

TABLE 2: Student Learning Results (Standard 4)

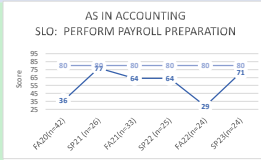
Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
Student Learning Results	A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination). Add these to the description of the measurement instrument in column two: - 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.

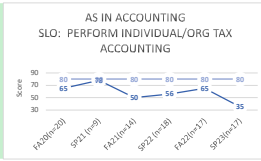
Performance Measure: 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results	Analysis of Results	Action Taken or Improvement Made
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Analysis of Results: Accounting

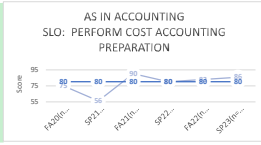
<p>Program - Accounting:</p> <p>SLO: Perform payroll preparation, reporting, and analysis tasks;</p> <p>Goal - 80% of course completers earn a 70% score or more on payroll project assessment</p>	<p>In 10-101-135 (Payroll Accounting), students scores based on ability to perform payroll duties and fill out appropriate payroll forms. This is a direct, summative, internal assessment.</p>	<p>The data shows 6 terms of student performance on payroll preparation from Fall 2020 through Spring 2023. Fall 2020 to Spring 2021 we had a sharp increase where positive students outcomes went from 36% to 77%. In Fall of 2021 positive outcomes declined to 64% and remained there until Fall of 22 where we experienced another sharp decline down to 29%, with a recovery to 71% Spring of 23.</p>	<p>After six terms of student performance, Fall of 2020 was a clear outlier due to the COVID pandemic. In Fall of 2022, students that put in the effort were successful, unsuccessful students comprised of many late drop students or those that did not get to the project at all.</p>	<p>The Payroll Course itself has been moved from a recommended 2nd semester course to now a 3rd semester course. The instructor has created additional instructional videos. The instructor also hosts extra Zoom project meetings towards the end of the semester, and plans to continue to do so. The instructor has incorporated reminders throughout the course to pop out to the project and work along as concepts are covered in each module.</p>
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<p>Program - Accounting:</p> <p>SLO: Perform individual and/or organizational tax accounting preparation, reporting and analysis tasks;</p> <p>Goal - 80% of course completers earn a 70% score or more on Comprehensive tax return assessment.</p>	<p>In 10-101-121 (Individual Tax Accounting), students scores based on correctly completing comprehensive tax forms. This is a direct, summative, internal assessment.</p>	<p>The data shows 6 terms of student performance on individual tax preparation from Fall 2020 through Spring 2023. From Fall of 20 we see a significant increase to 78% positive outcomes followed by a 6% decrease in Fall of 21 to a 50% success rate. Spring of 22 saw a 6% increase in student success rates to 56% overall. Fall of 22 saw a continued positive trend to 65% successful outcomes, while Spring of 23 saw a sharp decrease down to 35% positive outcomes on the comprehensive tax return.</p>	<p>Fall of 20 & Spring of 21 have compromised data results due to an instructor allowing multiple/unlimited attempts respectively on the assessment. The assessment was restored Fall of 21 to a single attempt which corresponds with the sharp decline from 78% to 50% positive outcome. A positive trend was experienced from Fall of 21 through Fall of 22 which is likely due to changes implemented in the course by the new full time faculty. Spring of 23 had a large dip due to many students dropping the course late in the term. Extensions were also limited to students that were substantially complete with the course.</p>	<p>The new full-time faculty revamped the course to include more homework for practice prior to the comprehensive assessment. Students enjoy unlimited attempts on practice work and a single attempt on the Comprehensive Tax Return. Faculty does reach out often to encourage the students to make regular progress. When students do not give themselves ample time to complete the course, they ultimately will not be successful on the comprehensive assessment. Instructor offers live virtual meetings throughout to encourage student progress.</p>
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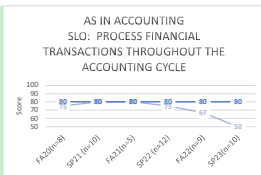
<p>Program - Accounting:</p> <p>SLO: Perform cost accounting preparation, reporting and analysis tasks;</p> <p>Goal - 80% of course completers earn a 70% score or more on Cookie Project</p>	<p>In 10-101-125 (Cost Accounting), student project on calculating break-even, contribution margin, and desired profit volumes for simulated product. This is a direct, summative, internal assessment.</p>	<p>The data shows 6 terms of student performance on cost accounting preparation from Fall of 20 through Spring of 23. We saw a sharp decline in Spring of 21 from 75% positive outcome down to 56%, with a quick return in Fall of 21 back up to 90% positive outcomes. Spring of 22 positive outcomes declined down to 80% where it steadily climbed ending at 86% Spring of 23.</p>	<p>After six terms of student performance it appears, with the exception of Spring 21 that students are performing close to our goal of 80% consistently. COVID hit Spring of 20 and we saw more students opt to skip the project in the interest of time, and that trend continued through spring of 21 where we saw many of our students working alot of overtime, dedicating less time to their studies and ultimately not attempting the project. Since then performance is meeting expectations.</p>	<p>Accounting faculty implemented a minimum 20% project weight across the program Fall of 2022 to discourage students from skipping the project altogether. Instructor has included a simple walk-through project video to get students started on project. A low point "Quick Check" submission has been added prior to the final project submission to provide feedback on computations prior to the final submission.</p>
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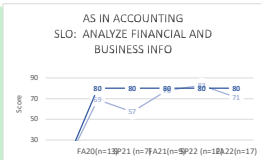
<p>Program - Accounting:</p> <p>SLO: Identify internal controls to reduce risk;</p> <p>Goal - 80% of course completers earn a 70% score or more on 5y fish project assessment</p>	<p>In 10-101-110 (Accounting Information Systems), student project on assessing a sample company's need to implement an Access database while considering internal controls. This is a direct, summative, internal assessment.</p>	<p>The data shows 6 terms of student performance on identification of internal controls to reduce risk as measured by the Accounting Information Systems student project. Data points fluctuate drastically from 63% successful to 100% successful. Note the small sample sizes likely contribute to the drastic fluctuations up & down.</p>	<p>After six terms of student performance faculty noted a dip in student performance in Fall of 2021 may have been to many of our students working alot of post-pandemic overtime. Instructor also notes that Face to Face AIS has not been offered in this time period due to low enrollment numbers.</p>	<p>This course was totally revamped starting Fall of 23 and this project did not continue on as it was. Going forward we will choose to no longer track this course for assessments as the new project is now chunked into 5 separate parts/submissions.</p>
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<p>Program - Accounting:</p> <p>SLO: Process financial transactions throughout the accounting cycle;</p> <p>Goal - 80% of course completers earn a 70% score or more on electronic specialist simulated company assessment Sage 50 (web based AIS replaced Sage 50 starting Fall of 21)</p>	<p>In 10-101-120 (Accounting 4/Accounting Capstone), student scores on project will assess ability to correctly input financial transactions into accounting software, produce & analyze financial statements. This is a direct, summative, internal assessment.</p>	<p>The data shows 6 terms of student performance on processing financial transactions throughout the accounting cycle, as measured by the Capstone student project. The 80% goal was met through Fall of 21. Spring of 22 started a decline to 79%, then 67% Fall of 22, ending Spring of 23 with a positive outcome of 50%.</p>	<p>After six terms of student performance the recent declining trend has been influenced by a small sample size and demands on our part-time students that have a tendency to overload their last semester, and run out of time to finish.</p>	<p>Software changes have been implemented to remove a previous software barrier and is thought to have positively impacted student success rates in 2021. The project is heavily weighted so that students are less likely to skip this valuable critical thinking application. Instructor will continue to monitor the trend and will consider perhaps moving this summative program project to the front end of the course rather than the end.</p>
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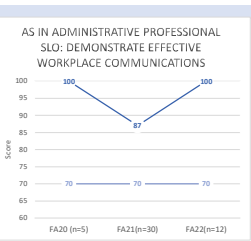


<p>Program-Accounting:</p> <p>SLO: Analyze financial and business information to support planning and decision making;</p> <p>Goal - 80% of course completers earn a 70% score or more on Financial Statement Analysis Project</p>	<p>In 10-101-122 (Cost Analysis), students scores based on comparing financial data & ratios of two competing companies including ethical considerations. This is a direct, summative, internal assessment.</p>	<p>The data shows 6 terms of student performance on analyzing financial and business information to support planning and decision making, as measured by the Financial Statement Analysis assessment. The data shows a declining student performance from Fall 20 through Spring of 21 from a 69% to 57% success rate. A sharp increase in student success of 23% occurred in Fall of 21 up to our goal of 80% which was also maintained in Spring of 22. A declining trend was then experienced with Fall of 22 rendering a 71% success rate and Spring of 23 at 64%.</p>	<p>Fall of 20 and we saw more students opt to skip the project in the interest of time, and that trend continued through spring of 21 where we saw many of our students working alot of overtime, dedicating less time to their studies. We saw some positive 80% positive outcomes that aligned with the changes implemented as described in column E. Recent dip may have more to do with part-time students running out of time to finish the project.</p>	<p>Virtual College students now enjoy an additional instructional video to assist with the data download from the SEC.gov website. The Accounting Lab is also an encouraged weekly resource for additional guidance as needed. Spring of 22 the Accounting faculty implemented a minimum 20% project weight across the program. A low point "Quick Check" submission has been added prior to the final project submission to provide feedback on computations prior to the final submission.</p>
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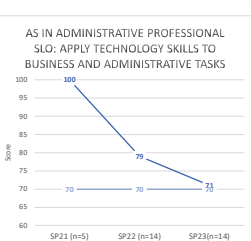


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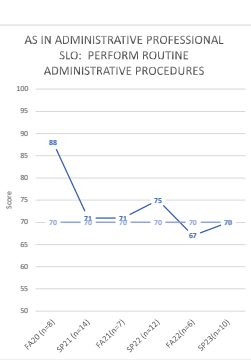
<p>Program - Administrative Professional:</p> <p>SLO: Demonstrate effective workplace communications.</p> <p>Goal- 70% of learners will achieve a minimum rating of 70% or greater on program assessments in order to meet each of the criterion and demonstrate competence. Using the same goal set of learners and achievement rating throughout our program provides consistency for students.</p>	<p>In 10-106-170 (Telecommunications/ Electronic Business Communications), students scores on ability to effectively complete the demonstration of skills final course exam. This is a direct, formative and summative, internal assessment.</p>	<p>The data shows three terms (fall semester only course) of student performance on how students performed on the outcome of demonstrating effective workplace communications, as measured by the Electronic Business Communications final exam skills demonstration. From Fall 2021 to Fall 2022 the percentage of successful students earning a 70% or greater on the assessment increased from 78% to 100%. The data for Fall 2022 shows a continued increase in student success. Continued modifications will be made to the course to support the trend.</p>	<p>After three terms of student performance, we acknowledge that this is where the learner demonstrates effective workplace communications.</p> <p>Changes in the success for students could be attributed to mode of delivery of the course and continuous improvement in course design of Canvas. The continued modifications in Canvas enhance the end user experience and engagement. There have been some activities added where the student must connect via technology with the instructor creating more of a connection in the virtual college environment.</p>	<p>Continuous improvement in course design of Canvas. Utilized Starfish system to notify students of progress or if additional work or tutoring needed. Connected with the Academic Advisor regarding students needing support in that area. Communication with academic advisors regarding student progress along the way and instructor input and feedback regarding progress. Students take an intro to business technologies course to assist them in program planning and introducing them to the courses needed. The Starfish Early Alert System was further implemented at the college to notify students of course concerns and also acknowledge good academic progress. The Starfish system provides tracking capabilities and opportunities to monitor any concerns in other courses. Provided additional learning activities to prepare for assessment. Modifications to projects and additional open lab time to use the technology helped learners.</p>
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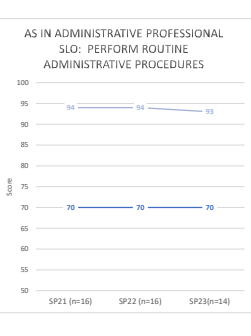
<p>Program - Administrative Professional:</p> <p>SLO: Apply technology skills to business and administrative tasks.</p> <p>Goal-70% of learners will achieve a minimum rating of 70% on program assessments in order to meet each of the criterion and demonstrate competence. Using the same goal set of learners and achievement rating throughout our program provides consistency for students.</p>	<p>In 10-106-100 (Modern Office Technologies), students scores on ability to operate basic office equipment. A final project is completed by the learner which pulls in the course competencies to ensure comprehension and success. This is a direct, formative and summative, internal assessment.</p>	<p>The data shows three terms of student performance on the outcome of applying technology skills to business and administrative tasks, as measured by the Modern Office Technologies assessment. Note, this course is a Spring only offering. During the recent terms, 79% of students achieved 70% or greater on this measure. From Spring 2022 to Spring 2023, students achieving 70% or greater on this measure did fall slightly to 71%. Overall, the 3 terms of data show a consistent pattern of exceeding the goal of 70% of students being successful. Students who did not achieve the goal did not complete the course due to a variety of personal issues (addressed with instructor).</p>	<p>After three terms of student performance, students are consistently successful applying technology skills to business and administrative tasks with the current assessments in use. This course occurs in the 4th semester and most learners have developed the critical thinking and technical skills required to be successful in this course.</p>	<p>We believe the continuous improvement in course design of Canvas, along with other course tools, continues to assist learners in being successful. With the current success rate over goal for the three terms of data collection it is the perception the course delivery and design is working for the learners. This is an online course and students will need to continue to have the support and guidance for time management and understanding the resources available to them at NTC. Many of the assignments require them to take a deeper dive into technology they have been working with and also introducing new technology. Additional instructional design of the course will take place and in addition continuous improvement of assessments will be completed to ensure learners are getting the most up to date technology experiences they can apply in their future workplaces. Discussions with the advisory committee each semester will help to ensure we are meeting the needs of employers with the technology training. Consistent utilization of Starfish and Academic Advisor communication will continue to occur to help ensure student success.</p>
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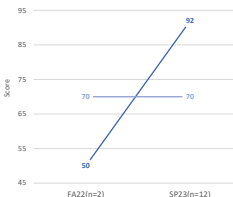
<p>Program - Administrative Professional:</p> <p>SLO: Perform routine administrative procedures.</p> <p>Goal-70% of learners will achieve a minimum rating of 70% on program assessments in order to meet each of the criterion and demonstrate competence. Using the same goal set of learners and achievement rating throughout our program provides consistency for students.</p>	<p>In 10-106-107 (Meeting, Travel & Event Planning), students scores on ability to plan meetings, travel plans and organize events. The final course performance assessment task brings together all three aspects of the course and the competencies This is a direct, formative and summative, internal assessment.</p>	<p>The data shows six terms of student performance on how students performed on the outcome of performing routine administrative procedures, as measured by the Meeting Travel and Event Planning assessment. In Fall 2020 the success rate was at 88% compared to our 70% goal. In Spring 2021 the percentage achieving 70% or greater decreased to 71%. Overall, this meets the goal for the measure of 70% of students achieving a 70% or greater on the assessment. The trends for student success remain near and above of the 70% goal. While we saw a slight dip in the success rates Fall of 2022, we see the rate moving back into the goal of 70% for Spring 2023.</p>	<p>After six terms of student performance we acknowledge this is where learners perform routine administrative procedures.</p> <p>Instructors confirmed that there are a certain number of students that are either not prepared, are not putting the time and care in learning, are not interested in the Administrative Professionals program or in the incorrect program of study/degree level.</p> <p>Students who have creativity and are familiar with the Microsoft Office products have an advantage because they already know the software and can focus on the course content. Mode of delivery from in person to online could have been a factor in overall student success. This course has been added to a program outside of the Business Technology area with those learners not having the basic foundation the program students have developed. COVID could have certainly impacted student success. Continued modifications to the course content are being made to ensure the course does not align with a single program area but multiple due to the student population taking the course. Students who are not sticking to a course plan for completion are tending to experience more difficulties in completing. The course project builds through the final part of the course and they might find themselves with not enough time to complete the project or underprepared with the technology.</p>	<p>Continuous improvement in course design of Canvas. Utilized more demonstration and peer feedback for projects to help students understand the different components of the meeting, travel and event projects. The breakdown of the steps and the additional learning activities have helped students when completing the assessment activities. Incorporating additional real world activities to help the learners connect with the materials. Utilized Starfish system to notify students of progress or if additional work or tutoring needed. Connected with the Academic Advisor regarding students needing support in that area. In review of student skill assessment in preparing (courses taken and prior knowledge) for this course, students lack the skills and knowledge needed to complete the routine administrative procedures. An evaluation of course order and the need of prerequisites was assessed and a revision of curriculum order was addressed. Additional instructional design efforts being made on the online offerings of the course. Continued work to rebuild the course content and end user experience in the LMS are ongoing for the course. The course was added into another program area, so revisions were made to help align with other career areas outside of the administrative professional area. Revisions to the materials and assessments are being made to help the students feel connected to the activities and see how they can apply the skills in their career area. "Choose Your Adventure" type assessments will allow the learner to customize the assessments to meet their interests and career paths. Will will see the results of this implementation in the coming semester.</p>
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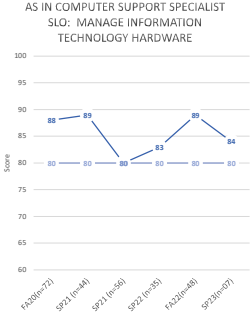
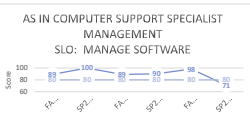
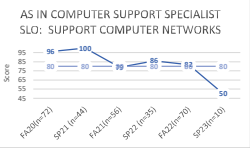
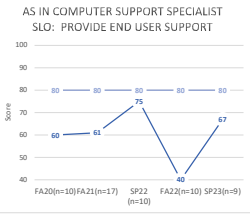
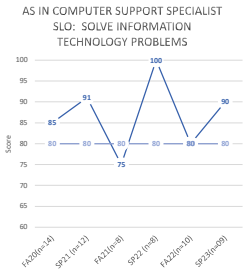
<p>Program - Administrative Professional:</p> <p>SLO: Outcome - Perform routine administrative procedures.</p> <p>Goal-70% of learners will achieve a minimum rating of 70% on program assessment in order to meet the criterion and demonstrate competence. Using the same 70% goal for learners and achievement rating throughout our program provides consistency.</p>	<p>Information Storage Management (10-106-145) is a course many learners struggled in because the expectation of the course ends up being much deeper than expected. The content becomes very overwhelming to complete in one class. With feedback from learners, this course was split into two courses—a Records Management 1 (10-106-200) and Records Management 2 (10-106-203) in Spring 2020 in an effort to provide an introduction to material and then going in depth in the second course.</p> <p>Students complete a final project for each course (RM1 and RM2). This is a direct summative assessment. The assessment addressed students' scores on ability to perform routine administrative procedures in this course.</p>	<p>Notice there is no data for fall terms as these courses are only offered in the spring semester. Also, this assessment was implemented as a result of student feedback. There is a discrepancy in Spring 2022 to Spring 2023 as a student had to retake a course.</p> <p>The data shows how Records Management 1 (10-106-200) and Records Management 2 (10-106-203) students performed on the outcome of perform routine administrative procedures, as measured by successfully passing the Culmination Final Project assessment.</p> <p>From Records Management 1 (10-106-200) and Records Management 2 (10-106-203), students (unduplicated numbers) achieving 70% or greater on this measure maintained at 94%. Overall, the data exceeds the goal for this measure of 70% or greater success rate.</p>	<p>Based on total activity documented in online course, the student that failed to complete the assessment spent less than half the time in the course then those that were successful in the assessment. Also, students who asked more questions via email, online live lectures, and/or during office hours, were also more successful then those that did not seem to take the time to ask questions. As a result, it is assumed that unsuccessful students did not invest the time for learning or just did not have a genuine interest in the subject.</p> <p>There are several reasons for the decrease in results. First, Records Management 1 is entry level with a lower level of information to learn while Records Management 2 content becomes more difficult for students. Second, this is the first semester that the course was offered in an online environment (previously always F2F). Third, this data is reflective from the COVID-19 pandemic; Records Management 1 was just about finished (first half of semester) when the lockdown began. There were many more circumstances learners were dealing with then in a normal school year which made the focus of content more difficult.</p>	<p>Continuous improvement in course design of Canvas. Based on feedback from learner needs, revisions to the layout of course content and introduction of the final project review will be provided in more detail.</p> <p>Additional online meetings will take place to reinforcement of the ARMA rules and additional practice exercises will also be added.</p> <p>Based on feedback from learners additional examples and practice exercises have been added. These changes will be assessed in Spring 2024.</p>
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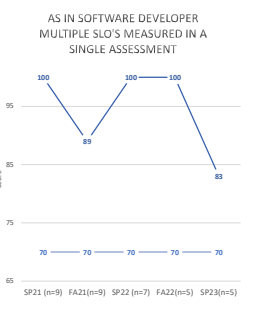
Performance Measure: 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results	Analysis of Results	Action Taken or Improvement Made													
<p>Program - Administrative Professional.</p> <p>SLO: Maintain internal and external relationships.</p> <p>Goal- 70% of learners will achieve a minimum rating of 70% on program assessments in order to meet each of the criterion and demonstrate competence. Using the same goal set of learners and achievement rating throughout our program provides consistency for students.</p>	<p>In 10-106-125 (Professional Development), students scores on ability to explore effective career planning tools and career preparation. Learners will complete several assessment activities building to a resume and cover letter. Career exploration and self reflection will help the learner to connect with career choice and ensure it is the path they are preparing for. A final capstone performance assessment task is completed by the learner. This is both direct and indirect, formative and summative, internal assessment.</p>	<p>The data shows four terms of student performance on how students performed on the outcome of maintaining internal and external relationships, as measured by successfully passing the Professional Development course. From Fall 2021 to Fall 2022, students achieving 70% or greater on this measure increased from 82% to 86%. Overall, the data exceeds the goal for the measure of 70% of students achieving a 70% or greater. For Spring 21 and Spring 22 this course did not run due to low enrollments.</p>	<p>After four terms of student performance we acknowledge this is where learners maintain internal and external relationships.</p> <p>Instructors confirmed that there are a certain number of students that are either not prepared, are not putting the time and care in learning, are not interested in the Administrative Professionals program or in the incorrect program of study/degree level.</p> <p>Mode of delivery could have been a factor for some learners who were underprepared with technology and time management skills to be successful in the course. While the assessments are consistent with the different modes of delivery, student motivation and time management can prove to be a challenge for some learners. COVID could have certainly impacted student success</p>	<p>Continuous improvement in course design of Canvas. Continuing to Starfish system to notify students of progress or if additional work or tutoring needed. The "Kudos" feature in Starfish continues to be a good motivating tool. Connect with the Academic Advisor regarding students needing additional support.</p> <p>Developing assessment activities where learners can connect to their specific area of interest and apply that in projects for a more realistic experience. Additional revisions continue to be made but we are exceeding the goal at this point. Students are encouraged to attend workshops at NTC and final performance assessment task introduced earlier in the course so they are better prepared for the final modules and performance assessment tasks.</p>	<p>AS IN ADMINISTRATIVE PROFESSIONAL SLO: MAINTAIN INTERNAL AND EXTERNAL RELATIONSHIPS</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA20 (n=15)</td> <td>80</td> </tr> <tr> <td>FA21 (n=22)</td> <td>82</td> </tr> <tr> <td>FA22 (n=14)</td> <td>86</td> </tr> </tbody> </table>	Term	Score	FA20 (n=15)	80	FA21 (n=22)	82	FA22 (n=14)	86				
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<p>Program – Administrative Professional;</p> <p>SLO: Model Professionalism in the workplace.</p> <p>Goal- 70% of learners will achieve a minimum rating of 70% on program assessment in order to meet the criterion and demonstrate competence. Using the same 70% goal for learners and achievement rating throughout our program provides consistency.</p>	<p>In 10-106-202 (Office Internship), ability to model professionalism in the workplace is assessed by completing an external internship.</p> <p>This is a direct summative assessment. Internship supervisor completes an evaluation and student completes reflection papers. Both of these are used to assess areas expected as including, but not limited to dependability, punctuality, ethical behavior, initiative, confidence, and a professional image.</p>	<p>The course did not run in Spring 2023 due to low enrollment. The data shows five terms of how students performed on the outcome of modeling professionalism in the workplace, as measured by receiving a rating of 0 through 4 and met/ho met depending on the area of the evaluation.</p> <p>Of those that completed the internship, 100% successfully reached 70% or better and met all areas of evaluation relevant to professionalism.</p>	<p>The sample set was very small. As a result, this provided an opportunity for individualized conversations with students to learn and address needs (or lack of). It turned out that the skill set requirements identified that the students were not prepared for the course and fulfilling the internship experience. As a result, failing and needing to complete additional courses before completing the internship.</p> <p>Students that typically begin this course have developed the skill set to be professional and responsible in their field. This provides an explanation for the course continuing to maintain a success rate of 100%.</p>	<p>Advise students to be better prepared for success in completion of the internship.</p> <p>Conversations with learners earlier in the program (introduced in a new course - Intro to Business Technology Programs) about expectations along with more examples and practice to demonstrate the requirements necessary to model professionalism.</p> <p>Professionalism is incorporated into the school-wide Success Skills evaluated throughout program courses leading up to the internship.</p> <p>Reflection papers added to courses is one example of an additional exercise to help promote professionalism in the workplace through reflection writing.</p>	<p>AS in Administrative Professional SLO: Model Professionalism in the Workplace</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA20 (n=2)</td> <td>100</td> </tr> <tr> <td>SP21 (n=3)</td> <td>100</td> </tr> <tr> <td>FA21 (n=3)</td> <td>100</td> </tr> <tr> <td>SP22 (n=3)</td> <td>100</td> </tr> <tr> <td>FA22 (n=3)</td> <td>100</td> </tr> </tbody> </table>	Term	Score	FA20 (n=2)	100	SP21 (n=3)	100	FA21 (n=3)	100	SP22 (n=3)	100	FA22 (n=3)	100
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Performance Measure: 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results	Analysis of Results	Action Taken or Improvement Made							
<p>Program - Business Management;</p> <p>SLO: Organize resources to achieve the goals of the organization ;</p> <p>SLO: Direct individuals and/or processes to meet organizational goals;</p> <p>SLO: Control business processes;</p> <p>SLO: Assess in Lean Organizations- Module 6 PAT - Lean Event Sections 5 and 6</p> <p>Goal - 70% of completers, obtain at least 70% success on activity.</p>	<p>10-102-203 -Business Management</p> <p>Capstone</p> <p>Final Case Study Analysis: Score 70% or better on this direct, summative, internal assessment</p>	<p>Fall of 2022 50% of students (2) were successful. Spring of 2023 saw a sharp increase to 92% of students achieving success on the assessment.</p>	<p>Analysis of Results: Business Management</p> <p>This course was first offered in the Fall of 2022 and the final case analysis will be used to assess program outcomes.</p> <p>Fall of 2022 had 2 students enroll with 50% pass with 70%</p> <p>Spring of 2023 had 12 students, 1 student withdrew and the remaining 11 students all completed the assessment with a 70% or higher</p>	<p>After the first year of this new course offering students will transition from the old program courses and into this new capstone course. Since there are many part time students in the program this transition may take some time.</p> <p>The program changes in the Business Management Associate's Degree were made to provide a greater exposure to the functional areas of business. The final case study analysis report is a comprehensive internal direct summative assessment that measures all of the program outcomes in a single comprehensive assessment.</p> <p>The hope of program faculty is that this new course series and capstone course will provide a more comprehensive education.</p>	<p>AS IN BUSINESS MANAGEMENT MULTIPLE SLO'S MEASURED IN A SINGLE ASSESSMENT</p>  <table border="1"> <caption>AS IN BUSINESS MANAGEMENT MULTIPLE SLO'S MEASURED IN A SINGLE ASSESSMENT</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA22(n=2)</td> <td>50</td> </tr> <tr> <td>SP23(n=12)</td> <td>92</td> </tr> </tbody> </table>	Term	Score	FA22(n=2)	50	SP23(n=12)	92
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Performance Measure: 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results	Analysis of Results	Action Taken or Improvement Made															
Analysis of Results: Digital Marketing																			
<p>Program - Digital Marketing:</p> <p>SLO: Develop digital marketing strategies to anticipate and satisfy market needs;</p> <p>Goal - 70% of course completers score 70% or greater score on social media campaigns 1 semester project</p>	<p>In 10-104-125, Social Media Campaigns 1 students' scores on ability to perform social media networking sites, posts and advertisement set up and analysis of ROI of a site. This is a direct, summative, internal assessment.</p> <p>This is a direct, summative, internal assessment.</p>	<p>The six terms of data were collected to determine student performance on the outcome of developing digital marketing strategies to anticipate and satisfy market needs, as measured by the completion of the Social Media Campaigns 1 semester project at a score of 70% or greater. In Fall 2020 88% of course completers completed the semester project with a score of 70% or more. The results were lower in each of the next 3 semesters, however, student performance on this outcome consistently exceeds the 70% goal. Spring 2021 was at 85%, Fall 2021 76%. Spring 2022 at 79%, Fall 2022 85%, Spring 2023 95%, consistently exceeding the 70% goal.</p>	<p>After 6 terms of student performance we acknowledge that this is where the discipline of the foundation of digital marketing is realized.</p> <p>Instructors confirmed that there are a certain number of students that are either not prepared, are not taking the time and care in learning or are not interested in the digital marketing program. The results of student performance was equal to 100% as the data taken reflects students who completed the course and completed the required semester project at 70% or greater to show competence, and completed the course with a passing grade, meeting all required competencies of the course.</p>	<p>Brought in academic advisor to personally connect with each student who was below 70% or not meeting course competencies, along with instructor follow up via email, phone calls, and personalized meetings, and utilized the Starfish system to notify students of progress or if additional work or tutoring needed. In 2021, the course was modified into a project step by step completion pattern rather than an entire project to be worked on at the student's schedule randomly during the semester. Each step of the project was broken down in an individual module and competency and each student needed to meet a score of 70% or greater to meet the competency and pass each step of the project. In Fall 2021, additional analytics calculations were added into the course project, which were modified for the Spring 2022 semester. For Spring 2023, the project was updated to include additional contemporary digital marketing practices including the integration of AI, AR, and VR.</p>	<p>AS IN DIGITAL MARKETING SLO: DEVELOP DIGITAL MARKETING STRATEGIES TO ANTICIPATE AND SATISFY MARKET NEEDS</p> <table border="1"> <caption>AS IN DIGITAL MARKETING SLO: DEVELOP DIGITAL MARKETING STRATEGIES TO ANTICIPATE AND SATISFY MARKET NEEDS</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA20 (n=80)</td> <td>86</td> </tr> <tr> <td>SP21 (n=60)</td> <td>85</td> </tr> <tr> <td>FA22 (n=50)</td> <td>76</td> </tr> <tr> <td>SP22 (n=22)</td> <td>79</td> </tr> <tr> <td>FA23 (n=37)</td> <td>85</td> </tr> <tr> <td>SP23 (n=30)</td> <td>95</td> </tr> </tbody> </table>	Term	Score	FA20 (n=80)	86	SP21 (n=60)	85	FA22 (n=50)	76	SP22 (n=22)	79	FA23 (n=37)	85	SP23 (n=30)	95
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<p>Program - Digital Marketing:</p> <p>SLO: Integrate digital initiatives such as websites, search, email, social media and mobile campaigns into an overall strategic marketing plan;</p> <p>Goal - 70% of course completers score 70% or greater on social media campaigns 2 semester project and obtain Basic Hootsuite Marketing Industry-recognized credential by scoring 70% or greater on the credential exam.</p>	<p>In 10-104-202, Social Media Campaigns 2, students' scores on ability to create a strategic social media marketing plan, perform social networking posts, integrate promotional campaigns into an overall strategic marketing plan, and assess performance analytics of social media sites. This is a direct, summative, internal assessment.</p> <p>This is a direct, summative, internal assessment.</p>	<p>The six terms of data were collected to determine student performance on the outcome of integrating digital initiatives such as websites, search, email and social media and mobile campaigns into an overall strategic marketing plan, as measured by the completion of the Social Media Campaigns 2 semester project at a score of 70% or greater. There is no data reflected for Fall 21, Fall 22, or Fall 23 as this course is only offered during the Spring term. Results for Spring 2021 were 94%, Spring 2022 93% Spring 2023 88%, all consistently exceeding 70%.</p>	<p>After 3 terms of student performance we acknowledge that this is where the discipline of the foundation of digital marketing is realized.</p> <p>Instructors confirmed that there are a certain number of students that are either not prepared, are not taking the time and care in learning, or are not interested in the digital marketing program. The results of student performance was equal to 100% as the data taken reflects students who completed the course and completed the required semester project at a 70% or greater to show competence, they completed the Hootsuite certification with success (earning the Basic Hootsuite Certificate by watching a series of video modules and taking quizzes based on each module, scoring a 70% or higher on each quiz module to earn the certification), and completed the course with a passing grade of 70% or higher, meeting all required competencies of the course.</p>	<p>Brought in academic advisor along with instructor and starfish alert system to notify students of progress or additional work or tutoring needed. We met via phone, email, or face to face to assist students who were falling below the 70% passing rate in the semester project, or not meeting the competencies. In 2020, the course was modified into a project that contained a step by step completion pattern rather than an entire project to be worked on at the student's leisure, requiring the student to meet a passing grade of at least 70% to show competence in each part of the project. Also added to the requirements of the course was an industry recognized credential of a Basic Hootsuite certification, which was broken into video modules and quizzes and additional study notes added by the instructor to assist each student achieve a passing score of 70% or greater in order to obtain the certification with success. Additionally, in Spring 2021 and Spring 2022 a new simulation assessment was introduced into the course, with further revisions to the course in Spring 2022.</p>	<p>AS IN DIGITAL MARKETING SLO: INTEGRATE DIGITAL INITIATIVES SUCH AS WEBSITES, SEARCH, EMAIL, SOCIAL MEDIA AND MOBILE CAMPAIGNS INTO AN OVERALL STRATEGIC MARKETING PLAN</p> <table border="1"> <caption>AS IN DIGITAL MARKETING SLO: INTEGRATE DIGITAL INITIATIVES SUCH AS WEBSITES, SEARCH, EMAIL, SOCIAL MEDIA AND MOBILE CAMPAIGNS INTO AN OVERALL STRATEGIC MARKETING PLAN</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>SP21 (n=17)</td> <td>94</td> </tr> <tr> <td>SP22 (n=14)</td> <td>93</td> </tr> <tr> <td>SP23 (n=17)</td> <td>88</td> </tr> </tbody> </table>	Term	Score	SP21 (n=17)	94	SP22 (n=14)	93	SP23 (n=17)	88						
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<p>Program - Digital Marketing:</p> <p>SLO: Create a marketing campaign that targets on-the-go messaging through social media and mobile marketing audiences;</p> <p>Goal - 70% of course completers score 70% or greater on content marketing project assessment</p>	<p>In 10-104-205, Copywriting for Digital Marketing, student scores on the ability to create marketing messaging appropriate to a social and mobile campaign. This is a direct, summative, internal assessment.</p> <p>This is a direct, summative, internal assessment.</p>	<p>The three terms of data were collected to determine student performance on the outcome of creating a marketing campaign that targets on-the-go messaging through social media and mobile marketing audiences, as measured by the completion of content marketing project assessment at a score of 70% or greater. 100% of course completers met or exceeded a score of 70% or greater. Due to changes in scheduling, the course was not offered in Spring semesters. In Fall 20 completion was 93%, Fall 2021, 86%, and Fall 2022 100%, all exceeding the 70% goal. In Fall 2020, the course was updated to Content Marketing with a change in some curriculum assessments.</p>	<p>After 6 terms of student performance, we acknowledge that this is where the discipline of the foundation of digital marketing is realized.</p> <p>Instructors confirmed that there are a certain number of students that are either not prepared, have not taken the general education requirement of Written Communication or English Composition prior to or during this course, or are not interested in the content development aspect of digital marketing. 100% of course completers met or exceeded a score of 70% or greater.</p>	<p>Brought in academic advisor along with instructor and starfish alert system to notify students of progress or additional work and tutoring needed. The program curriculum was modified to schedule the English general education requirement prior to or in conjunction with taking this course. Additionally, the semester project was broken into a step by step project rather than a full semester project to be worked on at the student's leisure, requiring students to complete each step of the project with a score of 70% or greater in order to pass and meet the competency. For Spring 2022, additional assessments and peer reviewed activities were added to the course.</p>	<p>AS IN DIGITAL MARKETING SLO: CREATE A MARKETING CAMPAIGN THAT TARGETS ON-THE-GO MESSAGING THROUGH SOCIAL MEDIA AND...</p> <table border="1"> <caption>AS IN DIGITAL MARKETING SLO: CREATE A MARKETING CAMPAIGN THAT TARGETS ON-THE-GO MESSAGING THROUGH SOCIAL MEDIA AND...</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA20 (n=14)</td> <td>93</td> </tr> <tr> <td>FA21 (n=14)</td> <td>86</td> </tr> <tr> <td>FA22 (n=10)</td> <td>100</td> </tr> </tbody> </table>	Term	Score	FA20 (n=14)	93	FA21 (n=14)	86	FA22 (n=10)	100						
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<p>Program - Digital Marketing:</p> <p>SLO: Develop a Search Engine Optimization (SEO) strategy;</p> <p>Goal - 70% of completers score 70% or greater on SEO & Analytics semester project and 70% of completers score a 70% or greater on the Basic Google Adwords and Beginner Google Analytics certification exams.</p>	<p>In 10-104-204, Social Media and Analytics, students scores on the ability to perform analysis of Google campaigns and create Google Adwords for a strategic marketing plan. This is a direct, summative, internal assessment.</p> <p>This is a direct, summative, internal assessment.</p>	<p>The three terms of data were collected to determine student performance on the outcome of developing an SEO strategy, as measured by the completion of SEO and Analytics course project at a score of 70% or greater. This course is only offered in the Spring Term so data is not available for Fall 20, Fall 21, or Fall 22. The three terms of data collection confirm that students exceed the 70% or greater completion goal. In Spring 2021 results were 90%, Spring 2022 100%, Spring 2023 84%.</p>	<p>Instructors confirmed that there are a certain number of students that are either not prepared, or are not interested in the Search Engine Optimization and Analytics aspect of digital marketing. 100% of course completers met or exceeded a score of 70% or greater.</p>	<p>Brought in academic advisor along with instructor and starfish alert system to notify students of progress or additional work and tutoring needed, meeting with students via phone, email, or face to face. In 2020, the program curriculum was modified by breaking down the semester project into individual parts that were completed in each module rather than as one project to be completed at the student's leisure. The project requires a 70% or greater for each part to pass and meet the competency of the module. Also added was the industry recognized certification of Google Adwords and Google Analytics materials and text while taking this course, which requires a score of 70% or greater in order to achieve the certification. For Spring 2022 a course curriculum update was made that included the addition of the Student textbook to assist with learning terminology and concepts. In Spring 2023 the transition of Google Analytics to G4 was introduced, which has added to the complexity of the course material and content.</p>	<p>AS IN DIGITAL MARKETING SLO: DEVELOP A SEARCH ENGINE OPTIMIZATION (SEO) STRATEGY</p> <table border="1"> <caption>AS IN DIGITAL MARKETING SLO: DEVELOP A SEARCH ENGINE OPTIMIZATION (SEO) STRATEGY</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>SP21 (n=21)</td> <td>90</td> </tr> <tr> <td>SP22 (n=12)</td> <td>100</td> </tr> <tr> <td>SP23 (n=19)</td> <td>84</td> </tr> </tbody> </table>	Term	Score	SP21 (n=21)	90	SP22 (n=12)	100	SP23 (n=19)	84						
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<p>Program - Digital Marketing:</p> <p>SLO: Analyze digital Return on Investment (ROI);</p> <p>Goal - 70% of course completers score 70% score on social media campaigns 1 semester project</p>	<p>In 10-104-125, Social Media Campaigns 1 students scores on ability to measure performance of social media networking sites, including posts and advertisement set up and analysis of traffic, clicks, and ROI of a site. This is a direct, summative, internal assessment.</p> <p>This is a direct, summative, internal assessment.</p>	<p>The six terms of data were collected to determine student performance on the outcome of developing digital marketing strategies to anticipate and satisfy market needs, as measured by the completion of the Social Media Campaigns 1 semester project at a score of 70% or greater. In fall of 2020 86%, Spring 2021 85%, Fall 21 76% (shortened face to face class due to pandemic spike), Spring 2022 79%, Fall 2022 85% and Spring 2023 95% which consistently exceeds the 70% goal.</p>	<p>After 6 terms of student performance we acknowledge that this is where the discipline of the foundation of digital marketing is realized.</p> <p>Instructors confirmed that there are a certain number of students that are either not prepared, are not taking the time and care in learning or are not interested in the digital marketing program. 100% of students who completed the course passed the course with a 70% or greater as they had to pass each part of the semester project in each module of the course. They show competency by passing each section with a score of 70% or greater, so 100% of students who complete the course pass the course.</p>	<p>Brought in academic advisor along with instructor and utilized Starfish system to notify students of progress or if tutoring or tutoring needed. Personal meetings that were via phone, email, Blackboard Collaborate, or face to face were initiated for students who were below 70% or not meeting the step by step project competency or completion pattern. In 2021, the course was modified into a project step by step completion pattern rather than an entire project to be worked on at the student's schedule randomly during the semester, with the requirement of earning a 70% or greater during each step in order to pass and show competency in that module.</p>	<p>AS IN DIGITAL MARKETING SLO: ANALYZE DIGITAL RETURN ON INVESTMENT (ROI)</p> <table border="1"> <caption>AS IN DIGITAL MARKETING SLO: ANALYZE DIGITAL RETURN ON INVESTMENT (ROI)</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA20</td> <td>86</td> </tr> <tr> <td>SP21</td> <td>85</td> </tr> <tr> <td>FA22</td> <td>76</td> </tr> <tr> <td>SP22</td> <td>79</td> </tr> <tr> <td>FA23</td> <td>85</td> </tr> <tr> <td>SP23</td> <td>95</td> </tr> </tbody> </table>	Term	Score	FA20	86	SP21	85	FA22	76	SP22	79	FA23	85	SP23	95
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<p>Program - Digital Marketing:</p> <p>SLO: Evaluate information through the market research process to make business decisions;</p> <p>Goal - 70% of course completers score 70% or greater on market research semester project assessment</p>	<p>In 10-104-175, Market Research, students scores on ability to perform basic market research duties, create a research questionnaire, and assess and analyze a research project outcome. This is a direct, summative, internal assessment.</p> <p>This is a direct, summative, internal assessment.</p>	<p>The three terms of data were collected to determine student performance on the outcome of evaluating information through market research process to make business decisions, as measured by the completion of the Market Research semester project at a score of 70% or greater. The live terms of data that exists shows that course completers completed the project at 70% or greater, exceeding the outcome goal of 70%.</p>	<p>After 3 terms of student performance we acknowledge that this is where the discipline of the foundation of digital marketing is realized.</p> <p>Instructors confirmed that there are a certain number of students that are either not prepared, are not taking the time and care in learning or are not interested in the digital marketing program. In 20 Spring 21 88%, Spring 22 75%, Spring 23 95% of course completers met or exceeded a score of 70% or greater. The course was not offered in Fall 2020 or Fall 2021 or Fall 2022. They show competency by passing each section with a score of 70% or greater, so 100% of students who complete the course pass the course.</p>	<p>Brought in academic advisor along with instructor and utilized Starfish system to notify students of progress or if additional work or tutoring needed. In 2020, the course was modified into a project step by step completion pattern rather than an entire project to be worked on at the student's schedule randomly during the semester, and went from an assigned research topic to a topic of each student's interest that they could select and research based upon their interests. Each step of the project was graded and approved at a 70% or higher before each student was able to move onto the next step in the research project process. Students who completed each step of the research project at 70% or greater showed competence and the result was a complete research project at the end of the semester with a grade of 70% or higher.</p>	<p>AS IN DIGITAL MARKETING SLO: EVALUATE INFORMATION THROUGH THE MARKET RESEARCH PROCESS TO MAKE BUSINESS DECISIONS</p> <table border="1"> <caption>AS IN DIGITAL MARKETING SLO: EVALUATE INFORMATION THROUGH THE MARKET RESEARCH PROCESS TO MAKE BUSINESS DECISIONS</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>SP21 (n=16)</td> <td>88</td> </tr> <tr> <td>SP22 (n=16)</td> <td>75</td> </tr> <tr> <td>SP23 (n=10)</td> <td>95</td> </tr> </tbody> </table>	Term	Score	SP21 (n=16)	88	SP22 (n=16)	75	SP23 (n=10)	95						
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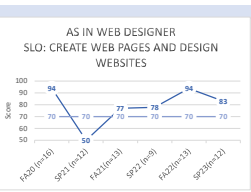
Performance Measure: 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results	Analysis of Results	Action Taken or Improvement Made	
Program - Computer Support Specialist; SLO: Manage information technology hardware; Goal - 80% of course completers earned a 70% score on assessment - "Troubleshoot a computer."	In 10-154-100 (Computer Hardware Fundamentals Level 1) Examine student performance in hands-on/virtual lab activity "Troubleshoot a computer". This is a direct, summative, internal assessment.	The data points from recent terms show the percentage of students completing the outcome of managing information technology hardware, as measured by the virtual "Troubleshoot a Computer" lab activity with a 70% score or greater. Starting in Fall 2020, the performance of students has shown some fluctuations but generally remained above the goal of 80%. In Fall 2020, 88% of students achieved this outcome, followed by a slight increase to 89% in Spring 2021. The performance dipped to 80% in Fall 2021, meeting the goal but showing a decrease from previous terms. However, there was a slight improvement in Spring 2022, with 83% of students meeting the outcome. The trend continued positively in Fall 2022 with 89% of students achieving the goal, but there was a minor drop to 84% in Spring 2023. Overall, these data points indicate a generally stable trend in student performance on this outcome, with all terms from Fall 2020 to Spring 2023 meeting or exceeding the 80% goal, despite some variations in the percentages.	Analysis of Results: Computer Support Specialist Since Fall 2020, student performance in the virtual "Troubleshoot a Computer" lab activity has generally remained above the goal of 80%, despite some fluctuations. This assessment, which is consistent for both in-person and online students, has shown that the majority of students are able to successfully manage information technology hardware. In Fall 2020, the performance was strong, with 88% of students meeting the outcome. This trend continued with a slight increase in Spring 2021. However, there was a noticeable decline in Fall 2021, where the performance dipped to the goal level of 80%. This could be attributed to a transitional period in the program, with changes in the instructor lineup potentially impacting student performance. The trend rebounded in Spring 2022, indicating a positive response to the changes made during the transitional period. In Fall 2022, the performance improved further, with 89% of students achieving the goal. However, there was a slight drop in Spring 2023 to 84%, which suggests that while the overall trend remains positive, there are still areas for improvement to maintain consistent high performance. Overall, the data from Fall 2020 to Spring 2023 shows that student performance in the "Troubleshoot a Computer" lab activity has been largely successful, with most terms meeting or exceeding the 80% goal.	Steps taken to improve results: Moving to virtual lab activities has enabled all students to perform better on labs. As students become more confident in online lab work due to an increase in the experience students starting the course have with other online environments, the trend could increase significantly. The online lab needs re-assessed to determine if the tool itself is partially causing the decline in Sp23 as issues were common with the platform during this semester.	AS IN COMPUTER SUPPORT SPECIALIST SLO: MANAGE INFORMATION TECHNOLOGY HARDWARE 
Program - Computer Support Specialist; SLO: Manage software; Goal - 80% of course completers earned a 70% score on assessment "Configure Windows".	In 10-154-102 (Computer Hardware Fundamentals Level 2). Examine student performance in hands-on/virtual lab activity "configure Windows". This is a direct, summative, internal assessment.	Recent data points show the percentage of students completing the outcome of managing software, as measured by the virtual "Configure Windows" lab activity with a 70% score or greater. The trend has remained stable through the Spring 2022 semester, consistently meeting the goal of 80%. However, there was a sharp decline in performance during the Spring 2023 semester.	Student performance in the "Configure Windows" assessment has generally exceeded the 80% goal. The trend remained above the goal level, reflecting students' growing confidence in online labs and virtual spaces. The recent fall in performance in Spring 2023 warrants an assessment to determine if the online tool or platform is impacting student performance.	To maintain performance, the course has moved to virtual lab activities. The adoption of different Microsoft operating systems has influenced performance, and it is expected to improve as students become more competent with the latest Windows release. Additionally, evaluating the platform hosting the assignment is crucial to determine if technological factors with the online platform are limiting student success, or if process efficiencies can address the recent drop in percentages.	AS IN COMPUTER SUPPORT SPECIALIST SLO: MANAGE SOFTWARE 
Program - Computer Support Specialist; SLO: Support computer networks; Goal - 80% of course completers earned a 70% score on virtual lab assessment "Create a Home Network"	In 10-154-100 (Computer Hardware Fundamentals Level 1). Examine student performance in hands-on/virtual lab activity "Create a home network". This is a direct, summative, internal assessment. Lab 8-6: Testing Mode: Select and Install Network Hardware	Recent data points show the percentage of students completing the outcome of supporting computer networks, as measured by the virtual "Create a Home Network" lab activity. While performance was generally increasing, there was a dip below the 80% goal in Fall 2021 with 78.6% of students meeting the goal. The trend improved in Spring 2022 with 85.7% achieving a 70% or higher. However, there was a significant decline to 50% in Spring 2023, which had a very small sample size, mostly of returning students or non completers.	The program faced a transitional period in Fall 2021 with new instructors, which may have impacted the trends. The significant decline in Spring 2023, with a small and specific student demographic, suggests that external factors, such as previous course attempts, may have influenced the results. Additionally, issues with the online platform during this semester need to be assessed as they might have contributed to the decline.	Moving to virtual lab activities has generally enabled better performance in labs. As students gain more confidence in online environments, it is expected that the trend will improve. However, the online lab tool needs to be reassessed, especially in light of the Sp23 decline, to determine if the platform itself is a contributing factor to the lower scores.	AS IN COMPUTER SUPPORT SPECIALIST SLO: SUPPORT COMPUTER NETWORKS 
Program - Computer Support Specialist; SLO: Provide end user support; Goal - 80% of course completers earned a 70% score on assessment - "Service Skills Capstone training module"	In 10-154-111 (Service Skills). Examine student performance on Service Skills Capstone (student produced and implemented training module). This is a direct, summative, internal assessment.	Students have consistently performed under the 80% goal on this assessment. Fall of 2020 had 60% positive outcomes with a 1% increase to 61% in Fall of 2021. Spring of 2022 showed a sharp increase to 75% positive outcomes, followed by a sharp decrease in Fall 2022 down to 40% positive outcomes. The most recent term being Spring of 2023 saw a return back up to a 67% positive outcome.	After several recent terms of student performance we acknowledge that this is where the students are assessed on their overall ability to provide customer service. This is a large assessment due at the end of the semester and students do not allow themselves the appropriate time to complete. F21 students were not concerned with earning high grades merely completing the class therefore not much effort was put into the assessment. S22 smaller group with some motivated students who's overall course grade was high as well. Prior modifications made to course capstone to mirror practice assessment led to improved student performance on final. F21 & S22 offered to allow the students the opportunity to redo the practice assessment that leads up to the capstone. 22-23 Students that apply the feedback provided on earlier assessments see a marked improvement in their performance on this assessment.	Steps taken to improve results: Changing final assessment led to improvement in course performance. Introduce of the Capstone in earlier Modules to help the students better prepare. Allow the students the opportunity to redo the practice assessment. Students that apply the feedback provided on earlier assessments see a marked improvement on their performance on this assessment.	AS IN COMPUTER SUPPORT SPECIALIST SLO: PROVIDE END USER SUPPORT 
Program - Computer Support Specialist; SLO: Solve information technology problems; Goal - 80% of course completers earned a 70% score on troubleshooting activity assessment "Troubleshoot Hardware Problem"	In 10-154-151 (Troubleshooting). Examine student performance in virtual hardware troubleshooting problem. "Troubleshoot Hardware Problem" This is a direct, summative, internal assessment.	The data points from recent terms highlight the trends in student performance in solving information technology problems, as measured by the "Troubleshoot a Hardware Problem" assessment with a 70% score or greater. Beginning in Spring 2020, the performance trend shows some fluctuations. In Spring 2020, the percentage of students successfully meeting this outcome was at the goal of 80%. However, there was a noticeable decline in the following semesters. In the Fall of 2020, the data shows a downward trend with only 75% of students achieving the goal. This was followed by a significant improvement in the Spring of 2021, where 100% of the students met the assessment goal. The trend continued positively in the Spring of 2022 with a 100% success rate. However, there was a slight decrease in performance in the subsequent semesters, dropping to 80% and then to rising again to 90%. This data indicates a generally positive trend in recent years, with most terms meeting or exceeding the 80% goal, despite some fluctuations in student performance.	Since the beginning of 2020, the course has undergone several changes that have impacted student performance in troubleshooting information technology problems. The assessment was re-written to accommodate an increased number of students and the course's shift from the fourth to the second semester. This change in the course structure and assessment led to a variation in the percentage of students excelling in the assessment. During the transitional period in the Fall of 2021 and Spring of 2022, the program experienced significant changes with key instructors retiring and new instructors taking over. This shift in teaching personnel may have contributed to fluctuations in student performance, although the exact impact on the statistics is difficult to ascertain. Despite these changes and challenges, the percentage of students achieving the goal has remained relatively stable over the past several semesters. The data indicates that while there have been some fluctuations in performance, most terms have seen a majority of students meeting or exceeding the 80% goal in the "Troubleshoot a Hardware Problem" assessment	Steps taken to improve results: Review of possible questions to ask in a problem environment before addressing a specific problem enabled students to improve on these assignments. This assessment will be reviewed and modified for clarity for the students. Adjust the assignment based on student feedback to improve the clarity and impact of the assignment. Updating assignment instructions and format to include a clear structure for answers, including sample responses will be made to see future impacts.	AS IN COMPUTER SUPPORT SPECIALIST SLO: SOLVE INFORMATION TECHNOLOGY PROBLEMS 

Performance Measure: 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results	Analysis of Results	Action Taken or Improvement Made
Program - Software Developer; SLO: Design Software Systems SLO: Integrate Database Technologies SLO: Develop Software Applications SLO: Develop Technical Documentation SLO: Implement Agile Principles within the SDLC Goal - 70% of completers, obtain 70% success on activity	In 10-152-393 (Application Development Capstone) 1. Students design a software system for a real-world client. 2. students integrate database technologies, either by calling web services or interacting with relational databases, to incorporate data into their systems. 3. students develop documentation for the software system that they build in the course. Documentation includes technical documentation and end-user documentation. 4. students develop documentation for the software system that they build in the course. Documentation includes technical documentation and end-user documentation. 5. students design a software system for a real-world client. This is a direct, formative, internal assessment.	Success in this assessment has consistently been very high (> 90%).	Analysis of Results: IT Software Developer The assessment has been successful for several reasons, likely due to its being the capstone project of the final course in the associate degree.	Faculty team mentors continue to be valuable in the teaching of this course and contribute both to deeper learning and student success rates.

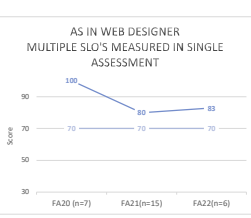


Performance Measure: 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results	Analysis of Results	Action Taken or Improvement Made
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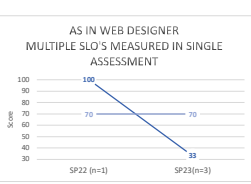
<p>Program - Web Designer; SLO: Create web pages and design websites ; Goal - 70% of completers, obtain 70% success on activity</p>	<p>10-152-553 Web Design IC - Portfolio Project In all recent terms, our students have successfully completed this assessment at a rate over 70%.</p>	<p>The change from a three credit course to one credit has helped in the student success with the portfolio project. It has broken down the project into three smaller steps. It should be noted that a downturn occurred as a result of COVID, but this is expected to be an anomaly. Brief results analysis: Improvements on the project has occurred but taken a "COVID" downturn. It is expected to rebound.</p>	<p>Steps taken to improve results: Course is moved to the first semester. It was re-organized into a 3-credit series to position students for success. We continue to see high completion rates for this course after its restructuring into 1-credit courses.</p>
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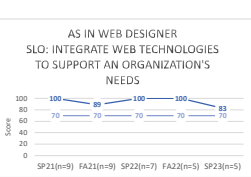
<p>Program - Web Designer, Develop, build and configure dynamic and interactive websites or applications; SLO : Develop, Build & Configure Dynamic and Interactive websites SLO : Create scripts using a variety of Web-Oriented Scripting Tools Goal - 70% of completers, obtain 70% success on activity</p>	<p>10-152-563 Client-Side Web Development IC - Portfolio Project In all recent terms, our students have successfully completed this assessment at a rate over 70%.</p>	<p>Brief results summary: Successful completion of the final assessment at a 70% level results in most students passing this final assessment. This course was recently revised from 3 to 1 credits. Further, the content was totally revamped due to changes in the program. This change should better position the students for success. Improved content along with more portfolio work has occurred. It is difficult to compare to previous versions of the course, though. Brief results analysis: The course is going through a major revision due to changes in content and position in the programs. A comparison in the future to Fall '21 should be enlightening.</p>	<p>Steps taken to improve results: Course is being re-organized to position students for success based upon other program content changes.</p>
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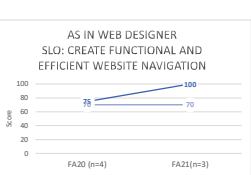
<p>Program - Web Designer; Produce effective, web-optimized graphics; SLO: Produce Effective, web-optimized Graphics SLO: Create Digital Media Objects Goal - 70% of completers, obtain 70% success on activity</p>	<p>In 10-152-232 (Vector Graphics and Animation for Web and Mobile), Comprehensive Final Project. This is a direct, summative, internal assessment. In all recent terms, our students have successfully completed this assessment at a rate over 70%. However, in Spring 2023, we saw a drop to 33%.</p>	<p>Brief results summary: Assignment has historically high completion rates. Brief results analysis: High completion rates due to course falling in the later semester of the program; additionally, the work is engaging and hands-on. Students begin to work on parts of final project during the semester allowing them to practice the work and, update their work to meet the competencies of the course. The recent low results were due to an extremely small sample size of only three students.</p>	<p>Steps taken to improve results: The learners are given the flexibility to choose a project that interests them for their Comprehensive Final Project.</p>
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<p>Program - Web Designer; SLO: Integrate web technologies to support an organization's needs; Goal -70% of completers achieve 70% score on assessment</p>	<p>In 10-152-393 (Application Development Capstone Project), Capstone Project. This is a direct, summative, internal assessment. Success in this assessment has consistently been very high (> 90%).</p>	<p>The assessment has been successful for several reasons, likely due to its being the capstone project of the final course in the associate degree. Faculty team mentors continue to be valuable in the teaching of this course and contribute both to deeper learning and student success rates.</p>	
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<p>Program - Web Designer; SLO: Create functional and efficient website navigation; Goal - 70% of completers, obtain 70% success on activity</p>	<p>In 10-152-212 (Web Design 2), Portfolio Project. This is a direct, summative, internal assessment. Fall of 2023 data will be pulled from Web Design 2C It is a small sample size, and the course only runs once a year. The latest results are encouraging.</p>	<p>Brief results summary: This is a more advanced course for web students. They work on their portfolio project several times and with several assignments throughout the semester culminating in a final portfolio project. It is somewhat difficult to analyze the results due to low participation rate. Brief results analysis: This course will be rewritten in the future due to program changes.</p>	<p>Steps taken to improve results: Course recently went through a rewrite during curriculum modifications. Since it was moved to 3rd semester, we have yet to get pipeline students through the necessary pre-reqs.</p>
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Performance Measure: 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results	Analysis of Results	Action Taken or Improvement Made
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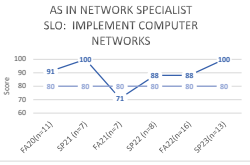
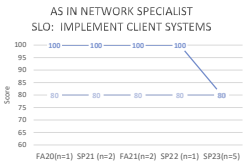
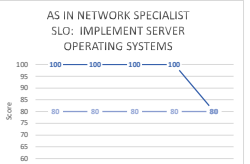
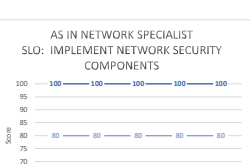
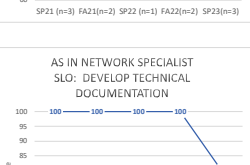
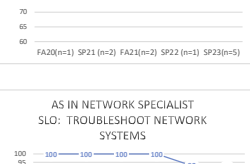
Analysis of Results: Leadership Development														
<p>Program - Leadership Development;</p> <p>SLO: Utilize quality strategies and tactics – Assess in Quality and Performance Excellence Module PAT Process Control</p> <p>Goal – 70% of completers, obtain at least 70% success on activity.</p>	<p>In 10-196-192 (Quality and Performance Excellence), Quality Project's, This is a direct, summative, internal assessment.</p> <p>The latest two terms of data show the performance of students on the outcome of utilizing quality strategies and tactics, as measured by completion of the performance assessment task in Quality and Performance. Overall, the data shows and upward trend in students meeting this outcome, with four of six terms of data exceeding the goal of 70%. Fall 2020 showed a drop in completion percentage to 50% with a small enrollment of 4 during this term. This was offset during the Spring 2021 term with an increase of successful completers reaching 100%. Aggregating the two terms during the 20-21 academic year results in an 85% successful completion rate. Fall 2021 results were at 80% above the 70% goal. The course was not offered during the Spring 2022 semester due to low enrollments. Spring 2023 results showed 100% of enrolled students completed the assessment at a 70% or higher.</p>	<p>After four terms of student performance the data shows consistent success rates above 70% in performance with the exception of a noticeable decrease in the Fall of 2020 due to a small sample size. As this assessment falls in the middle of the coursework students who do not stay on track with their coursework are the highest percentage who do not pass this assessment.</p>	<p>Continue utilizing Starfish Early Alert system to notify students of progress or if additional work or tutoring needed. The "Kudos" feature in Starfish continues to be a good motivating tool. Connect with student and the Academic Advisor regarding students needing additional support. Enforce the importance of following the Plan of Completion and meeting due dates set in their plan to be successful. Program instructors are also communicating weekly with Academic Advisor to address student needs and take appropriate actions. The Starfish system is also being used to notify students of progress and to address advising concerns. Starting with Fall 2021 semester, the in-person sessions of LD program courses were offered in the NTC Connect format which allows students to attend and complete their courses in a flexible format allowing them to attend scheduled sessions either in-person, via Zoom or asynchronously online.</p>	<p>AS IN LEADERSHIP DEVELOPMENT SLO: UTILIZE QUALITY STRATEGIES AND TACTICS</p> <table border="1"> <caption>AS IN LEADERSHIP DEVELOPMENT SLO: UTILIZE QUALITY STRATEGIES AND TACTICS</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA20(n=4)</td> <td>50</td> </tr> <tr> <td>SP21(n=9)</td> <td>100</td> </tr> <tr> <td>FA21(n=5)</td> <td>80</td> </tr> <tr> <td>SP23(n=3)</td> <td>100</td> </tr> </tbody> </table>	Term	Score	FA20(n=4)	50	SP21(n=9)	100	FA21(n=5)	80	SP23(n=3)	100
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<p>Program - Leadership Development;</p> <p>SLO: Apply effective leadership skills – Assess in Leading Strategically- Module 6 - Final Project and Presentation: Developing an Effective Leadership Development Program</p> <p>Goal – 70% of completers, obtain at least 70% success on activity.</p>	<p>In 10-196-190 (Leading Strategically), Leadership Development Plan. This is a direct, summative, internal assessment.</p> <p>The six terms of data show the performance of students on the outcome of applying effective leadership skills, as measured by completion of the final project and presentation in Leading Strategically with a 70% or greater in a consistent pattern. During the Fall 20 term success on this assessment rose to 84%. Followed by a slight increase to finish out the 20-21 academic year with a 86% successful completion percentage. Fall 2021 and Spring 2022 results exceeded the goal of 78% and 82% respectively. Fall 2022 results showed a 91% successful completion rate. Although dipping slightly, Spring 2023 results still exceeded the goal with an 82% successful pass rate.</p>	<p>After six terms of student performance we have observed students gain a better understanding of the link between leadership, goal setting/achievement and organizational success. The success rate for this assessment exceeded average course completion results for the first four recorded terms and gained in percentage of successful completion between 10 – 15%. Based on total activity documented in online course, students that failed to complete the assessment spent less than half the time in the course then those that were successful in the assessment. Also, students who asked more questions via email and or during office hours, were also more successful than those that did not seem to take the time to ask questions. As a result, it is assumed that unsuccessful students did not invest the time for learning or just did not have a genuine interest in the subject. Fall 2020 and Spring 2021 data showed a return to successful completion in the mid 80's range percentages. Fall 2021 and Spring 2022 results continued to exceed the 70% goal.</p>	<p>Continue utilizing Starfish Early Alert system to notify students of progress or if additional work or tutoring needed. The "Kudos" feature in Starfish continues to be a good motivating tool. Connect with student and the Academic Advisor regarding students needing additional support. Enforce the importance of following the Plan of Completion and meeting due dates set in their plan to be successful. Program instructors are also communicating weekly with Academic Advisor to address student needs and take appropriate actions. The Starfish system is also being used to notify students of progress and to address advising concerns. Starting with Fall 2021 semester, the in-person sessions of LD program courses were offered in the NTC Connect format which allows students to attend and complete their courses in a flexible format allowing them to attend scheduled sessions either in-person, via Zoom or asynchronously online.</p>	<p>AS IN LEADERSHIP DEVELOPMENT SLO: APPLY EFFECTIVE LEADERSHIP SKILLS</p> <table border="1"> <caption>AS IN LEADERSHIP DEVELOPMENT SLO: APPLY EFFECTIVE LEADERSHIP SKILLS</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA20(n=0)</td> <td>84</td> </tr> <tr> <td>SP21(n=21)</td> <td>86</td> </tr> <tr> <td>FA21(n=30)</td> <td>78</td> </tr> <tr> <td>SP22(n=11)</td> <td>82</td> </tr> <tr> <td>FA22(n=23)</td> <td>91</td> </tr> <tr> <td>SP23(n=17)</td> <td>82</td> </tr> </tbody> </table>	Term	Score	FA20(n=0)	84	SP21(n=21)	86	FA21(n=30)	78	SP22(n=11)	82	FA22(n=23)	91	SP23(n=17)	82
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SP23(n=17)	82																	

<p>Program - Leadership Development;</p> <p>SLO: Apply Human Resource policies and procedures – Assess in Managing Human Resources and Employee Relations- Module 1 PAT - Write a Job Description</p> <p>Goal – 70% of completers, obtain at least 70% success on activity.</p>	<p>In 10-196-193 (Managing Human Resources and Employee Relations), Human Resource Employee Handbook. This is a direct, summative, internal assessment.</p> <p>The six terms of data show the performance of students on the outcome of applying human resource policies and procedures, as measured by completion of the module 1 performance assessment task in Managing Human Resources and Employee Relations with a 70% or greater. Program: Leadership Development.</p> <p>Summary of Results:</p> <ul style="list-style-type: none"> - Fall 2020 (n=1): 85% - Spring 2021 (n=2): 92% - Fall 2021 (n=2): 79% - Spring 2022 (n=1): 93% - Fall 2022 (n=14): 80% - Spring 2023 (n=13): 84% 	<p>After six terms of student performance we have observed students gain a better understanding of the link between Managing Human Resources organizational success. The face-to-face/hybrid section of this course is only 5 weeks. This accommodates the completion of a 9 credit Human Resource Management Technical Diploma. It also means learners must complete two modules each week. Therefore, instructors have had to adjust the in-class activities to facilitate the learner's ability to complete in the shortened time frame.</p>	<p>Due to the shortened timeline, faculty have taken steps to monitor student progress and address issues more quickly. Emphasis is placed on course long projects and culminating events early in the term to give learners an opportunity to get started and progress throughout the term instead of waiting until the last week. Program Instructors are also communicating weekly with Academic Advisor to address student needs and take appropriate actions. The Starfish system is also being used to notify students of progress and to address advising concerns. Program instructors are also communicating weekly with Academic Advisor to address student needs and take appropriate actions. The Starfish system is also being used to notify students of progress and to address advising concerns. Starting with Fall 2021 semester, the in-person sessions of LD program courses were offered in the NTC Connect format which allows students to attend and complete their courses in a flexible format allowing them to attend scheduled sessions either in-person, via Zoom or asynchronously online.</p>	<p>AS IN LEADERSHIP DEVELOPMENT SLO: APPLY HUMAN RESOURCE POLICIES AND PROCEDURES</p> <table border="1"> <caption>AS IN LEADERSHIP DEVELOPMENT SLO: APPLY HUMAN RESOURCE POLICIES AND PROCEDURES</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA20(n=2)</td> <td>85</td> </tr> <tr> <td>SP21(n=2)</td> <td>92</td> </tr> <tr> <td>FA21(n=2)</td> <td>79</td> </tr> <tr> <td>SP22(n=1)</td> <td>93</td> </tr> <tr> <td>FA22(n=14)</td> <td>80</td> </tr> <tr> <td>SP23(n=13)</td> <td>84</td> </tr> </tbody> </table>	Term	Score	FA20(n=2)	85	SP21(n=2)	92	FA21(n=2)	79	SP22(n=1)	93	FA22(n=14)	80	SP23(n=13)	84
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<p>Program - Leadership Development;</p> <p>SLO: Perform supervisory management functions to achieve organizational objectives - Assess in Supervision and Management Skills - Module 5 PAT - Identify Staffing Needs</p> <p>Goal – 70% of completers, obtain at least 70% success on activity.</p>	<p>In 10-196-191 (Supervision and Management Skills), Performance Appraisal and Control Plan. This is a direct, summative, internal assessment.</p> <p>The six terms of data show the performance of students on the outcome of performing supervisory management functions to achieve organizational objectives, as measured by completion of the module 1 performance assessment task in Supervision and Management Skill with a 70% or greater.</p> <p>Summary of Results: Fall 2020 - 100% (22 of 22 students successfully completed with a score of 70% or higher) Spring 2021 - 79% (22 of 22 students successfully completed with a score of 70% or higher) Fall 2021 - 72% (22 of 22 students successfully completed with a score of 70% or higher) Spring 2022 - 65% (22 of 22 students successfully completed with a score of 70% or higher) Fall 2022 - 56% (22 of 22 students successfully completed with a score of 70% or higher) Spring 2023 - 65% (22 of 22 students successfully completed with a score of 70% or higher)</p>	<p>In the Fall of 2022 the course in which this assessment is located was added to the Business Management program. The Business Management program consists of more traditional students than the Leadership Development and Human Resources programs. Typically first year students have lower course completion and program retention rates due to a variety of factors. These factors include: adjustment to college life, lack of study skill, social challenges, mismatched expectations, and inadequate academic preparation. The lower completion rates from this point may be more of a reflection of student demographics rather than course related. A new baseline to measure improvements has been established with this transition to additional students attempting this assessment.</p> <p>The vast majority of learners are taking this course in Virtual College online. Instructors have realized that realized that some learners struggle with setting and sticking to their own deadlines for the course.</p>	<p>The combination of offering the course in the NTC Connect Format and recommending cohort course completion for first year students appears to be a thoughtful and comprehensive approach to addressing the needs and challenges of this particular student demographic. Here are some potential advantages:</p> <ol style="list-style-type: none"> 1. Blended Learning Flexibility: <ul style="list-style-type: none"> - The NTC Connect format, which includes in-person components, Zoom attendance, and asynchronous online options, provides a blended learning experience. This flexibility allows students to choose the mode of engagement that best suits their preferences and circumstances, contributing to a more inclusive learning environment. 2. Cohort Course Completion: <ul style="list-style-type: none"> - Recommending cohort course completion can foster a sense of community and support among first-year students. By progressing through the course as a group, students may benefit from shared experiences, collaborative learning, and a built-in support network. 3. Consistency and Routine: <ul style="list-style-type: none"> - Cohort course completion often involves a structured schedule and a predictable routine. This can be beneficial for first-year students who may still be adjusting to the demands of college life. Having a consistent schedule can contribute to better time management and study habits. 4. Social Engagement: <ul style="list-style-type: none"> - The cohort model encourages social interaction and collaboration among students. Building connections with peers can help alleviate feelings of isolation and enhance the overall college experience. This is especially important for first-year students who may be navigating new social environments. 5. Peer Support and Accountability: <ul style="list-style-type: none"> - Cohorts create a built-in support system where students can turn to their peers for assistance, clarification, and motivation. The collaborative nature of cohort learning fosters a sense of accountability, as students' progress through the course together. Regular feedback mechanisms, open communication channels, and ongoing assessment will be valuable in refining and optimizing this approach based on the evolving needs. 	<p>AS IN LEADERSHIP DEVELOPMENT SLO: PERFORM SUPERVISORY MANAGEMENT FUNCTIONS TO ACHIEVE ORGANIZATIONAL OBJECTIVES</p> <table border="1"> <caption>AS IN LEADERSHIP DEVELOPMENT SLO: PERFORM SUPERVISORY MANAGEMENT FUNCTIONS TO ACHIEVE ORGANIZATIONAL OBJECTIVES</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA20(n=22)</td> <td>100</td> </tr> <tr> <td>SP21(n=22)</td> <td>79</td> </tr> <tr> <td>FA21(n=22)</td> <td>72</td> </tr> <tr> <td>SP22(n=22)</td> <td>65</td> </tr> <tr> <td>FA22(n=22)</td> <td>56</td> </tr> <tr> <td>SP23(n=22)</td> <td>65</td> </tr> </tbody> </table>	Term	Score	FA20(n=22)	100	SP21(n=22)	79	FA21(n=22)	72	SP22(n=22)	65	FA22(n=22)	56	SP23(n=22)	65
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Performance Measure: 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results	Analysis of Results	Action Taken or Improvement Made															
Program - Marketing; 1. SLO: Develop strategies to anticipate and satisfy market needs; Goal - 70% of completers score 70% or greater on product development project assessment	In 10-104-172, Marketing Principles, students scores on ability to create a product development marketing process and outline the steps in the product lifecycle - This is a direct, summative, internal assessment.	The six semesters of data are provided to show student performance on the outcome of developing strategies to anticipate and satisfy market needs, as measured by students completion of the Marketing Principles strategic marketing plan project at a score of 70% or greater. In Fall 2020 76% of students successfully met this goal and in Spring 2021 we saw a decrease to 70% and upward trend to 77% in Spring 22. Overall the three years of data show successful completion of the outcome exceeding the goal of 70% with the most recent term being Spring 2023 ending with a 94% positive outcome.	Analysis of Results- Marketing After six terms of student performance the data shows a decrease in performance. Upon review this is attributed to a percentage of students who do not complete assignments after the required Syllabus Quiz. There was an increased use of adjunct faculty during Fall 2020 and Spring 2021. Instructors confirmed there are a certain number of students that are either not prepared, are not taking the time and care in learning or are not interested in the subject of marketing. In addition, we believe COVID may have contributed to the decline in FA20 and SP21. In addition, several students in the course are not in the marketing program which may contribute to being underprepared for the content.	Utilized Starfish system to notify students of progress or if additional work or tutoring needed. Connected with the Academic Advisor regarding students needing support in that area. The course has been modified into a project step by step completion pattern where the students would complete one part of the final project in each course Learning Plan/Module to move towards the final project completion. Breaking the project up into steps helped the students make corrections along the way which could impact other parts of the project and potentially impacting outcome achievement. In Fall 2020 a new textbook from Cengage was included with additional Assessment Activities.	<p>AS IN MARKETING SLO: DEVELOP STRATEGIES TO ANTICIPATE AND SATISFY MARKET NEEDS</p> <table border="1"> <caption>AS IN MARKETING SLO: DEVELOP STRATEGIES TO ANTICIPATE AND SATISFY MARKET NEEDS</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA20(n=76)</td> <td>76</td> </tr> <tr> <td>SP21(n=60)</td> <td>70</td> </tr> <tr> <td>FA22(n=72)</td> <td>74</td> </tr> <tr> <td>SP23(n=64)</td> <td>77</td> </tr> <tr> <td>FA23(n=72)</td> <td>76</td> </tr> <tr> <td>SP24(n=58)</td> <td>94</td> </tr> </tbody> </table>	Term	Score	FA20(n=76)	76	SP21(n=60)	70	FA22(n=72)	74	SP23(n=64)	77	FA23(n=72)	76	SP24(n=58)	94
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Program - Marketing; 2. SLO: Promote products, services, images, and/or ideas to achieve a desired outcome; Goal - 70% of completers score 70% or greater on promotions project assessment	In 10-104-126 Promotions, students scores on ability to perform marketing promotional activities and fill out a promotional marketing plan. This is a direct, summative, internal assessment.	The six semesters of data are provided to show student performance on the outcome of promoting products, services, images, and/or ideas to achieve a desired outcome, as measured by students completion of the Promotions course project at a score of 70% or greater. In Fall 2020 this increased to 92% of students and in Spring 2021 continued to maintain at 92% and Spring 23 at 100%. Overall the three years of data show an increase in successful completion of the outcome with all 3 terms exceeding the goal of 70%.	After six terms of student performance we acknowledge that this is where the discipline of the foundation of marketing is realized. We have seen steady completion rates for FA20 and SP21. Instructors confirmed that there are a certain number of students that are either not prepared, are not taking the time and care in learning or are not interested in the marketing program. Students who have creativity and are familiar with the Microsoft Office products have an advantage because they already know the software and can focus on the course content.	Continuous improvement in course design of Canvas. Utilized more demonstration and peer feedback for projects to help students understand the different components of the promotions projects. The breakdown of the steps and the additional learning activities have helped students when completing the assessment activities. Utilized Starfish system to notify students of progress or if additional work or tutoring needed. Connected with the Academic Advisor regarding students needing support in that area. Added the Pre/Corequisites: MS Word and PowerPoint proficient Working knowledge of Microsoft Word and PowerPoint suggested. In Fall 2020 a textbook was added to the course. Cengage materials will provide additional learning activities for learners. For Spring 22, a revised curriculum was introduced and the course name was changed to Integrated Marketing Communications to reflect more contemporary topics in promotions including social media and digital marketing.	<p>AS IN MARKETING SLO: PROMOTE PRODUCTS, SERVICES, IMAGES, AND/OR IDEAS TO ACHIEVE A DESIRED OUTCOME</p> <table border="1"> <caption>AS IN MARKETING SLO: PROMOTE PRODUCTS, SERVICES, IMAGES, AND/OR IDEAS TO ACHIEVE A DESIRED OUTCOME</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA20(n=70)</td> <td>92</td> </tr> <tr> <td>SP21(n=72)</td> <td>92</td> </tr> <tr> <td>FA22(n=58)</td> <td>75</td> </tr> <tr> <td>SP23(n=55)</td> <td>66</td> </tr> <tr> <td>FA23(n=58)</td> <td>93</td> </tr> <tr> <td>SP24(n=64)</td> <td>100</td> </tr> </tbody> </table>	Term	Score	FA20(n=70)	92	SP21(n=72)	92	FA22(n=58)	75	SP23(n=55)	66	FA23(n=58)	93	SP24(n=64)	100
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Program - Marketing; 3. SLO: Evaluate Information through the market research process to make business decisions; Goal - 70% of completers score 70% or greater on market research semester project assessment	In 10-104-175 Market Research, students scores on ability to perform market research functions and complete a market research questionnaire. This is a direct, summative, internal assessments.	The three terms of data were collected to determine student performance on the outcome of evaluating information through market research process to make business decisions, as measured by the completion of the Market Research semester project at a score of 70% or greater. The five terms of data that exists shows that course completers completed the project at 70% or greater, exceeding the outcome goal of 70%.	After 3 terms of student performance we acknowledge that this is where the discipline of the foundation of digital marketing is realized. Instructors confirmed that there are a certain number of students that are either not prepared, are not taking the time and care in learning or are not interested in the digital marketing program. In Spring 21 88%, Spring 22 75% and Spring 23, 100% of course completers met or exceeded a score of 70% or greater. They show competence by passing each section with a score of 70% or greater, so 100% of students who complete the course pass the course.	Brought in academic advisor along with instructor and utilized Starfish system to notify students of progress or if additional work or tutoring needed. The course is offered in an online only format, and modified into a project step by step completion pattern rather than an entire project to be worked on at the student's schedule randomly during the semester, and went from an assigned research topic to a topic of each student's interest that they could select and research based upon their interests. Each step of the project was graded and approved at a 70% or higher before each student was able to move onto the next step in the research project process. Students who completed each step of the research project at 70% or greater showed competence and the result was a complete research project at the end of the semester with a grade of 70% or higher. In Spring 23, a textbook from Cengage Unlimited was added to the course.	<p>AS IN MARKETING SLO: EVALUATE INFORMATION THROUGH THE MARKET RESEARCH PROCESS TO MAKE BUSINESS DECISIONS</p> <table border="1"> <caption>AS IN MARKETING SLO: EVALUATE INFORMATION THROUGH THE MARKET RESEARCH PROCESS TO MAKE BUSINESS DECISIONS</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>SP21(n=16)</td> <td>88</td> </tr> <tr> <td>SP22(n=16)</td> <td>75</td> </tr> <tr> <td>SP23(n=14)</td> <td>100</td> </tr> </tbody> </table>	Term	Score	SP21(n=16)	88	SP22(n=16)	75	SP23(n=14)	100						
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SP21(n=16)	88																		
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Program - Marketing; 4. SLO: Prepare selling strategies; Goal - 70% of completers score 70% or greater on sales plan assessment	In 10-104-154, Principles of Sales, students scores on ability to perform a sales presentation and close the sale. This is a direct, summative, internal assessment.	The six semesters of data are provided to show student performance on the outcome of preparation of selling strategies, as measured by students' completion of the Principles of Sales sales call assessment at a score of 70% or greater. In Spring 2020 90% of students achieved 70% or greater on this project. In Fall 2020 it slightly decreased to 82% of students and in Spring 2022 increased to 100% and continued at 100% in Spring 2023. Overall the four years of data show a slight increase in successful completion of the outcome and all 3 semesters exceeded the goal of 70%.	After six terms of student performance we acknowledge that this is where the discipline of the foundation of marketing is realized. Instructors confirmed that there are a certain number of students that are either not prepared, are not taking the time and care in learning or are not interested in the marketing program. Students will often not have an interest specifically in sales and could struggle comprehending the relevance of the course with their career path. This could also cause struggles with completing the role play projects if they do not see this as being part of their daily work in their careers. The success for Spring 2021 could be attributed to the inperson mode of delivery of the materials. COVID could have certainly impacted student success in Fall 2020	Continuous improvement in course design of Canvas. Utilized Starfish system to notify students of progress or if additional work or tutoring needed. Connected with the Academic Advisor regarding students needing support in that area. Added in the relevance of the course by connecting it was a job interview as a sales presentation. Students have been connecting with that concept when they don't see sales as part of their career. Incorporating a reflection paper to help students self reflect and also assist in course development when they identify opportunities for course improvement. Additional opportunities for inclass role play practice and the implementation of the recording of the final sales presentation with their out of class partner. Additional revisions continue to be made but we are exceeding the goal at this point. In Spring 2020 a new textbook from Cengage was implemented with additional Learning and Assessment Activities.	<p>AS IN MARKETING SLO: PREPARE SELLING STRATEGIES</p> <table border="1"> <caption>AS IN MARKETING SLO: PREPARE SELLING STRATEGIES</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA20(n=27)</td> <td>82</td> </tr> <tr> <td>SP21(n=68)</td> <td>100</td> </tr> <tr> <td>FA22(n=31)</td> <td>42</td> </tr> <tr> <td>SP23(n=27)</td> <td>58</td> </tr> <tr> <td>FA23(n=29)</td> <td>86</td> </tr> <tr> <td>SP24(n=68)</td> <td>100</td> </tr> </tbody> </table>	Term	Score	FA20(n=27)	82	SP21(n=68)	100	FA22(n=31)	42	SP23(n=27)	58	FA23(n=29)	86	SP24(n=68)	100
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Performance Measure: 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results	Analysis of Results	Action Taken or Improvement Made	
Analysis of Results: Networking Specialist					
Program - Network Specialist; SLO: Implement computer networks; Goal - 80% of completers, obtain 70% score on Hands on lab CAP- M4.1	In 10-150-186 Cisco 2 Net Comm 2 students scores on ability to configure and implement plans, internal routing, static routing, RIP, DHCP, and NAT. This is a direct, summative, internal assessment. RIP and NAT we removed from this course with the new version 7 from Netacad. This started in Fall 2020.	A downward trend continued during the onset of covid, but grades improved significantly in the Spring 2022 semester with one student failing, but all others received an A grade. Spring and Fall of 2022 were steady at 88% meeting the goals. In Spring 2023 100% of students met the goal.	Analysis of Assessment CAP-M4.1 - Network Infrastructure Build results reveals variability influenced by the class context. Being a second-semester course with varying student engagement. Instructors noted some students may not be adequately prepared or in the correct program. Despite this, outcomes improved with the introduction of Netlabs, allowing remote work on real Cisco equipment. In Fall 2020, the average was 52% with one failure. Spring 2021 averaged 91%. Fall 2021 averaged 81%. Fall 2022 and Spring 2022 both averaged 88%, and in Spring 2023, the introduction of Netlabs contributed to a perfect 100% average.	To enhance the outcomes of Assessment CAP-M4.1 - Network Infrastructure Build in our IT networking course, a strategic focus has been placed on precise network documentation. Prior courses emphasized the significance of accurate documentation, affording students opportunities to rectify errors and complete missing data. Looking ahead, the integration of documentation updates as required milestones within the broader framework of network building becomes a central focus. This approach, integral to the ongoing curriculum update commencing with the new instructor in Fall 2023, aims to ensure that students not only comprehend fundamental concepts but also cultivate a proactive and sustained approach to maintaining accurate network documentation throughout their educational journey.	
Program - Network Specialist; SLO: Implement client systems; Goal - 80% of completers, score 70% on Lab 6.1 in Network Troubleshooting Using assessment CAP-M6.1 Client Devices (2022)	In 10-150-121 Network Administration 1 and 10-150-182 Network Troubleshooting, students scores on ability to load a client operating system, add it to an Active Directory Domain and migrate a user profile. This is a direct, summative, internal assessment. Changed to Lab 6.1 in Spring 2020 Using assessment CAP-M6.1 Client Devices (2022)	Once this assessment switched over to a fourth semester class (Network Capstone), the data points showed a more positive result with Fall 2020 at 100%, Spring 2021 at 100%, Fall 2021 100%, and Spring 2022 100%. In the Spring 2023 four out of five students met the goal.	The analysis of Assessment CAP-M6.1 - Client Devices results reveals variations that may be attributed to the class context. Being a second-semester course, some students may not have harbored the requisite level of interest in operating systems. In Fall 2020, one student excelled with a perfect score, followed by two students in Spring 2021 and two more in Fall 2021 achieving 100%. However, in Spring 2022, the trend shifted with one student achieving 100%. Spring 2023 presented a notable change, with five students achieving 80%, indicating a potential impact of varying levels of student engagement. Moreover, one student, who was advised against enrolling due to readiness concerns, failed, reinforcing the importance of aligning student expectations with course demands for optimal outcomes.	To enhance Assessment CAP-M6.1 - Client Devices outcomes, the focus shifted to Network Troubleshooting, yielding more positive results. The change aligns well with the fourth-semester context, where students have practiced multiple semesters of client installations. This strategic adjustment leverages their accumulated expertise and problem-solving skills. As the course undergoes a curriculum update with a new instructor starting in Fall 2023, this approach ensures the assessment remains relevant and contributes to improved overall results.	
Program - Network Specialist; SLO: Implement server operating systems; Goal - 80% of completers, score 70% on Lab 5.1	In 10-150-182 Network Troubleshooting, students scores on ability to implement a complex, multiple server Active Directory based network. This is a direct, summative, internal assessment. Using assessment CAP-M5.1 Network Server Build (2022)	The data shown starting in the Fall of 2020 was based on Lab 5.1 Network Services. The course name was changed to Network Capstone. The data shows that in Fall 2020 and in Spring 2021 students achieved the goal. The data shows all terms meeting the desired goal. Spring 2023 4 out of 5 students met the goal.	The analysis of Assessment CAP-M5.1 - Network Server Build results indicates a notable success, attributed to the assignment's alignment with the specific goals of 4th-semester network specialist students and the collaborative, in-class nature of the project. In Fall 2020, one student achieved a perfect score of 100%, followed by a similar outcome in Spring 2021 with two students reaching full marks. The trend continued into Fall 2021, with two more students attaining a perfect score. In Spring 2022, a high performance was maintained, as one student scored 98%. However, Spring 2023 presented a shift, with five students achieving 80%. Notably, one student failed, having been advised beforehand that they might not be ready for the Capstone course. Despite this, the collaborative and goal-oriented aspects of the assessment have consistently contributed to overall positive results.	To enhance Assessment CAP-M5.1 - Network Server Build outcomes in our IT networking course, an emphasis on hands-on experience and server operating system implementation begins in prerequisite courses: Network Administration 1 (now Windows Server 1) and Network Administration 2 (now Linux Server 1). This practical foundation was consolidated in Spring 2021 when the course transitioned into the Network Capstone. As the curriculum undergoes further updates with a new instructor in Fall 2023, a sustained commitment to practical skill development ensures students are well-prepared for network server builds, contributing to improved assessment results.	
Program - Network Specialist; SLO: Implement network security components; Goal - 80% of completers, score 70% on Module 7 Lab Using assessment Module 7 Lab: Administer basic firewall policies on a Cisco Adaptive Security Appliance (ASA)	In 10-150-124 Network Security, students scores on ability to implement a firewall, providing outside access to required internal services while protecting the rest of the network. This is a direct, summative, internal assessment. Using assessment Module 7 Lab: Administer basic firewall policies on a Cisco Adaptive Security Appliance (ASA)	Since FALL2021 - SP2023 100% of students have met the goal.	The analysis of Module 7 Lab assessment results over the specified semesters reveals a positive trend in student performance. In Fall 2020, three students achieved an average score of 92%, demonstrating a solid foundation. Subsequently, in Spring 2021, this performance improved, with another cohort of three students averaging 96%. The Fall 2021 results saw a notable enhancement, as two students achieved an impressive 98% average. However, in Spring 2022, there was a slight dip, with one student scoring 85%. Encouragingly, in both the Fall and Spring semesters of 22-23, all five students successfully passed the assessment, indicating a commendable improvement and mastery of the Module 7 Lab content over time. The overall trajectory suggests effective instructional strategies and continuous refinement of the course approach.	To enhance the outcomes of the Module 7 Lab: Administer basic firewall policies on a Cisco ASA assessment in my IT networking course, several strategic actions have been implemented. First, updated hardware has been introduced in the Student data center, providing students with more direct hands-on learning opportunities. Under the guidance of instructor Josh Kretschmar, who assumed the role in Fall 2020, a Cisco Packet Tracer lab was integrated in the Fall of 2021. This addition facilitated increased practice of firewall skills before the actual assessment, promoting a deeper understanding of the concepts. Since 2022, there has been a heightened focus on this assessment, recognizing its significance as a key component in the Capstone course. With the Module 7 Lab being the longest lecture of the course, these measures collectively aim to enrich students' learning experiences and improve overall assessment results.	
Program - Network Specialist; SLO: Develop technical documentation; Goal - 80% of completers, score 70% on M2.1 thru M3.2 Updated to course Network Capstone in Spring 2021 Using assessments CAP-M2.1, CAP-M3.1, and CAP-M3.2 (2022)	In 10-150-181 Enterprise Virtual Servers and in 10-150-182 Network Troubleshooting, students scores on ability to complete a detailed network documentation template based on the project that was implemented. This is a direct, summative, internal assessment. Updated to course Network Capstone in Spring 2021 Using assessments CAP-M2.1, CAP-M3.1, and CAP-M3.2 (2022)	This data point was obtained from a two different assessments starting in Fall 2020 to be the completion of lab M3.1 and M3.2 in Network Troubleshooting. Both assessments were met with a 100% completion. Both assessments were met for Fall 2021 and Spring 2022. Fall 2022 1 for 1 Spring 2023 4 out of 5 students met the goal.	The evaluation of students' technical network documentation reveals challenges arising from the focus on constructing a sophisticated infrastructure in alignment with specific lab instructions. The complexity of the projects posed difficulties for some students, leading to incomplete documentation due to time constraints. Furthermore, a subset of students prioritized completing the project over accurate documentation, contributing to average network documentation scores in Fall 2020. The results of the assessment indicate a strong desire to learn. These attributes contribute to the stability of statistics across semesters. The success of the assessment is further facilitated by the assignment's specificity, short duration, and in-class execution. In Fall 2020 and Spring 2021, one and two students, respectively, received perfect scores of 100%. This trend continued in Fall 2021 with two students achieving 100%. While there was a slight dip in Spring 2022 with one student scoring 90%, the results have remained consistently high since the assessment change in the Fall of 2022 through Spring 2023, showcasing the effectiveness of the tailored instructional approach in this class.	Earlier courses have prioritized the importance of precise network documentation, providing students with opportunities to rectify mistakes and complete missing data. Moving forward, integrating documentation updates as required milestones within the broader context of network building will be a key focus. As the course undergoes a curriculum update, beginning with the new instructor in Fall 2023, this approach ensures that students not only grasp complex concepts but also gain valuable real-world problem-solving experiences. This concerted effort aims to better prepare students for the challenges presented in Assessment 16.3.2, fostering a more comprehensive understanding of IT networking and enhancing their ability to address issues in a practical setting.	
Program - Network Specialist; SLO: Troubleshoot network systems; Goal - 80% of completers, score 70% on Cisco 2 Lab 16.3.2	In 10-150-182 Network Capstone students scores on ability to detect and mitigate problems that occur in a client server based network based on a help desk ticket. This is a direct, summative, internal assessment. Using Module 16 troubleshooting assessment 16.3.2 (2022)	Fall 2020 - Spring 2022 100% of students scored above 80% Fall 2022 - 13 out of 14 students scored above 80% Spring 2023 - 12 out of 13 students scored above 80%	The analysis of Assessment 16.3.2 results in the IT networking course highlights a consistent pattern due to the specific nature of the class and its focused student demographic. This fourth-semester class comprises students with clear goals, self-esteem, and a strong desire to learn. These attributes contribute to the stability of statistics across semesters. The success of the assessment is further facilitated by the assignment's specificity, short duration, and in-class execution. In Fall 2020 and Spring 2021, one and two students, respectively, received perfect scores of 100%. This trend continued in Fall 2021 with two students achieving 100%. While there was a slight dip in Spring 2022 with one student scoring 90%, the results have remained consistently high since the assessment change in the Fall of 2022 through Spring 2023, showcasing the effectiveness of the tailored instructional approach in this class.	To bolster the results of Assessment 16.3.2 in the IT networking course, an emphasis on IT end user support and troubleshooting procedures has been systematically woven into the fabric of prerequisite courses. Practical scenarios, case studies, and hands-on exercises have been integrated, ensuring students not only grasp theoretical concepts but also gain valuable real-world problem-solving experiences. This concerted effort aims to better prepare students for the challenges presented in Assessment 16.3.2, fostering a more comprehensive understanding of IT networking and enhancing their ability to address issues in a practical setting.	

Performance Measure: 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results	Analysis of Results	Action Taken or Improvement Made											
<p>Program - Supply Chain Management;</p> <p>SLO: Implement Supply Management Practices in a Global Environment</p> <p>Goal - 75% of course completers earn a 70% score or more on assessment "Produce a Plan to Control Materials and Inventory"</p>	<p>In Demand and Inventory Management. Student scores on ability to create an inventory control plan that evaluates how demand is forecast, and inventory is acquired and controlled. This is a direct, summative, internal assessment.</p>	<p>The data shows four terms of student performance on implementing supply chain practices in a global environment from the academic year of 19/20 through the 22/23 academic year as measured by the Inventory Control Plan assessment. (Note course is only offered in spring semesters starting with the spring 2021 semester)</p> <p>Summary of Results:</p> <ul style="list-style-type: none"> - Fall 2020 (n=8): 75% of students achieved the desired score or higher on the assessment. - Spring 2021 (n=8): 75% of students achieved the desired score or higher on the assessment. - Fall 2021 (n=0): Data not available (NA). - Spring 2022 (n=1): 86% of students achieved the desired score or higher on the assessment. - Fall 2022 (n=0): Data not available (NA). - Spring 2023 (n=13): 67% of students achieved the desired score or higher on the assessment. 	<p>As this assessment falls in the middle of the coursework students who do not stay on track with their coursework are the highest percentage who do not pass this assessment.</p>	<p>Continuous improvement in course design of Canvas. In the fall of 2022 curriculum modifications occurred in the program aligning courses naming nomenclature to align with industry standards and to allow for more seamless articulation agreements. This course included course updates including additional tutorial videos, additional small value, practice formative assessment as well as NTC and program branding. Utilized Starfish system to notify students of progress or if additional work or tutoring needed. Connected with the Academic Advisor regarding students needing support in that area during weekly team time meetings. Communication with academic advisors regarding student progress along the way and instructor input and feedback regarding progress. The "Kudos" feature in Starfish continues to be a good motivating tool. Connecting with the Academic Advisor regarding students needing additional support. Enforce the importance of following the Plan of Completion and meeting due dates set in their plan to be successful.</p>	<p>AS IN SUPPLY CHAIN MANAGEMENT SLO: IMPLEMENT SUPPLY MANAGEMENT PRACTICES IN A GLOBAL ENVIRONMENT</p> <table border="1"> <caption>AS IN SUPPLY CHAIN MANAGEMENT SLO: IMPLEMENT SUPPLY MANAGEMENT PRACTICES IN A GLOBAL ENVIRONMENT</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA20 (n=8)</td> <td>75</td> </tr> <tr> <td>SP21 (n=8)</td> <td>75</td> </tr> <tr> <td>SP22 (n=7)</td> <td>86</td> </tr> <tr> <td>SP23 (n=9)</td> <td>67</td> </tr> </tbody> </table>	Term	Score	FA20 (n=8)	75	SP21 (n=8)	75	SP22 (n=7)	86	SP23 (n=9)	67
Term	Score														
FA20 (n=8)	75														
SP21 (n=8)	75														
SP22 (n=7)	86														
SP23 (n=9)	67														
<p>Program - Supply Chain Management;</p> <p>SLO: Demonstrate operations management techniques across product and service</p> <p>Goal - 75% of course completers earn a 70% score or more on assessment "Chapter 8 Problems"</p>	<p>In Fundamentals of Supply Chain Management. Student scores on ability to demonstrate operations management and continuous improvement techniques across product and service industries. This is a direct, summative, external assessment.</p>	<p>The data shows four terms of student performance on demonstrating operations management techniques across product and service industries from the academic year of 19/20 through the 22/23 academic year as measured by the Chapter 8 summative assessment housed in Fundamentals of Supply Chain Management. (Note: Course is only offered during the fall semester starting with the Fall 2020 semester)</p> <p>Summary of Results:</p> <ol style="list-style-type: none"> 1. Fall 2020 (n=4): 100% <ul style="list-style-type: none"> - 100% of students achieved the desired score or higher on the assessment. 2. Spring 2021 (n=0): Data not available (NA) 3. Fall 2021 (n=6): 33% <ul style="list-style-type: none"> - 33% of students achieved the desired score or higher on the assessment. 4. Spring 2022 (n=0): Data not available (NA) <ul style="list-style-type: none"> - 86% of students achieved the desired score or higher on the assessment. 5. Fall 2022 (n=16): 100% <ul style="list-style-type: none"> - 100% of students achieved the desired score or higher on the assessment. 6. Spring 2023 (n=16): 88% <ul style="list-style-type: none"> - 88% of students achieved the desired score or higher on the assessment. 	<p>Over the course of four terms, the success rate on this assessment has been successful in three of the four terms despite exhibited a decline, during the fall 2021 term. This decline can be partly attributed to the fact that the assessment is situated in a first-semester course, where student retention poses a challenge for all programs beyond the initial semester. Notably, the successful completion of the assessment closely correlates with the successful completion of the course and the retention from spring to fall.</p> <p>The dip in successful completions during the Fall 2021 semester can be primarily attributed to a relatively small sample size and the increased workload demands placed on students employed in the supply chain. Ongoing disruptions in the supply chain industry led to heightened work commitments, which, in turn, constrained students' time and capacity to complete their courses successfully. It's worth noting that those students who managed to complete the course in the Fall 2021 semester performed well on this assessment.</p>	<p>Continuous improvement in course design of Canvas. In the fall of 2022 curriculum modifications occurred in the program aligning courses naming nomenclature to align with industry standards and to allow for more seamless articulation agreements. This course included course updates including additional tutorial videos, additional small value, practice formative assessment as well as NTC and program branding. Utilized Starfish system to notify students of progress or if additional work or tutoring needed. Connected with the Academic Advisor regarding students needing support in that area during weekly team time meetings. Communication with academic advisors regarding student progress along the way and instructor input and feedback regarding progress. The "Kudos" feature in Starfish continues to be a good motivating tool. Connecting with the Academic Advisor regarding students needing additional support. Enforce the importance of following the Plan of Completion and meeting due dates set in their plan to be successful.</p>	<p>AS IN SUPPLY CHAIN MANAGEMENT SLO: DEMONSTRATE OPERATIONS MANAGEMENT TECHNIQUES ACROSS PRODUCT AND SERVICE INDUSTRIES</p> <table border="1"> <caption>AS IN SUPPLY CHAIN MANAGEMENT SLO: DEMONSTRATE OPERATIONS MANAGEMENT TECHNIQUES ACROSS PRODUCT AND SERVICE INDUSTRIES</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA20 (n=4)</td> <td>100</td> </tr> <tr> <td>FA21 (n=6)</td> <td>33</td> </tr> <tr> <td>FA22 (n=16)</td> <td>100</td> </tr> <tr> <td>SP23 (n=16)</td> <td>88</td> </tr> </tbody> </table>	Term	Score	FA20 (n=4)	100	FA21 (n=6)	33	FA22 (n=16)	100	SP23 (n=16)	88
Term	Score														
FA20 (n=4)	100														
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SP23 (n=16)	88														
<p>Program - Supply Chain Management;</p> <p>SLO: Analyze logistics interfaces and activities in a supply chain</p> <p>Goal - 75% of course completers earn a 70% score or more on assessment "Describe the Relationships between Logistics, Finance, Production, and Marketing"</p>	<p>In Logistics and Distribution Management. Student scores on ability to analyze logistics interfaces and activities in a supply chain. This is a direct, summative, internal assessment.</p>	<p>The data shows three terms of student performance on analyzing logistics interfaces and activities in a supply chain from the academic year of 20/21 through the 22/23 academic year as measured by the "Describe the Relationships between Logistics, Finance, Production and Marketing" assessment. (Note course only runs during the Spring semesters starting in Spring 2021)</p> <p>Summary of Results:</p> <ol style="list-style-type: none"> 1. Fall 2020 (n=0): Data not available (NA) 2. Spring 2021 (n=4): 100% <ul style="list-style-type: none"> - 100% of students achieved the desired score or higher on the assessment. 3. Fall 2021 (n=0): Data not available (NA) 4. Spring 2022 (n=5): 60% <ul style="list-style-type: none"> - 60% of students achieved the desired score or higher on the assessment. 5. Fall 2022 (n=0): Data not available (NA) 6. Spring 2023 (n=11): 91% <ul style="list-style-type: none"> - 91% of students achieved the desired score or higher on the assessment. 	<p>This is a third semester course with students that have clear cut goals and intentions. Generally, students that are enrolled in this class have adequate self-esteem, certainty of their goals, and a strong desire to learn thus allowing the statistics pertaining to this outcome to be consistent from semester to semester. In addition, the assignment was very specific and integrated concepts covered earlier in the course dealing with supply chain integration thereby contributing greatly to the success of this assessment. The decrease in the rate of successful completions during the Spring of 2022 appears to have been an isolated occurrence primarily associated with first-term certificate students who did not continue in the program.</p>	<p>Continuous improvement in course design of Canvas. In the fall of 2022 curriculum modifications occurred in the program aligning courses naming nomenclature to align with industry standards and to allow for more seamless articulation agreements. This course included course updates including additional tutorial videos, additional small value, practice formative assessment as well as NTC and program branding. Utilized Starfish system to notify students of progress or if additional work or tutoring needed. Connected with the Academic Advisor regarding students needing support in that area during weekly team time meetings. Communication with academic advisors regarding student progress along the way and instructor input and feedback regarding progress. The "Kudos" feature in Starfish continues to be a good motivating tool. Connecting with the Academic Advisor regarding students needing additional support. Enforce the importance of following the Plan of Completion and meeting due dates set in their plan to be successful.</p>	<p>AS IN SUPPLY CHAIN MANAGEMENT SLO: ANALYZE LOGISTICS INTERFACES AND ACTIVITIES IN A SUPPLY CHAIN</p> <table border="1"> <caption>AS IN SUPPLY CHAIN MANAGEMENT SLO: ANALYZE LOGISTICS INTERFACES AND ACTIVITIES IN A SUPPLY CHAIN</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA20 (n=0)</td> <td>100</td> </tr> <tr> <td>SP21 (n=4)</td> <td>100</td> </tr> <tr> <td>SP22 (n=5)</td> <td>60</td> </tr> <tr> <td>SP23 (n=11)</td> <td>91</td> </tr> </tbody> </table>	Term	Score	FA20 (n=0)	100	SP21 (n=4)	100	SP22 (n=5)	60	SP23 (n=11)	91
Term	Score														
FA20 (n=0)	100														
SP21 (n=4)	100														
SP22 (n=5)	60														
SP23 (n=11)	91														
<p>Program - Supply Chain Management;</p> <p>SLO: Evaluate demand management techniques and customer service policies</p> <p>Goal - 75% of course completers earn a 70% score or more on assessment "Expanding Supply Chain Design to Support Business Growth"</p>	<p>In Supply Chain Design and Simulation. Student scores on ability to evaluate demand management techniques and customer service policies. This is a direct, summative, internal assessment.</p>	<p>The data shows four terms of student performance on evaluating demand management techniques and customer service policies from the academic year of 20/21 through the 22/23 academic year as measured by the "Expanding Supply Chain Design to Support Business Growth" assessment.</p> <p>Summary of Results:</p> <ol style="list-style-type: none"> 1. Fall 2020 (n=1): 100% <ul style="list-style-type: none"> - 100% of students achieved the desired score or higher on the assessment. 2. Spring 2021 (n=1): 100% <ul style="list-style-type: none"> - 100% of students achieved the desired score or higher on the assessment. 3. Fall 2021 (n=2): 100% <ul style="list-style-type: none"> - 100% of students achieved the desired score or higher on the assessment. 4. Spring 2022 (n=0): Data not available (NA) 5. Fall 2022 (n=2): 100% <ul style="list-style-type: none"> - 100% of students achieved the desired score or higher on the assessment. 6. Spring 2023 (n=0): Data not available (NA) 	<p>Students have been successful overall. This is a final semester course and incorporates many of the concepts they have learned in previous courses. They work on a single project over the entire semester. Their passage of the project on par with their passage of the course. During the 21/22 academic year a small sample size and one student not completing the course due to expanded working hours led to the decline in successful completion.</p>	<p>Continuous improvement in course design of Canvas. In the fall of 2022 curriculum modifications occurred in the program aligning courses naming nomenclature to align with industry standards and to allow for more seamless articulation agreements. This course included course updates including additional tutorial videos, additional small value, practice formative assessment as well as NTC and program branding. Utilized Starfish system to notify students of progress or if additional work or tutoring needed. Connected with the Academic Advisor regarding students needing support in that area during weekly team time meetings. Communication with academic advisors regarding student progress along the way and instructor input and feedback regarding progress. The "Kudos" feature in Starfish continues to be a good motivating tool. Connecting with the Academic Advisor regarding students needing additional support. Enforce the importance of following the Plan of Completion and meeting due dates set in their plan to be successful.</p>	<p>AS IN SUPPLY CHAIN MANAGEMENT SLO: EVALUATE DEMAND MANAGEMENT TECHNIQUES & CUSTOMER SERVICE POLICIES</p> <table border="1"> <caption>AS IN SUPPLY CHAIN MANAGEMENT SLO: EVALUATE DEMAND MANAGEMENT TECHNIQUES & CUSTOMER SERVICE POLICIES</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA20 (n=1)</td> <td>100</td> </tr> <tr> <td>SP21 (n=1)</td> <td>100</td> </tr> <tr> <td>FA21 (n=2)</td> <td>90</td> </tr> <tr> <td>FA22 (n=2)</td> <td>100</td> </tr> </tbody> </table>	Term	Score	FA20 (n=1)	100	SP21 (n=1)	100	FA21 (n=2)	90	FA22 (n=2)	100
Term	Score														
FA20 (n=1)	100														
SP21 (n=1)	100														
FA21 (n=2)	90														
FA22 (n=2)	100														

Performance Measure: 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results	Analysis of Results	Action Taken or Improvement Made									
Program - Business Analyst; SLO: Apply techniques for business analysis planning and monitoring Goal - 70% of completers, obtain at least 70% success on activity.	In 10-102-323 (Business Requirements & Analysis), students scores on ability to earn >70% on Module 1: BAP&M Knowledge Area Executive Report & Presentation. This is a direct, summative, internal assessment.	The 3 terms of data show the percentage of students meeting the outcome of apply techniques for business planning and monitoring, as measured by the BAP&M Knowledge Area Executive Report & Presentation project. Each semester students were enrolled 100% earned >70% on the assessment. Overall, all the terms with student enrollment exceeded the goal of 70%. 22-23 Not enough data to measure due to low enrollment (1 student with 100% completion)	Analysis of Results: Business Analyst After three terms of student performance it is clear this is where the discipline of the foundation of business planning is realized. As this is a newer program the sample is small however, the assessment not only reflects the application of concepts but the expectation of an employer. The success rate for this assessment exceeded average completion results. F21 & S22: Successful completion of this course is low due to the workload.	Spring of 2020 brought a change in faculty assigned to teach the course as such re-organization of courses/course content is being considered to position students for success based upon potential program content changes. The original assessment incorporated a random 3rd party, the new instructor found that students needed more guidance on the elicitation to ensure the students gather meaningful data. The project has since been modified to allow students to conduct their first elicitation directly with their instructor. F21 & S22: Although the completers are successful the overall course load is heavy therefore the course will be split into two 2 credit courses F23.	<p>AS IN BUSINESS ANALYST SLO: APPLY TECHNIQUES FOR BUSINESS ANALYSIS PLANNING & MONITORING</p> <table border="1"> <tr><th>Term</th><th>Score</th></tr> <tr><td>FA21(n=1)</td><td>100</td></tr> <tr><td>FA22(n=2)</td><td>70</td></tr> <tr><td>SP23(n=1)</td><td>0</td></tr> </table>	Term	Score	FA21(n=1)	100	FA22(n=2)	70	SP23(n=1)	0
Term	Score												
FA21(n=1)	100												
FA22(n=2)	70												
SP23(n=1)	0												
Program - Business Analyst; SLO: Demonstrate elicitation and collaboration Goal - 70% of completers, obtain at least 70% success on activity.	In 10-102-323 (Business Requirements & Analysis), students scores on ability to earn >70% on Module 2: E&C Knowledge Area Executive Report & Presentation. This is a direct, summative, internal assessment.	The 3 terms of data show the percentage of students meeting the outcome of apply techniques for elicitation and collaboration, as measured by the E&C Knowledge Area Executive Report & Presentation project. Each semester students were enrolled 100% earned >70% on the assessment. Overall, all the terms with student enrollment exceeded the goal of 70%. 22-23 Not enough data to measure due to low enrollment (1 student with 100% completion)	After three terms of student performance it is clear this is where the discipline of the foundation of elicitation and collaboration is realized. As this is a newer program the sample is small however, the assessment not only reflects the application of concepts but the expectation of an employer. The success rate for this assessment exceeded average completion results.	Spring of 2020 brought a change in faculty assigned to teach the course as such re-organization of courses/course content is being considered to position students for success based upon potential program content changes. After the changes were made to the Module 1: BAP&M Knowledge Area Executive Report & Presentation assessment, the instructor found students were better prepared to apply these competencies throughout the course. F21 & S22: Although the completers are successful the overall course load is heavy therefore the course will be split into two 2 credit courses F23.	<p>AS IN BUSINESS ANALYST SLO: DEMONSTRATE ELICITATION AND...</p> <table border="1"> <tr><th>Term</th><th>Score</th></tr> <tr><td>FA21(n=1)</td><td>100</td></tr> <tr><td>FA22(n=2)</td><td>100</td></tr> <tr><td>SP23(n=1)</td><td>100</td></tr> </table>	Term	Score	FA21(n=1)	100	FA22(n=2)	100	SP23(n=1)	100
Term	Score												
FA21(n=1)	100												
FA22(n=2)	100												
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Program - Business Analyst; SLO: Document the requirements life cycle management process Goal - 70% of completers, obtain at least 70% success on activity.	In 10-102-323 (Business Requirements & Analysis), students scores on ability to earn >70% on Module 5: RA&DD Knowledge Area Executive Report & Presentation. This is a direct, summative, internal assessment.	The 3 terms of data show the percentage of students meeting the outcome of apply techniques for documentation of the requirements life cycle management process, as measured by the RA&DD Knowledge Area Executive Report & Presentation project. Each semester students were enrolled 100% earned >70% on the assessment. Overall, all the terms with student enrollment exceeded the goal of 70%. 22-23 Not enough data to measure due to low enrollment (1 student with 100% completion)	After three terms of student performance it is clear this is where the discipline of the foundation of documentation of the requirements life cycle management process is realized. As this is a newer program the sample is small however, the assessment not only reflects the application of concepts but the expectation of an employer. The success rate for this assessment exceeded average completion results.	Spring of 2020 brought a change in faculty assigned to teach the course as such re-organization of courses/course content is being considered to position students for success based upon potential program content changes. New faculty was informed of project student performance history & tracking. Also, the new faculty is encouraged to bring a fresh perspective to the long-standing project. F21 & S22: Although the completers are successful the overall course load is heavy therefore the course will be split into two 2 credit courses F23.	<p>AS IN BUSINESS ANALYST SLO: DOCUMENT THE REQUIREMENTS LIFE CYCLE...</p> <table border="1"> <tr><th>Term</th><th>Score</th></tr> <tr><td>FA21(n=1)</td><td>100</td></tr> <tr><td>FA22(n=2)</td><td>50</td></tr> <tr><td>SP23(n=1)</td><td>100</td></tr> </table>	Term	Score	FA21(n=1)	100	FA22(n=2)	50	SP23(n=1)	100
Term	Score												
FA21(n=1)	100												
FA22(n=2)	50												
SP23(n=1)	100												
Program - Business Analyst; SLO: Investigate solution evaluation Goal - 70% of completers, obtain at least 70% success on activity.	In 10-102-323 (Business Requirements & Analysis), students scores on ability to earn >70% on Module 6: SE Knowledge Area Executive Report & Presentation. This is a direct, summative, internal assessment.	The 3 terms of data show the percentage of students meeting the outcome of apply techniques for investigation of solution evaluation, as measured by the SE Knowledge Area Executive Report & Presentation project. Each semester students were enrolled 100% earned >70% on the assessment. Overall, all the terms with student enrollment exceeded the goal of 70%. 22-23 Not enough data to measure due to low enrollment (1 student with 100% completion)	After three terms of student performance it is clear this is where the discipline of the foundation of investigation of solution evaluation is realized. As this is a newer program the sample is small however, the assessment not only reflects the application of concepts but the expectation of an employer. The success rate for this assessment exceeded average completion results.	Spring of 2020 brought a change in faculty assigned to teach the course as such re-organization of courses/course content is being considered to position students for success based upon potential program content changes. F21 & S22: Although the completers are successful the overall course load is heavy therefore the course will be split into two 2 credit courses F23.	<p>AS IN BUSINESS ANALYST SLO: INVESTIGATE SOLUTION EVALUATION</p> <table border="1"> <tr><th>Term</th><th>Score</th></tr> <tr><td>FA21(n=1)</td><td>100</td></tr> <tr><td>FA22(n=2)</td><td>50</td></tr> <tr><td>SP23(n=1)</td><td>100</td></tr> </table>	Term	Score	FA21(n=1)	100	FA22(n=2)	50	SP23(n=1)	100
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Performance Measure: 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results	Analysis of Results	Action Taken or Improvement Made
Analysis of Results: Small Business Entrepreneurship				
Program - Small Business Entrepreneurship; SLO: Demonstrate an entrepreneurial mindset Goal - 70% of completers, obtain at least 70% success on activity.	10-145-119 Entrepreneurship 1; students score >= 70% on Module 1, chapter 2 "The Entrepreneurial Mindset" project and presentation. This is a direct summative internal assessment. Spring 2023 is the final semester offering Entrepreneurship 1. The Program revision will include a 4 course series starting with new enrollment in the fall 2023. "The Entrepreneurial Mindset" will continue on in a new course for tracking at that time.	100% of students enrolled in the Spring of 2023 scored above 70% on the assessment and 86% of the students scored above 70% on the assessment. 75% of all students score above 70% on the assessment in the Fall 21 semester. 2 students did not complete the assessment earning 0 points and 2 students that completed the assessment scored less than 70%. 62% of students completed the assessment with a score of 70% or greater in the Spring 2022 semester. 8 total students, 2 students did not complete the assessment and 1 student score less than 70%.	The data shows immediate success however a small sample size is being used. Continued analysis of this learning outcome will provide a more reliable result. Students that are completing the assignment are doing well. In the small class size the number of students completing the coursework needs to be improved. Spring 2019-Spring 2021 The 2020 course outcomes were far below the 70% goal. A review of the curriculum was completed and it was determined that additional foundational concepts needed more emphasis and the business plan project was revised to not only include a review of a completed business plan but also the writing of a plan using a more structured approach. The business plan project for a personal business venture is being transitioned into Entrepreneurship 2 for future cohorts.	During Spring 2021 a full time faculty member was hired and assigned to teach entrepreneurship courses and evaluate the program. Following the spring 2021 semester the Entrepreneurship course was revised for fall of 2021 to include a specific measurement of this program outcome. This program will be revised for the 2023-24 school year and students will receive more entrepreneurship program courses. The goal is to influence course completion rates by laddering the entrepreneurship concepts and outcomes.
AS IN SMALL BUSINESS ENT. SLO: DEMONSTRATE AN ENTREPRENEURIAL MINDSET				
Program - Small Business Entrepreneurship; SLO: Develop a business canvas and/or plan Goal - 70% of course completers, obtain at least 70% success on activity.	Fall 2021 and Spring 2023 10-145-119 Entrepreneurship 1 students score >= 70% on Module 5 "Harvest Strategy and Final Project Presentation". This is a direct summative internal assessment Spring 2019-Spring 2021 10-145-122 Entrepreneurship 1 students score >= 70% Module 8 Complete Business Plan Final Project. This is a direct summative internal assessment Fall of 2024 will shift data collection of the final business plan to the new Entrepreneurship Business Plan Development course	67% of students enrolled in the Spring of 2023 scored above a 70% on the assessment and 50% in the Fall of 22. Spring 2022 - 87.5% of students completed this assessment with a score greater than 70%. The first semester of data post changes documented on the left rendered a 50% positive outcome. Fall 20 through Spring 21 showed positive outcomes of 43% & 50 % respectively which were collected prior to assessment changes.	Spring 2022 showed an increase in the % of student completing the assessment. The program will be revised and offer additional entrepreneurship courses. Spring 2019-Spring 2021 The 2020 course outcomes were far below the 70% goal. A review of the curriculum was completed and it was determined that additional foundational concepts needed more emphasis and the business plan project was revised to not only include a review of a completed business plan but also the writing of a plan using a more structured approach. The business plan project for a personal business venture is being transitioned into Entrepreneurship 2 for future cohorts.	During Spring 2021 a full time faculty member was hired and assigned to teach entrepreneurship courses and evaluate the program. Following the spring 2021 semester the Entrepreneurship course was revised for fall of 2021 to include a specific measurement of this program outcome. Previous coursework used multiple assessments to measure this single outcome. Multiple assessments to measure a single outcome proved difficult to measure satisfactory completion of the learning objective. Reassign program outcome to new program courses that are currently in development
AS IN SMALL BUSINESS ENT. SLO: DEVELOP A BUSINESS PLAN OR CANVAS				