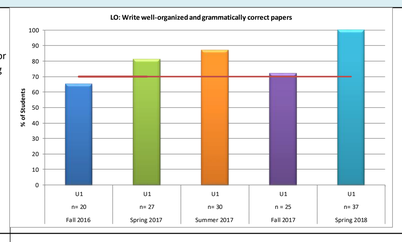
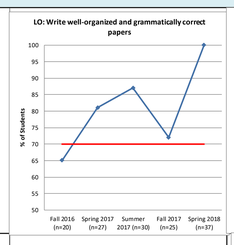
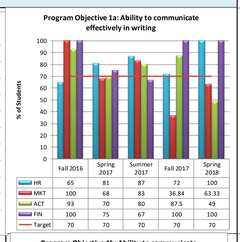
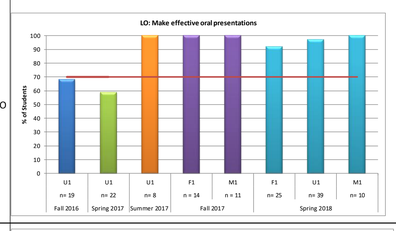
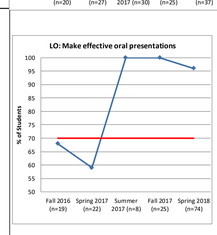
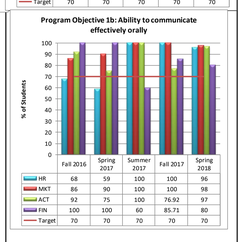
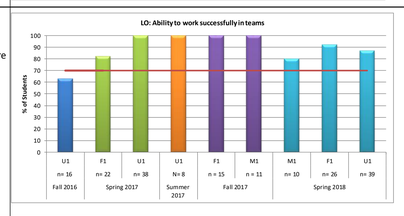
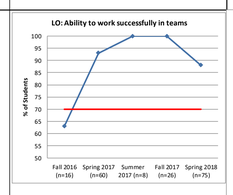
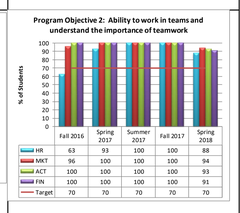
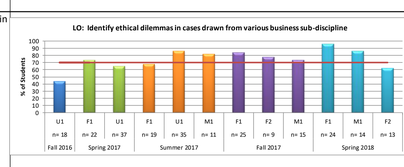
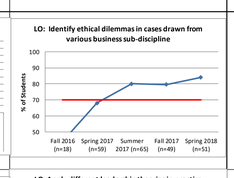
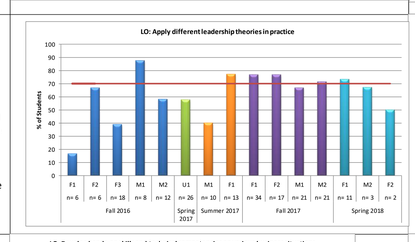
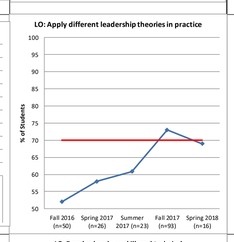
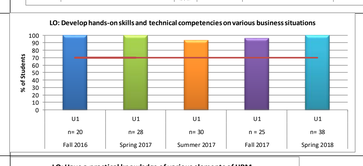
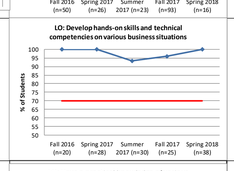
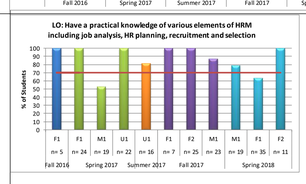
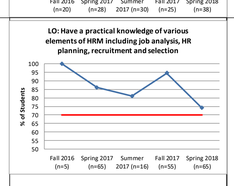
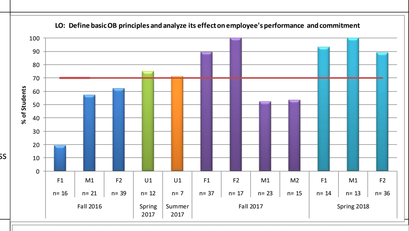
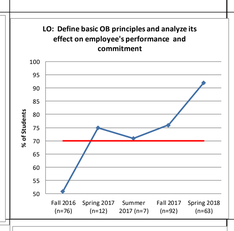
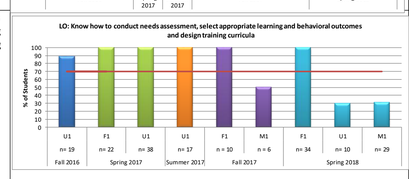
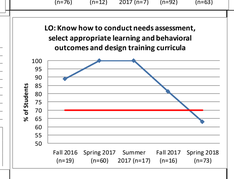
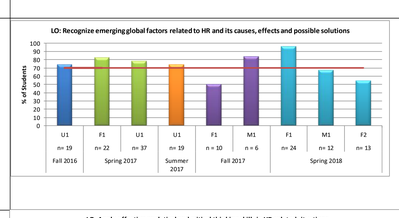
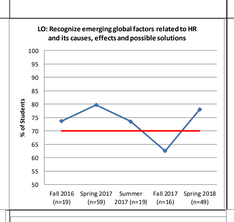
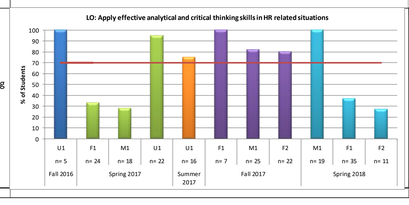
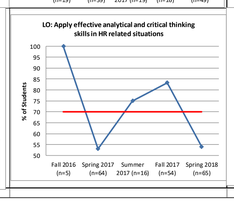
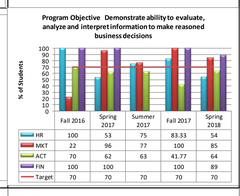
TABLE 2: Student Learning Results (Standard 4)

Use this table to supply data for Criterion 4.2.

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

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) Benchmarking per section	Provide a graph or table of resulting trends (3-5 data points preferred) Overall results	Provide a graph or table of resulting trends (3-5 data points preferred) Benchmarking per program
Program: Human Resources Management							
LO - "The student will be able to write well-organized and grammatically correct papers including case analyses and reports"; **Goal** - At least 70% of students' average assessment results will exceed or equal 70%;	Direct Summative Internal Assessment Utilized in HRM 295 (Internship in HRM)	100% of the students are able to write well-organized and grammatically correct papers. Goal is met.	Students' performance in this particular LO was improving gradually semester by semester.	1) HRM 295 grading rubric has been modified and used for Spring 2018 semester to better assess the required LO. 2) All faculty teaching the course have been advised to upload the guidelines for referencing and formatting on Moodle for students' reference by the beginning of the semester. 3) Students are continually advised to attend workshops and writing Labs offered by the college for referencing and writing good papers.			
LO - "The student will be able to make effective oral presentations that are informative as well as persuasive, and appropriate". **Goal** - At least 70% of students' average assessment results will exceed or equal 70%;	Direct Summative Internal Assessment Utilized in HRM 290 (Project Course in HRM)	Approximately 96% of the students are able to make an effective oral presentations. Goal is met.	Students' performance in this particular LO have improved during the last three semesters.	1) It was decided to provide the presentation outline to the students to help them develop a well organized presentation. 2) The instructors were advised to provide the recommendations/suggestions for improvement to the students directly after their presentations. The course-mates were also motivated to provide the verbal evaluation of their peer's presentation performance. 3) Presentation grading rubrics were updated to better measure the targeted LO from Fall 2017 semester and uploaded on Moodle from the beginning of the semester to help students know the assessment criteria beforehand. 4) Follow up meetings have been scheduled with the students in the middle of the project to enhance the presentation outcome.			
LO - "The student will demonstrate ability to work successfully in teams"; **Goal** - At least 70% of students' average assessment results will exceed or equal 70%;	Direct Fall 16- Summative Spring 17/Summer 17/Fall 17/Spring 18 - Formative Internal Assessment Utilized in: Fall 16- HRM 290 (Project Course in HRM) Spring 17- HRM 240 (Employee Training and Development) Summer/Fall 17/Spring 18 - HRM 290 (Project Course in HRM)	88% of the students demonstrated an ability to work successfully in teams. Goal is met.	Students are doing continuously a strong job in this LO which is reflected on their performance/results.	1) Before, the students were asked to submit the team reflection paper, that was most often a group work and did not successfully align the assessment method with the required LO. Thus, peer interviews were introduced and implemented during Fall 16 and Spring 17 semesters. However, the results were not accurate due to the friendship bias. 2) Peer assessment was introduced and implemented in HRM 290 course starting from Summer 2017 for better alignment of the assessment method with the required LO. For that purposes, the specific grading rubric has been developed and implemented in the course.			
LO - "The student will be able to identify ethical dilemmas in cases drawn from various business sub-discipline"; **Goal** - At least 70% of students' average assessment results will exceed or equal 70%;	Direct Summative Internal Assessment Utilized in: Fall 16/Spring 17 - HRM 240 (Employee Training and Development) Summer/Fall 17/Spring 18 - HRM 210 (Fundamentals of HR)	Almost 85% of the students are able to apply ethical decision-making to HR related cases. Goal is met.	Students' performance in this particular LO was improving gradually semester by semester.	1) It was decided to include the chapter about Ethics and Social Responsibility in the foundation course - BUS 250 starting from Summer 2017 semester. 2) It was agreed to have at least one case-study and/or assignment and most importantly an essay question about ethics in the exams of most of the concentration courses of HR.			
LO - "The student will be able to demonstrate the ability to apply different leadership theories in practice"; **Goal** - At least 70% of students' average assessment results will exceed or equal 70%;	Direct Fall16 - Summative Spring 17 - Formative Summer 17- Formative Fall 17 - Formative Spring 18 - Summative Internal Assessment Utilized in: Fall 16/Summer 17/Spring 18- BUS 250 (Business Organization and Management) Spring 17/Fall 17- HRM 200 (Organizational Behavior)	Approximately 69% of the students are able to demonstrate ability to apply different leadership theories in practice. Goal is not met.	During Spring 2018, students' performance had a slight drop in this particular SLO.	1) It was agreed to concentrate more on leadership styles in the foundation course - BUS 250. 2) The guidelines of the BUS 250 course project were redesigned and the grading rubrics updated to better align one of the assessment criteria with the targeted LO. 3) More time has been devoted to the leadership styles, theories in other HRM courses, such as HRM 200 (Organizational Behavior) course. The students were advised to choose their HRM 200 project topics about leadership to deepen their knowledge in leadership concepts. 4) Instructors were requested to develop practical assignments and show some instructional video examples about leadership to the students.			
LO - "The student will demonstrate their hands-on skills and technical competencies on various business situations"; **Goal** - At least 70% of students' average assessment results will exceed or equal 70%;	Direct Summative Internal Assessment Utilized in: HRM 295: Internship in HRM	All students demonstrated their hands on skills and technical competencies on various business situations for Spring 2018. Goal is met.	Students are doing continuously a strong job in this LO which is reflected on their performance/results.	No action is required.			
LO - "The student will have a practical knowledge of various elements of HRM including job analysis, HR planning, recruitment and selection"; **Goal** - At least 70% of students' average assessment results will exceed or equal 70%;	Direct Formative Internal Assessment Utilized in HRM 220 (Techniques of employee recruitment and selection)	74% of the students have a practical knowledge of various elements of HRM. Goal is met.	HRM 220 course is very condensed course with a lot of terminologies and it was first time offered in summer, 2017. The material that is usually covered in 4 months, was covered in 4 weeks. Thus resulting in decreasing students' performance in comparison with regular semesters. Overall, more than 70% of the students have demonstrated the proficiency in the targeted learning outcome throughout the analyzed semesters.	1) The course project was redesigned for Fall 2017 to emphasize more on the targeted LO and the grading rubrics have been developed to assess the achievement of the LO. 2) The steps were taken to better align the assessment methods with the targeted LO.			
LO - "The student will define basic organizational behavior principles, and analyze how these behaviors facilitate or hinder employee's job performance and commitment in the organization"; **Goal** - At least 70% of students' average assessment results will exceed or equal 70%;	Direct Formative Internal assessment Utilized in HRM 200 (Organizational Behavior)	The goal has been met for the last four semesters.	This is an area that we have been working on in an effort to improve. The students' performance have been improving continuously for the last three semesters reaching its highest point of 92% of students achieving the average assessment results of 70% or higher.	1) HRM 200 (organizational behavior) is very condensed course with a lot of terminology, therefore students always had difficulties in memorizing and/or understanding the material. As a result, the steps were taken to narrow down the material to the most important topics that are reflecting the course and program learning outcomes. 2) The course project was changed for Fall 2017 to emphasize more on the targeted LO and the grading rubrics have been developed to assess the achievement of the LO. 3) The faculty teaching this course were instructed to use more practical in-class activities and examples to reinforce students' learning.			
LO - "The student will know how to conduct needs assessment, select appropriate learning and behavioral outcomes and design training curricula"; **Goal** - At least 70% of students' average assessment results will exceed or equal 70%;	Direct Formative Internal Assessment Utilized in HRM 240 (Employee training and development)	Approximately 63% of the students know how to conduct needs assessment, select learning and behavioral outcomes and design training curricula. Goal is not met.	For the last two semesters, the students' performance in this particular SLO have been declining. The main reason behind it was the theoretical execution of the learnt material. The students were asked to design a training curricula theoretically, which they were not able to properly execute in practice.	It was decided to implement HRM 240 course in the HRM Lab, where students will be able to practically executive their project deliverable on peers regarding the needs assessment, measuring trainee outcomes and implementing training curricula.			
LO - "The student will be able to recognize emerging global factors related to HR and its causes, effects and possible solutions"; **Goal** - At least 70% of students' average assessment results will exceed or equal 70%;	Direct Fall 16, Spring 17, Summer 17, Fall 17 - Summative Spring 18 - Formative Internal Assessment Fall 16, Spring 17, Summer 17, Fall 17 - Utilized in HRM 240 (Employee training and development) Spring 2018 - Utilized in HRM 210 (Fundamentals of HR)	Approximately 78% of the students have learned the outcome for Spring 2018 and are able to recognize emerging global factors related to their major, its effects, causes and possible solutions. Goal is met.	HRM 240 course is very condensed course with a lot of terminologies and it was offered in Summer 2017 for the first time. The material that is usually covered in 4 months, was covered in 4 weeks. Thus, resulting in decreased students' performance in comparison with regular semesters.	It was decided to continue concentrating on the same LO in other basic HRM courses (i.e. HRM 210 - Fundamentals of HRM and HRM 220 - Techniques of Employee Recruitment and Selection).			
LO - "The student will criticize and recommend the various sources of information used for personnel selection and retention decisions based on organizational need and environmental conditions"; **Goal** - At least 70% of students' average assessment results will exceed or equal 70%;	Direct Formative Internal Assessment Utilized in HRM 220 (Techniques of Employee Recruitment and Selection)	During the most recent semester only 54% of the students have achieved the learning outcome. Goal is not met.	The goal has been met for three semesters: Fall 2016, Summer 2017 and Fall 2017. However, the poor students' performance in Spring 2018 was due to the students' inability to submit the case studies on time resulting in deductions due to the late submission policy (i.e. -40% deduction for 1st day late submission; -60% for 2nd day late submission; -100% for third day late submission). Moreover, students' absences have played a role in poor students' performance, as it led to ineffective understanding of the guidelines and, therefore, the completion of the task.	1) Our goal will be to find ways to encourage early submission and review. 2) Add practical in-class activities to help students' rehearse these skills before assessment date. 3) Our goal will be to assign a specific time during the class for guiding/assisting students with their home-assignments.