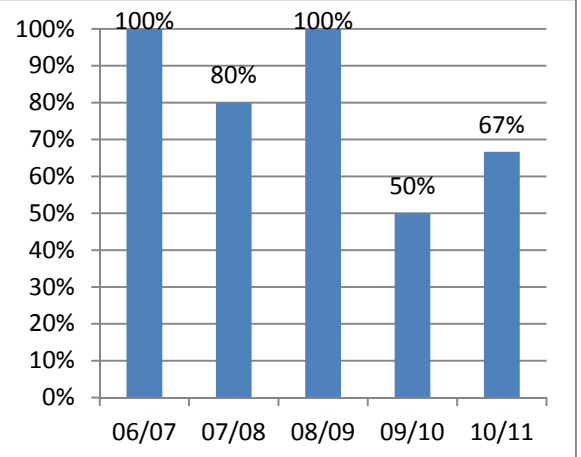
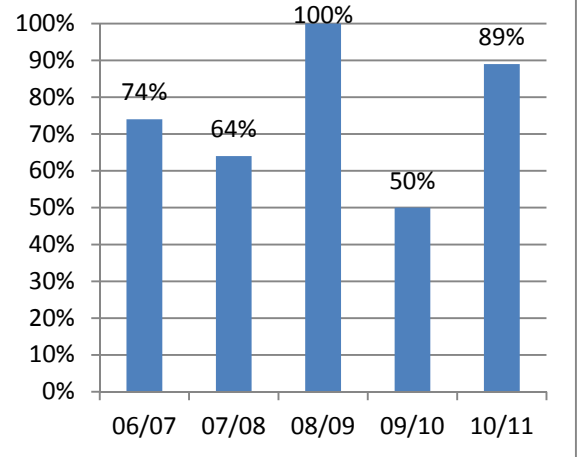


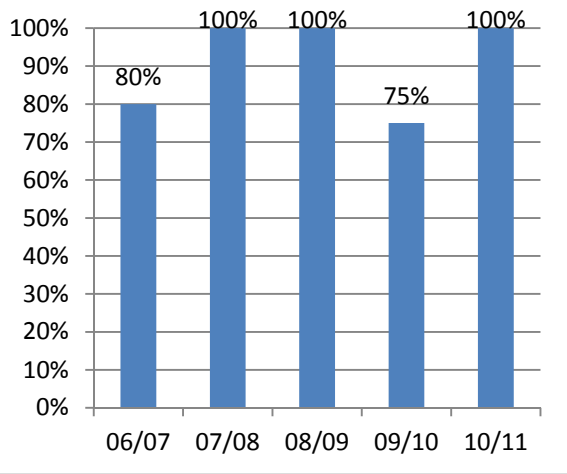


## Accounting, Business, and Business and Office Technology Assessment Results

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**Student and Stakeholder Focused Results**

Performance Measure	Measurement Instrument	Success / Results	Analysis and Action Taken	Action Taken Results	Trends (3 – 5 Years)												
<p>Accounting Placement Results At least 80% of graduates will be employed in field or continue education opportunities.</p>	<p>Graduate Follow-up Survey</p>	<p>Met or exceeded goal 3 out of 5 years.</p>	<p>The accounting placement trends reflect the general economic conditions at the time. Instructors have been notifying students of job openings by following the job search process.</p>	<p>As the state and national unemployment rates drop, placement rates are rebounding. Placement has improved but not enough to meet the goal. Faculty will continue to work with Advisory Committee members and announce job openings to students in order to meet the goal.</p>	<p><b>Accounting Placement Results</b></p>  <table border="1"> <caption>Accounting Placement Results</caption> <thead> <tr> <th>Year</th> <th>Placement Rate</th> </tr> </thead> <tbody> <tr> <td>06/07</td> <td>100%</td> </tr> <tr> <td>07/08</td> <td>80%</td> </tr> <tr> <td>08/09</td> <td>100%</td> </tr> <tr> <td>09/10</td> <td>50%</td> </tr> <tr> <td>10/11</td> <td>67%</td> </tr> </tbody> </table>	Year	Placement Rate	06/07	100%	07/08	80%	08/09	100%	09/10	50%	10/11	67%
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<p>Business and Office Technology Placement Results At least 80% of graduates will be employed in field or continue education opportunities.</p>	<p>Graduate Follow-up Survey</p>	<p>Met goal 2 out of 5 years</p>	<p>The 09/10 results reflect the downturned economy. Continue working with Advisory Committee members to obtain job opening information. Continue faculty internships and sabbaticals to maintain industry standards and identify potential placement locations.</p>	<p>In anticipation of lower enrollment and placement rates, the Advisory Committee now includes current students and faculty submitted sabbatical applications,</p>	<p><b>Business and Office Technology Placement Results</b></p>  <table border="1"> <caption>Business and Office Technology Placement Results</caption> <thead> <tr> <th>Year</th> <th>Placement Rate</th> </tr> </thead> <tbody> <tr> <td>06/07</td> <td>74%</td> </tr> <tr> <td>07/08</td> <td>64%</td> </tr> <tr> <td>08/09</td> <td>100%</td> </tr> <tr> <td>09/10</td> <td>50%</td> </tr> <tr> <td>10/11</td> <td>89%</td> </tr> </tbody> </table>	Year	Placement Rate	06/07	74%	07/08	64%	08/09	100%	09/10	50%	10/11	89%
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Business Placement At least 80% of graduates will be employed in field or continue education opportunities.	Graduate Follow-up Survey	Met goal 4 out of 5 years	The 09/10 results reflect the economy downturn. Continue networking with Advisory Committee members and local businesses. Three BUSA internship courses (2, 3, and 4 credits) were created to increase business relationships and student work experience opportunities.	Monitor placement results and new internship courses.	<p style="text-align: center;"><b>Business Placement Results</b></p>  <table border="1" style="display: none;"> <caption>Business Placement Results Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>06/07</td> <td>80%</td> </tr> <tr> <td>07/08</td> <td>100%</td> </tr> <tr> <td>08/09</td> <td>100%</td> </tr> <tr> <td>09/10</td> <td>75%</td> </tr> <tr> <td>10/11</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	06/07	80%	07/08	100%	08/09	100%	09/10	75%	10/11	100%
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Business Emphasis AA Graduate Outcomes Survey At least 85% of graduates complete survey with 80% responses in Strongly Agree and Agree categories.	Program Outcome Survey	6 out of 11 (54.5%) graduates completed survey. Results appear positive (100% strongly agree/agree).	The 12/13 graduates are the first individuals to complete the survey. The 12/13 data will be compared with future survey results.	Graduates completed the survey during the last two weeks of the academic year. Future surveys will have a three-week completion timeframe.	Question: The Business Department's goal is that a student successfully graduating with the AA Business Emphasis degree should be able to complete the outcomes listed below. Consider your educational experiences and determine whether you agree or disagree that you have successfully completed the outcomes.												

Performance Measure	Measurement Instrument	Success / Results	Analysis and Action Taken	Action Taken Results	Trends (3 – 5 Years)																		
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<p>Business AS Program Graduate Outcomes Survey At least 85% of graduates complete survey with 80% responses in Strongly Agree and Agree categories.</p>	<p>Program Outcome Survey</p>	<p>5 out 7 (71.4%) graduates completed survey.</p>	<p>The 12/13 graduates are the first individuals to complete the survey. The 12/13 data will be compared with future survey results. Excluding one individual, 80% strongly agree/ agree. The individual likes a smaller major where students complete classes as a cohort.</p>	<p>Students do not complete Business curriculum as a cohort. The Department will consider ways to develop groups that are more cohesive. Oncampus and online courses do require collaboration and group work. Graduates completed the survey during the last two weeks of the academic year.</p>	<p>The Business Department's goal is that a student successfully graduating with the AS Business degree should be able to complete the outcomes listed below. Consider your educational experiences and determine whether you agree or disagree that you have successfully completed the outcomes.</p>																		

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Two goals are to align data collection methods to increase the survey response rate and identify where concurrent students transfer.	National Alliance of Concurrent Enrollment Partnerships (NACEP) Student Follow-up Questionnaire Administered One Year After Course	Two survey questions reflect successful transfer results for concurrent students.	Riverland is in the preliminary stages of survey analysis in preparation for an upcoming NACEP re-accreditation.	The College is working with partner schools to increase survey completion. The College will continue to monitor data collection and results.	<p>Have you attempted to transfer the Riverland credits you earned through Concurrent Enrollment program to the college in which you are now enrolled? (Check all boxes that apply.)</p> <table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>No, I did not need to request a transfer of my Riverland credits because I am now enrolled at Riverland</td> <td>14%</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>Yes, I had my Riverland transcript sent to the college in which I am now enrolled.</td> <td>86%</td> <td>50%</td> <td>80%</td> </tr> <tr> <td>Yes, I showed my course portfolio to a member of the appropriate academic department.</td> <td>5%</td> <td>6%</td> <td>0%</td> </tr> <tr> <td>No, I did not even transfer my credits.</td> <td>0%</td> <td>0%</td> <td>7%</td> </tr> </tbody> </table> <p>How did the Riverland credits earned through Concurrent Enrollment Program apply at the college in which you are now enrolled? (Check all that</p>		2010	2011	2012	No, I did not need to request a transfer of my Riverland credits because I am now enrolled at Riverland	14%	50%	13%	Yes, I had my Riverland transcript sent to the college in which I am now enrolled.	86%	50%	80%	Yes, I showed my course portfolio to a member of the appropriate academic department.	5%	6%	0%	No, I did not even transfer my credits.	0%	0%	7%															
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<p>Medical BUSO Intern Evaluation Overall average rating above 4 (1 to 5 Likert scale)</p>	<p>Intern evaluation completed by supervisor</p> <p>08/09--1 09/10--3 10/11--0 11/12--4 12/13--3</p>	<p>Three out of four years met desired results</p>	<p>Faculty reviewed internship evaluation comments with each intern supervisor and intern. Adjusted curriculum to better meet industry needs. Instructor provided pre-internship one-on-one orientation. Evaluation Comments</p> <ul style="list-style-type: none"> <li>• She has excellent computer skills and even taught me a few tricks on the computer.</li> <li>• The team enjoyed working with her and she presented each day to the internship with a smile and a positive attitude.</li> </ul>	<p>Continue to monitor interns, intern sites, and intern evaluations.</p>	<p>Medical BUSO Internship Evaluation</p> <table border="1"> <caption>Medical BUSO Internship Evaluation Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>08/09</td> <td>5.0</td> </tr> <tr> <td>09/10</td> <td>4.2</td> </tr> <tr> <td>11/12</td> <td>4.9</td> </tr> <tr> <td>12/13</td> <td>3.7</td> </tr> </tbody> </table>	Year	Score	08/09	5.0	09/10	4.2	11/12	4.9	12/13	3.7										
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			<ul style="list-style-type: none"> <li>• In certain situations, it seemed she took positive criticism personally. In a training situation, she needs to use the feedback as a learning tool and move on.</li> <li>• We really enjoyed having her in our department so much that she has been hired as a full-time employee.</li> </ul>																																					
In each survey year, increase one CCSSE benchmark at least 2% with remaining benchmarks not decreasing.	Student Engagement CCSSE Survey and Report	Three benchmarks improved and two fell from 2011 to 2013. Support for Learners exceeded 2% increase.	To assist with survey and data evaluation, request that a student major question be included in 2015 survey. Riverland plans to focus on improving one benchmark each survey cycle through integration of CCSSE elements and vocabulary into campus discussions, classroom activities, student life, and academic affairs.	Action just implemented and evaluation will happen after 2015 CCSSE.	<table border="1"> <thead> <tr> <th colspan="5">CCSSE Survey Results</th> </tr> <tr> <th></th> <th>2007</th> <th>2009</th> <th>2011</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Academic Challenge</td> <td>51.8%</td> <td>50.8%</td> <td>48.3%</td> <td>49.9%</td> </tr> <tr> <td>Active Learning and Collaborative Learning</td> <td>46.8%</td> <td>53.0%</td> <td>50.6%</td> <td>47.2%</td> </tr> <tr> <td>Student Effort</td> <td>49.8%</td> <td>51.8%</td> <td>50.7%</td> <td>51.1%</td> </tr> <tr> <td>Student Faculty Interaction</td> <td>50.7%</td> <td>50.7%</td> <td>48.7%</td> <td>48.1%</td> </tr> <tr> <td>Support for Learners</td> <td>51.1%</td> <td>49.5%</td> <td>44.5%</td> <td>48.3%</td> </tr> </tbody> </table>	CCSSE Survey Results						2007	2009	2011	2013	Academic Challenge	51.8%	50.8%	48.3%	49.9%	Active Learning and Collaborative Learning	46.8%	53.0%	50.6%	47.2%	Student Effort	49.8%	51.8%	50.7%	51.1%	Student Faculty Interaction	50.7%	50.7%	48.7%	48.1%	Support for Learners	51.1%	49.5%	44.5%	48.3%
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## **Program Outcomes**

### **Accounting, AAS**

- Complete accounting processes and prepare financial statements according to GAAP (Generally Accepted Accounting Principles) both manually and using computerized accounting software.
- Analyze and communicate the effects of basic tax rules (including payroll taxes) on individuals, partnerships and corporations and prepare basic tax returns.
- Apply the fundamentals of activity based costing, job costing and process costing. Demonstrate understanding of cost behavior including fixed and variable costs, cost/volume/profit analysis, budgeting and variance analysis, and other analytical tools for decision making.
- Identify and apply elements of contract, tort, agency, property law, partnerships, corporations, UCC (Uniform Commercial Code) sales and secured transactions, and professional liability law.
- Identify and apply basic principles of fund accounting for governmental type funds according to principles established by GASB (Governmental Accounting Standards Board).
- Demonstrate proficiency in using computer hardware and software, including spreadsheet, database, and internet browser software to solve complex business issues and report these solutions.

### **Administrative Assistant, AAS**

- Use information technology to improve individual and organizational performance.
- Apply ergonomic principles while inputting data with speed and accuracy at industry standard.
- Apply current and emerging technologies efficiently and accurately to business situations.
- Use interpersonal skills including effective listening and communicating that demonstrates professionalism.
- Understand the importance of high ethical standards in business practices as it applies to social responsibility.
- Perform financial functions associated with office management and/or inputting data.

### **Business, AS**

- Apply critical thinking processes to ethically analyze and evaluate business situations.
- Demonstrate the ability to use application software, technology, and other resources to research, analyze, and integrate data to solve business problems.
- Demonstrate knowledge in critical business areas including management, marketing, and the legal and regulatory environment.
- Prepare and present oral, written and group materials that inform, persuade, and influence others.
- Demonstrate the ability to effectively work in a team environment to achieve goals.
- Apply the principles of accounting, finance, and economics to evaluate fiscal decisions.

### **Business Emphasis, AA**

- Transfer to a four-year university for further study in a business field.
- Apply critical thinking processes to ethically analyze and evaluate business situations.
- Demonstrate the ability to use application software, technology, and other resources to research, analyze, and integrate data to solve business problems.
- Prepare and present oral, written and group materials that inform, persuade, and influence others.
- Demonstrate the ability to effectively work in a team environment to achieve goals.
- Apply the principles of accounting, finance, and economics to evaluate fiscal decisions.

### **Medical Administrative Assistant, AAS**

- Enhance employment and career opportunities.
- Gain familiarity with the software used in the workplace and preparation of medical reports.
- Gain skill enhancement in the use of medical terminology using computers.
- Gain technical proficiency in administrative tasks and medical transcription.

- Gain skill enhancement in the management of multiple tasks.
- Gain skills in oral and written communications.
- Increase awareness of ethical behaviors, such as confidentiality and compassion at the workplace.

## Performance Results

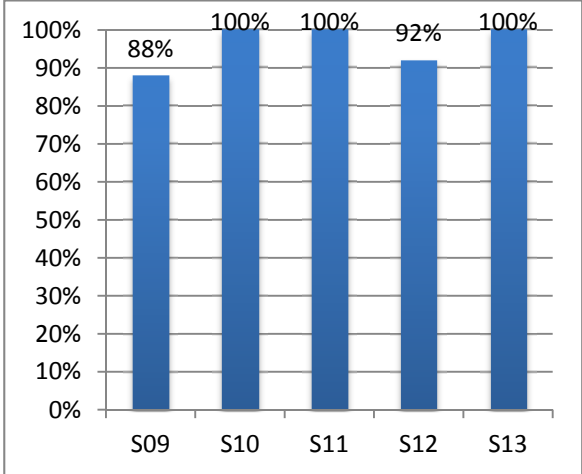
Accounting Program Outcomes and Performance Measures	
Selected Program Outcomes	Performance Measures
Complete accounting processes and prepare financial statements according to GAAP (Generally Accepted Accounting Principles) both manually and using computerized accounting software.	ACCT2032 Intermediate Accounting II Students will complete a comprehensive accounting cycle project with 70% of them equal to or greater than 70% success.
Analyze and communicate the effects of basic tax rules (including payroll taxes) on individuals, partnerships and corporations and prepare basic tax returns.	ACCT1099 Payroll Accounting Students will complete computerized payroll accounting simulation with 70% of them equal to or greater than 70% success.
Apply the fundamentals of activity based costing, job costing and process costing. Demonstrate understanding of cost behavior including fixed and variable costs, cost/volume/profit analysis, budgeting and variance analysis, and other analytical tools for decision making.	ACCT2034 Cost Accounting I Students will complete a master budget project with 80% of them equal to or greater than 70% success.
Identify and apply basic principles of fund accounting for governmental type funds according to principles established by GASB (Governmental Accounting Standards Board).	ACCT2055 Governmental/Fund/Non-Profit Accounting Students will complete an accounting cycle project for the General Fund, with 80% of them equal to or greater than 70% success.

Student Learning Results—Accounting Degree Analysis															
Performance Measure	Measurement Instrument	Success / Results	Analysis and Action Taken	Action Taken Results	Trends (3 - 5 Years)										
ACCT1099 Payroll Accounting Students will complete computerized payroll accounting simulation with 70% of them equal to or greater than 70% success.	Use specialized payroll accounting software to record payroll and all required internal and external forms. (Direct, Summative, Internal, and Comparative)	The goal was met in F12 following a two-year downward trend.	Students, who didn't complete the project but had not formally withdrawn from the class, pulled down the class average. In F10, 13% of the class received zero points on this project and in F11, 27%. In F12, the instructor communicated better with students who were in danger of not passing the class and advised them of their	In F12, only 5% of students received zero points on this project. Instructor will continue to communicate with students regarding progress.	<p>Percent Students Completing Payroll Project at 70 Percent</p> <table border="1"> <caption>Percent Students Completing Payroll Project at 70 Percent</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>F09</td> <td>80%</td> </tr> <tr> <td>F10</td> <td>63%</td> </tr> <tr> <td>F11</td> <td>58%</td> </tr> <tr> <td>F12</td> <td>84%</td> </tr> </tbody> </table>	Year	Percentage	F09	80%	F10	63%	F11	58%	F12	84%
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**Student Learning Results—Accounting Degree Analysis**

Performance Measure	Measurement Instrument	Success / Results	Analysis and Action Taken	Action Taken Results	Trends (3 - 5 Years)												
ACCT2032 Intermediate Accounting II Students will complete a comprehensive accounting cycle project with 70% of them equal to or greater than 70% success.	Use choice of accounting software to complete comprehensive accounting simulation. (Direct, Summative, Internal, and Comparative)	The goal was met the past two years.	options. Instructor revised videos in S11 and the goal was not met. The project was then required in order to pass the class.	The two students who did not do the project in S13 failed the class. Other students did part of the project, but just enough to pass the class, not enough to obtain 70% on the project itself.	<p>Percent Students Completing the Comprehensive Project at 70 Percent</p> <table border="1"> <caption>Percent Students Completing the Comprehensive Project at 70 Percent</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>S10</td> <td>69%</td> </tr> <tr> <td>S11</td> <td>60%</td> </tr> <tr> <td>S12</td> <td>83%</td> </tr> <tr> <td>S13</td> <td>71%</td> </tr> </tbody> </table>	Semester	Percentage	S10	69%	S11	60%	S12	83%	S13	71%		
Semester	Percentage																
S10	69%																
S11	60%																
S12	83%																
S13	71%																
ACCT2034 Cost Accounting I Students will complete a master budget project with 80% of them equal to or greater than 70% success.	Master budget for a manufacturing firm using spreadsheet software. (Direct, Formative, Internal, and Comparative)	Goal was met four out of last five years.	Continue to use Master Budget problem as integral part of the curriculum. Four out of seven students completed at 70% level in F11.	Criterion will be raised to 80%.	<p>Percent Students Completing Master Budget at 70 Percent</p> <table border="1"> <caption>Percent Students Completing Master Budget at 70 Percent</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>F08</td> <td>100%</td> </tr> <tr> <td>F09</td> <td>93%</td> </tr> <tr> <td>F10</td> <td>91%</td> </tr> <tr> <td>F11</td> <td>71%</td> </tr> <tr> <td>F12</td> <td>100%</td> </tr> </tbody> </table>	Semester	Percentage	F08	100%	F09	93%	F10	91%	F11	71%	F12	100%
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**Student Learning Results—Accounting Degree Analysis**

Performance Measure	Measurement Instrument	Success / Results	Analysis and Action Taken	Action Taken Results	Trends (3 - 5 Years)												
ACCT2055 Governmental/ Fund/Non-Profit Accounting Students will complete an accounting cycle project for the General Fund, with 80% of them equal to or greater than 70% success.	General Fund cycle project. (Direct, Formative, Internal, and Comparative)	Students consistently met goal.	Standard is met.	Raise standard for accuracy to 80%.	<p>Percent Students Completing Fund Project at 70 Percent</p>  <table border="1"> <caption>Percent Students Completing Fund Project at 70 Percent</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>S09</td> <td>88%</td> </tr> <tr> <td>S10</td> <td>100%</td> </tr> <tr> <td>S11</td> <td>100%</td> </tr> <tr> <td>S12</td> <td>92%</td> </tr> <tr> <td>S13</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	S09	88%	S10	100%	S11	100%	S12	92%	S13	100%
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**Administrative Assistant Program Outcomes and Performance Measures**

Selected Program Outcomes	Performance Measures
Use information technology to improve individual and organizational performance.	BUSO1625 Business Communication I Students will write professional business documents averaging 85% or higher.
Apply ergonomic principles while inputting data with speed and accuracy at industry standard.	BUSO1616, Keyboarding II Students will complete a 5-minute exit timing with student meeting 75% or more of industry wpm expectation.
Apply current and emerging technologies efficiently and accurately to business situations.	BUSO2689 Multi-Media Business Presentations Students will prepare and present slideshow that uses action buttons and linked slides and obtain 85% or higher grade.
Use interpersonal skills including effective listening and communicating that demonstrates professionalism.	BUSO2644 Office Supervision & Management Students will complete a group evaluation and assessment with each member earning an 85% score.
Understand the importance of high ethical standards in business practices as it applies to social responsibility.	BUSO1630 Office Procedures Students will obtain an overall grade of 90% or higher on the office procedures manual elements.

**Student Learning Results—Administrative Assistant Analysis**

Performance Measure	Measurement Instrument	Success / Results	Analysis and Action Taken	Action Taken Results	Trends (3 - 5 Years)																		
BUSO1616 Keyboarding II Students will complete a 5-minute exit timing with student meeting 75% or more of industry wpm expectation.	Measurement is a 5-minute timed writing at end of the semester. Timed writings are assessed according to industry standard. (Direct, Summative, Internal, and Comparative)	Goal met three of eight semesters.	The S13 results include students who did not complete the exit timing and/or failed to withdrawal. Mixed results are shown in the data. Continue to remind students about completing timings. Continue to use and poll advisory committee to verify standards.	F13 incorporated additional proper technique announcements including graphics and additional reminders about assessment times. Continue to measure keyboarding progress.	<p><b>5-Minute Timing</b></p> <table border="1"> <caption>5-Minute Timing Trends</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>F09</td><td>73%</td></tr> <tr><td>S10</td><td>80%</td></tr> <tr><td>F10</td><td>71%</td></tr> <tr><td>S11</td><td>71%</td></tr> <tr><td>F11</td><td>58%</td></tr> <tr><td>S12</td><td>75%</td></tr> <tr><td>F12</td><td>75%</td></tr> <tr><td>S13</td><td>68%</td></tr> </tbody> </table>	Semester	Percentage	F09	73%	S10	80%	F10	71%	S11	71%	F11	58%	S12	75%	F12	75%	S13	68%
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BUSO1625 Business Communication I Students will write professional business documents averaging 85% or higher.	Create a business report integrating writing and formatting concepts to explore community improvement. (Direct, Formative, Internal, and Comparative)	Student who achieve standard demonstrate skills in clear, concise, effective business writing. Goal met three out of four semesters.	Use previous semester work as examples. After submitting work, students meet with the instructor and revise work based on feedback. Students will be encouraged to take advantage of the review process to enhance learning. Student satisfaction has increased due to the opportunity to review work one-on-one with the instructor.	Continue to use.	<p><b>Global Impact Paper</b></p> <table border="1"> <caption>Global Impact Paper Trends</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>F11</td><td>77%</td></tr> <tr><td>S12</td><td>88%</td></tr> <tr><td>F12</td><td>93%</td></tr> <tr><td>S13</td><td>94%</td></tr> </tbody> </table>	Semester	Percentage	F11	77%	S12	88%	F12	93%	S13	94%								
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**Student Learning Results—Administrative Assistant Analysis**

Performance Measure	Measurement Instrument	Success / Results	Analysis and Action Taken	Action Taken Results	Trends (3 - 5 Years)										
<p>BUSO1630 Office Procedures Students will obtain an overall grade of 90% or higher on the office procedures manual elements.</p>	<p>Create office procedures manual for area business. Students learn about office staff duties and create a new employee training manual tailored to business needs. The manual includes step-by-step directions and work samples. (Direct, Formative, Internal, and Comparative)</p>	<p>Goal met three out of four semesters</p>	<p>F12 is the first time the course was offered online. Faculty incorporated two additional checkpoints for F13.</p>	<p>Faculty will review F13 results after adding two checkpoints.</p>	<p align="center"><b>Office Procedures Manual Creation</b></p> <table border="1"> <caption>Office Procedures Manual Creation Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>F09</td> <td>93%</td> </tr> <tr> <td>F10</td> <td>93%</td> </tr> <tr> <td>F11</td> <td>94%</td> </tr> <tr> <td>F12</td> <td>73%</td> </tr> </tbody> </table>	Year	Percentage	F09	93%	F10	93%	F11	94%	F12	73%
Year	Percentage														
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<p>BUSO2644 Office Supervision &amp; Management Students will complete a group evaluation and assessment with each member</p>	<p>Complete group evaluations on teamwork, dependability, and work quality throughout the semester. Students must</p>	<p>Goal met three out of five semesters.</p>	<p>Students reported that some teams worked well together while others did not successfully complete the project. Investigate online collaboration tools such as D2Ls Wiggo or other options.</p>	<p>Faculty will review S14 results.</p>	<p align="center"><b>Skills Group Self Evaluation</b></p>										

**Student Learning Results—Administrative Assistant Analysis**

Performance Measure	Measurement Instrument	Success / Results	Analysis and Action Taken	Action Taken Results	Trends (3 - 5 Years)												
earning an 85% score.	defend their statements. (Direct, Summative, Internal, and Comparative)				<table border="1"> <caption>Trends (3 - 5 Years) - Measure 1</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>S09</td> <td>90%</td> </tr> <tr> <td>S10</td> <td>90%</td> </tr> <tr> <td>S11</td> <td>97%</td> </tr> <tr> <td>S12</td> <td>83%</td> </tr> <tr> <td>S13</td> <td>71%</td> </tr> </tbody> </table>	Semester	Percentage	S09	90%	S10	90%	S11	97%	S12	83%	S13	71%
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BUSO2689 Multi-Media Business Presentations Students will prepare and present slideshow that uses action buttons and linked slides and obtain 85% or higher grade.	Create an interactive PowerPoint presentation integrating course concepts. (Direct, Formative, Internal, and Comparative)	Goal met four of four semesters.	Use previous semester work as examples. Student work continues to become more impressive and advanced each semester.	Continue to use.	<table border="1"> <caption>Trends (3 - 5 Years) - Measure 2</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>S10</td> <td>98%</td> </tr> <tr> <td>S11</td> <td>103%</td> </tr> <tr> <td>S12</td> <td>95%</td> </tr> <tr> <td>S13</td> <td>100%</td> </tr> </tbody> </table>	Semester	Percentage	S10	98%	S11	103%	S12	95%	S13	100%		
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<b>Business Program Outcomes and Performance Measures</b>	
<b>Selected Program Outcomes</b>	<b>Performance Measures</b>
Apply critical thinking processes to ethically analyze and evaluate business situations.	BUSA2050, Introduction to Management Information Systems Students will analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow with 80% scoring 85% or higher.
Demonstrate the ability to use application software, technology, and other resources to research, analyze, and integrate data to solve business problems.	BUSA1065 Microcomputer Applications Students will master the concepts of word processing and create, format, save, and print documents averaging 70% or higher. BUSA1065 Microcomputer Applications Students will master the concepts of spreadsheets and create, format, save, and print spreadsheets and charts averaging 70% or higher.
Demonstrate knowledge in critical business areas including management, marketing, and the legal and regulatory environment.	BUSA1010 Introduction to Business Students will evaluate the economic systems of capitalism, communism, socialism, and free enterprise with 80% completing at 70% or higher.
Prepare and present oral, written and group materials that inform, persuade, and influence others.	BUSA2041, Business Communications Students will compose effective business correspondence including letters, e-mails, memos, and reports with 45% scoring 85% or higher level.
Apply the principles of accounting, finance, and economics to evaluate fiscal decisions.	BUSA1010 Introduction to Business Students will evaluate the economic systems of capitalism, communism, socialism, and free enterprise with 80% completing at 70% or higher.

<b>Student Learning Results—Business Degree Analysis</b>					
<b>Performance Measure</b>	<b>Measurement Instrument</b>	<b>Success / Results</b>	<b>Analysis and Action Taken</b>	<b>Action Taken Results</b>	<b>Trends (3 - 5 Years)</b>
BUSA1010 Introduction to Business Students will evaluate the economic systems of capitalism, communism, socialism, and	Chapter quizzes (Direct, Formative, Internal)	Eight out of eight semesters met the goal	The department will continue to provide supplements to chapter material and practice activities to allow students to master the concepts of various economic systems.	Faculty will monitor and evaluate quiz results each semester.	Chapter Quiz Results

**Student Learning Results—Business Degree Analysis**

Performance Measure	Measurement Instrument	Success / Results	Analysis and Action Taken	Action Taken Results	Trends (3 - 5 Years)																		
free enterprise with 80% completing at 70% or higher.					<p align="center"><b>Trends (3 - 5 Years)</b></p> <table border="1"> <caption>Trends (3 - 5 Years)</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>F10</td><td>85%</td></tr> <tr><td>S11</td><td>82%</td></tr> <tr><td>F11</td><td>81%</td></tr> <tr><td>S12</td><td>89%</td></tr> <tr><td>F12</td><td>86%</td></tr> <tr><td>S13</td><td>94%</td></tr> </tbody> </table>	Year	Percentage	F10	85%	S11	82%	F11	81%	S12	89%	F12	86%	S13	94%				
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BUSA1065 Microcomputer Applications Students will master the concepts of word processing and create, format, save, and print documents averaging 70% or higher.	Hands-on projects applying concepts. (Direct, Summative, Internal, and Comparative)	Eight out of eight semesters met goal.	These activities allow students to submit, review their work, and revise the assignment based upon provided feedback. Students will be encouraged to review and revise their original submission as a way to improve their problem-solving skills.	Faculty will continue to monitor each semester to watch for changes.	<p align="center"><b>Word Processing Software Hands-on Project</b></p> <table border="1"> <caption>Word Processing Software Hands-on Project</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>F09</td><td>93%</td></tr> <tr><td>S10</td><td>96%</td></tr> <tr><td>F10</td><td>85%</td></tr> <tr><td>S11</td><td>94%</td></tr> <tr><td>F11</td><td>89%</td></tr> <tr><td>S12</td><td>86%</td></tr> <tr><td>F12</td><td>88%</td></tr> <tr><td>S13</td><td>88%</td></tr> </tbody> </table>	Year	Percentage	F09	93%	S10	96%	F10	85%	S11	94%	F11	89%	S12	86%	F12	88%	S13	88%
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BUSA1065 Microcomputer Applications Students will master the concepts of	Hands-on projects applying concepts. (Direct, Summative, Internal, and	Eight out of eight semesters met goal.	These activities allow students to submit, review their work, and revise the assignment based upon provided feedback. Students	Faculty will continue to monitor each semester to watch for changes.	<p align="center"><b>Spreadsheet Software Hands-on Project</b></p>																		

**Student Learning Results—Business Degree Analysis**

Performance Measure	Measurement Instrument	Success / Results	Analysis and Action Taken	Action Taken Results	Trends (3 - 5 Years)																		
spreadsheets and create, format, save, and print spreadsheets and charts averaging 70% or higher.	Comparative)		will be encouraged to review and revise their original submission as a way to improve their problem-solving skills.		<table border="1"> <caption>Trends (3 - 5 Years)</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>F09</td><td>84%</td></tr> <tr><td>S10</td><td>93%</td></tr> <tr><td>F10</td><td>90%</td></tr> <tr><td>S11</td><td>94%</td></tr> <tr><td>F11</td><td>90%</td></tr> <tr><td>S12</td><td>93%</td></tr> <tr><td>F12</td><td>87%</td></tr> <tr><td>S13</td><td>88%</td></tr> </tbody> </table>	Year	Percentage	F09	84%	S10	93%	F10	90%	S11	94%	F11	90%	S12	93%	F12	87%	S13	88%
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BUSA2041, Business Communications Students will compose effective business correspondence including letters, e-mails, memos, and reports with 45% scoring 85% or higher level.	Prepare persuasive letter, which addresses scenario, follows writing plan, and incorporates correct grammar, spelling and formatting. (Direct, Formative, Internal, and Comparative)	Two out of four years met goal 45 percent goal.	S11 results improved with new videos. Students continue to struggle with incorporating correct formatting, grammar, and spelling into documents. According to the writing assignment rubric, “grammatical, mechanical, spelling, and/or format errors” results in a 75% score.	The formatting videos and resources will be reviewed. Resources currently are included with the course handouts. The videos will be included with each assignment at the next course offering.	<table border="1"> <caption>Persuasive Letter Results</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>S10</td><td>26%</td></tr> <tr><td>S11</td><td>55%</td></tr> <tr><td>S12</td><td>47%</td></tr> <tr><td>S13</td><td>42%</td></tr> </tbody> </table>	Year	Percentage	S10	26%	S11	55%	S12	47%	S13	42%								
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BUSA2050, Introduction to Management Information Systems	Students analyze and make recommendation for six Excel business scenario	Class is typically offered every other spring semester.	Following S11 handouts and videos were developed.	Faculty will review handouts and videos prior to next course	Excel Business Scenario Results																		

Student Learning Results—Business Degree Analysis															
Performance Measure	Measurement Instrument	Success / Results	Analysis and Action Taken	Action Taken Results	Trends (3 - 5 Years)										
Students will analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow with 80% scoring 85% or higher.	assignments. Students develop formulas, use absolutes, goal seek, sort and filter, subtotals, conditional formatting, and 3-d references. (Direct, Formative, Internal, and Comparative)	S12 was an independent study section with one student. Two out of 4 semesters met the goal.		offering and results evaluated at that time.	<table border="1"> <caption>Trends (3 - 5 Years)</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>S09</td> <td>89.5%</td> </tr> <tr> <td>S11</td> <td>78.9%</td> </tr> <tr> <td>S12</td> <td>100%</td> </tr> <tr> <td>S13</td> <td>79.3%</td> </tr> </tbody> </table>	Year	Percentage	S09	89.5%	S11	78.9%	S12	100%	S13	79.3%
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Medical Administrative Assistant Program Outcomes and Performance Measures	
Selected Program Outcomes	Performance Measures
Enhance employment and career opportunities.	BUSO1663—Medical Office Procedures Online Virtual Medical Office (VMO) completed at 80% level BUSO1664, Medical Account Management. Complete Health Information Portability and Accountability Act (HIPAA) online course test at 80% or higher at a maximum of three attempts.
Gain familiarity with the software used in the workplace and preparation of medical reports.	BUSO1664, Medical Account Management Increase HIPAA testing by one test taker per year.
Gain skill enhancement in the use of medical terminology using computers.	BUSO1660 Anatomy & Physiology/Disease Conditions Students will receive a passing grade of greater than 62% on the assignment based on percent of total points earned.
Gain technical proficiency in administrative tasks and medical transcription.	BUSO1663—Medical Office Procedures Online VMO completed at 80% level.
Gain skill enhancement in the management of multiple tasks.	BUSO1664, Medical Account Management

	Increase HIPAA testing by one test taker per year.
Gain skills in oral and written communications.	BUSO1660 Anatomy & Physiology/Disease Conditions Students will receive a passing grade of greater than 62% on the assignment based on percent of total points earned.
Increase awareness of ethical behaviors, such as confidentiality and compassion at the workplace.	BUSO1663—Medical Office Procedures VMO completed at 80% level. BUSO1664, Medical Account Management Complete HIPAA online course test at 80% or higher at a maximum of three attempts.

Student Learning Results—Medical Administrative Assistant Degree Analysis																	
Performance Measure	Measurement Instrument	Success / Results	Analysis and Action Taken	Action Taken Results	Trends (3 - 5 Years)												
BUSO1660 Anatomy & Physiology / Disease Conditions Students will receive a passing grade of greater than 62% on the assignment based on percent of total points earned.	Critical writing on specific text topics; i.e. case study. (Direct, Formative, Internal, and Comparative)	Results from four out of five semesters met goal.	Continue to use with additional emphasis on increasing writing skills as well as specific content review. Provide better explanation of expectation, which should reflect improved student grade.	Faculty will continue to review results each semester.	<p>Critical Thinking Results Averages</p> <table border="1"> <caption>Critical Thinking Results Averages</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>F08</td> <td>60%</td> </tr> <tr> <td>F09</td> <td>64%</td> </tr> <tr> <td>F10</td> <td>77%</td> </tr> <tr> <td>F11</td> <td>66%</td> </tr> <tr> <td>F12</td> <td>74%</td> </tr> </tbody> </table>	Year	Percentage	F08	60%	F09	64%	F10	77%	F11	66%	F12	74%
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BUSO1663—Medical Office Procedures Online VMO completed at 80% level.	Eleven medical office assignments that are a virtual office setting in which a student works with multiple patient simulations and	F11, 21.6 out of 27 students completed at 80% level. F12, 19.2 out of 24 students completed at 80% level.	Continue to strive for 80% completion of VMO assignments by including additional reminders in D2L.	F13 results will be reviewed.	Number of Students Completing at 80% Level												

**Student Learning Results—Medical Administrative Assistant Degree Analysis**

Performance Measure	Measurement Instrument	Success / Results	Analysis and Action Taken	Action Taken Results	Trends (3 - 5 Years)								
	learns to access and evaluate essential information resources (Direct, Formative, Internal, and Comparative)				<table border="1"> <caption>Trends (3 - 5 Years)</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>F11</td> <td>21.6</td> </tr> <tr> <td>F12</td> <td>19.2</td> </tr> </tbody> </table>	Year	Value	F11	21.6	F12	19.2		
Year	Value												
F11	21.6												
F12	19.2												
BUSO1664, Medical Account Management Increase HIPAA testing by one test taker per year.	Online (hybrid course) Publisher sponsored student HIPAA certification. (Direct, Summative, External, and Comparative)	In S12, full-time faculty member was on a sabbatical and no data is available. S11 met goal.	Encourage students to complete so that the printed certificate can be included with the student's portfolio. Time set at midsemester for students to complete this online testing.	Each student tested within the required timeframe and passed.	<table border="1"> <caption>Number of HIPAA Test Takers</caption> <thead> <tr> <th>Year</th> <th>Number of Test Takers</th> </tr> </thead> <tbody> <tr> <td>S10</td> <td>6</td> </tr> <tr> <td>S11</td> <td>7</td> </tr> <tr> <td>S13</td> <td>7</td> </tr> </tbody> </table>	Year	Number of Test Takers	S10	6	S11	7	S13	7
Year	Number of Test Takers												
S10	6												
S11	7												
S13	7												
BUSO1664, Medical Account Management Complete HIPAA online course test at	Online (hybrid course) Publisher sponsored student HIPAA certification.	Students completing test continue to meet goal.	Review and study of HIPAA regulations and certification for employment. Students begin their	Continue to set the certification process at 80% with three attempts	HIPAA Average Test Results								

**Student Learning Results—Medical Administrative Assistant Degree Analysis**

Performance Measure	Measurement Instrument	Success / Results	Analysis and Action Taken	Action Taken Results	Trends (3 - 5 Years)								
80% or higher at a maximum of three attempts.	(Direct, Summative, External, and Comparative)		employment search with these skills and a certificate.		<table border="1"> <caption>Trends (3 - 5 Years)</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>S10</td> <td>86.81%</td> </tr> <tr> <td>S11</td> <td>92.56%</td> </tr> <tr> <td>S13</td> <td>93.92%</td> </tr> </tbody> </table>	Year	Percentage	S10	86.81%	S11	92.56%	S13	93.92%
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S13	93.92%												

**Organizational Performance Results**

Performance Measure	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement	Trends (3 – 5 Years)												
Student Credit Hours 2014 goal is a 1% increase from 2013 credit hours.	College Credit Hours Enrollment	Since 2010 enrolled credits has declined. Unemployment in southern Minnesota declined and students are taking fewer credits because of cost. In March 2010, Student Affairs began operating under a new structure.	In F12, the College conducted a Noel Levitz Strategic Enrollment Planning Analysis. Riverland is currently reviewing enrollment services and call center processes, marketing outreach, and the strategic enrollment plan.	A Dean of Student Services began August 2013. Updating and simplifying the financial aid award process occurred during 2013.	<table border="1"> <caption>Riverland Student Credit Hours</caption> <thead> <tr> <th>Year</th> <th>Credit Hours</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>68,146</td> </tr> <tr> <td>2010</td> <td>78,445</td> </tr> <tr> <td>2011</td> <td>77,127</td> </tr> <tr> <td>2012</td> <td>72,327</td> </tr> <tr> <td>2013</td> <td>69,898</td> </tr> </tbody> </table>	Year	Credit Hours	2009	68,146	2010	78,445	2011	77,127	2012	72,327	2013	69,898
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Business Department	Credit hours calculated	Two out of 5 years met goal.	Lower unemployment	Contact individuals on	Business Student Credit Hours												

Performance Measure	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement	Trends (3 – 5 Years)																		
Student Credit Hours Maintain an aggregate total enrollment of 80% of class capacity (Target number 1,560)	annually based upon course offerings, course capacities, and enrollment.		levels and cost of attending college has reduced number of credit hours. Additional College and Departmental promotion is needed.	prospects, applied not admitted, and admitted not registered lists (lists stopped 8/2010 and were reinstated 4/2013 for some programs). Contact website program inquiries (inquiry link started 5/2013). The BUSA Department revised the BUSA brochure. The three departments created a ACBSP / Riverland brochure.	<table border="1"> <caption>Trends (3 – 5 Years)</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>1,515</td> </tr> <tr> <td>2010</td> <td>1,798</td> </tr> <tr> <td>2011</td> <td>1,552</td> </tr> <tr> <td>2012</td> <td>1,598</td> </tr> <tr> <td>2013</td> <td>1,279</td> </tr> </tbody> </table>	Year	Value	2009	1,515	2010	1,798	2011	1,552	2012	1,598	2013	1,279						
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Third Spring Time to Degree: Completion Rate (Graduation or Transfer) – Third Spring 2014 Target = 58%	MnSCU Institution Profile, FY12. Entering full-time undergraduate regular and transfer students. Measured at	F08 in S11 degree completion rate dropped from previous years.	The College believes there is a gap in completion rates between white students and students of color. Future data will include additional cohort analysis.	Restructured student support services and working with social organizations that serve students of color and their families.	<p>Third Spring Completion Rate and Cohort Size</p> <table border="1"> <thead> <tr> <th></th> <th>F04 in S07</th> <th>F05 in S08</th> <th>F06 in S09</th> <th>F07 in S10</th> <th>F08 in S11</th> </tr> </thead> <tbody> <tr> <td>Completion Rate</td> <td>60%</td> <td>57%</td> <td>58%</td> <td>58%</td> <td>49%</td> </tr> <tr> <td>Cohort Number</td> <td>575</td> <td>562</td> <td>545</td> <td>587</td> <td>483</td> </tr> </tbody> </table>		F04 in S07	F05 in S08	F06 in S09	F07 in S10	F08 in S11	Completion Rate	60%	57%	58%	58%	49%	Cohort Number	575	562	545	587	483
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2015 Target = 60%	end of third spring.																						
Second Fall Persistence Student Success: Second Fall Persistence and Completion 2015 Target = 74%	MnSCU Institution Profile, FY12. Entering full-time undergraduate regular and transfer students. Measured at beginning of second fall.	The F07 in F08 had a rate of 73%. No years met the current target.	Retention and Student Success implemented a retention plan that provides expanded tutoring and disability services to students. Introduced cut scores for new liberal arts and BUSA students in 2012/2013. Those below required score enroll in prerequisite courses or adult basic education. Beginning F13 the Career and Technical faculty are encouraging any student with a score below 52 to meet with a counselor during the first week of classes to learn about College resources.	Analysis of tutoring and disability services and cut score requirements will continue with new cohorts.	<p>Second Fall Persistence and Completion Rate and Cohort Size</p> <table border="1"> <thead> <tr> <th></th> <th>F06 in F07</th> <th>F07 in F08</th> <th>F08 in F09</th> <th>F09 in F10</th> <th>F10 in F11</th> </tr> </thead> <tbody> <tr> <td>Persistence and Completion Rate</td> <td>72%</td> <td>73%</td> <td>69%</td> <td>70%</td> <td>71%</td> </tr> <tr> <td>Cohort Number</td> <td>545</td> <td>587</td> <td>483</td> <td>678</td> <td>616</td> </tr> </tbody> </table>		F06 in F07	F07 in F08	F08 in F09	F09 in F10	F10 in F11	Persistence and Completion Rate	72%	73%	69%	70%	71%	Cohort Number	545	587	483	678	616
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