

Analysis of Results																	
AAS Degree in CIS - Microcomputer Applications																	
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)												
SLO: Students will complete an accounting cycle of a business by analyzing transactions, recording journal entries, posting to ledger, preparing year end adjusting/closing entries, calculating net income/loss and preparing financial statements. Goal: Students will achieve a grade of C or better.	Faculty developed internal, direct measure.	In 2015, approximately 82% of the students achieved the goal.	The area weakest in terms of student comprehension is adjusting entries.	Students given more practice and clarifications in the area of adjusting entries.	BU 101 Principles of Accounting 1 <table><thead><tr><th>Year</th><th>n</th><th>% of students</th></tr></thead><tbody><tr><td>2009</td><td>186</td><td>60</td></tr><tr><td>2012</td><td>170</td><td>68</td></tr><tr><td>2015</td><td>189</td><td>82</td></tr></tbody></table>	Year	n	% of students	2009	186	60	2012	170	68	2015	189	82
Year	n	% of students															
2009	186	60															
2012	170	68															
2015	189	82															

Analysis of Results																	
AAS Degree in CIS - Microcomputer Applications																	
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)												
SLO: Identify different forms of business organizations; identify manegerial roles and responsibilities. Goal: Students will achieve a grade of C or better i.e. achieve a score of 75 or better.	Direct - Faculty generated multiple choice examination designed to test the objectives	Current results indicate that students have achieved the goal.	BU 201 is an introductory course for freshmen. In the past we found students unable to achieve the goals because of lack engagement. We introduced web enhanced methods of teaching this course and find that students are doing better.	We propose to use web enhanced methods and include more online resources to keep students engaged, and assess the course again in 2019.	BU 201 Business Organization and Management <table><tr><th>Year</th><th>n</th><th>Score</th></tr><tr><td>2010</td><td>79</td><td>68</td></tr><tr><td>2013</td><td>71</td><td>70</td></tr><tr><td>2016</td><td>69</td><td>82</td></tr></table>	Year	n	Score	2010	79	68	2013	71	70	2016	69	82
Year	n	Score															
2010	79	68															
2013	71	70															
2016	69	82															
SLO: Interpret and apply statistical methods. Goal: Students will achieve a grade of C or better i.e. achieve a score of 75 or better.	Direct - Faculty generated multiple choice examination designed to test there major topic areas - descriptive statistics, normal distribution and hypothesis testing.	Current results indicate that students have not achieved the goal.	BU 203 is considered a difficult course for the majority of the students in the business Dept. In the past, we found students had difficulty with calculation of measures like standard deviation etc so we focussed on more problem solving in these topics. Now we find that while a lot of the students can calculate measures, they do not understand the application of these processes, specially to Business.	We propose to develop students understanding of application of statistics like hypothesis testing by providing more examples of cases, problems related to business.	BU 203 Principles of Statistics <table><tr><th>Year</th><th>n</th><th>Score</th></tr><tr><td>2010</td><td>42</td><td>68</td></tr><tr><td>2013</td><td>93</td><td>72</td></tr><tr><td>2016</td><td>101</td><td>72</td></tr></table>	Year	n	Score	2010	42	68	2013	93	72	2016	101	72
Year	n	Score															
2010	42	68															
2013	93	72															
2016	101	72															

Analysis of Results																	
AAS Degree in CIS - Microcomputer Applications																	
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)												
SLO: Students will understand and demonstrate the fundamental concepts of operating systems, spreadsheets, word processing software, and presentation software; and communicate effectively through reading and writing. Goal: Students will complete various assignments to demonstrate proficiency.	A series of hands-on publisher-designed assignments that demonstrate the fundamental components of spreadsheet software. The instruments are direct, formative, external and comparative.	65% of students achieved the objectives.	Understanding and demonstrating the fundamental concepts of spreadsheets is an area where student performance can be improved.	Faculty will provide additional instructional components for this topic. A more detailed assessment instrument will be developed to help identify specific areas in which students are struggling.	BU 500 - Introduction to Microcomputer Applications <table><thead><tr><th>Year</th><th>n</th><th>% of Students Meeting Goal</th></tr></thead><tbody><tr><td>2012</td><td>75</td><td>65</td></tr><tr><td>2013</td><td>75</td><td>70</td></tr><tr><td>2015</td><td>75</td><td>82</td></tr></tbody></table>	Year	n	% of Students Meeting Goal	2012	75	65	2013	75	70	2015	75	82
Year	n	% of Students Meeting Goal															
2012	75	65															
2013	75	70															
2015	75	82															
SLO: Students will apply previously learned business / computer techniques in a realistic simulated business environment and, using analytical reasoning and qualitative skills, solve a business problem to demonstrate proficiency. Goal: Students will plan and generate a complete business software application.	A series of written assignments patterned after an actual application analysis and design project in which the student will complete an application development project. The instrument is direct, formative, internal, and comparative.	93% of students achieved the objectives.	Providing students with additional and more frequent feedback will lead to increased learning.	Faculty will continue to enhance the online instructional resources for this course.	BU 509 - Projects in Data Processing <table><thead><tr><th>Year</th><th>n</th><th>% of Students Meeting Goal</th></tr></thead><tbody><tr><td>2009</td><td>32</td><td>95</td></tr><tr><td>2011</td><td>33</td><td>82</td></tr><tr><td>2014</td><td>35</td><td>95</td></tr></tbody></table>	Year	n	% of Students Meeting Goal	2009	32	95	2011	33	82	2014	35	95
Year	n	% of Students Meeting Goal															
2009	32	95															
2011	33	82															
2014	35	95															

Analysis of Results																	
AAS Degree in CIS - Microcomputer Applications																	
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)												
SLO: Students will learn to design and write programs for business applications Using Visual Basic. Emphasis will be given to those programming topics necessary for the student’s fundamental understanding of programming logic. Goal: Students will analyze a problem and design and implement a programming solution.	A series of hands-on faculty developed and publisher-designed assignments that guide students in the development of databases. The instruments are direct, formative, internal and external, and comparative.	82% of students achieved the objectives.	The two categories where students need the most support are programming logic structure and selection / decision	As this is the first application of the rubric, it should be applied over each of the upcoming semesters and class sections. Formal ASSESSMENT should be repeated in the Spring 2017.The assessment tools and instructional approach for programming logic structure and selection / decision should be reviewed and revised accordingly.	BU 520 - Introduction to Computer Programming for Business & BU 521 - Business Programming with Objects <table><thead><tr><th>Year</th><th>n</th><th>% of Students Meeting Goal</th></tr></thead><tbody><tr><td>2009</td><td>40</td><td>82</td></tr><tr><td>2012</td><td>44</td><td>82</td></tr><tr><td>2015</td><td>40</td><td>82</td></tr></tbody></table>	Year	n	% of Students Meeting Goal	2009	40	82	2012	44	82	2015	40	82
Year	n	% of Students Meeting Goal															
2009	40	82															
2012	44	82															
2015	40	82															

Analysis of Results																	
AAS Degree in CIS - Microcomputer Applications																	
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)	<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)												
SLO: Using critical thinking, students will learn to construct and use Databases (DB) to solve business needs. The DBs will include macros, VBA, and menus. Goal: Students will demonstrate proficiency.	A series of hands-on faculty developed and publisher-designed assignments that guide students in the development of databases. The instruments are direct, formative, internal and external, and comparative.	83% of students achieved the objectives.	Data base development systems that deal with tasks that are above and beyond fundamental processes require attention to details, cognitive skills and critical thinking. For a number of students, these characteristics have not been developed and they struggle with complex and multidimensional tasks.	Clarify and emphasize that the lack of discipline and critical thinking should be counterweighted by systematic and sincere attention to learning processes that include but are not limited to lectures, books, hands on practice. Emphasize to the college that services, such as tutoring, and continuous advisement should be well organized and systematic. Find service learning projects that the students closely relate to and are excited about it.	BU 508 - Data Base Management Systems <table><thead><tr><th>Year</th><th>n</th><th>% of Students Meeting Goal</th></tr></thead><tbody><tr><td>2009</td><td>32</td><td>68</td></tr><tr><td>2012</td><td>29</td><td>72</td></tr><tr><td>2015</td><td>29</td><td>83</td></tr></tbody></table>	Year	n	% of Students Meeting Goal	2009	32	68	2012	29	72	2015	29	83
Year	n	% of Students Meeting Goal															
2009	32	68															
2012	29	72															
2015	29	83															

Analysis of Results																	
AAS Degree in CIS - Microcomputer Applications																	
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)												
SLO: Students will demonstrate the ability to manage financial data, work with formulas and functions, and incorporate charts and graphics into their electronic spreadsheet(s); Students will demonstrate competency working with spreadsheets that include database data, and web tools. Goal: Design and generate a complex spreadsheet project.	A series of hands-on faculty developed and publisher-designed assignments that guide students in the development of a spreadsheet. The instruments are direct, formative, internal and external, and comparative.	81% of students achieved the objectives.	This test clearly showed that while the majority of the students had mastered the measured skills, there were a few that hadn't understood the class work.	The results suggested that to try to keep all members of a class up to speed, tests should be given more often- perhaps weekly quizzes - so that there is more motivation to keep up with the assignments, and more measurement to check that students are doing their own assigned work .	BU 530 - Spreadsheet Applications <table><thead><tr><th>Year</th><th>n</th><th>% of Students Meeting Goal</th></tr></thead><tbody><tr><td>2008</td><td>12</td><td>76</td></tr><tr><td>2011</td><td>16</td><td>80</td></tr><tr><td>2014</td><td>17</td><td>81</td></tr></tbody></table>	Year	n	% of Students Meeting Goal	2008	12	76	2011	16	80	2014	17	81
Year	n	% of Students Meeting Goal															
2008	12	76															
2011	16	80															
2014	17	81															

Analysis of Results																	
AAS Degree in CIS - Microcomputer Applications																	
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)												
SLO: Students will utilize analytical reasoning and discipline-specific knowledge to describe and manipulate the operating systems of personal computers and evaluate the use of the operating systems functions. Goal: Students will analyze and evaluate how operating system features are applied within a user setting and how the OS impacts current issues of computing technology.	A series of hands-on faculty developed and publisher-designed assignments that guide students in the analysis of operating system features. The instruments are direct, formative, internal and external, and comparative.	85% of students achieved the objectives.	Although many of the students have difficulty with writing, their research of the technical aspects of the assigned topic was generally well done. Given the opportunity to revise their essays for both content and writing skills suggestions resulted in better grades overall.	Additional emphasis will be placed on having the students visit the Campus Writing Center before turning in the first draft of their essays.	BU 532 - Microcomputer Operating Systems and Utility Software <table><thead><tr><th>Year</th><th>n</th><th>Score</th></tr></thead><tbody><tr><td>2011</td><td>40</td><td>75</td></tr><tr><td>2011</td><td>40</td><td>80</td></tr><tr><td>2013</td><td>29</td><td>85</td></tr></tbody></table>	Year	n	Score	2011	40	75	2011	40	80	2013	29	85
Year	n	Score															
2011	40	75															
2011	40	80															
2013	29	85															

Analysis of Results					
AAS Degree in CIS - Microcomputer Applications					
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)
No assessment has been done in this course.					BU 534 - Local Area Network Management Score 100 90 80 70 60
SLO: Students will apply desktop publishing features in document preparation. Goal: 80% of the students will achieve the objective i.e. get a score of 80 or better.	Direct and Internal - Students are assessed through classroom and Blackboard assignments on their ability to use Microsoft Publisher to practice desktop publishing, graphic design to implement photo-editing features and graphic-intensive skills to create camera ready publications.	Current results indicate that 15 out of 18 students i.e. 83% of the students achieve the objective of the course.	All students who attended class regularly, finished assignments on time were able to meet the course objective.	No change in student evaluation is required at this time. However faculty will continue to emphasize the importance of regular attendance and completion of assignments on time.	BU 859 - Desktop Publishing Score 100 90 80 70 60 2008 (n=31) 2011 (n=34) 2014 (n=18)