

**TABLE 2: Student Learning Results (Standard 4)**

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
<b>1. Student Learning Results</b>	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: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.
	- 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.
	- For all data reported, show sample size (n=75).

**Student Learning Results for the Individual Business Programs are on the following pages.**

Analysis of Results																							
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
<p><b>Program: AAS in Accounting</b> <b>SLO:</b> Demonstrate the use of a commercial software package.</p> <p><b>2021 Goal:</b> 90% of students will earn at least 80% on the QuickBooks Project.</p> <p><b>Prior Goal:</b> 80% of students will earn at least 80% on the QuickBooks Project.</p>	<p>In Accounting for Software Applications 101-154, students complete an accounting software project for a month of business transactions and activities. They are assessed by analyzing and recording business transactions, preparing adjusting entries and the trial balance utilizing accounting software (QuickBooks). The project is completed by preparing accurate financial reports. This is a direct, summative and internal assessment.</p>	<p>The goal was met in the 2017-2021 academic years.</p>	<p>We learned from prior data that the composition and the timing of the assessment allowed students to skip the last portion of the assessment without a big impact on their final grade.</p>	<p>The assessment is split into 4 parts. The weighting of the assessment was changed so that students take it more seriously and put forth their best effort and complete all parts (the last part is heavily weighted).</p> <p>Additional instruction for parts of the case where students had the most trouble was added and the "Correcting Errors" assignment changed to target these areas.</p>	<table border="1"> <caption>Performance Trends for Accounting for Software Applications</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>40</td> <td>~92%</td> </tr> <tr> <td>18</td> <td>67</td> <td>~95%</td> </tr> <tr> <td>19</td> <td>49</td> <td>~95%</td> </tr> <tr> <td>20</td> <td>109</td> <td>~90%</td> </tr> <tr> <td>21</td> <td>70</td> <td>~92%</td> </tr> </tbody> </table>	Year	n	Percentage	17	40	~92%	18	67	~95%	19	49	~95%	20	109	~90%	21	70	~92%
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<p><b>Program: AAS in Accounting</b> <b>SLO:</b> Prepare basic payroll journal entries, related reports and filings.</p> <p><b>2021 Goal:</b> 90% of students will earn at least 80% on the Comprehensive Payroll Project.</p> <p><b>Prior Goal:</b> 80% of students will earn at least 80% on the Comprehensive Payroll Project.</p>	<p>In Payroll Accounting 101-119 (formerly 101-143), students complete a comprehensive payroll project utilizing QuickBooks software. Students compute the employee's wages of a company for one quarter (13 pay periods). They are also required to calculate the deductions and net pay of the employees and complete and reconcile the employees' earnings records. Additionally, the students will prepare the required quarterly and year end federal and state payroll reports. This is a direct, summative and internal assessment.</p>	<p>The goal was not met in 2017, 2018 or 2019.</p> <p>In 2020 the goal was exceeded, and the goal was reset to 90%.</p> <p>In 2021, 85% of students assessed met the criteria. The new goal was not met.</p>	<p>The calculations in the three month project became more manual over time due to publisher changes, and became overly repetitive. The faculty believes that doing 3 months vs. 1 month does not increase the learners ability to do the calculations and reports, but discourages students from finishing the project.</p>	<p>Beginning in 2020, all instructors provided an additional template for practice/help with the final project. Students can utilize this for help in understanding and completing of the final project, while also using their Excel skills.</p> <p>For 2022, Accounting faculty will review the sequence of instruction for the assessment and modify the assessment to require one month (vs 3 months) of processing payroll.</p>	<table border="1"> <caption>Performance Trends for Payroll Accounting</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>75</td> <td>~80%</td> </tr> <tr> <td>18</td> <td>73</td> <td>~68%</td> </tr> <tr> <td>19</td> <td>82</td> <td>~75%</td> </tr> <tr> <td>20</td> <td>40</td> <td>~90%</td> </tr> <tr> <td>21</td> <td>39</td> <td>~85%</td> </tr> </tbody> </table>	Year	n	Percentage	17	75	~80%	18	73	~68%	19	82	~75%	20	40	~90%	21	39	~85%
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**Analysis of Results**

<b>Performance Measure:</b> For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	<b>What is your measurement instrument or process?</b> Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	<b>Current Results:</b> What are your current results?	<b>Analysis of Results:</b> What did you learn from your results?	<b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
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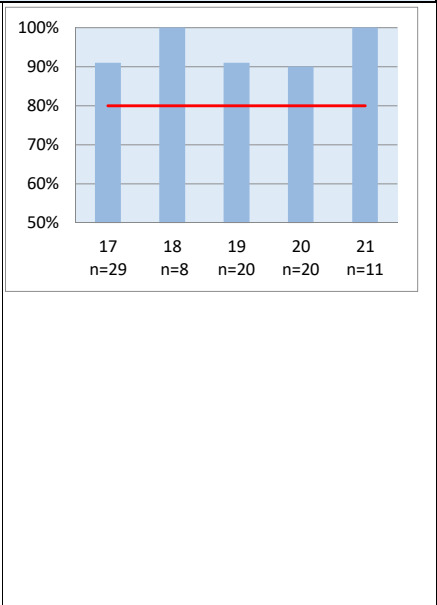
**Program: AAS - Administrative Professional**  
**SLO:** Demonstrate effective workplace communications.  
**Goal:** 80% of the students will earn at least 100% on the demonstration of effective communication in the capstone activity.

In 106-020, Administrative Services Internship II, students participate and complete a 36-hour internship. The employer completes a student evaluation, and the student completes a final project to be presented to the instructor. In the student's report they describe how effective workplace communications occurred. The student's internship supervisor will be asked to evaluate the following criteria related to communication: correct document format; editing and proofreading documents; attention to detail; accurate business communications; and the ability to write, speak, and listen effectively. This is a direct, summative and internal assessment.

This goal has been achieved each of the last five years.

Although the goal has been achieved, Faculty believes in ongoing quality improvement.  
  
 Our current quality objective is 80%; Faculty believes the department could increase the quality objective to 85% and still obtain favorable results.

Faculty will create an exit interview process for all interns. Students will participate in an exit interview in the course. Instructor(s) will conduct either a one-on-one interview or a group interview with each intern. Exit interview questions will be solicited from and used by all instructors.  
  
 This will allow faculty to better gauge what is being done in the internships and to improve internship quality over time.



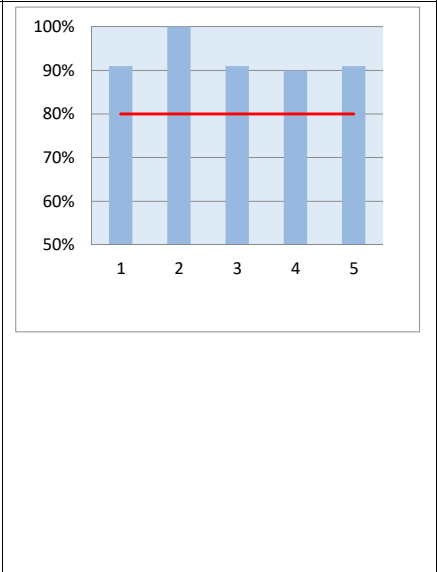
**Program: AAS - Administrative Professional**  
**SLO:** Model professionalism in the workplace.  
**Goal:** 80% of the students will earn at least 100% on the modeling of professional behaviors in the capstone activity.

In 106-020, Administrative Services Internship II, students will participate in and complete a 36-hour Internship as discussed above. The student will summarize how professionalism was modeled in the workplace in their final report. The student's internship supervisor will be asked to evaluate the following criteria related to Model Professionalism in the Workplace: punctuality, demonstrate ethical principles in the workplace, problem-solving, team-building, professional image, initiative, confidentiality, and acceptance of constructive feedback. This is a direct, summative and internal assessment.

This goal has been achieved each of the last five years.

Same as above

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<p><b>Program: AAS - Business Management</b>  <b>SLO:</b> Plan the operations of a business across functional areas.  <b>Goal:</b> 85% of students will earn at least 85% on the Business Concept Section of the business plan rubric.</p>	<p>In Business Decision Management 102-196, in the Business Concept section of the Business Plan, students are responsible for: identifying and organizing all of the basics of planning a new business including identifying a new product or service and identifying the environment including the competitive environment. This document is the artifact of this class. This is a direct, summative and internal assessment.</p>	<p>This goal has been achieved each of the last five years except for 2017.   The goal for 2022 will be increased to 90%</p>	<p>Most of the students meet this objective with high scores.</p>	<p>Preparation for students to meet this objective is inlaid within pre-requisite courses. While overall idea synthesis is good, faculty plans to review the assessment and look for trends in data. Faculty will also analyze how data is distributed.</p>	<table border="1"> <caption>Business Management Performance Trends</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>81</td> <td>~82%</td> </tr> <tr> <td>18</td> <td>83</td> <td>~98%</td> </tr> <tr> <td>19</td> <td>118</td> <td>~92%</td> </tr> <tr> <td>20</td> <td>73</td> <td>~85%</td> </tr> <tr> <td>21</td> <td>111</td> <td>~88%</td> </tr> </tbody> </table>	Year	n	Percentage	17	81	~82%	18	83	~98%	19	118	~92%	20	73	~85%	21	111	~88%
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<p><b>Program: AAS - Business Management</b>  <b>SLO:</b> Organize resources to achieve the goals of the organization.  <b>Goal:</b> 85% of students will earn at least 85% on the Market Identification Section of the business plan rubric.</p>	<p>In Business Decision Management 102-196, in the Market Identification and Marketing plan section of the Business Plan, students are responsible for: Identifying the target market, demographics, geographics and psychographics of that market, and identifying the marketing plan to reach that market, including delivery formats. This document is the artifact of this class. This is a direct, summative and internal assessment.</p>	<p>This goal has been achieved each of the last five years.</p>	<p>Students are meeting this objective, however some would benefit from additional preparation.</p>	<p>Faculty will review curriculum in pre-requisite courses to determine additional projects to aid in preparation of this objective. The business faculty will continue to improve communications with the cross discipline academic areas to help deepen the learners understanding of the underlying elements in the Marketing course.</p>	<table border="1"> <caption>Business Management Performance Trends</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>81</td> <td>~88%</td> </tr> <tr> <td>18</td> <td>83</td> <td>~98%</td> </tr> <tr> <td>19</td> <td>118</td> <td>~88%</td> </tr> <tr> <td>20</td> <td>73</td> <td>~95%</td> </tr> <tr> <td>21</td> <td>111</td> <td>~88%</td> </tr> </tbody> </table>	Year	n	Percentage	17	81	~88%	18	83	~98%	19	118	~88%	20	73	~95%	21	111	~88%
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<p><b>Program: AAS - Graphic Communications</b></p> <p><b>SLO:</b> Apply the principles of design to develop strategic marketing and communication products and services.</p> <p><b>Goal:</b> 80% of the assessed learners will meet all assessment criteria.</p>	<p>In Applied Exit Strategies, 204-142, students learn about a variety of design samples including but not limited to layout, illustration, web design, photo manipulation, photography and multimedia. Students work on adding to the portfolio based on faculty suggestions relating to missing skill sets and the student's career goals. In addition they will explore methods of external review of portfolios by employers as part of our annual design show. Instructors and occupation experts will evaluate portfolios. This is a direct, summative which uses internal and external assessments.</p>	<p>Overall, 88% of students assessed met the criteria in 2020-2021, and the goal was also met in 2018-2020.</p> <p>The faculty feels the results in 2017 are an outlier, and result from calculations including a large number of students who dropped the course.</p>	<p>Student are doing well as the faculty continues to add structure, focus and more assistance for those needing one-on-one assistance.</p>	<p>Graphic Communications will continue to assess outcomes using state-wide TSA (technical skills attainment) criteria, and will work on continuous improvement by adding portfolio requirements to earlier courses and adding to the opportunities students have to share work.</p> <p>The team added a district wide virtual Design show in 2020 after having to cancel the in person show.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>29</td> <td>52%</td> </tr> <tr> <td>18</td> <td>32</td> <td>88%</td> </tr> <tr> <td>19</td> <td>29</td> <td>82%</td> </tr> <tr> <td>20</td> <td>28</td> <td>88%</td> </tr> <tr> <td>21</td> <td>35</td> <td>88%</td> </tr> </tbody> </table>	Year	n	Percentage	17	29	52%	18	32	88%	19	29	82%	20	28	88%	21	35	88%
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<p><b>Program: AAS - Graphic Communications</b></p> <p><b>SLO:</b> Demonstrate proficiency in the use of design software, tools, and technology.</p> <p><b>Goal:</b> 80% of the assessed learners will meet all assessment criteria.</p>	<p>In Applied Exit Strategies 204-142, students will learn a variety of software tools including but not limited to layout, illustration, web design, photo manipulation, photography and multimedia. Instructors and occupation experts will evaluate portfolios. This is a direct, summative which uses internal and external assessments.</p>	<p>Overall, 88% of students assessment met the criteria in 2020-2021, and the goal was also met in 2018-2020.</p> <p>The faculty feels the results in 2017 are an outlier, and result from calculations including a large number of students who dropped the course.</p>	<p>The program should improve students direct access to exposure to Gateway supportive resources.</p>	<p>The faculty will increase the emphasis on Gateway resources, with a focus on earlier and more frequent exposure in the program.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>29</td> <td>52%</td> </tr> <tr> <td>18</td> <td>32</td> <td>88%</td> </tr> <tr> <td>19</td> <td>29</td> <td>82%</td> </tr> <tr> <td>20</td> <td>28</td> <td>88%</td> </tr> <tr> <td>21</td> <td>35</td> <td>88%</td> </tr> </tbody> </table>	Year	n	Percentage	17	29	52%	18	32	88%	19	29	82%	20	28	88%	21	35	88%
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<p><b>Program: AAS in Leadership Development</b> <b>SLO:</b> Utilize quality strategies and tactics.</p> <p><b>2021 Goal:</b> 80% of assessed learners will meet all assessment criteria.</p> <p><b>Prior Goal:</b> 85% of students will earn at least 80% on the assessment.</p>	<p>In 196-192 Managing for Quality, the instrument of measure is a MSSC Certification exam at the end of the course. This is a direct, summative and external assessment.</p>	<p>85% of students assessed met the new criteria in 2020-2021.</p> <p>The goal was also met in the years 2017-2020.</p>	<p>The target outcomes for TSA (Wisconsin's Technical Skills Attainment) are found throughout the program in various courses. Data collected is from students with varying amounts of program coursework, which affects the data collected. The faculty discussed collecting all data from a single Capstone course project.</p>	<p>The faculty will create a Capstone Case Study that meets all program outcomes in a single course collection point. Therefore, the outcomes will be assessed with the more experienced students and increase the credibility of the data collected.</p>	<table border="1"> <caption>Assessment Results for 196-192 Managing for Quality</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>31</td> <td>~85%</td> </tr> <tr> <td>18</td> <td>41</td> <td>~92%</td> </tr> <tr> <td>19</td> <td>46</td> <td>~90%</td> </tr> <tr> <td>20</td> <td>30</td> <td>~93%</td> </tr> <tr> <td>21</td> <td>27</td> <td>~85%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Percentage	17	31	~85%	18	41	~92%	19	46	~90%	20	30	~93%	21	27	~85%
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<p><b>Program: AAS in Leadership Development</b> <b>SLO:</b> Apply human resource policies and procedures.</p> <p><b>2021 Goal:</b> 80% of assessed learners will meet all assessment criteria.</p> <p><b>Prior Goal:</b> 85% of students will earn at least 80% on the assessment.</p>	<p>In 196-193 Human Resources, students are assessed with a written demonstration of the students knowledge of the performance review process. This is a direct, summative and internal assessment. The instrument of measure is an assignment in the final week that details the understanding and applications of a specific Human Resource Policy.</p>	<p>87% of students assessed met the new criteria in 2020-2021.</p> <p>The goal was also met in the years 2017-2020.</p>	<p>See above</p>	<p>See above</p>	<table border="1"> <caption>Assessment Results for 196-193 Human Resources</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>54</td> <td>~87%</td> </tr> <tr> <td>18</td> <td>77</td> <td>~93%</td> </tr> <tr> <td>19</td> <td>48</td> <td>~85%</td> </tr> <tr> <td>20</td> <td>94</td> <td>~85%</td> </tr> <tr> <td>21</td> <td>48</td> <td>~87%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Percentage	17	54	~87%	18	77	~93%	19	48	~85%	20	94	~85%	21	48	~87%
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<p><b>Program: AAS in Marketing</b> <b>SLO:</b> Develop strategies to anticipate and satisfy market needs.</p> <p><b>2021 Goal:</b> 90% of assessed learners will meet all assessment criteria.</p> <p><b>Prior Goal:</b> 80% of students will earn at least 80% on the identification and understanding of the target market portion of the marketing plan.</p>	<p>In Marketing Management 104-172, the students' ability to develop strategies to anticipate and satisfy market needs will be assessed by the following: The learner will identify target markets, the group most likely to purchase the product, in the marketing plan, and the learner will identify needs that are met with a specific good or service solution in the marketing plan. This is a direct, summative and internal assessment.</p>	<p>The goal was met in 2017 - 2020. The goal was not met in 2021.</p>	<p>The faculty noted that one student not completing a section of the marketing plan can cause the numbers to look low. Even if the material is taught and examples are given, often instructors are faced with students who choose not to complete a section or are "OK" with just passing.</p>	<p>Instructor(s) teaching 104-172 will provide models of excellent work and unacceptable work for the target markets portion of the assessment.</p> <p>Students will be encouraged to review and study the examples.</p>	<table border="1"> <caption>Target Markets Performance Trends</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>22</td> <td>~95%</td> </tr> <tr> <td>18</td> <td>19</td> <td>~95%</td> </tr> <tr> <td>19</td> <td>16</td> <td>~80%</td> </tr> <tr> <td>20</td> <td>5</td> <td>~80%</td> </tr> <tr> <td>21</td> <td>15</td> <td>~80%</td> </tr> </tbody> </table>	Year	n	Percentage	17	22	~95%	18	19	~95%	19	16	~80%	20	5	~80%	21	15	~80%
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<p><b>Program: AAS in Marketing</b> <b>SLO:</b> Promote products, services, images, and/or ideas to achieve a desired outcome.</p> <p><b>2021 Goal:</b> 90% of assessed learners will meet all assessment criteria</p> <p><b>Prior Goal:</b> 80% of students will earn at least 80% on the identification and understanding of the target market portion of the marketing plan.</p>	<p>In Marketing Management, 104-172, students will apply promotion strategies as part of the marketing mix within the comprehensive marketing plan. The learner will identify the proper promotional strategies and tools to use as part of the promotional mix in the marketing plan. This is a direct, summative and internal assessment.</p>	<p>The goal was met in 2017 - 2020. The goal was not met in 2021.</p>	<p>See above.</p>	<p>Instructor(s) teaching 104-172 will provide models of excellent work and unacceptable work for the promotion strategy portion of the marketing plan.</p>	<table border="1"> <caption>Promotion Strategy Performance Trends</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>22</td> <td>~95%</td> </tr> <tr> <td>18</td> <td>19</td> <td>~88%</td> </tr> <tr> <td>19</td> <td>16</td> <td>~100%</td> </tr> <tr> <td>20</td> <td>5</td> <td>~100%</td> </tr> <tr> <td>21</td> <td>15</td> <td>~80%</td> </tr> </tbody> </table>	Year	n	Percentage	17	22	~95%	18	19	~88%	19	16	~100%	20	5	~100%	21	15	~80%
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<p><b>Program: AAS in Professional Communications</b> <b>SLO:</b> Plan for a communication project.</p> <p><b>Goal:</b> 80% of the students will earn at least 100% on the plan.</p>	<p>In 699-116, Professional Communications Portfolio, students will complete a paper or web portfolio, which will include an introductory page, resume page, class samples, personal writing samples, and recognitions to show fulfillment of the course criteria. For this outcome, performance criteria are the following: audience analysis, client expectations, identified goals and measurements, required schedule and resources, research findings and interpretation. This is a direct, summative and internal assessment.</p>	<p>The goal was met in all years except 2020. Plans were put in place in 2020 to better support students as courses were moved online.</p>	<p>The Faculty learned in 2020 they should put plans in place to improve students' ability to produce a final communication product.</p> <p>Faculty noted that with small numbers, the failure of one student to meet the goal can greatly affect the results.</p>	<p>To assist with better planning, Instructors will update notes in the Writing and Publishing course to include new videos, better visuals, and greater 508 accessibility compliance.</p>	<table border="1"> <caption>Performance Trends (Row 1)</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>17</td> <td>100%</td> </tr> <tr> <td>18</td> <td>3</td> <td>100%</td> </tr> <tr> <td>19</td> <td>5</td> <td>100%</td> </tr> <tr> <td>20</td> <td>7</td> <td>70%</td> </tr> <tr> <td>21</td> <td>5</td> <td>100%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Performance (%)	17	17	100%	18	3	100%	19	5	100%	20	7	70%	21	5	100%
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<p><b>Program: AAS in Professional Communications</b> <b>SLO:</b> Create a communication project.</p> <p><b>Goal:</b> 80% of students will earn at least 100% on the Create a Communication Product outcome in the TSA scoring guide.</p>	<p>In 699-116, Professional Communications Portfolio, students will complete a paper or web portfolio. For this outcome, performance criteria are the following: accurate, ethical, and detailed information; organized logically; uses appropriate style and diction; recognizes a multicultural audience; and incorporates research findings. This is a direct, summative and internal assessment.</p>	<p>The goal was met in all 5 years.</p>	<p>See above</p>	<p>To assist with better creation and the final project, Instructors will update notes in the Writing and Publishing course to include new videos, better visuals, and greater 508 accessibility compliance.</p>	<table border="1"> <caption>Performance Trends (Row 2)</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>17</td> <td>100%</td> </tr> <tr> <td>18</td> <td>3</td> <td>100%</td> </tr> <tr> <td>19</td> <td>5</td> <td>100%</td> </tr> <tr> <td>20</td> <td>5</td> <td>85%</td> </tr> <tr> <td>21</td> <td>5</td> <td>100%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Performance (%)	17	17	100%	18	3	100%	19	5	100%	20	5	85%	21	5	100%
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<p><b>New Program, Requesting Accreditation: Supply Chain Management</b> <b>SLO 2021:</b> Implement Supply Management practices in a global environment.</p> <p><b>2020 SLO:</b> Effectively Communicate and comprehend the Global Impact of Supply Chain Management.</p> <p><b>Goal:</b> 80% of assessed learners will meet all assessment criteria.</p>	<p>2021: In 182-101 Supply Chain Management, students evaluated global environment practices at a midterm assessment and a short case study. This is a direct, summative and internal assessment.</p> <p>2020: Global practices were assessed in 182-103 Global Supply Chain Management.</p> <p>The wording of the student learning objective was changed to align with WTCS Technical Skills Attainment objectives.</p>	<p>80% of students met the criteria in Fall 2021, so the goal was met.</p> <p>50% of students met the criteria in Spring 2021 and the goal was not met.</p> <p>In 2019-2020, the goal resulted in 86% of students meeting the criteria, so the goal was met.</p>	<p>Faculty plans to reevaluate the curriculum and consider assessing this outcome in Global Supply Chain Management. That course is more focused on global issues, and is later in the curriculum so students will have the opportunity for a deeper understanding of this learning objective, and more experience in the program.</p>	<p>The faculty plans to reevaluate the assessment tool for this objective and consider moving the assessment to 182-103, Global Supply Chain Management.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>7</td> <td>85%</td> </tr> <tr> <td>Spring 21</td> <td>10</td> <td>50%</td> </tr> <tr> <td>Fall 21</td> <td>20</td> <td>80%</td> </tr> </tbody> </table>	Year	n	Percentage	20	7	85%	Spring 21	10	50%	Fall 21	20	80%
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<p><b>New Program: Supply Chain Management</b> <b>SLO:</b> Demonstrate operations management techniques across product and service industries.</p> <p>Supply Chain goals have been modified, and this goal is now being measured to align with the WTCS (Wisconsin Technical College System) TSA (technical skills attainment) objectives.</p> <p><b>Goal:</b> 80% of assessed learners will meet all assessment criteria.</p>	<p>In 196-151, Operations Management, students prepare a portfolio as a final project. This learning objective is assessed in the portfolio. This is a direct, summative and internal assessment.</p>	<p>This was a new objective which was first measured in Spring 2021. 100% of the students achieved the goal.</p>	<p>Faculty will have a better understanding of student achievement after the Fall 2021 assessment.</p>	<p>Improvements will be considered after Fall of 2021 as part of the annual Program Outcome Assessment which is done in Spring of 2022.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Spring 21</td> <td>12</td> <td>100%</td> </tr> <tr> <td>Fall 21</td> <td>4</td> <td>100%</td> </tr> </tbody> </table>	Year	n	Percentage	Spring 21	12	100%	Fall 21	4	100%			
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