

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. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: - 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

Analysis of Results: Accounting				
Program - Accounting;  SLO:Perform payroll preparation, reporting, and analysis tasks;  Goal - 80% of course completers earn a 70% score or more on payroll project assessment	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.	The data reflects six consecutive terms of student performace in the payroll short version project from Fall 2021 through Spring 2024. During this period, we observed fluctuations in the course passing rates with significant variations between terms. Fall 2022, there was a sharp decline, with the passing rate dropping to 29%, however by Spring 2023, there was a notable recovery, with the passing rate rising to 71%. Fall 2023 declined to 57% while Spring 2024, the passing rate decreased further to 52% and below the 80% positive outcome goal, with a sample size consistent with the prior term.	Throughout the six terms of data collected, there have been no significant changes in sample size. However, there have been notable changes in the dynamics of student performance. In recent terms, I've observed an increased number of students who were unable to complete the course, which has contributed to lower assessment outcomes. Many students faced personal challenges such as family events, illness, or academic challenges. Additionally, this course is taken during the third semester and includes students from both accounting and human resource programs. For students with less experience in accounting, this course could be more challenging and result in lower performance outcomes.	<div>1. Encourage early access to payroll project: The payroll project has been placed in module 7 of 8, and strategically placed reminders in ealier modules have been included to remind students to start the project ahead of time, providing flexibility and reducing the pressure at the end of the term.</div> <div>2. Increased focus on payroll project: The payroll project now accounts for 30% of the over all course grade, emphasizing its importance. To encourage consistent progress, sutdents are reminded in each module to work on the project incrementally, ensuring that they stay engaged with the assingment throughtout the semetser.</div> <div>3. Weekly accounting lab support: An accounting lab is available on a weekly basis, where the instructor offers direct support for any questions or challenges sutdent may encounter. This additional resource is intended to help students who may need extra assistance or clarification, particularly on the payroll project.</div> <div>4. Replacement of tests with upgraded homework: As of Fall 2024, tests have been replaced wtih enhanced homework assignments that directly support the payroll project. This change allows students to focus on mastering the skills needed for the project, promoting better preparation and understanding, which should ultimately improve project completion rates.</div>

AS IN ACCOUNTING  
SLO: PERFORM PAYROLL PREPARATION

Term	Score
FA21(n=33)	64
SP22(n=25)	64
FA22(n=24)	29
SP23(n=24)	71
FA23(n=23)	57
SP24(n=23)	52

Program - Accounting;  SLO:Perform individual and/or organizational tax accounting preparation, reporting and analysis tasks;  Goal - 80% of course completers earn a 70% score or more on Comprehensive tax return assessment.	In 10-101-121 (Individual Tax Accounting), students scores based on correctly completing comprehensive tax forms. This is a direct, summative, internal assessment.	The data from Fall 2021 through Spring 2024 shows variabiltiy in student performance for the Comprehensive Tax Return problem. Positive outcome ranged from 35% to 65% during this period, highlighting some fluctuations in student success. Fall 2021 and Spring 2022, the rates were 50% and 56%, and the rate improved to 65% in Fall 2022. The rate droppedd sharp to 35% in Spring 2023 with a recovery in Fall 2023 to 59% with a subsequent further decrease Spring of 2023 down to 53%.	The Individual Tax Accounting course is primarily designed for accounting program students, but this course is open to anyone who is interested in learning about taxes. This had led to a diverse group of students in the course with varying levels of tax knowledge. I've notice that many students begin to struggle around modules 4-5 as the course becomes increasingly complex, especially when tackling intricate tax laws and regulations with various tax forms. The comprehensive tax return project, which mirrors a real-life tax return, is particularly challenging. While this project is a practical and essential part of the course, it requires significant effort, and students who are not prepared for the workload or compelixity tend to struggle.	<div>1. Ealy access to comprehensive final tax return: The comprehensive final tax return project is placed in module 7 of 8, but remains accessible throughout the semester without any restrictions. This allows students to start working on portions of the project as they progress through the course, offering them the flexiblity to save their work and return to it later</div> <div>2. Promotion of in-person modality: In-person classes (Attend Your Way) are being actively promoted, as they offer students more immediate access to help and guidance, especially when working on complex assignments like the comprehensive tax return project.</div> <div>3. Weekly accounting lab support: An accounting lab is available on a weekly basis, where the instructor offers direct support for any questions or challenges sutdent may encounter. This additioal resource is intended to help students who may need extra assistance or clarification, particularly on the final comprehensive tax return</div> <div>4.Incorporation of tax software (Fall 2024): Beginning in Fall 2024, tax software has been integrated into the course whoever wants to use tax software. Students are encouraged to use this software for all comprehensive problems throughout the course. This provides practical, real world experience in preparing tax returns and improves accuracy, easing the preparation for their final tax return project.</div>
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AS IN ACCOUNTING  
SLO: PERFORM INDIVIDUAL/ORG TAX ACCOUNTING

Term	Score
FA21(n=14)	50
SP22(n=18)	56
FA22(n=17)	65
SP23(n=17)	35
FA23(n=17)	59
SP24(n=14)	53

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 - Accounting;  SLO: Perform cost accounting preparation, reporting and analysis tasks;  Goal - 80% of course completers earn a 70% score or more on Cookie Project	In 10-101-125 ( Managerial Accounting 1), "Cookie Project": students simulate running a business selling a single product line. Project includes calcualting break-even, contribution margin, and desired sales volumes for simulated target profits. This is a direct, summative, internal assessment.	The data shows six terms of student performance on the "Cookie Project" assessment from Fall of 2021 through Spring of 2024. We saw students acheive postive outcomes at or above the desired 80% goal for 5 of the 6 terms topping out at a 90% positive outcome acheivement in Fall of 2021. In the most recent term being Spring of 2024 we saw a 9% decline to 75% coming in below the desired 80% postive outcome goal.	For the six terms, the sample size ranged from 21 students down to 14 students. Though we saw a 9% decrease in Spring of 2024 that equated to just one less student achieving the desired outcome as compared to the semester prior. In general the assessment seems to be performing as expected with slight variances largely above the desired 80% success rate.	This assessment has been modified over the years of analysis to promote student success including:  1. Project placement in module 4 of 8 2. 20% weighting on project 3. Simplified project walk through video demonstration on how to fill out the Excel Workbook 4. Low point "Quick Check" submission for feedback prior to final project submission 5. Regular promotion of the weekly Accounting Lab for live instructor assistance	<div>AS IN ACCOUNTING</div> <div>SLO: PERFORM COST ACCOUNTING PREPARATION</div> <table><tr><th>Term</th><th>Score</th></tr><tr><td>FA21(n=21)</td><td>90</td></tr><tr><td>SP22(n=15)</td><td>80</td></tr><tr><td>FA22(n=18)</td><td>88</td></tr><tr><td>SP23(n=14)</td><td>86</td></tr><tr><td>FA23(n=19)</td><td>88</td></tr><tr><td>SP24(n=20)</td><td>75</td></tr></table>	Term	Score	FA21(n=21)	90	SP22(n=15)	80	FA22(n=18)	88	SP23(n=14)	86	FA23(n=19)	88	SP24(n=20)	75
Term	Score																		
FA21(n=21)	90																		
SP22(n=15)	80																		
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SP23(n=14)	86																		
FA23(n=19)	88																		
SP24(n=20)	75																		
Program - Accounting;  SLO: Identify internal controls to reduce risk;  Goal - 80% of course completers earn a 70% score or more on comprehensive Sporty Pants project assessment	In 10-101-110 (Accounting Information Systems), "SportyPants Project": student assess a Case company's need to implement internal controls. This is a direct, summative, internal assessment.	The data shows six terms of student performance on the "Sporty Pants Internal Control Analysis" assessment from Fall of 2021 through Spring of 2024. Compared to the postitive outcome goal of 80%, we saw significant fluctuations, starting at a 63% postive outcomes in Fall of 2021, increasing steadily until reaching 100% in Fall of 2022. This increasing trend was followed by a sharp 25% decline to a 75% positive outcome in Spring of 2023. This sharp decrease was followed by a sharp increase of 18% to a 93% positive outcome in Fall of 2023. The most recent term of Spring 2024 produced a decline to 62% postive outcomes as compared to the goal of 80%.	For the six terms, the sample size ranged from 8 to 16 students. The smaller sample size must be considered when reviewing the sharp increases & decreases observed over the time analyzed. This course is exclusively a virtual college course, with the last in-person offering, outside of the analysis period. This course is a 4th semester course and most students have entered the workforce at this point in time making skipping the project tempting when work demands take priority over school.	Fall of 2023 launched a complete revamp of the project (previously Sy's Fish Project). The revamp was designed with the following elements to promote student success:  1. SportyPants Project is chunked into 5 smaller parts/submissions totaling 35% grade weighting on the continuous project. 2. Project submissions are contained in the modules where the content is introduced & practiced spread throughout the course 3. This specific Internal control assessment represents 10% of the students overall grade. 4. Regular promotion of the weekly Accounting Lab for live instructor assistance	<div>AS IN ACCOUNTING</div> <div>SLO: IDENTIFY INTERNAL CONTROLS TO REDUCE RISK</div> <table><tr><th>Term</th><th>Score</th></tr><tr><td>FA21(n=8)</td><td>63</td></tr><tr><td>SP22(n=11)</td><td>80</td></tr><tr><td>FA22(n=10)</td><td>100</td></tr><tr><td>SP23(n=16)</td><td>75</td></tr><tr><td>FA23(n=14)</td><td>93</td></tr><tr><td>SP24(n=13)</td><td>62</td></tr></table>	Term	Score	FA21(n=8)	63	SP22(n=11)	80	FA22(n=10)	100	SP23(n=16)	75	FA23(n=14)	93	SP24(n=13)	62
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SP23(n=16)	75																		
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SP24(n=13)	62																		
Program - Accounting;  SLO: Process financial transactions throughout the accounting cycle;  Goal - 80% of course completers earn a 70% score or more on electronic specialist simulated company assessment (web based AIS)	In 10-101-120 (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.	The data shows six terms of student performance using accounting information systems to record and analyze financial transactions throughout the accounting cycle in the Accounting Capstone project. The initial goal of 80% was achieved by Fall 2021. However, in Spring 2022, there was a 5% decline (from 80% to 75%), followed by a further decrease to 67% in Fall 2022, and then to 50% in Spring 2023. An upward trend began in Fall 2023, with performance rising to 82%, marking a total positive increase of 32% compared to Spring 2023. In the most recent term, Spring 2024, there was a positive outcome of 62%.	The average sample size for the six terms is 10 students. Similar to previous terms, it can be determined that the decline in results is attributed to the small sample size and the academic demands on part-time students, who often overload their final semester. This subsequently results in students rushing to complete coursework, ultimately leading to poor performance or failure to attempt the project altogether.	Software updates have been implemented to address a previous barrier, which is believed to have improved student success rates in 2021. The project is now weighted more heavily to encourage students to engage with this valuable critical-thinking application. The instructor will continue to monitor the trend and has decided to move the summative project to the beginning of the course, starting in Spring 2025, rather than assigning it at the end.	<div>AS IN ACCOUNTING</div> <div>SLO: PROCESS FINANCIAL TRANSACTIONS THROUGHOUT THE ACCOUNTING CYCLE</div> <table><tr><th>Term</th><th>Score</th></tr><tr><td>FA21(n=9)</td><td>80</td></tr><tr><td>SP22(n=12)</td><td>80</td></tr><tr><td>FA22(n=9)</td><td>67</td></tr><tr><td>SP23(n=10)</td><td>50</td></tr><tr><td>FA23(n=11)</td><td>82</td></tr><tr><td>SP24(n=13)</td><td>62</td></tr></table>	Term	Score	FA21(n=9)	80	SP22(n=12)	80	FA22(n=9)	67	SP23(n=10)	50	FA23(n=11)	82	SP24(n=13)	62
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FA23(n=11)	82																		
SP24(n=13)	62																		
Program-Accounting;  SLO: Analyze financial and business information to support planning and decision making;  Goal - 80% of course completers earn a 70% score or more on Financial Statement Analysis Project	In 10-101-122 (Managerial Accounting 2), students scores based on comparing financial data & ratios of two competing companies including ethical considerations. This is a direct, summative, internal assessment.	The data shows six terms of data of student performance on the "Financial Statement Analysis Project" assessment from Fall of 2021 through Spring of 2024. In Fall of 2021 positive outcomes were close to the goal of 80% , coming in at 78%. Positive outcomes exceeded the goal in Spring of 2022 by 3% coming in at 83%. From Fall of 2022 through Spring of 2024 a decreasing trend is noticed, below the 80% goal, ending with a 60% positive outcome acheivement in Spring of 2024.	For the six terms, the sample size ranged from 9 to 24 students. The sample size does not appear to have had much of an influence on the declining trend. The project, can be overwhelming to students and it's placement near the end of the term, create a higher than usual opt to skip the project.	Spring of 2022 marked an increase in the project weight to 20% of the student's overall grade. This assessment has been modified over the years of analysis to promote student success including:  1. Implemented 20% grade weighting on project 2. Data download from SEC.gov walk through video demonstration on how to populate thier Excel Workbook with data. 3. Low point "Quick Check" submission for feedback prior to final project submission 4. Regular promotion of the weekly Accounting Lab for live instructor assistance	<div>AS IN ACCOUNTING</div> <div>SLO: ANALYZE FINANCIAL AND BUSINESS INFO</div> <table><tr><th>Term</th><th>Score</th></tr><tr><td>FA21(n=9)</td><td>80</td></tr><tr><td>SP22(n=12)</td><td>80</td></tr><tr><td>FA22(n=17)</td><td>71</td></tr><tr><td>SP23(n=14)</td><td>64</td></tr><tr><td>FA23(n=24)</td><td>63</td></tr><tr><td>SP24(n=20)</td><td>60</td></tr></table>	Term	Score	FA21(n=9)	80	SP22(n=12)	80	FA22(n=17)	71	SP23(n=14)	64	FA23(n=24)	63	SP24(n=20)	60
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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: Administrative Professional																			
Program - Administrative Professional;  SLO: Demonstrate effective workplace communications.  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.		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.		The data reveals consistent progress over the last three (fall only) semesters. In Fall 2021, 87% of students met this benchmark, showing that most students were able to demonstrate effective communication skills but with some room for improvement. By Fall 2022, the success rate increased to 100%. In Fall 2023, the success rate slightly dropped to 88%, although it remained well above the target of 70%.		The results reflect an overall positive trend in student performance over the past three fall semesters. The assessment goal is for at least 70% of students to achieve a minimum score of 70% on the final exam, indicating competence in workplace communication skills.  From Fall 2021 to Fall 2022, there was a significant improvement, with success rates rising from 87% to 100%. This increase demonstrates that enhancements were made to the course structure and support system to ensure student success. By Fall 2023, although the success rate slightly decreased to 88%, it still comfortably exceeded the 70% benchmark, showing sustained success in helping students achieve the required competency.  The slight drop from 100% to 88% was based on an isolated challenge experienced by a student rather than a systemic issue. Despite this small decrease, the results demonstrate that the course consistently supports the majority of students in effectively developing workplace communication skills. This stability indicates that the program effectively meets its learning outcome goal while allowing room for targeted improvements to address any specific challenges faced by students.		Although the drop in success rate was not a reflection of student inability, the course content continuous to be monitored for updates and improvements based on current trends and learner feedback.  Continued use of the Starfish system to notify students of progress or if additional work or tutoring is needed and/or suggested communication with advisor support has helped the learner.		<div>AS IN ADMINISTRATIVE PROFESSIONAL SLO: DEMONSTRATE EFFECTIVE WORKPLACE COMMUNICATIONS</div> <table><tr><th>Term</th><th>Score</th></tr><tr><td>FA21(n=30)</td><td>87</td></tr><tr><td>FA22(n=12)</td><td>100</td></tr><tr><td>FA23(n=17)</td><td>88</td></tr></table>		Term	Score	FA21(n=30)	87	FA22(n=12)	100	FA23(n=17)	88
Term	Score																		
FA21(n=30)	87																		
FA22(n=12)	100																		
FA23(n=17)	88																		
Program - Administrative Professional;  SLO: Apply technology skills to business and administrative tasks.  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.		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.		The results have been consistently strong over three (spring only) semesters. Success rates are 100% in Spring 2021 (14/14 students), a slight dip to 93% in Spring 2022 (14/15 students), and a return to 100% in Spring 2023 (17/17 students).		The data demonstrates that most students are well above the 70% threshold each term. The small drop to 93% in Spring 2022 is from a student that failed to participate consistently in class and did not complete the course. The quick rebound to 100% in Spring 2023 does demonstrate that the program effectively supports students in developing essential technology skills and that the instructional methods are generally robust.		Although the drop in success rate was not a reflection of student inability, the course content continues to be monitored for updates and improvements based on current trends and learner feedback.  Continued use of the Starfish system to notify students of progress or if additional work or tutoring is needed and/or suggested communication with advisor support has helped the learner.		<div>AS IN ADMINISTRATIVE PROFESSIONAL SLO: APPLY TECHNOLOGY SKILLS TO BUSINESS AND ADMINISTRATIVE TASKS</div> <table><tr><th>Term</th><th>Score</th></tr><tr><td>SP22 (n=14)</td><td>100</td></tr><tr><td>SP23(n=14)</td><td>93</td></tr><tr><td>SP24(n=17)</td><td>100</td></tr></table>		Term	Score	SP22 (n=14)	100	SP23(n=14)	93	SP24(n=17)	100
Term	Score																		
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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 - Administrative Professional;  SLO: Perform routine administrative procedures.  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.	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.	The data reflects six consecutive terms of student performace in the Performance Assessment Task #3 - EVENTS, which consists of students applying all the competencies of the course into their final project. Compared to the positive outcome goal of 70%, results change, starting at 71% positive outcomes in Fall of 2021, increasing to 75% in the Spring of 22. This was followed by an 8% decline to 67% positive outcome in Fall of 22. This decrease was followed by an increase of 3% to a 70% positive outcome in Spring of 2023. Fall of 23 experienced a larger increase to 82%. The most recent term of Spring 2024 produced a decline to 73% positive outcomes as compared to the goal of 70%. The sample size and positive outcome % does fluctuate each semester but is at or above the goal of 70% for the majority of the semesters.	During the six terms reviewed, the sample size ranged from 6 to 15 students. There are a certain number of students who are either not prepared, are not putting the time and care in learning, or have outside interferences that can impact their success. This course has been added to programs outside of the Business Technology area with those learners potentially not having the basic foundation the program students have developed related to Microsoft skills. Students who follow their plan for completion in the course and pace their learning tend to be more successful. Students who do not complete the Learning Activities in the course tend to have lower grades and success.	Continuous improvement of the course is important for student success. The following have been done to help address the success rates in the course.  1. During Summer 2024 a curriculum project was completed to revise the course to ensure it was inclusive of the additional program students taking the course and it would be structured to be relevant to their programs. Reviewing of the Program Outcomes of each program adding this course to ensure how this course would align within each program.  2. Consistent use of Starfish, NTC's Early Alert System, to help students stay on track or be reminded (alerted) of course performance issues. This includes completing the Progress Surveys during the semester.  3. Introducing the final course project Performance Assessment Task #3 - EVENTS earlier in the course, rather than in the final Modules.  4. Keeping flexibility in the project to have the students feel more connected to the project and align it with areas of interest and their career goals.	<div>AS IN ADMINISTRATIVE PROFESSIONAL SLO: PERFORM ROUTINE ADMINISTRATIVE PROCEDURES</div> <table><tr><th>Term</th><th>Score</th></tr><tr><td>FA21 (n=7)</td><td>71</td></tr><tr><td>SP22 (n=12)</td><td>75</td></tr><tr><td>FA22 (n=6)</td><td>67</td></tr><tr><td>SP23 (n=10)</td><td>70</td></tr><tr><td>FA23 (n=11)</td><td>82</td></tr><tr><td>SP24 (n=15)</td><td>73</td></tr></table>	Term	Score	FA21 (n=7)	71	SP22 (n=12)	75	FA22 (n=6)	67	SP23 (n=10)	70	FA23 (n=11)	82	SP24 (n=15)	73
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Program – Administrative Professional;  SLO: Outcome – Perform routine administrative procedures.  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.	Records Management 2 (10-106-203)  RM2 Final Project The assessment addressed students’ scores on ability to perform routine administrative procedures in this course.  This is a direct, formative and summative, internal assessment.	The results have shown varied results over three spring semesters. RM2 had a success rate of 100% in Spring 2022, which dropped significantly to 64% in Spring 2023, before rebounding to 93% in Spring 2024.	The consistently high success rates in the pre-req RM1 indicate that the initial course structure effectively introduces students to foundational concepts in records management. However, RM2 exhibited a notable drop in Spring 2023, is because students struggled both with content and time management based on communication with the instructor. The recovery to a 93% success rate in Spring 2024 based on course content changes. The results highlight that while the split into two courses helps manage content depth, RM2 requires continued attention to maintain consistent success.	Previously delivered in a single course (Storage Management) in Spring of 2020 the course was split into two courses--a Records Management 1 (10-106-200) and Records Management 2 (10-106-203) in an effort to provide an introduction to material and then going in depth in the second course.  Students complete a final project for each course (RM1 and RM2). Because the students naturally flow to RM2, a single set of data is used to unduplicate numbers from RM1 to RM2.  To sustain and improve success rates in RM2, ongoing updates are made during and following each semester based on instructor observations and student feedback.  The instructor is aware of the struggles students experience in this course and has implemented an option weekly Zoom session for learners that want to discuss content. The sessions are recorded for students that are unable to attend. Feedback from students has indicated this is a positive support tool.  Additional practice exercises will be incorporated for the coming semester to support student learning.	<div>AS IN ADMINISTRATIVE PROFESSIONAL SLO: PERFORM ROUTINE ADMINISTRATIVE PROCEDURES</div> <table><tr><th>Term</th><th>Score</th></tr><tr><td>SP22 (n=16)</td><td>100</td></tr><tr><td>SP23 (n=14)</td><td>64</td></tr><tr><td>SP24 (n=14)</td><td>93</td></tr></table>	Term	Score	SP22 (n=16)	100	SP23 (n=14)	64	SP24 (n=14)	93						
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		Current Results	Analysis of Results	Action Taken or Improvement Made
<div>Program - Administrative Professional;</div> <div>SLO: Maintain internal and external relationships.</div> <div>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.</div>		<div>In 10-106-125 (Professional Development), students scores on ability to explore effective career planning tools and career preparation. Leaners 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.</div> <div>The results show improving performance over three fall semesters. The success rate was 82% in Fall 2021 (18/22 students), reached 100% in Fall 2022 (14/14 students), and slightly decreased to 93% in Fall 2023 (13/14 students), all above the targeted 70% goal.</div>	<div>The data reveals an upward trend, with a significant improvement from Fall 2021 to Fall 2022, where all students met the competency goal. The slight decline in Fall 2023 to 93% is based on one student that struggled with personal issues and chose to drop out of the course and program as a whole. The consistently high success rates above the 70% benchmark indicate that the course content and assessment structure effectively build the necessary skills for maintaining relationships in professional contexts.</div>	<div>Canvas course content and layout were updated between the Fall 2021 and Fall 2022 offerings.</div> <div>Although the drop in success rate was not a reflection of student inability, the course content continues to be monitored for updates and improvements based on current trends and learner feedback.</div> <div>Continued use of the Starfish system to notify students of progress or if additional work or tutoring is needed and/or suggested communication with advisor support has helped the learner.</div>

AS IN ADMINISTRATIVE PROFESSIONAL

SLO: MAINTAIN INTERNAL AND EXTERNAL RELATIONSHIPS

Term	Score
FA21(n=22)	82
FA22(n=14)	100
FA23(n=14)	93

<div>Program – Administrative Professional;</div> <div>SLO: Model Professionalism in the workplace.</div> <div>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.</div>				
<div>In 10-106-202 (Office Internship), ability to model professionalism in the workplace is assessed by completing an external internship.</div> <div>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.</div>		<div>The results have been consistently strong over the past three academic years. Results have shown a 100% success rate each term, with all students achieving the required benchmark. In all terms, the program has maintained complete success, demonstrating that students consistently meet or exceed expectations for professionalism in a workplace setting.</div>	<div>The data indicates a sustained level of excellence, as every student across the evaluated terms has met the goal of modeling professionalism effectively. This consistency suggests that both the curriculum and internship experience are well-aligned with professional standards. It also implies that students are well-prepared for the expectations of the workplace before they begin their internships. The lack of any term below 100% reinforces the effectiveness of the program's approach to teaching professionalism.</div>	<div>To sustain these standards, we will continue to provide students with preparation for their internships throughout his/her program. Students are introduced to the requirements of this course early on in his/her program. One goal is to add reminders in each program course each semester. Additionally, we plan to collect continued feedback from supervisors and students helping to identify areas for further refinement.</div>

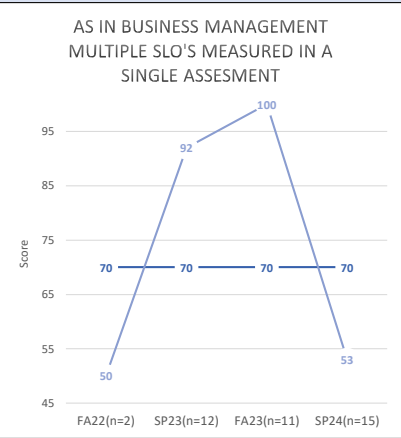
AS in Administrative Professional

SLO: Model Professionalism in the workplace

Term	Score
FA21(n=3)	100
SP22 (n=3)	100
FA22(n=3)	100
FA23(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

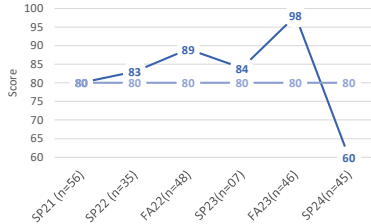
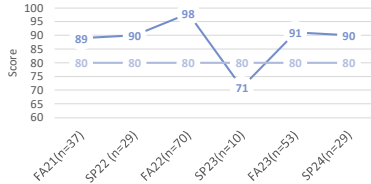
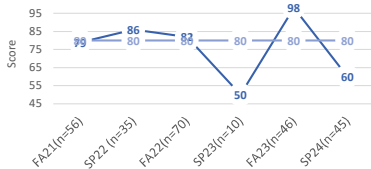
Analysis of Results: Business Management				
Program - Business Management;  SLO: Organize resources to achieve the goals of the organization ;  SLO: Direct individuals and/or processes to meet organizational goals;  SLO: Control business processes;  SLO: Assess in Lean Organizations- Module 6 PAT - Lean Event Sections 5 and 6  Goal - 70% of completers, obtain at least 70% success on activity.	10-102-203 -Business Management Capstone  Final Case Study Analysis; Score 70% or better on this direct, summative, internal assessment.	From Fall of 2022 through Spring of 2024 success rates range from 50% to 100% successful. Fall of 2023 100% of students were successful. Spring of 2024 saw a sharp decrease to 53% of students acheiving success on the assessment.	This course was first offered in the Fall of 2022 and the final case analysis will be used to assess program outcomes.  Fall of 2022 had a small sample size of 2 students enrolled with 50% passing. The small sample size reduces the emphasis on the percentage. Spring of 2023 had a sample size of 12 students where 92% completed the assessment with a 70% or higher. Fall of 2023 had 11 students in the sample size with 100% acheiving a successful outcome. Spring of 2024 had a sample size of 15 students, 53% students completed the assessment with a 70% or higher.	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 summartive assessment that measures all of the program outcomes in a single comprehensive assessment.  The hope of program faculty is that this new course series and capstone course will provide a more comprehensive education . Potential drop in student succes in S24 could be a result in the planned departure of FT faculty from NTC.



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																																									
Program - Digital Marketing;  SLO: Develop digital marketing strategies to anticipate and satisfy market needs;  Goal - 70% of course completers score 70% or greater score on social media campaigns 1 semester project				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.				The data reflects six consecutive terms of student performance. Fall of 2021 through Spring of 2023 had a noteable increasing trend from 76% to 95% positive outcomes. Fall of 2023 81% of students were successful. In Spring 2024, 100% of students were successful.				The data reveals an upward trend, with a significant improvement from Fall 2023 to Spring 2024. It seems that students are very focused and determined to complete their courses with success in order to become more skilled and receive higher paying jobs with the economic pressures they face. The student demographic includes working parents and also younger students with multiple jobs and they have a very specific interest in using social media marketing for their small business or to work for a corporation. The number of students who completed the course with success in Fall 2023 were 31 and Spring 2024 was 18. Traditionally, more digital marketing program specific students are enrolled in spring semester as compared to the fall semester, where the fall semester brings enrollments from several program areas.				A curriculum project update was made to Social Media Campaigns 1 course and went live to students in the Spring 2024 semester. By updating and adding new assessments, discussion board posts, and practice quizzes prior to unit exams, the students proved to be more successful with passing and course completion.				<div>AS IN DIGITAL MARKETING</div> <div>SLO: DEVELOP DIGITAL MARKETING STRATEGIES TO ANTICIPATE AND SATISFY MARKET NEEDS</div> <table><tr><th>Term</th><th>Score</th></tr><tr><td>FA21(n=29)</td><td>76</td></tr><tr><td>SP22(n=22)</td><td>79</td></tr><tr><td>FA23(n=31)</td><td>85</td></tr><tr><td>SP23(n=19)</td><td>95</td></tr><tr><td>FA24(n=31)</td><td>81</td></tr><tr><td>SP24(n=18)</td><td>100</td></tr></table>								Term	Score	FA21(n=29)	76	SP22(n=22)	79	FA23(n=31)	85	SP23(n=19)	95	FA24(n=31)	81	SP24(n=18)	100
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SP24(n=18)	100																																								
Program - Digital Marketing;  SLO: Integrate digital initiatives such as websites, search, email, social media and mobile campaigns into an overall strategic marketing plan;  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.				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.				The data reflects three terms of student performance. Notably a downward trend of 93% of students being successful in Spring 2022 as compared to 75% of students being successful in Spring 2024. Spring 2023 88% of students were successful.				Over the three terms of data collected, there was a downward trend of successful completion. Students who take this course are in their 3rd semester and are facing economic pressures with the increase in inflation, causing many students to work extra hours or take on a second job to support themselves and their families, leaving less time for school and homework. The data reveals a downward trend of 88% of students being successful in Spring 2023 as compared to 75% of students being successful in Spring 2024. There was an increase from 17 students in Spring 2023 to 20 students in Spring 2024 that completed the course.				In Spring 2023, a simulation was used for the course. In Spring 2024, the same simulation was used for the course, but the simulation was more complex and had a deeper focus on analytics and determining results of actions taken related to social media decisions. This is a trend in industry so it is necessary to continue this more rigorous assessment for learners. Additional short videos with more explanation and examples to improve learner understanding is planned for the next time the course is offered.				<div>AS IN DIGITAL MARKETING</div> <div>SLO: INTEGRATE DIGITAL INITIATIVES SUCH AS WEBSITES, SEARCH, EMAIL, SOCIAL MEDIA AND MOBILE CAMPAIGNS INTO AN OVERALL STRATEGIC MARKETING PLAN</div> <table><tr><th>Term</th><th>Score</th></tr><tr><td>SP22 (n=14)</td><td>93</td></tr><tr><td>SP23(n=17)</td><td>88</td></tr><tr><td>SP24(n=20)</td><td>75</td></tr></table>								Term	Score	SP22 (n=14)	93	SP23(n=17)	88	SP24(n=20)	75						
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SP23(n=17)	88																																								
SP24(n=20)	75																																								
Program - Digital Marketing;  SLO: Create a marketing campaign that targets on-the-go messaging through social media and mobile marketing audiences;  Goal - 70% of course completers score 70% or greater on content marketing project assessment				In 10-104-209, Content Marketing, student scores on the ability to create marketing messaging appropriate to a social and mobile campaign. This is a direct, summative, internal assessment.				The data reflects three terms of student performance. Fall of 2021 revealed a 86% positive outcome which increased to 100% in Fall of 2022. Fall 2023 resulted in 91% student success.				Over the last three terms of this course being offered, with Fall 2021 a 86% success rate and then an improved rate in Fall 2022 with a 100% student success rate with 10 learners completing. Fall 2023 had a 91% success rate with 11 learners completing. Although this success rate is slightly less in 2023 versus 2022, it is not a significant decline. This course is typically taken during a students 2nd semester so they often find themselves splitting time between family, additional work hours especially in the high inflation economy, and they were experiencing less time to dedicate to their homework and school.				As rapid change emerges including AI technologies, it has become an integral part of marketing skill. Integration of AI usage was added into the course in Fall 2023 and additional tutorial videos, short lessons, notes, and articles were added to increase learner understanding.				<div>AS IN DIGITAL MARKETING</div> <div>SLO: CREATE A MARKETING CAMPAIGN THAT TARGETS ON-THE-GO MESSAGING THROUGH SOCIAL MEDIA AND MOBILE MARKETING AUDIENCES</div> <table><tr><th>Term</th><th>Score</th></tr><tr><td>FA21(n=14)</td><td>86</td></tr><tr><td>FA22(n=10)</td><td>100</td></tr><tr><td>FA23(n=11)</td><td>91</td></tr></table>								Term	Score	FA21(n=14)	86	FA22(n=10)	100	FA23(n=11)	91						
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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 - Digital Marketing;  SLO: Develop a Search Engine Optimization (SEO) strategy;  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.		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.	The data reflects three terms of student performance. Spring of 2022 resulted in 100% positive outcomes. In Spring 2023 84% were successful. Spring 2024 saw a return to 100% positive outcomes.	Throughout the last three terms of data, the student performance fluctuated from 100% to 84% back to 100% in Spring 24. This course is typically taken in the last semester prior to graduation, so students are very motivated to complete with success. With the 100% completion rate in Spring 24, it is a direct reflection of those who also graduated from the Digital Marketing program and who showed determination to succeed. In general, analytics are a more challenging subject for learners to grasp, so the learning activities and assessment activities were explained in a variety of methods including video, lecture, mini lecture, written documents, and simulation examples to help learners grasp the content with greater success. Sample sizes ranged from 12 students in Spring of 2022, to 19 students Spring of 2023 and lastly 16 students Spring of 2024.	As SEO and Google Analytics and other analytics programs become more sophisticated, increased usage and analysis is necessary in this course. Additional examples, short videos, and summarized documents and presentations were added to the course materials.	<div>AS IN DIGITAL MARKETING SLO: DEVELOP A SEARCH ENGINE OPTIMIZATION (SEO) STRATEGY</div> <table><tr><th>Term</th><th>Score</th></tr><tr><td>SP22 (n=12)</td><td>100</td></tr><tr><td>SP23(n=19)</td><td>84</td></tr><tr><td>SP24(n=16)</td><td>100</td></tr></table>	Term	Score	SP22 (n=12)	100	SP23(n=19)	84	SP24(n=16)	100
Term	Score													
SP22 (n=12)	100													
SP23(n=19)	84													
SP24(n=16)	100													
Program - Digital Marketing;  SLO: Evaluate information through the market research process to make business decisions;  Goal - 70% of course completers score 70% or greater on market research semester project assessment		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.	The data reflects three terms of student performance. In Spring 2022 positive outcomes came in at 75% while the student success rate increased Spring of 2023 to 95%. In Spring 2024, the student success rate declined to 77%.	Students usually take this course during 2nd semester and they continue to have additional outside pressures of taking on extra hours at work, supporting themselves and their families, or even working a 2nd job as the high inflation rates were effecting all. Students had to juggle many things and with this course, there are challenges with the increased analytics, statistics calculations, which is an area that students struggle. After seeing a decrease in the success rate in Spring 23 of 95% to Spring 24 of 77%, the plan is to increase a variety of ways that learners can learn the content, including adding video, mini lectures, powerpoint lectures, examples, and other hands on learning examples to help with the challenging subject areas. Spring 2022 conatined a sample size of 16 students acheiving 75% success rate. In Spring 2023 the sample size decreased to 10 students with a success rate of 95%. In Spring 2024, 22 students were successful at a 77% success rate.	Market research introduced new research concepts including the use of AI Technologies and additional online research tools in order to stay current with industry recognized technologies. Additional notes, short videos, and presentations to further explain these concepts are integrated into the course.	<div>AS IN DIGITAL MARKETING SLO: EVALUATE INFORMATION THROUGH THE MARKET RESEARCH PROCESS TO MAKE BUSINESS DECISIONS</div> <table><tr><th>Term</th><th>Score</th></tr><tr><td>SP22 (n=16)</td><td>75</td></tr><tr><td>SP23(n=10)</td><td>95</td></tr><tr><td>SP24(n=22)</td><td>77</td></tr></table>	Term	Score	SP22 (n=16)	75	SP23(n=10)	95	SP24(n=22)	77
Term	Score													
SP22 (n=16)	75													
SP23(n=10)	95													
SP24(n=22)	77													



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: Computer Support Specialist																										
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 shows a general upward trend in student performance, with scores increasing from 80% in Fall 2021 to a peak of 98% in Fall 2023. However, there was a notable decline to 60% in Spring 2024.  Fall 2021: 80% Spring 2022: 83% Fall 2022: 89% Spring 2023: 84% Fall 2023: 98% Spring 2024: 60%	The notable decline in Spring of 2024 raises concerns about student preparedness or the appropriateness of the assessment. The performance variations suggest potential issues with either instructional delivery or student engagement during that semester.		Review Assessment Content: The instructor plans to analyze the Spring 2024 assessment to identify any discrepancies in alignment with course objectives and learning materials.																					
<div>AS IN COMPUTER SUPPORT SPECIALIST SLO: MANAGE INFORMATION TECHNOLOGY HARDWARE</div>  <table><tr><th>Term</th><th>Score</th><th>n</th></tr><tr><td>FA21</td><td>80</td><td>56</td></tr><tr><td>SP22</td><td>83</td><td>35</td></tr><tr><td>FA22</td><td>89</td><td>48</td></tr><tr><td>SP23</td><td>84</td><td>47</td></tr><tr><td>FA23</td><td>98</td><td>46</td></tr><tr><td>SP24</td><td>60</td><td>45</td></tr></table>						Term	Score	n	FA21	80	56	SP22	83	35	FA22	89	48	SP23	84	47	FA23	98	46	SP24	60	45
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FA23	98	46																								
SP24	60	45																								
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 Software Fundamentals). Examine student performance in hands-on/virtual lab activity "Configure Windows". This is a direct, summative, internal assessment.	The performance data shows generally strong outcomes, with scores peaking at 98% in Fall 2022. However, there was a significant drop to 71% in Spring 2023 with a recovery following in Fall of 2023 & Spring of 2024 back to 91% and 90% respectively.  Fall 2021: 89% Spring 2022: 90% Fall 2022: 98% Spring 2023: 71% Fall 2023: 91% Spring 2024: 90%	The significant drop to 71% in Spring 2023, indicating potential issues with that semester's instructional methods or student engagement. The recovery to 90% in both Fall 2023 and Spring 2024 suggests effective adjustments were made, but the dip in Spring 2023 warrants further investigation to ensure consistency in student learning.		Action Taken or Improvement Made:  Assessment Review: Analyzed the Spring 2023 assessment to identify any misalignment with course content and adjusted accordingly.  Enhanced Instructional Support: Increased availability of hands-on practice opportunities in the lab to reinforce learning.  Student Feedback: Collected feedback from students regarding challenges faced during the Spring 2023 assessment to guide improvements.																					
<div>AS IN COMPUTER SUPPORT SPECIALIST MANAGEMENT SLO: MANAGE SOFTWARE</div>  <table><tr><th>Term</th><th>Score</th><th>n</th></tr><tr><td>FA21</td><td>89</td><td>37</td></tr><tr><td>SP22</td><td>90</td><td>29</td></tr><tr><td>FA22</td><td>98</td><td>70</td></tr><tr><td>SP23</td><td>71</td><td>10</td></tr><tr><td>FA23</td><td>91</td><td>53</td></tr><tr><td>SP24</td><td>90</td><td>29</td></tr></table>						Term	Score	n	FA21	89	37	SP22	90	29	FA22	98	70	SP23	71	10	FA23	91	53	SP24	90	29
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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). 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	The results show recent variability in the last four terms, with scores going above and below the desired 80% success rate as follows:  Fall 2022: 82% Spring 2023: 50% Fall 2023: 98% Spring 2024: 60%	The results show variability, with scores peaking at 98% in Fall 2023 but a significant drop to 50% in Spring 2023. This indicates possible issues with student engagement or understanding in that semester. The overall trend suggests improvements, but the inconsistencies need to be addressed to ensure all students can meet the goal.		Review Lab Content: Evaluate the lab assignment to identify areas that may have been unclear or too challenging.																					
<div>AS IN COMPUTER SUPPORT SPECIALIST SLO: SUPPORT COMPUTER NETWORKS</div>  <table><tr><th>Term</th><th>Score</th><th>n</th></tr><tr><td>FA21</td><td>99</td><td>56</td></tr><tr><td>SP22</td><td>86</td><td>35</td></tr><tr><td>FA22</td><td>82</td><td>70</td></tr><tr><td>SP23</td><td>50</td><td>10</td></tr><tr><td>FA23</td><td>98</td><td>46</td></tr><tr><td>SP24</td><td>60</td><td>45</td></tr></table>						Term	Score	n	FA21	99	56	SP22	86	35	FA22	82	70	SP23	50	10	FA23	98	46	SP24	60	45
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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: 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.  The performance is consistently below the target, with the highest being 75% in Spring 2022 and a notable drop to 40% in Fall 2022.  Fall 2021: 61% Spring 2022: 75% Fall 2022: 40% Spring 2023: 67% Fall 2023: 55% Spring 2024: 50%		This undesirable trend indicates a persistent challenge in achieving the required competency for end-user support skills.  Curriculum Review: Assess the course content and instructional strategies to better address the required competencies.  Enhanced Training Materials: Develop additional resources, such as workshops or practice scenarios, to reinforce skills.							
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.  Overall, the results indicate strong performance, particularly with a perfect score in Spring 2022. Consistency is evident, with all semesters achieving the target of 80% or higher.  Fall 2021: 75% Spring 2022: 100% Fall 2022: 80% Spring 2023: 90% Fall 2023: 90% Spring 2024: 80%		Consistency is evident, with all semesters achieving the target of 80% or higher, suggesting that students are well-prepared for this assessment.  Continuous Improvement: Maintain successful teaching strategies that contributed to the high performance.							

AS IN COMPUTER SUPPORT SPECIALIST  
SLO: PROVIDE END USER SUPPORT

Semester	Score	n
FA21	61	17
SP22	75	10
FA22	40	10
SP23	67	9
FA23	55	11
SP24	50	6

AS IN COMPUTER SUPPORT SPECIALIST  
SLO: SOLVE INFORMATION TECHNOLOGY PROBLEMS

Semester	Score	n
FA21	75	8
SP22	100	8
FA22	80	10
SP23	90	9
FA23	90	10
SP24	80	5

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: IT Software Developer									
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.		This course assessment has consistently had excellent completion, and this has continued for the past several years, with only two students not passing the course assessment over the past five semesters		In the spring of 2024, a student from outside of the IT developer programs requested to be admitted late to the course, but then dropped after a week of no activity. That was the only unsuccessful enrollment over the past year.		While this course has evolved and been continually improved over time, no specific actions are needed based upon recent completion results.	

AS IN SOFTWARE DEVELOPER  
MULTIPLE SLO'S MEASURED IN A  
SINGLE ASSESSMENT

SLO	Score
SP22 (n=7)	100
FA22 (n=5)	100
SP23 (n=5)	83
FA23 (n=4)	100
SP24 (n=5)	80

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: IT Web Designer										
Program - Web Designer;  SLO: Create web pages and design websites ;  Goal - 70% of completers, obtain 70% success on activity		10-152-553 Web Design 1C - Portfolio Project		Over the six terms shown, an increasing positive outcome trend is noted. Fall of 2021 showed a 77% postive outcome while in the most recent term 100% of completers earned at least a 70% or better on the assessment.		The course is strong and well established. Most students are set up for success by the time they get to Web Design 1C.		The course have several assignments that support the final portfolio project to ensure they are set up for success.		
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		10-152-563 Client-Side Web Development 1C - Portfolio Project		Over the six terms shown, a consistent positive outcome trend is noted. Fall of 2021 showed a 80% postive outcome while in the most recent term 87% of completers earned at least a 70% or better on the assessment.		Students were set up for success due to previous assessments helping position them for the final project.		The final project has several assessments leading up to it to set the students up for success.		
Program - Web Designer; Produce effective, web-optimized graphics;  SLO: Produce Effective, web-optimized Graphics  SLO: Create Digital Media Obejects  Goal - 70% of completers, obtain 70% success on activity		In 10-152-232 (Vector Graphics and Animation for Web and Mobile), Comprehensive Final Project. This is a direct, summative, internal assessment.		This course has not run since Spring of 2023. In the most recent terms ran we saw 100% completion Spring of 2022, with a sharp decline in Spring 2023, to 33% positive outcomes.		Assessment has historically high completion rates due to the 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.		Steps taken to improve results: The learners are given the flexibility to choose a project that interests them for their Comprehensive Final Project.		

AS IN WEB DESIGNER  
SLO: CREATE WEB PAGES AND DESIGN WEBSITES

Term	Score
FA21(n=13)	77
SP22 (n=9)	78
FA22(n=13)	94
SP23(n=12)	83
FA23(n=16)	94
SP24(n=6)	100

AS IN WEB DESIGNER  
MULTIPLE SLO'S MEASURED IN SINGLE ASSESSMENT

Term	Score
FA21(n=15)	80
FA22(n=6)	83
FA23(n=15)	87

AS IN WEB DESIGNER  
MULTIPLE SLO'S MEASURED IN SINGLE ASSESSMENT

Term	Score
SP22 (n=1)	100
SP23(n=3)	33

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 - Web Designer;  SLO: Create functional and efficient website navigation;  Goal - 70% of completers, obtain 70% success on activity	In 10-152-556 (Web Design 2C), Portfolio Project. This is a direct, summative, internal assessment.	Over the six terms shown, a consistent positive outcome trend is noted. Fall of 2021 showed a 100% positive outcome while in the most recent term 100% of completers earned at least a 70% or better on the assessment.	Assignments are geared towards setting the students up for success in the portfolio project. Note the sample size is small.	Assignments are geared towards setting the students up for success in the portfolio project.	<div>AS IN WEB DESIGNER</div> <div>SLO: CREATE FUNCTIONAL AND EFFICIENT WEBSITE NAVIGATION</div> <div><div>Score</div><div><div>100</div><div>70</div><div>0</div></div><div><div>FA21(n=3)</div><div>FA23(n=1)</div></div></div>

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: Leadership Development			
Program - Leadership Development;  SLO: Utilize quality strategies and tactics – Assess in Quality and Performance Excellence Module PAT Process Control  Goal - 70% of completers, obtain at least 70% success on activity.		In 10-196-192 (Quality and Performance Excellence), Quality Project/s, This is a direct, summative, internal assessment.		Overall, the data covering 2 terms, shows and upward trend in students meeting this outcome. The course was not offered during the spring 2022 semester due to low enrollments. Spring 2023 results showed 80% of enrolled students completed the assessment at a 70% or higher. Spring 2024 results showed 100% of enrollments completed the assessment at 70% or higher.		The data indicates a positive trend in student performance on the outcome of utilizing quality strategies and tactics, measured through a performance assessment in the Quality and Performance course. 1. Trend Analysis: - The data shows an upward trend in the percentage of students meeting or exceeding the performance benchmark (70% or higher). - In Spring 2023, 80% of enrolled students achieved this benchmark, while in Spring 2024, this increased to 100%, indicating a significant improvement. 2. Performance Increase: - The increase from 80% to 100% represents a 25% relative improvement in the proportion of students meeting the outcome standards, signifying that more students have successfully mastered the assessed quality strategies and tactics. In conclusion, the upward trend and complete achievement rate in Spring 2024 highlight progress in students’ grasp of quality strategies and tactics. Continued monitoring and analysis of these outcomes will help ensure that this success is maintained or improved further in future terms.		Continuous Improvement: Maintain successful teaching strategies that contributed to the high performance.	
Program - Leadership Development;  SLO: Apply effective leadership skills – Assess in Leading Strategically- Module 6 - Final Project and Presentation-Developing an Effective Leadership Development Program  Goal - 70% of completers, obtain at least 70% success on activity.		In 10-196-190 (Leading Strategically), Leadership Development Plan. This is a direct, summative, internal assessment.		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 21 term success on this assessment was at 78%. Followed by a slight increase to finish out the 21-22 academic year with a 82% successful completion percentage. Fall 2022 and Spring 2023 results exceeded the goal with results of 91% and 82% respectively. Fall 2023 results showed a 65% successful completion rate. Although dipping Fall of 2023, Spring 2024 results rebounded exceeded the goal with an 80% successful pass rate.		Challenges in Fall 2023: - The 65% completion rate represents a significant decline and the only term below the 70% goal. This could reflect various challenges, such as changes in cohort characteristics, instructional methods, or external factors affecting student performance. Spring 2024 Recovery: - Spring 2024 rebounded to 80%, returning above the benchmark. This increase after a dip suggests potential adjustments were made to address the challenges observed in Fall 2023. Implications: - The overall data reveals a pattern of consistent achievement, with five out of six terms exceeding the 70% goal. Conclusion: - Despite fluctuations, the data demonstrates a largely successful pattern in applying effective leadership skills, with a strong recovery after a temporary decline. Monitoring these outcomes in future terms and addressing factors from Fall 2023 may help maintain or further improve consistency in student performance.		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.	

AS IN LEADERSHIP DEVELOPMENT  
SLO: UTILIZE QUALITY STRATEGIES AND TACTICS

Term	Score
FA21(n=5)	80
SP23(n=3)	100

AS IN LEADERSHIP DEVELOPMENT  
SLO: APPLY EFFECTIVE LEADERSHIP SKILLS

Term	Score
FA21(n=32)	78
SP22 (n=11)	82
FA22(n=22)	91
SP23(n=17)	82
FA23(n=17)	65
SP24(n=10)	80

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 - Leadership Development;  SLO: Apply Human Resource policies and procedures – Assess in Managing Human Resources and Employee Relations- Module 1 PAT - Write a Job Description  Goal - 70% of completers, obtain at least 70% success on activity.	In 10-196-193 (Managing Human Resources and Employee Relations), Human Resource Employee Handbook. This is a direct, summative, internal assessment.	Overall Performance Trends: - Over the six terms, there is a general upward trend in successful completion rates, with the latest term reaching 90%. - Early terms (Fall 2021 and Fall 2022) displayed moderate success rates (79% and 80%, respectively), while more recent terms show an improvement, especially Spring 2024 with 90% of students meeting or exceeding the benchmark.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. Summary of Results: - Fall 2021 (n=2): 79% - Spring 2022 (n=1): 93% - Fall 2022 (n=14): 80% - Spring 2023 (n13):84% - Fall 2023 (n=35): 83% - Spring 2024 (n=21): 90%	Detailed Term Analysis: - Fall 2021 (79%) and Spring 2022 (93%): With very small sample sizes (n=2 and n=1, respectively), these results may not fully represent broader trends but indicate initial engagement with the outcome. - Fall 2022 (80%) and Spring 2023 (84%): These terms had larger enrollments (n=14 and n=13) and showed stable performance, with a slight increase in Spring 2023. - Fall 2023 (83%): The largest group (n=35) achieved a strong success rate, maintaining consistency above the 80% mark. - Spring 2024 (90%): This term reflects the highest success rate in the dataset and suggests effective instructional strategies or student preparedness improvements. Implications of Larger Cohorts: - As cohort sizes increased from Fall 2022 onward, performance remained stable or improved, suggesting that the course effectively scales its success in achieving this outcome, even with more students. - The consistent rates above 80% across larger cohorts may indicate a solid alignment of course content and assessments with student abilities.	The upward trend, particularly the 90% success rate in Spring 2024, is encouraging and suggests sustained improvements in course delivery, student support, or assessment alignment. Overall, the data indicates effective teaching and learning practices within the program, with the highest success rates in the most recent terms. Continued monitoring and refinement of the course may help maintain this positive trajectory, ensuring students continue to achieve the benchmark at a high rate.  Continuous Improvement: Maintain successful teaching strategies that contributed to the high performance.	<div>AS IN LEADERSHIP DEVELOPMENT SLO: APPLY HUMAN RESOURCE POLICIES AND PROCEDURES</div> <table><tr><th>Term</th><th>Score</th></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><tr><td>FA23(n=35)</td><td>83</td></tr><tr><td>SP24(n=21)</td><td>90</td></tr></table>	Term	Score	FA21(n=2)	79	SP22(n=1)	93	FA22(n=14)	80	SP23(n=13)	84	FA23(n=35)	83	SP24(n=21)	90
Term	Score																		
FA21(n=2)	79																		
SP22(n=1)	93																		
FA22(n=14)	80																		
SP23(n=13)	84																		
FA23(n=35)	83																		
SP24(n=21)	90																		

Program - Leadership Development;  SLO: Perform supervisory management functions to achieve organizational objectives - Assess in Supervision and Management Skills - Module 5 PAT - Identify Staffing Needs  Goal - 70% of completers, obtain at least 70% success on activity.	In 10-196-191 (Management Principles), Performance Appraisal and Control Plan, This is a direct, summative, internal assessment.	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 3 performance assessment task in Management Principles with a 70% or greater.  The analysis of the student performance on the module 1 performance assessment task in Management Principles over six terms (from Fall 2021 to Spring 2024) shows fluctuating completion rates for scores of 70% or greater. - Fall 2021 to Fall 2022 Decline: There's a noticeable decline from 72% in Fall 2021 to 56% in Fall 2022, which marks the lowest performance over the six terms.  Summary of Results: 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) Fall 2023 - 66% (48 of 73 students successfully completed with a score of 70% or higher) Spring 2024 - 69% (45 of 65 students successfully completed with a score of 70% or higher)	- Recovery and Stabilization: After Fall 2022, the completion rates improved, rising to 65% in Spring 2023, 66% in Fall 2023, and finally to 69% in Spring 2024, approaching the original Fall 2021 level. - Consistent Performance Range: Despite fluctuations, the results across the six terms fall between 56% and 72%, showing moderate variability but suggesting that some factors consistently impact the students' ability to achieve a score of 70% or higher. - Recent Improvement: The performance levels for Spring 2024 (69%) nearly return to the initial Fall 2021 (72%) levels, indicating possible improvements in instructional approaches, student support, or curriculum alignment. - Areas of Concern: The consistent lower performance in Fall 2022 (56%) may warrant a closer look at specific challenges during that term, such as curriculum difficulty, external factors affecting students, or potential shifts in teaching methods. - Improvement Opportunities: The upward trend after Fall 2022 suggests that actions taken—whether pedagogical adjustments or additional support—have had a positive impact. Overall, while the performance has fluctuated, the recent terms demonstrate a positive trend, showing the benefits of addressing challenges in specific terms and managing variations in class size.	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.  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.	<div>AS IN LEADERSHIP DEVELOPMENT SLO: PERFORM SUPERVISORY MANAGEMENT FUNCTIONS TO ACHIEVE ORGANIZATIONAL OBJECTIVES</div> <table><tr><th>Term</th><th>Score</th></tr><tr><td>FA21(n=25)</td><td>72</td></tr><tr><td>SP22 (n=20)</td><td>65</td></tr><tr><td>FA22(n=88)</td><td>56</td></tr><tr><td>SP23(n=49)</td><td>65</td></tr><tr><td>FA23(n=73)</td><td>66</td></tr><tr><td>SP24(n=65)</td><td>69</td></tr></table>	Term	Score	FA21(n=25)	72	SP22 (n=20)	65	FA22(n=88)	56	SP23(n=49)	65	FA23(n=73)	66	SP24(n=65)	69
Term	Score																		
FA21(n=25)	72																		
SP22 (n=20)	65																		
FA22(n=88)	56																		
SP23(n=49)	65																		
FA23(n=73)	66																		
SP24(n=65)	69																		

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: Marketing																				
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.	From Fall of 2021 through Fall of 2022 a relatively consistant positive outcome rate between 74% and 77% was achieved. Spring 2023 the success rate significantly increased to 94%. Fall 2023 the success rate returned to 76%. Spring 2024 the success rate remained at 76%.	Over the most recent three terms that information was recorded, the success rate was very similar at 76%, however in Spring 2023 it was at 94%. This is a first semester course, and there are many challenges that students face, including not knowing if marketing is the direction they want to pursue for college, and also the adjustment and change of transition from high school to college or a returning adult student. Spring 2023 a 94% success rate was recorded for 50 students. In Fall 2023 a 76% success rate was recorded for 71 students. In Spring 2024 a 76% success rate was recorded for 51 students.	With the last two semesters seeing a decline in the success rate to 76%, the semester long assessment was updated to include more clear instructions and greater details and broke down the semester long assessment into smaller parts that were evaluated more frequently. The success of this strategy will be reviewed and monitored in the upcoming semester.	<div>AS IN MARKETING SLO: DEVELOP STRATEGIES TO ANTICIPATE AND SATISFY MARKET NEEDS</div> <table><tr><th>Term</th><th>Score</th></tr><tr><td>FA21(n=72)</td><td>74</td></tr><tr><td>SP22 (n=74)</td><td>77</td></tr><tr><td>FA22(n=72)</td><td>76</td></tr><tr><td>SP23(n=50)</td><td>94</td></tr><tr><td>FA23(n=71)</td><td>76</td></tr><tr><td>SP24(n=51)</td><td>76</td></tr></table>		Term	Score	FA21(n=72)	74	SP22 (n=74)	77	FA22(n=72)	76	SP23(n=50)	94	FA23(n=71)	76	SP24(n=51)	76
Term	Score																			
FA21(n=72)	74																			
SP22 (n=74)	77																			
FA22(n=72)	76																			
SP23(n=50)	94																			
FA23(n=71)	76																			
SP24(n=51)	76																			
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 assessment.	Of the three Spring terms that this course was offered, Spring 2022 was above our 70% goal at 75%. Spring 2023 the success rate increased to 100%. Spring 2024 the success rate returned down to 77%.	Students usually take this course during 2nd semester and they continue to have additional outside pressures of taking on extra hours at work, supporting themselves and their families, or even working a 2nd job as the high inflation rates were effecting all. Students had to juggle many things and with this course, there are challenges with the increased analytics, statistics calculations, which is an area that students struggle. Spring 2022 conatined a sample size of 16 students acheiving 75% success rate. In Spring 2023 the sample size decreased to 10 students with a success rate of 95%. In Spring 2024, 22 students were successful at a 77% success rate. In Spring 2023 there was a 100% success rate for 4 students.	In Spring 2024 additional assessments related to statistics and analytics were added into the course which proved to be more challenging for students. Additional support materials and short videos have been added.  After seeing a decrease in the success rate in Spring 23 of 95% to Spring 24 of 77%, the plan is to increase a variety of ways that learners can learn the content, including adding video, mini lectures, powerpoint lectures, examples, and other hands on learning examples to help with the challenging subject areas. S	<div>AS IN MARKETING SLO: EVALUATE INFORMATION THROUGH THE MARKET RESEARCH PROCESS TO MAKE BUSINESS DECISIONS</div> <table><tr><th>Term</th><th>Score</th></tr><tr><td>SP22 (n=16)</td><td>75</td></tr><tr><td>SP23(n=4)</td><td>100</td></tr><tr><td>SP24(n=22)</td><td>77</td></tr></table>		Term	Score	SP22 (n=16)	75	SP23(n=4)	100	SP24(n=22)	77						
Term	Score																			
SP22 (n=16)	75																			
SP23(n=4)	100																			
SP24(n=22)	77																			
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. Written final Sales Presentation Plan	Over the six terms presented a positive trend is observed staring Fall of 2021 with a 42% success rate all the way to a 100% success rate through Spring of 2023. Fall 2023: 63% of students met or exceeded the 70% performance target. Spring 2024 89% of students met or exceeded the 70% performance target.	During the six terms reviewed, the sample size ranged from 6 to 31 students. There are a certain number of students who are either not prepared, are not putting the time and care in learning, or have outside interferences that can impact their success. Students who follow their plan for completion in the course and pace their learning tend to be more successful. Students who do not complete the Learning Activities in the course tend to have lower grades and success.	Review and continuous improvement of the course is important for student success. The following have been done to help address the success rates in the course.  1. During Fall 2024 completed updates to revise the course to ensure it was incorporating AI a bit more for students to practice their sales presentation with another source.  2. Consistent use of Starfish, NTC's Early Alert System, to help students stay on track or be reminded (alerted) of course performance issues. This includes completing the Progress Surveys during the semester.  3. Keeping flexibility in the project to have the students feel more connected to the project and align it with areas of interest and their career goals.	<div>AS IN MARKETING SLO: PREPARE SELLING STRATEGIES</div> <table><tr><th>Term</th><th>Score</th></tr><tr><td>FA21(n=31)</td><td>42</td></tr><tr><td>SP22 (n=12)</td><td>58</td></tr><tr><td>FA22(n=29)</td><td>86</td></tr><tr><td>SP23(n=6)</td><td>100</td></tr><tr><td>FA23(n=16)</td><td>63</td></tr><tr><td>SP24(n=9)</td><td>89</td></tr></table>		Term	Score	FA21(n=31)	42	SP22 (n=12)	58	FA22(n=29)	86	SP23(n=6)	100	FA23(n=16)	63	SP24(n=9)	89
Term	Score																			
FA21(n=31)	42																			
SP22 (n=12)	58																			
FA22(n=29)	86																			
SP23(n=6)	100																			
FA23(n=16)	63																			
SP24(n=9)	89																			



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: 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 vlans, intervlan routing, static routing, DHCP, and version 7 Netacad. This is a direct, summative, internal assessment.	Over the six terms presented a positive trend is observed staring Fall of 2021 with a 71% success rate all the way to a 100% success rate through Spring of 2023. Fall 2023 resulted in 79% of students met or exceeded the 80% performance target. Spring 2024, 100% of students met or exceeded the 80% performance target.	The performance trend shows an overall improvement from Fall 2021 (71%) to Spring 2024 (100%). There was significant progress in Spring 2022 and Fall 2022, where 88% of students met the target. By Spring 2023 and Spring 2024, student performance peaked at 100%.  Fall 2023 showed a slight drop to 79%, just below the 80% goal, but Spring 2024 marked a strong recovery with all students reaching the goal. The consistent achievement of 100% in Spring 2023 and Spring 2024 suggests successful adaptations in course delivery or curriculum that have supported students in meeting the hands-on lab performance standards.	Over the last two semesters, several key actions were implemented to support student success:  Individual Student Meetings: At the beginning of each semester, I met with each student individually to provide clear expectations for the course. This helped establish a foundation of understanding regarding the course goals, assignments, and assessments, ensuring students were better prepared from the outset.  Netlabs Tutorial: I introduced a Netlabs tutorial at the start of the semester to familiarize students with the virtual lab environment. This allowed students to feel more comfortable and confident in using the tools necessary for hands-on learning, contributing to improved performance on lab assessments.  Integration of LinkedIn Learning Videos: I enhanced each course module by incorporating short LinkedIn Learning videos. These videos provided supplementary, bite-sized learning resources that reinforced key networking concepts and hands-on skills, helping students grasp complex topics more easily and engage with the course content in diverse ways.  These actions have contributed to strong improvements in student outcomes, as evidenced by the 100% achievement rate in Spring 2024 and the near-perfect results in Fall 2023.

AS IN NETWORK SPECIALIST  
SLO: IMPLEMENT COMPUTER NETWORKS

Term	Score
FA21(n=7)	71
SP22(n=8)	88
FA22(n=16)	88
SP23(n=13)	100
FA23(n=14)	79
SP24(n=14)	100

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 assement CAP-M5.1 Network Server Build (2022)  Using CAPM4 (2023 FALL)	Of the four terms studied, students achieved 100% positive outcomes for 3 of the 4 terms, while Fall 2023 50% of students (2 students) met the target. Spring 2024 returned to 100% of students (2 students) met or exceeded the target.	Significant Drop in Fall 2023: There was a notable dip in Fall 2023, where only 50% of the students met the target. This suggests potential issues in that specific term, which was related to a specific student challenge. Recovery in Spring 2024: The Spring 2024 results showed a return to perfect performance, with all students achieving the target.	Starting in Fall 2023, the course transitioned to using the CAPM4 assessment. This might explain the performance drop in Fall 2023, as both students and instructors were adapting to the new assessment tool. However, the full implementation in Spring 2024 saw improved outcomes, indicating that the changes were effective once students had adjusted.
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AS IN NETWORK SPECIALIST  
SLO: IMPLEMENT SERVER OPERATING SYSTEMS

Term	Score
FA21(n=2)	100
SP22(n=1)	100
SP23(n=5)	80
FA23(n=2)	50
SP24(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 - Network Specialist;  SLO: Implement network security components;  Goal - 80% of completers, score 70% on Module 7 Lab	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 assesment Module 7 Lab: Administer basic firewall policies on a Cisco Adaptive Security Appliance (ASA)	All terms studied achieved a 100% positive outcome result. Most recently Fall 2023's 100% of 2 students met or exceeded the target and Spring 2024 100% of 2 students met or exceeded the target.	Consistent Success: The data indicates strong and consistent performance across all semesters where data is available. Every student in each reported term has achieved the goal of scoring 70% or above on the Module 7 Lab, with a 100% success rate. Steady Enrollment: Although the cohort sizes are relatively small, this consistency in performance suggests that students have a clear understanding of firewall implementation and network security concepts. Stable Assessment Outcomes: The unchanged nature of both the curriculum and the assessment over time, focusing on administering basic firewall policies on a Cisco Adaptive Security Appliance (ASA), appears to have contributed to these consistent outcomes.	Module 7 Lab Assessment: The core assessment has remained focused on administering firewall policies using a Cisco Adaptive Security Appliance (ASA). This practical and industry-relevant task has likely contributed to students consistently mastering these skills. No Major Adjustments Necessary: Given the strong results, there haven't been significant changes or updates needed to improve student performance. The course structure and assessment appear to be well aligned with the learning outcome. Continued Monitoring: Although no immediate action is required, maintaining consistent support for students through tutorials and practical resources will help ensure continued success. If cohort sizes grow in the future, additional instructional resources may be considered to maintain this high level of achievement.	
Program - Network Specialist;  SLO: Develop technical documentation;  Goal - 80% of completers, score 70% on M2.1 thru M3.2	In 10-150-506 Network Capstone, 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.  Using assements CAP-M2.1, CAP-M3.1, and CAP-M3.2 (2022)  Using CAP-M1, CAP-M2.1, and CAP-M2.2 (FALL 2023)	Of the five terms studied, students achieved 100% positive outcomes for 4 of the 4 terms, Spring 2023 80% of students (5 students) met or exceeded the target. In the most recent term of Spring 2024, 100% of students (2 students) met or exceeded the target.	Strong Overall Performance: The results indicate consistent performance with most semesters showing 100% of students achieving the target score. Slight Variability in Spring 2023: In Spring 2023, only 80% of students (3 students) met the target. This indicates that one student may have struggled with the technical documentation requirements during that semester. Small Cohort Sizes: The cohort sizes are relatively small across semesters, which makes individual performance variations more impactful on overall results.	Course Update to Network Capstone (Spring 2021): The technical documentation learning outcome was integrated into the Network Capstone course, which helped standardize the assessment across the program. This update ensures that students are consistently working on real-world documentation as part of their capstone projects. Focus on Technical Documentation Skills: Given the slight performance dip in Spring 2023, there was additional emphasis placed on helping students understand how to properly document their network projects. This effort appears to have been effective, as performance returned to 100% in Fall 2023 and Spring 2024.	
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)	Of the six terms studied, students achieved 100% positive outcomes for 3 of the 6 terms. Fall of 2022, positive outcomes took a slight dip down to 93%, followed by 92% positive outcomes in Spring of 2023. In the most recent terms, 79% of students (11 students) met the target Fall of 2023 while in Spring of 2024 100% of students (14 students) met or exceeded the target.	Drop in Fall 2023: A significant drop occurred in Fall 2023, with only 79% of students achieving the target. This suggests a possible issue in either the curriculum, the assessment, or student preparedness in this particular term. Recovery in Spring 2024: The performance improved dramatically in Spring 2024, with 100% of students meeting or exceeding the goal. This suggests that corrective actions may have been effective in addressing the issues encountered in Fall 2023.	Addressing Fall 2023 Challenges: The significant drop in Fall 2023 could have been a result of student difficulties in applying troubleshooting skills. This issue seems to have been addressed effectively, as seen by the full recovery in Spring 2024. Interventions could included additional tutorials, hands-on lab time, or one-on-one support.  The consistent recovery in Spring 2024 indicates that the course structure continues to be effective when students are well-supported. Emphasizing real-world troubleshooting scenarios will likely help maintain high performance in future semesters.	

AS IN NETWORK SPECIALIST  
SLO: IMPLEMENT NETWORK SECURITY COMPONENTS

Term	Score
FA21(n=2)	100
SP22 (n=1)	100
FA22(n=2)	100
SP23(n=3)	100
FA23(n=2)	100
SP24(n=2)	100

AS IN NETWORK SPECIALIST  
SLO: DEVELOP TECHNICAL DOCUMENTATION

Term	Score
FA21(n=2)	100
SP22 (n=1)	80
SP23(n=5)	100
FA23(n=2)	100
SP24(n=2)	100

AS IN NETWORK SPECIALIST  
SLO: TROUBLESHOOT NETWORK SYSTEMS

Term	Score
FA21(n=2)	100
SP22 (n=1)	100
FA22(n=14)	93
SP23(n=13)	92
FA23(n=11)	79
SP24(n=14)	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
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Analysis of Results: Supply Chain Management				
Program - Supply Chain Management;	In Demand and Inventory Management (10-182-144). 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.	The data shows three terms of student performance on implementing supply chain practices in a global environment from the academic year of 20/21 through the 23/24 academic year as measured by the Inventory Control Plan assessment. (Note course is only offered in spring semesters starting with the spring 2021 semester)	The data for student performance on the Inventory Control Plan assessment in implementing supply chain practices in a global environment across three Spring terms indicates some fluctuations in achievement. - Spring 2022: With a cohort of 7 students, 86% achieved the desired score or higher. This strong initial performance suggests that the majority of students were well-prepared and capable of demonstrating the necessary skills, although a few may have faced challenges. - Spring 2023: With a slight increase in the cohort size to 9 students, the success rate dropped to 67%. This decline could suggest challenges with comprehension or assessment rigor, or it may indicate that the needs of a larger group required additional support that wasn't fully met. This could highlight areas where curriculum alignment or supplemental resources might improve outcomes. - Spring 2024: With a smaller cohort of 5 students, performance rose to 100%, suggesting that all students met or exceeded the assessment expectations. This improvement may indicate that with fewer students, individualized support was more readily available, enhancing student success. Overall, the data points to a trend where smaller class sizes seem associated with higher performance on this assessment. This might suggest that more focused support, smaller group instruction, or targeted interventions could help sustain high achievement levels, particularly in larger cohorts. Ensuring consistent instructional support and exploring tailored strategies to meet individual needs could enhance outcomes across future terms.	Continuous Improvement: Maintain successful teaching strategies that contributed to the high performance. Although not related specifically to this assessment. Additional resources were added to this course during the Spring 2024 semester including: - Numerous "Podcast" videos in modules to increase online instructor presence. - Added additional "helpful Hints" tutorial videos and documentation of three important formula based Excel assignments.
SLO: Implement Supply Management Practices in a Global Environment		Summary of Results: - Spring 2022 (n=7): 86% of students achieved the desired score or higher on the assessment. - Spring 2023 (n=9): 67% of students achieved the desired score or higher on the assessment. - Spring 2024 (n = 5): 100% of students achieved the desired score or higher on the assessment.		
Goal - 75% of course completers earn a 70% score or more on assessment "Produce a Plan to Control Materials and Inventory"				

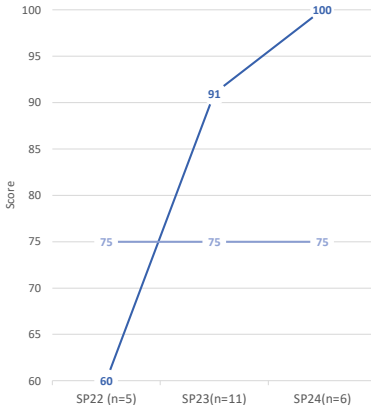
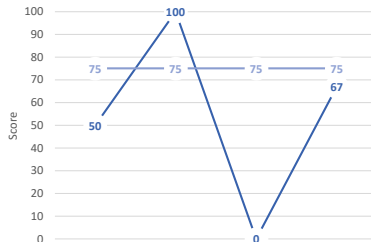
AS IN SUPPLY CHAIN MANAGEMENT  
SLO: IMPLEMENT SUPPLY  
MANAGEMENT PRACTICES IN A  
GLOBAL ENVIRONMENT

Semester	Score
SP22 (n=7)	86
SP23 (n=9)	67
SP24 (n=5)	100

Program - Supply Chain Management;	In Fundamentals of Supply Chain Management (10-182-142). Student scores on ability to demonstrate operations management and continuous improvement techniques across product and service industries. This is a direct, summative, external assessment.	The data shows four terms of student performance on demonstrating operations management techniques across product and service industries from the academic year of 20/21 through the 23/24 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)	1. Initial Improvement (Fall 2021 to Fall 2022): - The Fall 2021 cohort showed a low success rate, with only 33% of students achieving the desired score. However, a significant improvement occurred in Fall 2022, with a complete success rate (100%). This sharp increase may suggest enhancements in course delivery, assessment preparation, or increased alignment between teaching methods and assessment expectations. 2. Slight decline from Fall 2022 to Spring 2023: - After the peak in Fall 2022, Spring 2023 saw a slight decline, with 88% of students achieving the desired score. While still high, this drop indicates a potential variability in performance between terms, perhaps due to different student cohorts, the influence of instructional modifications, or differing levels of student preparedness. 3. Gradual Decrease in Success Rate (Fall 2023 to Spring 2024): - Fall 2023 and Spring 2024 show a progressive decline in success rates, with 83% and 75% of students meeting the benchmark, respectively. This trend may indicate emerging challenges that could affect student understanding or retention of operations management concepts. - Analysis of Trends: - Increased Enrollment Impact: Student numbers increased significantly from Fall 2021 (n=6) to Fall 2023 (n=30), suggesting growing interest or demand. However, higher enrollment can sometimes challenge instructors in maintaining individualized attention and consistency, which might impact assessment outcomes.	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 non-traditional already employed in the field Supply Chain Management program students. 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. Although not related specifically to this assessment. Additional resources were added to this course during the Spring 2024 semester including: - Numerous "Podcast" videos in modules to increase online instructor presence. - Added additional "helpful Hints" tutorial videos and documentation of mathematical/formula based Excel assignments. - Instructional Consistency: The Fall 2022 cohort's exceptional performance (100%) suggests that instructional techniques, assessment alignment, or student preparedness were particularly effective. The decline afterward could imply a need to re-evaluate instructional practices or support mechanisms to sustain high performance.	
SLO: Demonstrate operations management techniques across product and service					
Goal - 75% of course completers earn a 70% score or more on assessment "Chapter 8 Problems"					
		Summary of Results: - Fall 2021 (n=6): 33% - 33% of students achieved the desired score or higher on the assessment. - Fall 2022 (n=16): 100% - 100% of students achieved the desired score or higher on the assessment. - Spring 2023 (n=16): 88% - 88% of students achieved the desired score or higher on the assessment. Fall 2023 (n=30): 83% - 83% of students achieved the desired score or higher on the assessment. - Spring 2024 (n=24): 75% - 75% of students achieved the desired score or higher on the assessment.			

AS IN SUPPLY CHAIN MANAGEMENT  
SLO: DEMONSTRATE OPERATIONS MANAGEMENT TECHNIQUES ACROSS PRODUCT AND SERVICE INDUSTRIES

Semester	Score
FA21(n=6)	33
FA22(n=16)	100
SP23(n=16)	88
FA23(n=30)	83
SP24(n=24)	75

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 - Supply Chain Management;  SLO: Analyze logistics interfaces and activities in a supply chain  Goal - 75% of course completers earn a 70% score or more on assessment "Describe the Relationships between Logistics, Finance, Production, and Marketing"	In Logistics and Distribution Management (10-182-145). Student scores on ability to analyze logistics interfaces and activities in a supply chain. This is a direct, summative, internal assessment.	The data shows three terms of student performance on analyzing logistics interfaces and activities in a supply chain from the academic year of 21/22 through the 23/24 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)  Summary of Results: - Spring 2022 (n=5): 60% - 60% of students achieved the desired score or higher on the assessment. - Spring 2023 (n=11): 91% - 91% of students achieved the desired score or higher on the assessment. Spring 2024 (n=11): 100% - 100% of students achieved the desired score or higher on the assessment.	Key Observations: 1. Initial Moderate Performance (Spring 2022): - In Spring 2022, 60% of students met the desired benchmark, indicating that nearly half of the cohort encountered challenges in understanding the complex relationships between logistics and other functional areas. This lower performance could reflect a starting point for curriculum adjustments or the need for strengthened instructional strategies to support student comprehension. 2. Significant Improvement in Spring 2023: - The Spring 2023 cohort saw a dramatic improvement, with 91% of students achieving the target score. This increase may suggest that changes in teaching methods, course resources, or assessment preparation had a positive impact on student performance. The higher performance could also be due to increased familiarity with the assessment structure or enhanced student support mechanisms. 3. Peak Performance in Spring 2024: - By Spring 2024, the success rate reached 100%, with all students achieving the desired score. This outcome reflects a potential stabilization of effective instructional practices, indicating that strategies implemented after the initial term have continued to yield positive results. This consistency in high performance demonstrates that students are now better prepared to analyze logistics interfaces and apply this knowledge successfully.	Continuous Improvement: Maintain successful teaching strategies that contributed to the high performance. Although not related specifically to this assessment. Additional resources were added to this course during the Spring 2024 semester including: - Numerous "Podcast" videos in modules to increase online instructor presence. Added additional "helpful Hints" tutorial videos and documentation of three important formula based Excel assignments.	<div>AS IN SUPPLY CHAIN MANAGEMENT SLO: ANALYZE LOGISTICS INTERFACES AND ACTIVITIES IN A SUPPLY CHAIN</div>  <table><tr><th>Term</th><th>Score</th></tr><tr><td>SP22 (n=5)</td><td>60</td></tr><tr><td>SP23(n=11)</td><td>91</td></tr><tr><td>SP24(n=6)</td><td>100</td></tr></table>	Term	Score	SP22 (n=5)	60	SP23(n=11)	91	SP24(n=6)	100		
Term	Score														
SP22 (n=5)	60														
SP23(n=11)	91														
SP24(n=6)	100														
Program - Supply Chain Management;  SLO: Evaluate demand management techniques and customer service policies  Goal - 75% of course completers earn a 70% score or more on assessment "Expanding Supply Chain Design to Support Business Growth"	In Supply Chain Design and Simulation (10-182-148). Student scores on ability to evaluate demand management techniques and customer service policies. This is a direct, summative, internal assessment.	The data shows four terms of student performance on evaluating demand management techniques and customer service policies from the academic year of 21/22 through the 23/24 academic year as measured by the "Expanding Supply Chain Design to Support Business Growth" assessment.  Summary of Results: - Fall 2021 (n=2): 50% 50% of students achieved the desired score or higher on the assessment. - Fall 2022 (n=2): 100% - 100% of students achieved the desired score or higher on the assessment. - Fall 2023 (n=1): 0% 0% of students achieved the desired score or higher on the assessment. - Spring 2024 (n=3): 67% of students achieved the desired score or higher on the assessment.	Fall 2021: With only 2 students (n=2) participating, 50% achieved the desired score or higher, indicating that one student met the benchmark while the other did not. This suggests an even split in performance at the beginning of the assessment period. Fall 2022: Both students (n=2) met the desired score, resulting in a 100% success rate. This suggests a notable improvement compared to Fall 2021, possibly indicating either more effective preparation or an alignment of student abilities with assessment goals. Fall 2023: The lone student who took the assessment (n=1) did not meet the desired score, resulting in a 0% success rate. This deviation from Fall 2022's 100% suggests that factors such as individual readiness, assessment difficulty, external challenges or instructional support may have impacted this student's performance. - Spring 2024: With an increase in participants (n=3), two students (67%) met the desired score or higher, while one did not. This marks an improvement from Fall 2023's results but still falls short of the full success seen in Fall 2022.	Although the drop in success rate was not a reflection of student inability, the course content continues to be monitored for updates and improvements based on current trends and learner feedback.  Continued use of the Starfish system to notify students of progress or if additional work or tutoring is needed and/or suggested communication with advisor support has helped the learner.  Smaller enrollment numbers can be significantly affected when students face external challenges that impact their ability to complete the course and successfully meet course assessment requirements.	<div>AS IN SUPPLY CHAIN MANAGEMENT SLO: EVALUATE DEMAND MANAGEMENT TECHNIQUES &amp; CUSTOMER SERVICE POLICIES</div>  <table><tr><th>Term</th><th>Score</th></tr><tr><td>FA21(n=2)</td><td>50</td></tr><tr><td>FA22(n=2)</td><td>100</td></tr><tr><td>FA23(n=1)</td><td>0</td></tr><tr><td>SP24(n=3)</td><td>67</td></tr></table>	Term	Score	FA21(n=2)	50	FA22(n=2)	100	FA23(n=1)	0	SP24(n=3)	67
Term	Score														
FA21(n=2)	50														
FA22(n=2)	100														
FA23(n=1)	0														
SP24(n=3)	67														

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: Business Analyst														
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.	This course last ran Spring of 2023. The 3 terms of data show the percentage of students meeting the outcome to apply techniques for business planning and moitoring, 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%.	- Instructional Consistency: The Fall 2022 cohort’s exceptional performance (100%) suggests that instructional techniques, assessment alignment, or student preparedness were particularly effective. The decline afterward could imply a need to re-evaluate instructional practices or support mechanisms to sustain high performance.	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. This course has yet to run in the new format.		<div>AS IN BUSINESS ANALYST</div> <div>SLO: APPLY TECHNIQUES FOR BUSINESS ANALYSIS PLANNING &amp; MONITORING</div> <table><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													
SP23(n=1)	100													
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.	This course last ran Spring of 2023. 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%.	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.	The project has most recently 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 was planned to be split into two 2 credit courses F23. This course has yet to run in the new format.		<div>AS IN BUSINESS ANALYST</div> <div>SLO: DEMONSTRATE ELICITATION AND COLLABORATION</div> <table><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													
SP23(n=1)	100													
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.	This course last ran Spring of 2023. 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 with the exception of Fall of 2022 where the positive outcome declined to 50%.	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.	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. This course has yet to run in the new format.		<div>AS IN BUSINESS ANALYST</div> <div>SLO: DOCUMENT THE REQUIREMENTS LIFE CYCLE MANAGEMENT PROCESS</div> <table><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													

<div>Performance Measure: 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal</div> <div>What is your measurement instrument or process? Indicate type of instrument (e.g. direct, formative, internal, comparative)</div>				
		Current Results	Analysis of Results	Action Taken or Improvement Made
<div>Program - Business Analyst;</div> <div>SLO: Investigate solution evaluation</div> <div>Goal - 70% of completers, obtain at least 70% success on activity.</div>		<div>In 10-102-323 (Business Requirements &amp; Analysis), students scores on ability to earn &gt;70% on Module 6: SE Knowledge Area Executive Report &amp; Presentation. This is a direct, summative, internal assessment.</div> <div>This course last ran Spring of 2023. 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 &amp; Presentation project. Each semester students were enrolled 100% earned &gt;70% on the assessment with the exception of Fall of 2022 where the posititive outcome declined to 50%.</div>	<div>After three terms of student performance it is clear this is where the discipline of the foundation of investigation of solution evaluation is realized.</div> <div>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.</div>	<div>F21 &amp; S22: Although the completers are successful the overall course load is heavy therefore the course will be split into two 2 credit courses F23. This course has yet to run in the new format</div>

AS IN BUSINESS ANALYST  
SLO: INVESTIGATE SOLUTION  
EVALUATION

Term	Score
FA21(n=1)	100
FA22(n=2)	50
SP23(n=1)	100