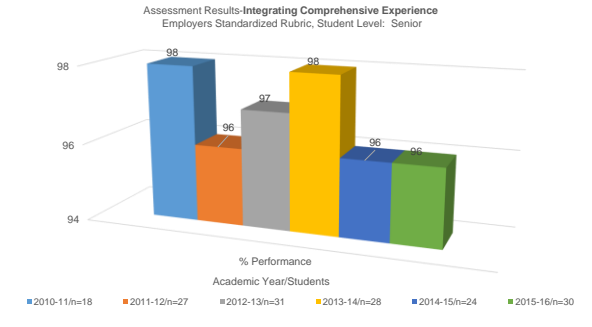
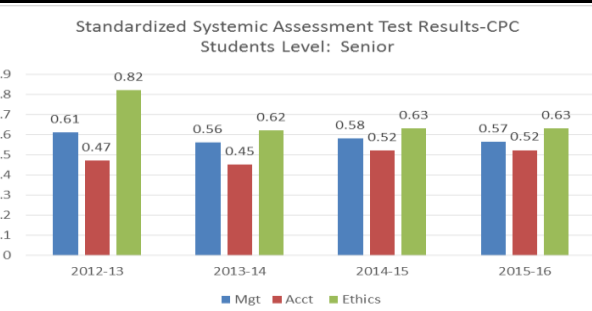


## Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition																		
<b>1. Student Learning Results</b>	<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>																		
	Analysis of Results																		
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)														
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?															
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																		
A. 70% of the students will obtain 70% or more in the program's accounting standardized test	Internal, summative	Students performance has increased from 70% to a minimum of 80% during the last four years.	Changes in the learning strategies implemented resulted in an increased in students learning results.	This strategy will continue to be strengthen.	<p>Assessment Results-Accounting Program Standardized Test, Student Level: Junior</p> <table border="1" style="margin: auto;"> <caption>Assessment Results-Accounting Data</caption> <thead> <tr> <th>Academic Year/Students</th> <th>% Performance</th> </tr> </thead> <tbody> <tr><td>2010-11/n=37</td><td>70</td></tr> <tr><td>2011-12/n=19</td><td>70</td></tr> <tr><td>2012-13/n=25</td><td>81</td></tr> <tr><td>2013-14/n=32</td><td>83</td></tr> <tr><td>2014-15/n=40</td><td>83</td></tr> <tr><td>2015-16/n=37</td><td>80</td></tr> </tbody> </table>	Academic Year/Students	% Performance	2010-11/n=37	70	2011-12/n=19	70	2012-13/n=25	81	2013-14/n=32	83	2014-15/n=40	83	2015-16/n=37	80
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B. 70% of the students will obtain 70% or more in the program's ethical consideration test	Internal, summative	Students performance has increased from 65% to 83% in the last five years.	The process of analyzing the test items based on the students results has produced a validated test.	The process of validating each test items has produced better assessment results. It will be administered again during the next academic year.	<p>Assessment Results-Ethics Program Standardized Test, Student Level: Junior</p> <table border="1" style="margin: auto;"> <caption>Assessment Results-Ethics Data</caption> <thead> <tr> <th>Academic Year/Students</th> <th>% Performance</th> </tr> </thead> <tbody> <tr><td>2010-11/n=32</td><td>65</td></tr> <tr><td>2011-12/n=37</td><td>76</td></tr> <tr><td>2012-13/n=22</td><td>79</td></tr> <tr><td>2013-14/n=20</td><td>77</td></tr> <tr><td>2014-15/n=32</td><td>73</td></tr> <tr><td>2015-16/n=28</td><td>83</td></tr> </tbody> </table>	Academic Year/Students	% Performance	2010-11/n=32	65	2011-12/n=37	76	2012-13/n=22	79	2013-14/n=20	77	2014-15/n=32	73	2015-16/n=28	83
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C. 70% of the students will obtain 70% or more in the program's management rubric	Internal, summative	Since changes to the rubric have been made, students performance has been consistently over 80% during the last five years.	Criteria as well as the standardized performance should be clearly define and establish in order for students fully understand the goals of a project.	The rubric will be used again with no major changes the next academic year.	<p>Assessment Results-Office Administration Program Standardized Rubric, Student Level: Senior</p> <table border="1" style="margin: auto;"> <caption>Assessment Results-Office Administration Data</caption> <thead> <tr> <th>Academic Year/Students</th> <th>% Performance</th> </tr> </thead> <tbody> <tr><td>2010-11/n=29</td><td>86</td></tr> <tr><td>2011-12/n=30</td><td>92</td></tr> <tr><td>2012-13/n=36</td><td>90</td></tr> <tr><td>2013-14/n=26</td><td>92</td></tr> <tr><td>2014-15/n=21</td><td>93</td></tr> <tr><td>2015-16/n=28</td><td>90</td></tr> </tbody> </table>	Academic Year/Students	% Performance	2010-11/n=29	86	2011-12/n=30	92	2012-13/n=36	90	2013-14/n=26	92	2014-15/n=21	93	2015-16/n=28	90
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<p>D. 85% of the students will approve the integrating comprehensive experience with 75% or more</p>	<p>Capstone, external, summative</p>	<p>Average class score has been consistently over 75%</p>	<p>During the process of reviewing the results, we decided that the results should be presented by CPC and not only as one final percentage.</p>	<p>During the academic year 2016-17, the results of the Employers Standardized Rubric will be presented by CPC and not only as a final percentage.</p>	 <table border="1"> <caption>Assessment Results-Integrating Comprehensive Experience</caption> <thead> <tr> <th>Academic Year/Students</th> <th>% Performance</th> </tr> </thead> <tbody> <tr> <td>2010-11/n=18</td> <td>98</td> </tr> <tr> <td>2011-12/n=27</td> <td>96</td> </tr> <tr> <td>2012-13/n=31</td> <td>97</td> </tr> <tr> <td>2013-14/n=28</td> <td>98</td> </tr> <tr> <td>2014-15/n=24</td> <td>96</td> </tr> <tr> <td>2015-16/n=30</td> <td>96</td> </tr> </tbody> </table>	Academic Year/Students	% Performance	2010-11/n=18	98	2011-12/n=27	96	2012-13/n=31	97	2013-14/n=28	98	2014-15/n=24	96	2015-16/n=30	96						
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<p>E. 100% of the students will obtain 70% or more in the Standardized Systemic Assessment Test</p>	<p>Internal, summative, comparative</p>	<p>The results have been consistently under 70%.</p>	<p>Continue reviewing the courses content and learning strategies in these areas that will result in a higher score in the test. Besides, the items of the Standardized Systemic Assessment Test needs to be revised.</p>	<p>A comprehensive revision of the Standardized Systemic Assessment Test is underway.</p>	 <table border="1"> <caption>Standardized Systemic Assessment Test Results-CPC</caption> <thead> <tr> <th>Academic Year/Students</th> <th>Mgt</th> <th>Acct</th> <th>Ethics</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>0.61</td> <td>0.47</td> <td>0.82</td> </tr> <tr> <td>2013-14</td> <td>0.56</td> <td>0.45</td> <td>0.62</td> </tr> <tr> <td>2014-15</td> <td>0.58</td> <td>0.52</td> <td>0.63</td> </tr> <tr> <td>2015-16</td> <td>0.57</td> <td>0.52</td> <td>0.63</td> </tr> </tbody> </table>	Academic Year/Students	Mgt	Acct	Ethics	2012-13	0.61	0.47	0.82	2013-14	0.56	0.45	0.62	2014-15	0.58	0.52	0.63	2015-16	0.57	0.52	0.63
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