

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

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Performance Indicator	Definition																									
1. Student Learning Results	<p>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:</p> <p>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.</p>																									
	- 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).																									
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)	Data Point 1 2018-19	Data Point 2 2019-20	Data Point 3 2020-21	Data Point 4 (year or semester)	Data Point 5 (year or semester)																
<p>Programs - AAS in Business (includes concentrations in Management, Accounting, Administrative Professional Technology, and Computers and Information Systems); AS in Business Administration and AS in Accounting: SLO-The student will demonstrate understanding of basic accounting principles and practices; Goal: Accumulation of 75 or more points on a Student Data Pack (based on a points rubric provided to students) by at least 75% of students in the class.</p>	<p>In the past, ACCT 1010 was offered only in the fall semester; ACCT 1020 was offered in the Spring 2021 semester. However, in Spring 2021, ACCT 1010 was offered online, the results were included in the FY 2021 report. ACCT 1020 End-of-course tests</p> <p>The Dyersburg State Accounting Department developed a comprehensive, 20-question, multiple-choice test. The end-of-course test is incorporated into the final exam for the related courses. A 3-year moving average is used to establish a baseline for the end-of-course test scores in ACCT 1010 and ACCT 1020.</p> <p>The target is to improve the 3-year moving average by 2% from the previous average. Ultimately, we will reach and maintain a 3-year moving average of at least 81.33%. Additionally, students' answers to specific questions on the test will be analyzed to determine the learning outcomes that students are having difficulty grasping and/or for which instructors need to develop new tools and resources to assist in students' understanding of those concepts.</p> <p>We are using three approaches to assess this program outcome: (1) End-of-course tests in ACCT 1010 and ACCT 1020, (2) Student Data Pack Project in ACCT 1010, and (3) Four Mini-Projects in Excel in ACCT 1020.</p> <p>1)ACCT 1010 End-of-course tests</p> <p>The Dyersburg State Accounting Department developed a comprehensive, 20-question, multiple-choice test. The end-of-course test is incorporated into the final exam for the related courses. A 3-year moving average is used to establish a baseline for the end-of-course test scores in ACCT 1010.</p> <p>The target is to improve the 3-year moving average by 2% from the previous average. Ultimately,</p>	<p>1. ACCT 1010 Final Exam Results Fall/Spring 2021 The Final Exam results for FY 2020 – 76 students out of 86 passed the exam with a 70% or higher (79.05%). 2. ACCT 1010 Accounting Data Pack Results Fall 2020 The overall goal for the FY 2020 - 21: achieve 80% or more of all students in the course to be successful on the project. Success is defined as the accumulation of 80 or more points on the project with the focus on closing entries. The results when averaging FY 2020 - 21 came out to 69.7%. The Fall 2020 Semester courses had a student passing average at Dyersburg = 83.33%, Covington = 73.33%, and Online = 82.75%. However, the Spring ACCT 1010 course had a passing average of 41.67%. Out of 24 students, 10 passed the project while four did not attempt the project and 12 students had a partial completion. Out of the 12 incompletes, 8 of the projects, students did not complete the closing entries.</p> <p>ACCT 1020 - Principles of Accounting I 1. Final Exam Results Spring 2021 The Spring 2021 (ACCT 1020) test results of 87.5% exceeded the previous 3-year moving average of 77.6%. 2. ACCT 1020 Accounting Mini Project Results (4) 2020 The goal is for 75% of the students to be successful on these mini-projects. Success is defined as the accumulation of 75 or more points on the project. The</p>	<p>ACCT 1010 - Closing entries and closing the accounting cycle still present a problems for students. The test results indicated a weak understanding of LIFO and FIFO. ACCT 1020 - Using Excel seemed to be the most concerning. Instructor held tutoring sessions on Saturdays to aid students in completing the four Excel Mini Projects. Total of all students = 89 Total submissions = 74 Student completion = 83.1%</p>	<p>ACCT 1010 - Provide additional exercises to improve understanding of LIFO, FIFO, Closing entries, and closing the Accounting Cycle starting Fall of 2021. Week 14 is set aside to have students work together on the data pack. Add a few transactions within the student data pack focusing on inventory. Use Zoom to record class lectures, in-class problems, work on the data pack, and Saturday Morning Tutoring sessions. Have all mentioned recordings placed within the D2L learning environment for all ACCT 1010 students (On-campus &amp; Online).</p>	<p>The graphs show the following data points:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>ACCT 1010 Student Data Pack</th> <th>ACCT 1010 Student Final Exam</th> <th>ACCT 1020 Passed Final Exam</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>85.00%</td> <td>75.00%</td> <td>85.00%</td> </tr> <tr> <td>2019-20</td> <td>80.00%</td> <td>80.00%</td> <td>65.00%</td> </tr> <tr> <td>2020-21</td> <td>73.00%</td> <td>73.00%</td> <td>80.00%</td> </tr> </tbody> </table>	Year	ACCT 1010 Student Data Pack	ACCT 1010 Student Final Exam	ACCT 1020 Passed Final Exam	2018-19	85.00%	75.00%	85.00%	2019-20	80.00%	80.00%	65.00%	2020-21	73.00%	73.00%	80.00%	85.00%	80.00%	73.00%	% of students in ACCT 1010 accumulating 75 or more points on project	% of students in ACCT 1020 accumulating 70 or more points on the four mini-projects
Year	ACCT 1010 Student Data Pack	ACCT 1010 Student Final Exam	ACCT 1020 Passed Final Exam																							
2018-19	85.00%	75.00%	85.00%																							
2019-20	80.00%	80.00%	65.00%																							
2020-21	73.00%	73.00%	80.00%																							
						2018-19 (n=58)	2019-20 (n=73)	2020-21 (n=86)	year																	

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)	Data Point 1 2018-19	Data Point 2 2019-20	Data Point 3 2020-21	Data Point 4 (year or semester)	Data Point 5 (year or semester)									
Programs - AAS in Business (includes all concentrations); SLO-The student will work as an effective team member by applying positive interpersonal interactions and diplomacy; Goal: Students will have at least a 15% improvement in understanding of material presented from Pretest to Posttest.	This course is taught online and the means of assessment for BUSN 1310 will be a 20-question pretest/posttest. Students will take the pretest before the course content is presented in order to gain a measure of current student knowledge of the subject. Upon completion of the course, the students will take the posttest, which has the same questions as the pretest. The results will be examined and compared in order to get a measure of total student knowledge gained and areas where students overall still lack understanding. The projected outcome that students will gain an average of at least 20 (twenty) percentage points from the pretest to the posttest.	As of January 10, 2020, the findings for the fall semester had shown 10.62% increase on the post-test class average of students.	The main topics that students as a whole did not understand at the end of the semester included: (1) Knowing the best example of effective business writing (35.29% answered this correctly), (2) Knowing the best example of an opening sentence for a persuasive message (35.29% answered correctly), (3) Understanding the reasons for collaborative writing and what would not be a reason to undertake a collaborative writing project in business (17.65 % answered correctly), and (4) understanding the differences in makeup of a long, formal report and a short, informal one (35.29% answered this correctly).	In order to improve the weak areas, interactive assignments (document revision and business mini simulations) and video assignments will be added to the curriculum to aid in the development/comprehension of topics discussed.	<table border="1"> <caption>BUSN 1310 % Increase from Pre - Post Test</caption> <thead> <tr> <th>Year</th> <th>% Increase</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>8%</td> </tr> <tr> <td>2019-20</td> <td>14%</td> </tr> <tr> <td>2020-21</td> <td>10.62%</td> </tr> </tbody> </table>	Year	% Increase	2018-19	8%	2019-20	14%	2020-21	10.62%				% Improvement in concepts understood in BUSN 1310 (Business Communications) from beginning of semester to end of semester		
Year	% Increase																		
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2020-21	10.62%																		
						2018-19 (n=19)	2019-20 (n=21)	2020-21 (n=27)	year										
Programs - AAS in Business (includes concentrations in Management, Accounting, Administrative Professional Technology, and Computers and Information Systems); AS in Business Administration and AS in Accounting; SLO-The student will demonstrate knowledge of basic keyboard shortcuts, function keys, and concepts that are common among most applications and operating systems.	The projected outcome that students will show mastery of at least 8 out of 10 questions that were selected from embedded questions in the Final Skills based exam. We will use the Spring 2021 class averages for the questions selected as a baseline.	75% or more of the students in the classes mastered 8 out of 10 of the tested skills.	The skills tested that did not meet our 80% projected outcome included the following questions: 5. Creating labels ( 60% of students mastered this skill) 6. Merging Records (40% of students mastered this skill) 9. Using formulas (59% of students mastered this skill) 10. Copying formulas (66% of students mastered this skill)	We will use the data collected to improve students' knowledge in the four areas of weakness by adding additional materials such as videos explaining the use of labels in Word and the use of Formulas in Excel. Students have expressed in discussions in class and online that they are not familiar with mailing labels and have little experience in Excel. We will also look at adding additional study notes to the modules and videos explaining how to create and use labels and Formulas.	<table border="1"> <caption>% of students in INFS 1010 mastering at least 8 out of 10 skills tested at the end of the course</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2018-19 (n=67)</td> <td>53%</td> </tr> <tr> <td>2019-20 (n=47)</td> <td>77%</td> </tr> <tr> <td>2020-21 (n=54)</td> <td>76%</td> </tr> </tbody> </table>	Year	Percentage	2018-19 (n=67)	53%	2019-20 (n=47)	77%	2020-21 (n=54)	76%				% of students in INFS 1010 mastering at least 8 out of 10 skills tested at the end of the course		
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**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)	Data Point 1 2018-19	Data Point 2 2019-20	Data Point 3 2020-21	Data Point 4 (year or semester)	Data Point 5 (year or semester)																				
<p>Programs - AAS in Business (includes all concentrations); AS in Business Administration and AS in Accounting: SLO-Students will be able to demonstrate through graphical and scientific analysis their understanding of the important role of prices and profits in a market-based economy.</p>	<p>In ECON 2100 (Macroeconomics)-A pre and a post test will be used to assess the stated learning outcome.</p> <ul style="list-style-type: none"> <li>- Question 1 addresses student knowledge of markets and prices.</li> <li>- Question 2 addresses equilibrium price and quantity.</li> <li>- Question 3 addresses graphical analysis of equilibrium price and quantity.</li> <li>- Question 4 addresses shortages and surpluses.</li> <li>- Question 5 addresses opportunity cost.</li> </ul> <p>The data gathered is the gain in student knowledge demonstrated by the difference between post test and pretest scores (value added). The baseline, established during FY 2012, is a value-added score of 9.8 percentage points. The target for FY 2017 is for a value-added score of 12.3 percentage points. The average of the Fall 2016 and Spring 2017 value-added scores, weighted for the number of students each semester, will be the FY 2017 value-added score.</p>	<p><b>FY18 Current Results</b></p> <p>In the Fall 2017 semester, the pretest average was 45.9% on questions 1-5, while the post test average on the same questions was 71.8%. This reflects a value-added score of 25.9 percentage points. Thus far in FY 2018, the target value-added gain of 12.8 percentage points has been met and surpassed.</p> <p>The Spring 2018 semester average for the pretest was 53.0 on questions 1-5, while the post test average on the same questions was 72.3.</p> <p>The weighted averages for the two semesters yield a FY 2018 pretest score of 48.2 and post test score of 72.0. This reflects a value-added gain score of 23.8 percentage points, surpassing the target of 12.8.</p> <p><b>FY19 Current Results</b></p> <p>In the Fall 2018 semester, the pretest average was 54.5% on questions 1-5, while the post test average on the same questions was 85.8%. This reflects a value-added score of 29.2 percentage points. Thus far in FY 2019, the target value-added gain of 13.3 percentage</p>	<p><b>FY18 Analysis of Results</b></p> <p>Five fiscal years of data are represented in the "Results of Assessment" section. Aside from the gain/value-added approach to pre-post test analysis, trends can now be observed for remarkable highlights. Analysis of FY data indicates improvement continued for Questions 4 (shortages and surpluses) and 5 (opportunity cost). Question 3 (market graphical analysis) results are continually low, but they improved during FY 2018.</p> <p><b>FY19 Analysis of Results</b></p> <p>Five fiscal years of data are represented in the "Results of Assessment" section. Analysis of FY data indicates improvement continued for all questions except for question 1, though, while holding relatively steady, was incredibly high</p>	<p>For all the fiscal years, actions taken not specifically mentioned above were:</p> <ul style="list-style-type: none"> <li>-special review of learning outcome topics during prep for final exam</li> <li>-special assignments aimed at specific deficiencies highlighted in the results of assessment</li> <li>-Khan Academy and YouTube tutorial videos</li> <li>-OpenStax College textbook (free of charge)</li> <li>-Sapling Learning - additional online homework assignments</li> <li>-an extra quiz with the lowest score dropped</li> <li>-instructing class in person, and perhaps zoom, rather than through ITV</li> <li>-extra credit for post test performance</li> <li>-lecture videos</li> </ul>	<p align="center">ECON 2100</p> <table border="1"> <caption>ECON 2100 Performance Data</caption> <thead> <tr> <th>Fiscal Year</th> <th>Weighted Average</th> <th>Pretest Taken</th> <th>Posttest Taken</th> </tr> </thead> <tbody> <tr> <td>FY 18</td> <td>~24%</td> <td>~46%</td> <td>~72%</td> </tr> <tr> <td>FY 19</td> <td>~29%</td> <td>~55%</td> <td>~86%</td> </tr> <tr> <td>FY 20</td> <td>~24%</td> <td>~55%</td> <td>~86%</td> </tr> <tr> <td>FY 21</td> <td>~29%</td> <td>~55%</td> <td>~86%</td> </tr> </tbody> </table>	Fiscal Year	Weighted Average	Pretest Taken	Posttest Taken	FY 18	~24%	~46%	~72%	FY 19	~29%	~55%	~86%	FY 20	~24%	~55%	~86%	FY 21	~29%	~55%	~86%	11.70%	21.90%	21.70%	% Improvement in concepts understood in ECON 2100 from beginning of semester to end of semester	
Fiscal Year	Weighted Average	Pretest Taken	Posttest Taken																											
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