

## Table 4.1 - Standard 4 Student Learning Assessment

Use this table to supply data for Criterion 4.1.

<b>Performance Indicator</b>	<b>Provide assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results.</b>
<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><b>Direct</b> - Assessing student performance by examining samples of student work</p> <p><b>Indirect</b> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><b>Formative</b> – An assessment conducted during the student’s education.</p> <p><b>Summative</b> – An assessment conducted at the end of the student’s education.</p> <p><b>Internal</b> – An assessment instrument that was developed within the business unit.</p> <p><b>External</b> – An assessment instrument that was developed outside the business unit.</p> <p><b>Comparative</b> – Compare results to external students using data from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc.</p>

### Analysis of Results

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

**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)																		
<p><b>Program: AAS in Accounting</b>  <b>SLO:</b> Demonstrate the use of a commercial software package.</p> <p><b>2022 Goal:</b> 90% 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 2018-2022 academic years.</p>	<p>The course is designed sufficiently to consistently meet this learning objective.</p>	<p>In FY23, this course will be changed from 101-154 using QuickBooks Desktop to 101-128, which will use the QuickBooks online version as the online version is more widely used in practice. The new course will be increased to 3 credits.</p> <p>Faculty will monitor progress, as completing the project may be more difficult in QuickBooks Online.</p>	<table border="1"> <caption>Performance Trends for Accounting for Software Applications</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Performance (%)</th> </tr> </thead> <tbody> <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>~90%</td> </tr> <tr> <td>22</td> <td>53</td> <td>~95%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Performance (%)	18	67	~95%	19	49	~95%	20	109	~90%	21	70	~90%	22	53	~95%
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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>2022 Goal:</b> 90% 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. 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>In 2022, 88% of students assessed met the criteria so the goal was not met.</p>	<p>The course is designed sufficiently to meet this learning objective.</p>	<p>For FY23, Accounting faculty will assess students' progress throughout the course, and provide support and encouragement to successfully complete the assignment, with the objective of raising overall achievement.</p>	<table border="1"> <caption>Performance Trends for Payroll Accounting</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Performance (%)</th> </tr> </thead> <tbody> <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> <tr> <td>22</td> <td>33</td> <td>~88%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Performance (%)	18	73	~68%	19	82	~75%	20	40	~90%	21	39	~85%	22	33	~88%
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<p><b>Program: AAS - Administrative Professional</b>  <b>SLO:</b> Demonstrate effective workplace communications.</p> <p><b>Goal:</b> 85% of the students will earn 100% on the demonstration of effective communication in the capstone activity.</p> <p><b>Prior Goal:</b> 80% of the assessed learners will meet 100% of the assessment criteria.</p>	<p>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.</p>	<p>This goal has been achieved each of the last five years.</p>	<p>Although the goal has been achieved, Faculty believes in ongoing quality improvement.</p> <p>Our current quality objective is 85%; Faculty believes the department could increase the quality objective and still obtain favorable results.</p>	<p>Faculty will review methods or instructions strategies to potentially increase the threshold for 2023.</p>	<table border="1"> <caption>Performance Trends (2018-2022)</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>8</td> <td>80%</td> </tr> <tr> <td>19</td> <td>20</td> <td>90%</td> </tr> <tr> <td>20</td> <td>20</td> <td>90%</td> </tr> <tr> <td>21</td> <td>11</td> <td>80%</td> </tr> <tr> <td>22</td> <td>4</td> <td>85%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Performance (%)	18	8	80%	19	20	90%	20	20	90%	21	11	80%	22	4	85%
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<p><b>Program: AAS - Administrative Professional</b>  <b>SLO:</b> Model professionalism in the workplace.</p> <p><b>Goal:</b> 85% of the students will earn 100% on the modeling of professional behaviors in the capstone activity.</p> <p><b>Prior Goal:</b> 80% of the assessed learners will meet 100% of the assessment criteria.</p>	<p>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.</p>	<p>This goal has been achieved each of the last five years.</p> <p>2022 was the first year 100% of the students met the goal.</p>	<p>Same as above</p>	<p>Same as above</p>	<table border="1"> <caption>Performance Trends (2018-2022)</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>8</td> <td>80%</td> </tr> <tr> <td>19</td> <td>20</td> <td>90%</td> </tr> <tr> <td>20</td> <td>20</td> <td>90%</td> </tr> <tr> <td>21</td> <td>11</td> <td>90%</td> </tr> <tr> <td>22</td> <td>4</td> <td>85%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Performance (%)	18	8	80%	19	20	90%	20	20	90%	21	11	90%	22	4	85%
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<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 82% on the Business Concept Section of the business plan rubric.	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.	This goal has been achieved each of the last five years.	Most of the students meet this objective with high scores.	The minimum threshold will be increased to 83% in 2023.	<table border="1"> <caption>Performance Trends for Business Management SLO</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>83</td> <td>100%</td> </tr> <tr> <td>19</td> <td>118</td> <td>~95%</td> </tr> <tr> <td>20</td> <td>73</td> <td>~85%</td> </tr> <tr> <td>21</td> <td>111</td> <td>~85%</td> </tr> <tr> <td>22</td> <td>105</td> <td>~95%</td> </tr> </tbody> </table>	Year	n	Percentage	18	83	100%	19	118	~95%	20	73	~85%	21	111	~85%	22	105	~95%
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<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 82% on the Market Identification Section of the business plan rubric.	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.	This goal has been achieved each of the last five years.	Most of the students meet this objective with high scores.	The minimum threshold will be increased to 83% in 2023.	<table border="1"> <caption>Performance Trends for Business Management SLO (Market Identification)</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>83</td> <td>100%</td> </tr> <tr> <td>19</td> <td>118</td> <td>~85%</td> </tr> <tr> <td>20</td> <td>73</td> <td>~95%</td> </tr> <tr> <td>21</td> <td>111</td> <td>~85%</td> </tr> <tr> <td>22</td> <td>105</td> <td>~95%</td> </tr> </tbody> </table>	Year	n	Percentage	18	83	100%	19	118	~85%	20	73	~95%	21	111	~85%	22	105	~95%
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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> 85% of the assessed learners will meet all assessment criteria.</p> <p><b>Prior 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 products 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. Instructors and occupation experts will evaluate portfolios.</p> <p>This is a direct, summative and internal assessment which uses internal and external evaluators.</p>	<p>Overall, 96% of students assessed met the criteria in 2021-2022.</p>	<p>The program will focus on portfolio and job search skill improvement.</p>	<p>The faculty will explore methods of external review of portfolios by employers as part of our annual design show.</p>	<table border="1"> <caption>Assessment Results (2018-2022)</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>32</td> <td>~80%</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> <tr> <td>22</td> <td>25</td> <td>~95%</td> </tr> </tbody> </table>	Year	n	Percentage	18	32	~80%	19	29	~82%	20	28	~88%	21	35	~88%	22	25	~95%
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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> 85% of the assessed learners will meet all assessment criteria.</p> <p><b>Prior 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.</p> <p>This is a direct, summative and internal assessment which uses internal and external evaluators.</p>	<p>Overall, 96% of students assessment met the criteria in 2022.</p>	<p>The program will focus on portfolio and job search skill improvement.</p>	<p>The faculty will explore methods of external review of portfolios by employers as part of our annual design show.</p>	<table border="1"> <caption>Assessment Results (2018-2022)</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>32</td> <td>~80%</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> <tr> <td>22</td> <td>25</td> <td>~95%</td> </tr> </tbody> </table>	Year	n	Percentage	18	32	~80%	19	29	~82%	20	28	~88%	21	35	~88%	22	25	~95%
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<p><b>Program: AAS in Leadership Development</b>  <b>SLO:</b> Utilize quality strategies and tactics.</p> <p><b>2022 Goal:</b> 90% of assessed learners will meet all assessment criteria.</p> <p><b>Prior Goal:</b> 80% of assessed learners will meet all assessment criteria.</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>100% of students assessed met the criteria in 2022.</p> <p>The prior goals were met in the years 2018-2021, so the goal was increased.</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 more experienced students and increase the credibility of the data collected.</p>	<table border="1"> <caption>Assessment Results for AAS in Leadership Development</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>41</td> <td>~92%</td> </tr> <tr> <td>19</td> <td>46</td> <td>~91%</td> </tr> <tr> <td>20</td> <td>30</td> <td>~94%</td> </tr> <tr> <td>21</td> <td>27</td> <td>~85%</td> </tr> <tr> <td>22</td> <td>14</td> <td>100%</td> </tr> </tbody> </table>	Year	n	Percentage	18	41	~92%	19	46	~91%	20	30	~94%	21	27	~85%	22	14	100%
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<p><b>Program: AAS in Leadership Development</b>  <b>SLO:</b> Apply human resource policies and procedures.</p> <p><b>2022 Goal:</b> 90% of assessed learners will meet all assessment criteria.</p> <p><b>Prior Goal:</b> 80% of assessed learners will meet all assessment criteria.</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>100% of students assessed met the criteria in 2022.</p> <p>The prior goals were met in the years 2018-2021, so the goal was increased.</p>	<p>See above</p>	<p>See above</p>	<table border="1"> <caption>Assessment Results for AAS in Leadership Development</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>77</td> <td>~93%</td> </tr> <tr> <td>19</td> <td>48</td> <td>~84%</td> </tr> <tr> <td>20</td> <td>94</td> <td>~85%</td> </tr> <tr> <td>21</td> <td>48</td> <td>~81%</td> </tr> <tr> <td>22</td> <td>14</td> <td>100%</td> </tr> </tbody> </table>	Year	n	Percentage	18	77	~93%	19	48	~84%	20	94	~85%	21	48	~81%	22	14	100%
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<b>Program: AAS in Marketing</b> <b>SLO:</b> Develop strategies to anticipate and satisfy market needs.  <b>2022 Goal:</b> 90% of assessed learners will meet all assessment criteria.	In Marketing Management 104-172, the students' ability to develop strategies to anticipate and satisfy market needs will be assessed in the comprehensive marketing plan by the following: The learner will identify target markets, the group most likely to purchase the product, 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.	The goal was met in 2022.  The increased goal of 90% was not met in 2021.	Students need to do a better job anticipating market needs.	Instructor(s) teaching 10-104-172 provided a bullet listing of factors and descriptors that should be included when writing about the new product offering in. This includes features, benefits, competitive advantage, packaging, and product line (sizes, colors, and the like).	<table border="1"> <caption>Assessment Results for SLO 1</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <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> <tr> <td>22</td> <td>13</td> <td>~90%</td> </tr> </tbody> </table>	Year	n	Percentage	18	19	~95%	19	16	~80%	20	5	~80%	21	15	~80%	22	13	~90%
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<b>Program: AAS in Marketing</b> <b>SLO:</b> Promote products, services, images, and/or ideas to achieve a desired outcome.  <b>2022 Goal:</b> 90% of assessed learners will meet all assessment criteria	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.	The goal was met in 2022.  The increased goal of 90% was not met in 2021.	The marketing plan product is an area to stress this upcoming year as students need to further develop products by offering more descriptions.	Instructor(s) teaching 104-172 will provide models of excellent work and unacceptable work for the promotion strategy portion of the marketing plan.	<table border="1"> <caption>Assessment Results for SLO 2</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>19</td> <td>~80%</td> </tr> <tr> <td>19</td> <td>16</td> <td>~100%</td> </tr> <tr> <td>20</td> <td>5</td> <td>~80%</td> </tr> <tr> <td>21</td> <td>15</td> <td>~80%</td> </tr> <tr> <td>22</td> <td>13</td> <td>~90%</td> </tr> </tbody> </table>	Year	n	Percentage	18	19	~80%	19	16	~100%	20	5	~80%	21	15	~80%	22	13	~90%
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<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)																		
<b>Program: AAS in Professional Communications</b> <b>SLO:</b> Plan for a communication project.  <b>Goal:</b> 80% of the students will earn 100% on the plan.	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.	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.	The Faculty learned in 2020 they should put plans in place to improve students' ability to produce a final communication product.  Faculty noted that with small numbers, the failure of one student to meet the goal can greatly affect the results.	Instructors will manage all aspects of the communication project by providing practice working in groups to complete communication projects and will add an additional group assignment.	<table border="1"> <caption>Performance Trends (2018-2022)</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <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> <tr> <td>22</td> <td>5</td> <td>100%</td> </tr> </tbody> </table>	Year	n	Percentage	18	3	100%	19	5	100%	20	7	70%	21	5	100%	22	5	100%
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<b>Program: AAS in Professional Communications</b> <b>SLO:</b> Create a communication project.  <b>Goal:</b> 80% of students will earn 100% on the <i>Create a Communication Product</i> outcome in the TSA scoring guide.	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.	The goal was met in all 5 years.	See above	See above	<table border="1"> <caption>Performance Trends (2018-2022)</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <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> <tr> <td>22</td> <td>5</td> <td>100%</td> </tr> </tbody> </table>	Year	n	Percentage	18	3	100%	19	5	100%	20	5	85%	21	5	100%	22	5	100%
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<b>Supply Chain Management</b> <b>SLO 2022:</b> Implement Supply Management practices in a global environment.  <b>Goal:</b> 90% of assessed learners will meet all assessment criteria.  <b>Prior Goal:</b> 80% of students will meet all assessment criteria.	2022: In 182-101 Supply Chain Management, students evaluated global environment practices through a group presentation summarizing class material. This is a direct, summative and internal assessment.	91% of students met the criteria in 2022, so the goal was met.	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.	The faculty plans a careful review of the assessment artifact for the specified assignment in Global Supply Chain Management, and moving the assessment to Global Supply Chain Management, which would place the outcome in the correct class.	<table border="1"> <caption>Assessment Results for Supply Chain Management SLO 2022</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2020</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> <tr> <td>22</td> <td>23</td> <td>~90%</td> </tr> </tbody> </table>	Year	n	Percentage	2020	7	~85%	Spring 21	10	~50%	Fall 21	20	~80%	22	23	~90%
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<b>Supply Chain Management</b> <b>SLO:</b> Demonstrate operations management techniques across product and service industries.  <b>Goal:</b> 90% of assessed learners will meet all assessment criteria.  <b>Prior Goal:</b> 80% of students will meet all assessment criteria.	In 182-102, Logistics, students prepare a case study presentation as a final project. This learning objective is assessed in the portfolio. This is a direct, summative and internal assessment.  Supply Chain goals were modified for Spring 21 so there was no summer or fall FY 2020 data. The modified goal is now being measured to align with the WTCS (Wisconsin Technical College System) TSA (technical skills attainment) objectives.	100% of students met the criteria in 2022, so the goal was met.	The objective was met as 100% of the students met the 2022 goal.	Faculty deemed that no action plan was needed.	<table border="1"> <caption>Assessment Results for Supply Chain Management SLO</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Spring 21</td> <td>12</td> <td>~80%</td> </tr> <tr> <td>Fall 21</td> <td>4</td> <td>~80%</td> </tr> <tr> <td>2022</td> <td>8</td> <td>~90%</td> </tr> </tbody> </table>	Year	n	Percentage	Spring 21	12	~80%	Fall 21	4	~80%	2022	8	~90%			
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