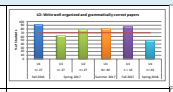
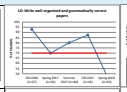
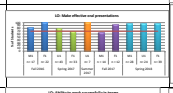
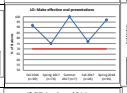
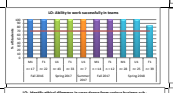
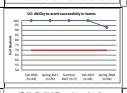
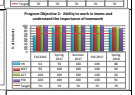
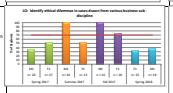
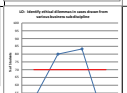
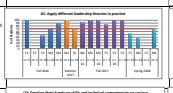
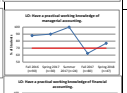
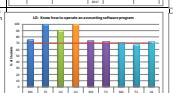
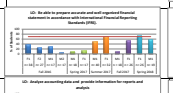
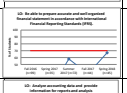
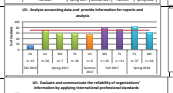
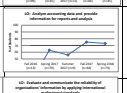
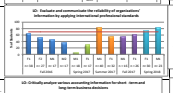
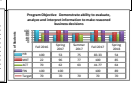
TABLE 2: Student Learning Results (Standard 4)

Use this table to provide data for Criterion 4.3

Performance Indicator	Definition
1. Student Learning Results	A student learning outcome is one that measures a specific competency of a student. 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 indicators of student learning **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 (2-5 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: Accounting							
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 ACT 295 (Internship in Accounting)	Less than 50% of the students are able to write well-organized and grammatically correct papers. Goal is not met.	Students' performance in this LO is usually meeting the goal. However, after updating the grading rubric and applying it in Spring16, the results showed a big decline.	1. Students are continually advised to attend workshops offered by the college for referencing and writing good papers. 2. Grading Rubrics for ACT295 have been updated to best serve the purpose of the course and to better assess the LO for Spring2018 which resulted in drastic drop. This is due to putting more grades on the writing aspect which students lack. 3. students will be encouraged to attend the writing labs provided by the college.			
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 ACT 290 (Project Course in Accounting)	More than 95% of the students are able to make effective oral presentations. Goal is met.	The goal is met for all analyzed semesters. Follow up meetings were very helpful to make sure students are on track.	1. Project course in accounting course was modified starting from Fall2016 to better reflect the Program LO's 2. Updating Presentation's Grading rubrics to give more focus on the individual part to better assess the measured LO 3. Follow up meetings are done 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 Summative Internal Assessment Utilized in ACT 290 (Project Course in Accounting)	92% of the students demonstrated the ability to work successfully in teams. Goal is met.	Students are demonstrating good performance in this LO in all analyzed semesters, however, it's been decided by faculty that group presentation was not the most effective assessment to measure this LO. That is why student peer evaluation is implemented in Fall2017 and will continue in the following semesters.	1. Students' peer evaluation was implemented for better alignment of assessment method with the required LO.			
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 Formative Internal Assessment Utilized in ACT 240 (Intermediate Accounting)	Spring 2018 had a major drop in the students' performance in this particular LO. Only 34% of the students demonstrated the proficiency in identifying ethical dilemmas in various business case studies. Goal is not met The Fall 2016 semester data is not available.	Applying IFRS standards when preparing financial statements can be considered as applying ethical rules and theories. However, accounting students were not assessed on ethical cases and scenarios in one specific assessment before Spring2017.	1. Ethical scenarios were introduced in spring 2017 as part of the case study assessment. 2. Students are encouraged by the courses' instructors to read about financial ethical cases and to keep up with the latest updates and news. 3. Instructors are referring to ethical and financial fraud cases in classes which help students understand the basics of IFRS. 4. It was noticed that when students were given some choice when it comes to choosing the cases study, results were improving. 5. There has been a drastic fall in results of this LO in Spring2018. This was due to having 17 students who submitted late (deduction of -8%) and 7 students with plagiarism cases (resulted in getting 0) out of 45 students. The end of the class did well.			
LO - "The student will be able to apply different leadership theories in practice"; **Goal** - At least 70% of students' average assessment results will exceed or equal 70%;	Direct Formative Internal Assessment Utilized in: Fall 16-Summer 17- Formative Fall 17/Spring 18 - Formative Internal Assessment Utilized in: Fall 16/Summer 17/Fall 17/Spring 18 BUS 250 (Business Organization and Management) - ACT students results were taken into consideration	Spring 2018 had a major drop in the students' performance in this particular LO. Less than 46% of the students demonstrated proficiency in applying leadership theories in practice. Goal is not met.	Students' performance was gradually and continuously increasing for this particular LO during the analyzed semesters. However, Spring 2018 semester had a major drop in students' performance.	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) Instructors have been instructed to use more practical in-class activities, informative videos to explain the leadership concept and relate it into practice.			
LO - "The student will demonstrate 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: ACT 295- Internship in Accounting	93% of the students demonstrated their hands on skills and technical competencies on various business situations. Goal is met.	Students are doing continuously a strong job in this LO which is reflected on their performance/results.	1. Grading rubrics are updated starting from Spring 2018. 2. Grading rubric is uploaded on Moodle so students can refer to understand the report requirements.			
LO - "The student will have a practical working knowledge of financial and managerial accounting"; **Goal** - At least 70% of students' average assessment results will exceed or equal 70%;	Direct Formative Internal assessment Utilized in: ACT 210 (Managerial Accounting) And ACT200 (Financial Accounting)	**Managerial Accounting:** More than 70% of the students have demonstrated proficiency in this particular LO. Goal is met. **Financial Accounting:** Spring 2018 semester had a drastic drop in students' performance in this particular LO. Goal is not met.	**Managerial Accounting:** Most recent semester showed a better performance compared to previous analyzed semester. **Financial Accounting:** Students' performance was improving from one semester to another until it dropped in Spring2018. !!	**Managerial Accounting:** 1. It was agreed to put more focus on that area and encourage students to practice outside class time. 2. Course projects guidelines have been updated from one semester to another to ensure it's alignment with the courses' Learning outcomes 3. Offer tutoring sessions prior to exams **Financial Accounting:** 1. Assessment plan have been updated to target the course's LOs so that more focus can be given when preparing assessments. 2. More in class exercises are done to cover the areas that students struggle the most to 3. Tutoring sessions are offered before exams to focus on the areas they struggle at the most to increase its reliability. 4. Tutoring sessions are offered before exams to focus on the areas they struggle at the most but attendance was not that high. For next semesters, more emphasis to be put on tutoring. 5. Academic activities are continuously updated and developed in way to change the normal ACT class's routine. Students were asked to improvise and act accounting transactions in a play in Fall17 and we used scramble, crosswords and other games in Spring18	 	 	
LO - "Student will know how to operate an accounting software program"; **Goal** - At least 70% of students' average assessment results will exceed or equal 70%;	Direct Formative Internal assessment Utilized in ACT 220 (Accounting Software Applications)	More than 70% of the students' know how to operate accounting software program - SAGE50. Goal is met.	This course is very practical where students perform all assessments in labs using the SAGE50 software. Students find it easy to follow the instructions from the book which granted them the good performance results.	Students' grades are usually high in this course due to its nature, in which no action needs to be taken. However, previously, there was bigger number of homework and classwork required from students and it got reduced to minimize the load on them. No further action is required. There was a small decline in results which is due to approx. 30% of students scoring a zero in the assessment.			
LO - "The student will be able to prepare accurate and well organized financial statement in accordance with International Financial Reporting Standards (IFRS)"; **Goal** - At least 70% of students' average assessment results will exceed or equal 70%;	Direct Formative Internal assessment Utilized in ACT 240 (Intermediate Accounting)	The students were not able to prepare an accurate and well organized financial statements in accordance with IFRS for the analysed semester. Goal is not met.	IFRS is introduced and applied in intermediate accounting in depth. Students find this course challenging as there are many topics and chapters to cover. It was noticed that when this course was offered in summer course, students were more attentive and focused due to having 5 sessions in a week. Results increased in spring but goal is still not met.	1. More time is assigned in classes for the preparation of financial statements in accordance with IFRS. 2. Students are encouraged to look at financial statements of companies that follow IFRS and to discuss it in class. 3. Case study was developed in a way where students need to find errors in a balance sheet that is prepared under IFRS. 4. Giving students in class assignments related to the same topics. 5. Project deliverables are designed to assess student's understanding of the topic. 6. Proposing academic activities that will help students practice the topic more. 7. Offering tutoring sessions prior to the exams.			
LO - "The student will be able to analyze accounting data and provide accounting information for reports and analysis to assist in decision making"; **Goal** - At least 70% of students' average assessment results will exceed or equal 70%;	Direct Summative Internal assessment Utilized in ACT 260 (Financial Statement Analysis)	More than 70% of the students were able to analyze accounting data and provide accounting information to assist them with decision making. Goal is met.	1. Exams were not part of this course before Summer 2016. 2. Students find the financial analysis part very challenging. 3. The course it very condensed to be offered in summer.	1. More class time is assigned to analyse financial statements of known companies. 2. Academic activity is focusing on financial analysis in a creative and interesting way. 3. Students are encouraged to bring their computers to class to work on step-by step analysis which gives them a chance to clarify things with the instructor.			
LO - "The student will be able to evaluate and communicate the reliability of organizations' information by applying international professional standards "; **Goal** - At least 70% of students' average assessment results will exceed or equal 70%;	Direct Formative Internal Assessment Utilized in ACT 240 (Intermediate Accounting)	For the analysed semester the students were able to demonstrate the proficiency in the targeted LO. Goal is met	Preparing financial statements in accordance with IFRS is challenging to students at this stage. Students were not getting enough practice on their own outside of the class.	1. More time is assigned in classes for the preparation of financial statements in accordance with IFRS. 2. Students are encouraged to look at financial statements of companies that follow IFRS and to discuss it in class. 3. Giving students in class assignments related to the same topics. 4. Project deliverables are designed to assess student's understanding of the topic. 5. Proposing academic activities that will help students practice the topic more. 6. Offering tutoring sessions prior to the exams.			
LO - "The student will be able to critically analyze various accounting information for short term and long term business decisions"; **Goal** - At least 70% of students' average assessment results will exceed or equal 70%;	Direct Summative Internal Assessment Utilized in ACT 210 (Managerial Accounting)	Less than 70% of the students were able to demonstrate the learning outcome. Goal is not met.	Students were assessed on calculating breakeven point which includes formulas that students find hard to memorize. Also, students usually don't spend time after class to practice the exercises. In addition, students learn this concept in the last chapter towards in the end of the semester, so revision and tutoring sessions were assigned to cover it more in details.	1. More time was assigned in class with more exercises. 2. Since this topic is explained in the last chapter, it was agreed to update the syllabus to assign more time in class to explain the topic. Also, revision classes will be focusing more on this topic.