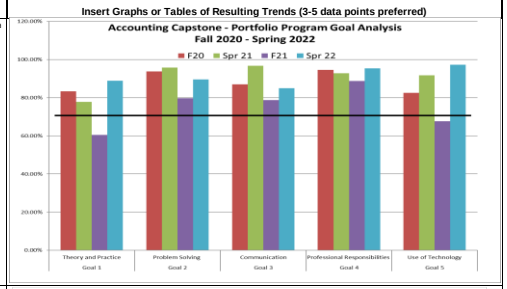
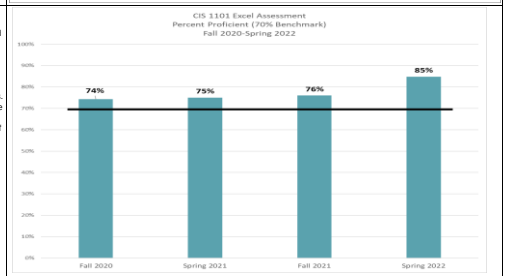
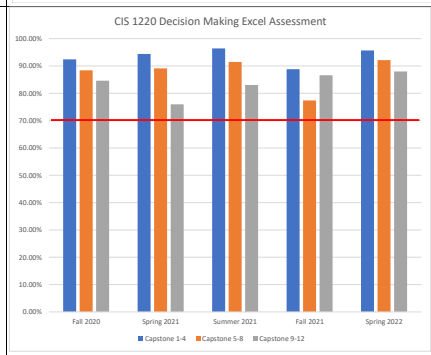
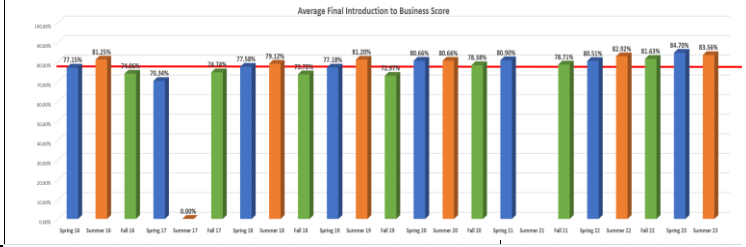
Student Learning Results

APPROACH What is your goal?	DEPLOYMENT What is your measurement instrument or process?	RESULTS What are your current results?	IMPROVEMENT What did you learn from the results?	IMPROVEMENTS MADE OR ACTION TAKEN What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
ACCT 2300 **Accounting Capstone** Students will prepare a portfolio in this course that demonstrates skills in five areas. Those areas are designated on the horizontal axis of the accompanying graph. Faculty have set a benchmark of 70%.	Students prepare a qualitative assessment in the form of a portfolio of problems and writings. A systematic random sample of 25% of the population is evaluated each semester.	Students have scored at or above the 70% benchmark in all areas of measurement except for Fall 2021 "Theory and Practice" and "Use of Data/Technology".	The area of theory and practice has the great variability when comparing results over time. This assessment is an important component and students must demonstrate an understanding of the process. Also when analyzing our data, we found a dip below our benchmark in Fall 2021 in "Theory and Practice" and "Use of Data". We feel this is a related to the disruption caused by Covid-19. Due to the timing of the Capstone in the program, that semester's students would likely have started their Accounting Courses during the most disruptive time of the pandemic. We have been aware of the issue caused by the disruption and added professional tutoring to help address these issues.	To augment the students understanding of theory and practice, a subsequent assessment requires the students to make improvements and build on the theory and practice problem when demonstrating their ability and use of technology. We have also added professional tutoring to mitigate the disruption caused by Covid-19.	
CIS 1101 **Business Computer Systems I** Students will complete an Excel Performance Exam. **LEARNER OUTCOME:** Explain the key features of spreadsheet software. Design, create, format, analyze, present and print spreadsheets that contain themes and styles, charts, formulas, functions, logical tests, conditional formatting, web queries, absolute cell references, goal seek and what-if analysis. Import data from an external site and manipulate the data. (NHCC Essential Learner Outcomes (ELOs) 1, 2 and 3, as defined: ELO 1: knowledge, ELO 2: inquiry and analysis, critical and creative thinking, written communication, quantitative literacy, information literacy and problem solving, ELO 3: ethical reasoning and action, foundations and skills for lifelong learning) **GOAL**: 70% or more students will reach a proficiency level, defined as 75% or higher.	A direct, formative, external assessment will be given using the Skills Assessment Management tool to create a Unit Capstone Exam in Excel.	More than 70% of our students have reached the proficiency level for all semesters measured.	Since our last measurement, progress is good and steps we took to address difficult concepts (extra discussion, videos and training) were effective. HOWEVER, through this process we also learned TWO unfortunate things: ONE, we did NOT do a good job on-boarding our new faculty teaching this course (they gave the Excel Module 3 Exam instead of the Excel Modules 1-3 Capstone Exam), and TWO, the exam created years ago no longer reflected the concepts taught in the new version of the textbook. This went unnoticed for too long due to turnover (retirements) in faculty.	In Spring 2014, a new procedure was written to assist in collecting not just an average score but also the percentage of students that are proficient at a 75% level or better. We wanted more students to achieve proficiency, not just raise an average that could leave as many students behind. We also analyzed proficiency by task (looking at each task assessed) to allow us to direct efforts to challenging concepts so our remediation efforts can be more focused. We took the five questions most frequently missed and provided more instruction on these tasks. These efforts were good. HOWEVER, given the two unfortunate items realized in 2022, we have also REVISED the exam to remove questions NO LONGER assessed in the new version of the textbook, AND produced a better process (we meet with instructors as a group) to get new instructors on-board with our assessment tools.	
CIS 1220 **Decision Making Excel** A capstone project is assigned as an assessment for Modules 1-4, 5-8, and 9-12 which measures all of the following student learner outcomes for the course: (1) Explain the key features and uses of spreadsheet software. (NHCC ELO 1, 2, 3). (2) Learn how to use resources including Excel to gain knowledge of Excel features and functions. (NHCC ELO 1, 2, 3). (3) Solve and evaluate results of calculations in order to determine if results are reliable and valid. (NHCC ELO 2, 3). (4) Explore the decision-making skills needed in businesses in each of the functional areas—management, accounting and finance, manufacturing and production, marketing and sales, and human resources. (NHCC ELO 1, 2, 3). (5) Develop, analyze and evaluate spreadsheets using advanced technical skills. Students will think critically, independently, creatively, and resourcefully apply knowledge to solve new problems and provide information to guide business decision making, complete real world business tasks, use ethical practices and communicate results. (NHCC ELO 1, 2, 3, 4) **GOAL:** Our goal is that 75% of students achieve a 70% score or higher on each of the three Capstone Projects.	The measurement instruments are three formative, external Capstone Projects, one for each of the three units in the course.	Our goal is that 75% of students achieve a 70% score or higher on each of the three Capstone Projects. We have achieved this (see results in chart on the right).	Though we met our goal with these results, we still look at the information to improve student learning. We review which steps students do well with and which ones they are challenged with to adjust future reviews and course content.	In order to achiever these results and continue to improve, a review was implemented prior to each capstone. We've also ensured that the preceding projects adequately prepare the students for the capstone. Students share their questions for and experiences with the projects in class, then instruction is adjusted as needed.	
BUS 1100 **Introduction to Business** **Qualitative**: Students in all sections will write a formal business paper about an assigned public company that includes a title page, table of contents, page numbers, and work cited page. The paper will describe this company in terms of international involvement, business ethics, financial position, stock value, target market, organizational structure, information technology, and its transformation process. Benchmark is 80% of students completing at Proficient or Exemplary level. **Quantitative**: Students in all sections will take a common assessment covering the concepts of business environment, business formation, finance, marketing, and management. Benchmark is 80% average on this common assessment.	**Qualitative**: Students across multiple sections have been evaluated based on a common rubric developed by faculty in this area. The rubric scores a business analysis paper based on their understanding of the functional areas of business, research skills, and communicaiton skills. Students have been rated using one of the following four levels: Emerging, Developing, Proficient and Exemplary. **Quantitative**: All Introduction to Business students complete the final exam within the Business Outcome Portfolio learning module.	**Qualitative**: Students met or exceeded the benchmark of 80% Proficient or Exemplary level. **Quantitative**: From Fall 2018 to Summer 2032, student exceeded the 80% average in twelve semesters and fell below the average in three semesters.	In the last two academic years the department has seen improvements in the quantitative measure. The qualitative measure has become difficult to measure based on the proposed actions described in the next box.	Due to increased evidence of plagiarism and reliance on AI technology on the company analysis qualitative project, the department has decided to change the common qualitative measure to an "Informational Interview" with a person working professionally in a business.	**Introduction to Business Final Exam** Average Final Introduction to Business Score 

Topic	Spring 16	Summer 16	Fall 16	Spring 17	Summer 17	Fall 17	Spring 18	Summer 18	Fall 18	Spring 19	Summer 19	Fall 19	Spring 20	Summer 20	Fall 20	Spring 21	Summer 21	Fall 21	Spring 22	Summer 22	Fall 22	Spring 23	Summe
Business Environment	87.05%	88.07%	82.86%	85.50%	0.00%	85.60%	84.75%	90.00%	82.24%	87.14%	92.14%	82.48%	87.86%	87.86%	85.48%	89.46%		86.67%	86.09%	89.88%	87.43%	90.41%	90.
Creating a Business	77.76%	78.67%	77.50%	73.68%	0.00%	74.28%	77.31%	84.80%	74.58%	76.55%	74.00%	71.62%	84.00%	84.00%	77.02%	79.81%		76.89%	76.60%	80.00%	79.04%	84.71%	84.
Financing a Business	62.55%	64.44%	58.89%	63.24%	0.00%	58.98%	63.58%	58.50%	58.99%	60.80%	57.50%	54.06%	63.93%	63.93%	65.60%	70.48%		68.61%	71.54%	72.40%	71.40%	79.66%	73.
Marketing a Business	76.35%	77.22%	69.29%	67.46%	0.00%	74.90%	80.17%	76.50%	70.09%	77.61%	86.25%	73.18%	83.93%	83.93%	80.37%	84.52%		77.92%	81.38%	85.42%	86.06%	87.75%	81.
Managing a Business	80.25%	81.00%	76.69%	75.92%	0.00%	80.02%	81.54%	86.00%	79.16%	80.82%	90.00%	79.32%	85.00%	85.00%	83.31%	87.62%		84.67%	87.23%	85.83%	85.87%	88.34%	92.
Average Final Score	**77.15%**	**81.25%**	**74.06%**	**70.34%**	**0.00%**	**74.74%**	**77.58%**	**79.12%**	**75.72%**	**77.18%**	**81.20%**	**72.97%**	**80.66%**	**80.66%**	**78.38%**	**80.90%**		**78.71%**	**80.51%**	**82.92%**	**81.63%**	**84.70%**	**83.**
Number Completed Exams	65	35	140	136	0	81	104	25	107	110	30	117	70	9	121	105	0	90	94	24	104	102	

Student Learning Results

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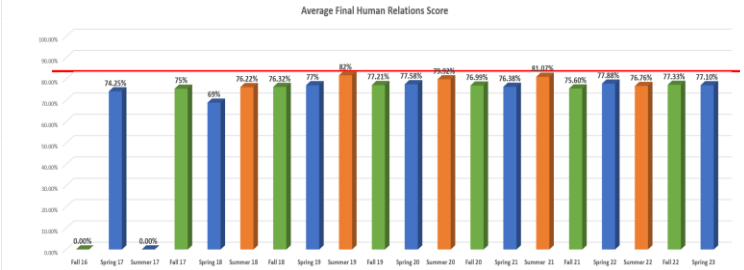
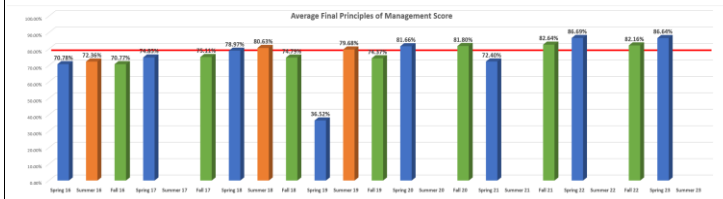
BUS 1110 **Human Relations** **Qualitative**: Students in all sections will write a formal business letter about growth and goals for concepts learned over the semester. Goals include Emotional Intelligence goals and "Sharpening the Saw" (Covey) goals: professional, physical, emotional, intellectual goals. Also covers findings regardings StrengthsFinder and SMART goals for enhancing Strengths. Letter will follow professional letter formatting and research for Emotional Intelligence improvements. Includes Works Cited page. Benchmark is 80% of students completing at Proficient or Exemplary level. **Quantitative**: Students in all sections will take a common assessment covering the concepts of Personality & Communications Styles, Diversity & Equity, Emotional Intelligence, Workplace Etiquette, Communication skills, Self-Esteem & Goal Setting, Conflict Resolution. Benchmark is 75% average on this common assessment.	**Qualitative**: Students across sections are evaluated based on a common rubric developed by faculty in this area. The rubric scores the Letter to Self on the following four criteria: Personal Mission Statement, StrengthsFinder Elements, SMART goals for Emotional Intelligence or Sharpening the Saw and Letter formatting. Students will be rated using one of the following four levels: Emerging, Developing, Proficient and Exemplary. **Quantitative**: All Human Relations students complete the final exam within the Business Outcome Portfolio learning module	Qualitative: Submitted assessments met or exceeded the benchmark of 75% Proficient or Exemplary level. Quantitative: The average score over the time period was 77.6, which is over the 75% benchmark. .	The department feels the assessments are appropriately challenging, and the results demonstrate learning and growth. Average scores went up from previous reporting period. .	Department efforts to improve quantitative scores were successful.	**Human Relations Final Exam** Average Final Human Relations Score 
BUS 2200 **Principles of Management** **Qualitative**: Students in all sections will write a management plan paper that walks through the functions of planning, organizing, leading, and controlling. Benchmark is 80% of students completing at Proficient or Exemplary level. **Quantitative**: Students in all sections will take a common assessment covering the functional areas of planning, organizing, leading, and controlling. Benchmark is 80% average on this common assessment.	**BUS 2200** **Principles of Management** **Qualitative**: Students in all sections will write a management plan paper that walks through the functions of planning, organizing, leading, and controlling. Benchmark is 80% of students completing at Proficient or Exemplary level. **Quantitative**: Students in all sections will take a common assessment covering the functional areas of planning, organizing, leading, and controlling. Benchmark is 80% average on this common assessment.	**Qualitative**: Students across multiple sections will be evaluated based on a common rubric developed by faculty in this area. The rubric scores the management plan on the following four criteria: Management Concepts, Strategic Details and Language, External Support of Strategy, and Communication. Students will be rated using one of the following four levels: Emerging, Developing, Proficient and Exemplary. **Quantitative**: All Principles of Management students complete the final exam within the Business Outcome Portfolio learning module	**Qualitative**: Students met or exceeded the benchmark of 80% Proficient or Exemplary level in all but one semester. **Quantitative**: During this time period, management scores were at an all time high.	Assessments were updated to reflect recent trends and terms. All questions were brought current. Methodologies focusing on vocabulary mastery were successful in increasing scores. Faculty will agree on a fresh, new qualitative measure that is current and applicable to managing post-covid.	**Principles of Management Final Exam** Average Final Principles of Management Score 
BUS 2600 **Principles of Marketing** **Qualitative**: Students in all sections will write a marketing plan paper for an original company of the students choosing. Benchmark is 80% of students completing at Proficient or Exemplary level. **Quantitative**: Students in all sections will take a common assessment covering the marketing concept, environment, consumer behavior, global marketing, research, segmentation, product strategy, pricing strategy, distribution strategy, and promotion strategy. Benchmark is 80% average on this common assessment.	**Qualitative**: Students across multiple sections will be evaluated based on a common rubric developed by faculty in this area. The rubric scores the marketing plan on the following four criteria: Marketing Concepts, Strategic Details and Language, External Support of Strategy, and Communication. Students will be rated using one of the following four levels: Emerging, Developing, Proficient and Exemplary. **Quantitative**: All Principles of Marketing students complete the final exam within the Business Outcome Portfolio learning module	**Qualitative**: Students met or exceeded the benchmark of 80% Proficient or Exemplary level. **Quantitative**: From Fall 2018 to Summer 2023, student exceeded the 80% average in thirteen semesters and fell below the average in two semesters.	In-class case presentations significantly help prepare students for the final exam and individual marketing plan project.	Group **case presentations** have been re-instated into the class now that students are more comfortable working in groups again after the pandemic.	**Principles of Marketing Final Exam** Average Final Principles of Marketing Score