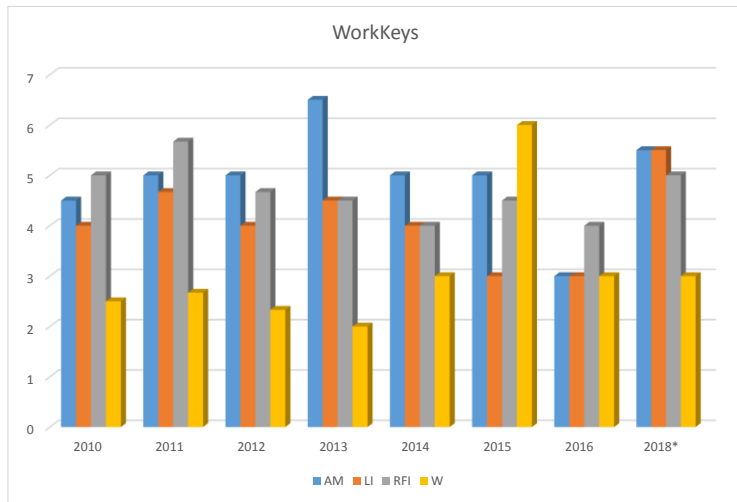
| | | Critical Thinking | | | | |
|------|--|-------------------|------|----------|-------|-----|
| | | National | PCC | Business | SD | |
| n=19 | | 2010 | 60.7 | 60.8 | 60.5 | 5.4 |
| n=7 | | 2011 | 60.7 | 60.6 | 61.13 | 5.4 |
| n=8 | | 2012 | 60.6 | 58.4 | 61.8 | 5.4 |
| | | 2013 | 60.6 | 60.2 | 58.7 | 5.4 |
| | | 2014 | 60.8 | 58.4 | 58.0 | 5.3 |
| | | 2015 | 60.6 | 58.9 | 60.8 | 5.4 |
| | | 2016 | 60.5 | 57.8 | 58.9 | 5.3 |
| n=13 | | 2017 | 60.2 | 58.7 | 56.7 | 5.4 |

| | | Reading | | | | |
|------|--|----------|------|----------|-------|-----|
| | | National | PCC | Business | SD | |
| n=19 | | 2010 | 60.4 | 59.7 | 59.43 | 5.5 |
| n=7 | | 2011 | 60.3 | 59.1 | 61.13 | 5.5 |
| n=8 | | 2012 | 60.1 | 60.2 | 60.4 | 5.5 |
| | | 2013 | 60.1 | 60.9 | 58.2 | 5.4 |
| | | 2014 | 60.2 | 58.6 | 61.8 | 5.6 |
| | | 2015 | 60.1 | 59.3 | 62.9 | 5.5 |
| | | 2016 | 59.9 | 58.1 | 57.7 | 5.5 |
| n=13 | | 2017 | 59.4 | 59.5 | 57.8 | 5.2 |

| | | Writing | | | | |
|------|--|----------|------|----------|-------|-----|
| | | National | PCC | Business | SD | |
| n=19 | | 2010 | 62.0 | 62.0 | 61.43 | 4.8 |
| n=7 | | 2011 | 61.8 | 61.9 | 63.25 | 4.9 |
| n=8 | | 2012 | 61.6 | 61.8 | 62.2 | 4.8 |
| | | 2013 | 61.5 | 61.5 | 59.1 | 4.9 |
| | | 2014 | 61.5 | 60.4 | 60.3 | 4.8 |
| | | 2015 | 61.3 | 60.9 | 63.5 | 4.9 |
| | | 2016 | 61.0 | 60.4 | 62.3 | 4.9 |
| n=13 | | 2017 | 60.8 | 61.6 | 58.5 | 4.8 |

| | 2017 | 2018 |
|--------------------------|-------|--------|
| # students passing @ 80% | 3 | 3 |
| # students in class | 4 | 3 |
| % of students passing | 75.0% | 100.0% |

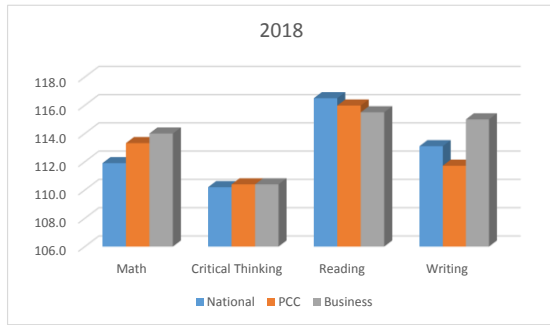




*In 2018, the test changed to Applied math, Graphic Literacy, Workplace Documents, and Business Writing. We will create a new graph once we have three years of trend data.

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2018* |
|-----|------|------|------|------|------|------|------|------|------|-------|
| AM | 3 | 0 | 4.5 | 5 | 5 | 6.5 | 5 | 5 | 3 | 5.5 |
| LI | 4 | 0 | 4 | 4.67 | 4 | 4.5 | 4 | 3 | 3 | 5.5 |
| RFI | 4 | 0 | 5 | 5.67 | 4.67 | 4.5 | 4 | 4.5 | 4 | 5 |
| W | 3 | 0 | 2.5 | 2.67 | 2.33 | 2 | 3 | 6 | 3 | 3 |

CHARTS BEGINNING 2018



These charts will be separated next year after we collect more data.

n=11

| | | National | PCC | Business | SD |
|-------------------|------|----------|--------|----------|-----|
| Math | 2018 | 111.9 | 113.3 | 114.0 | 1.4 |
| Critical Thinking | 2018 | 110.2 | 110.4 | 110.4 | 1.5 |
| Reading | 2018 | 116.5 | 115.98 | 115.5 | 1.8 |
| Writing | 2018 | 113.1 | 111.72 | 115 | 1.3 |

