



Accounting, Business, and Business and Office Technology Assessment Results
September 2019

Student and Stakeholder Focused Results (ACBSP Standard 3)

Accounting Advisory Committee Participation	2
Business Advisory Committee Participation.....	3
Business & Office Technology Advisory Committee Participation.....	4
Business and Industry Faculty Internships	4
Accounting 3rd Spring Completion	5
Business 3rd Spring Completion.....	6
Business & Office Technology 3rd Spring Completion	7

Student Learning Results (ACBSP Standard 4)

Accounting AAS, Business Concentration AA and Business Transfer Pathway AS8

ACCT2011—Principles of Financial Accounting	8
---	---

Administrative Assistant AAS

BUSO1651, Current Office Technology.....	9
--	---

Business Concentration AA and Business Transfer Pathway AS

BUSA2032, Business Law – Legal Environment	10
BUSA1010, Introduction to Business	11
BUSA1050, Personal Financial Management and Planning.....	11

Medical Administrative Assistant AAS

BUSO1670, Applied Medical Terminology	12
BUSO1664, Medical Accounts Management.....	12

Business Unit Performance Results (ACBSP Standard 6)

Accounting Course Fill Rate.....	13
Business Course Fill Rates.....	14
Business & Office Technology Course Fill Rates.....	14
Accounting Course Completion Rates.....	15
Business Course Completion Rates.....	15
Business & Office Technology Course Completion Rates.....	16
Accounting Placement Results.....	17
Business Placement Results.....	18
Business & Office Technology Placement Results.....	19

TABLE 1: Student and Stakeholder Focused Results (Standard 3)

Analysis of Results

<p><u>Performance Measure:</u> What is your performance measure? What is your goal? (The goal should be measurable.)</p>	<p>What is your measurement instrument or process? (indicate length of cycle)</p>	<p><u>Current Results:</u> What are your current results?</p>	<p><u>Analysis of Results:</u> What did you learn from your results?</p>	<p><u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>																				
<p>Accounting Advisory Committee Participation: Goals -- hold two meetings per academic year with 66.67% of members attending each meeting.</p>	<p>Each semester review of advisory committee membership lists and meeting minutes.</p>	<p>No ACCT meeting was held spring semester 2018, due to comprehensive meeting Fall Semester 2017 with no new business for Spring 18. Still not meeting goal of 2/3 attendance.</p>	<p>The Fall 17 and Fall 18 meetings almost met the 2/3 attendance goal. When meetings are held at noon and combined with other departments, attendance is lower. It is also difficult to get accountants to meet in April right</p>	<p>Fall 17 meeting was held at night, off campus, at a popular restaurant. Fall 18 meeting was held late afternoon via a conference call, so that no travel was required. Those meetings had the best participation so those tactics will be repeated. We will explore the possibility of not meeting with</p>	<p>The chart displays attendance percentages for the Accounting Advisory Committee. The y-axis represents the percentage of attendance, ranging from 0% to 80%. The x-axis shows four academic years: 15/16 (n=11), 16/17 (n=11), 17/18 (n=11), and 18/19 (n=11). For each year, there are two bars: a blue bar for the Fall Meeting and an orange bar for the Spring Meeting. A horizontal grey line at the 66.7% mark represents the goal. The data points are: 15/16 (Fall: 55%, Spring: 45%), 16/17 (Fall: 27%, Spring: 36%), 17/18 (Fall: 64%, Spring: 0%), and 18/19 (Fall: 64%, Spring: 45%).</p> <table border="1"> <caption>Accounting Advisory Committee Participation Data</caption> <thead> <tr> <th>Year</th> <th>Fall Meeting (%)</th> <th>Spring Meeting (%)</th> <th>Goal (%)</th> </tr> </thead> <tbody> <tr> <td>15/16 (n=11)</td> <td>55%</td> <td>45%</td> <td>66.7%</td> </tr> <tr> <td>16/17 (n=11)</td> <td>27%</td> <td>36%</td> <td>66.7%</td> </tr> <tr> <td>17/18 (n=11)</td> <td>64%</td> <td>0%</td> <td>66.7%</td> </tr> <tr> <td>18/19 (n=11)</td> <td>64%</td> <td>45%</td> <td>66.7%</td> </tr> </tbody> </table>	Year	Fall Meeting (%)	Spring Meeting (%)	Goal (%)	15/16 (n=11)	55%	45%	66.7%	16/17 (n=11)	27%	36%	66.7%	17/18 (n=11)	64%	0%	66.7%	18/19 (n=11)	64%	45%	66.7%
Year	Fall Meeting (%)	Spring Meeting (%)	Goal (%)																						
15/16 (n=11)	55%	45%	66.7%																						
16/17 (n=11)	27%	36%	66.7%																						
17/18 (n=11)	64%	0%	66.7%																						
18/19 (n=11)	64%	45%	66.7%																						

			after tax season.	the other departments for the Spring meetings, since they are held over the lunch hour and have lower attendance.																					
Business Advisory Committee Participation: Goals -- hold two meetings per academic year with 66.67% of members attending each meeting.	Each semester review of advisory committee membership lists and meeting minutes.	The BUSA department has been meeting both of the goals consistently, with only one exception of a low attendance meeting Spring 16.	We try to reach out to our busiest members prior to setting a date. In addition, we began offering the meeting on all three campus locations connecting via ITV	We will continue to use the same format as it seems to be working well for most of our members.	<p>The chart displays participation data for the Business Advisory Committee from 2015/16 to 2018/19. It compares attendance at Fall and Spring meetings against a 66.7% goal. The y-axis represents the percentage of members attending, ranging from 0% to 120%. The x-axis shows the academic years with the number of members (n) for each year. Blue bars represent Fall Meeting attendance, orange bars represent Spring Meeting attendance, and a grey horizontal line indicates the 66.7% goal.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Fall Meeting (%)</th> <th>Spring Meeting (%)</th> <th>Goal (%)</th> </tr> </thead> <tbody> <tr> <td>15/16 (n=11)</td> <td>91%</td> <td>36%</td> <td>66.7%</td> </tr> <tr> <td>16/17 (n=11)</td> <td>73%</td> <td>82%</td> <td>66.7%</td> </tr> <tr> <td>17/18 (n=10)</td> <td>100%</td> <td>70%</td> <td>66.7%</td> </tr> <tr> <td>18/19 (n=10)</td> <td>80%</td> <td>90%</td> <td>66.7%</td> </tr> </tbody> </table>	Year	Fall Meeting (%)	Spring Meeting (%)	Goal (%)	15/16 (n=11)	91%	36%	66.7%	16/17 (n=11)	73%	82%	66.7%	17/18 (n=10)	100%	70%	66.7%	18/19 (n=10)	80%	90%	66.7%
Year	Fall Meeting (%)	Spring Meeting (%)	Goal (%)																						
15/16 (n=11)	91%	36%	66.7%																						
16/17 (n=11)	73%	82%	66.7%																						
17/18 (n=10)	100%	70%	66.7%																						
18/19 (n=10)	80%	90%	66.7%																						

<p>Business & Office Technology Advisory Committee Participation: Goals -- hold two meetings per academic year with 66.67% of members attending each meeting.</p>	<p>Each semester review of advisory committee membership lists and meeting minutes.</p>	<p>The BUSO Department held two meetings per year but continues to struggle with meeting the 2/3 attendance goal.</p>	<p>Noon works well for faculty, but noon doesn't work for our business and industry partners who sit on our advisory committee.</p>	<p>Sent out Hold the Date notifications to all members. Holding the meeting always at lunch appears to be an issue - will explore alternate meeting times.</p>	<p>Business and Office Technology Advisory Committee Participation</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Fall Meeting (%)</th> <th>Spring Meeting (%)</th> <th>Goal (%)</th> </tr> </thead> <tbody> <tr> <td>15/16 (n=18)</td> <td>28%</td> <td>56%</td> <td>66.7%</td> </tr> <tr> <td>16/17 (n=18)</td> <td>22%</td> <td>28%</td> <td>66.7%</td> </tr> <tr> <td>17/18 (n=18)</td> <td>28%</td> <td>22%</td> <td>66.7%</td> </tr> <tr> <td>18/19 (n=18)</td> <td>22%</td> <td>22%</td> <td>66.7%</td> </tr> </tbody> </table>	Year	Fall Meeting (%)	Spring Meeting (%)	Goal (%)	15/16 (n=18)	28%	56%	66.7%	16/17 (n=18)	22%	28%	66.7%	17/18 (n=18)	28%	22%	66.7%	18/19 (n=18)	22%	22%	66.7%
Year	Fall Meeting (%)	Spring Meeting (%)	Goal (%)																						
15/16 (n=18)	28%	56%	66.7%																						
16/17 (n=18)	22%	28%	66.7%																						
17/18 (n=18)	28%	22%	66.7%																						
18/19 (n=18)	22%	22%	66.7%																						
<p>Business and Industry Faculty Internships: Goal of at least one unlimited full-time faculty from the business unit do an internship each year.</p>	<p>There is language in the collective bargaining agreement supporting business and industry internships for faculty. This is a new measure we are tracking on an annual basis.</p>	<p>Only one eligible faculty did an internship in the summer of 2017. The number of faculty available to do an internship is reduced-- one retired, one is now on phased retirement and one is on leave.</p>	<p>Only one faculty has participated so far. The faculty who participated learned current practices in medical administrative support position.</p>	<p>Faculty need ample time to plan connections with business/industry so that they can apply for the internship. Our next step is better communication about this contract opportunity.</p>	<p>Faculty Internships</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Number who interned</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>16/17 (n=8)</td> <td>0</td> <td>1</td> </tr> <tr> <td>17/18 (n=7)</td> <td>1</td> <td>1</td> </tr> <tr> <td>18/19 (n=5)</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	Year	Number who interned	Goal	16/17 (n=8)	0	1	17/18 (n=7)	1	1	18/19 (n=5)	0	1								
Year	Number who interned	Goal																							
16/17 (n=8)	0	1																							
17/18 (n=7)	1	1																							
18/19 (n=5)	0	1																							

<p>ACCT 3rd Spring Completion: This measure focuses on students who originally entered in fall terms and earned an award from the initial department by the end of the third spring. Goal is to retain 75%</p>	<p>Data provided by Institutional Research for each department on an annual basis. This information may include persistence of students pursuing certificates and/or diplomas in addition to degrees. As long as students completed an award in the same department as they started in, their data has been included here. There is a time lag in this measure and data represents cohorts entering in FY13 - FY16.</p>	<p>We met our goal for three of the four years reported.</p>	<p>Laddering of certificates, diplomas, and degrees make it possible for students to continue in the same department in which they started, as their educational goals evolve.</p>	<p>During Fall Semester 2017, the accounting curriculum was revised for degrees and diplomas, and two certificates were added. New curriculum was implemented Fall 2018. Students now have more options to complete within the same department in which they started.</p>	<p>The chart displays the percentage of students who completed their 3rd Spring Department award within the same department as they started, compared to a 75% goal. The data is as follows:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>3rd Spring Dept. Completion</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>12/13 (n=9)</td> <td>100.0%</td> <td>75.0%</td> </tr> <tr> <td>13/14 (n=15)</td> <td>80.0%</td> <td>75.0%</td> </tr> <tr> <td>14/15 (n=20)</td> <td>100.0%</td> <td>75.0%</td> </tr> <tr> <td>15/16 (n=10)</td> <td>50.0%</td> <td>75.0%</td> </tr> </tbody> </table>	Year	3rd Spring Dept. Completion	Goal	12/13 (n=9)	100.0%	75.0%	13/14 (n=15)	80.0%	75.0%	14/15 (n=20)	100.0%	75.0%	15/16 (n=10)	50.0%	75.0%
Year	3rd Spring Dept. Completion	Goal																		
12/13 (n=9)	100.0%	75.0%																		
13/14 (n=15)	80.0%	75.0%																		
14/15 (n=20)	100.0%	75.0%																		
15/16 (n=10)	50.0%	75.0%																		

<p>BUSA 3rd Spring Completion: This measure focuses on students who originally entered in fall terms and earned an award from the initial department by the end of the third spring. Goal is to retain 75%</p>	<p>Data provided by Institutional Research for each department on an annual basis. This information may include persistence of students pursuing certificates and/or diplomas in addition to degrees. As long as students completed an award in the same department as they started in, their data has been included here. There is a time lag in this measure and data represents cohorts entering in FY13 - FY16.</p>	<p>We have consistently met our goal for three of the four years reported.</p>	<p>Laddering of certificates and degrees make it possible for students to continue in the same department in which they started, as their educational goals evolve.</p>	<p>Goal met.</p>	<p>The chart displays the percentage of students who completed a 3rd Spring Department award. The y-axis represents the percentage from 0.0% to 120.0%. The x-axis shows four academic years with their respective sample sizes. A goal line is set at 75.0%.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>3rd Spring Dept. Completion (%)</th> <th>Goal (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>22</td> <td>100.0%</td> <td>75.0%</td> </tr> <tr> <td>13/14</td> <td>19</td> <td>50.0%</td> <td>75.0%</td> </tr> <tr> <td>14/15</td> <td>13</td> <td>100.0%</td> <td>75.0%</td> </tr> <tr> <td>15/16</td> <td>15</td> <td>100.0%</td> <td>75.0%</td> </tr> </tbody> </table>	Year	Sample Size (n)	3rd Spring Dept. Completion (%)	Goal (%)	12/13	22	100.0%	75.0%	13/14	19	50.0%	75.0%	14/15	13	100.0%	75.0%	15/16	15	100.0%	75.0%
Year	Sample Size (n)	3rd Spring Dept. Completion (%)	Goal (%)																						
12/13	22	100.0%	75.0%																						
13/14	19	50.0%	75.0%																						
14/15	13	100.0%	75.0%																						
15/16	15	100.0%	75.0%																						

<p>BUSO 3rd Spring Completion: This measure focuses on students who originally entered in fall terms and earned an award from the initial department by the end of the third spring. Goal is to retain 75%</p>	<p>Data provided by Institutional Research for each department on an annual basis. This information may include persistence of students pursuing certificates and/or diplomas in addition to degrees. As long as students completed an award in the same department as they started in, their data has been included here. There is a time lag in this measure and data represents cohorts entering in FY13 - FY16.</p>	<p>We have consistently met our goal for the last three of the four years reported.</p>	<p>Laddering of certificates, diplomas, and degrees make it possible for students to continue in the same department in which they started, as their educational goals evolve.</p>	<p>Goal met.</p>	<p>The chart displays the percentage of students who completed their department by the end of the third spring for four consecutive years. The y-axis represents the percentage from 0.0% to 120.0%. The x-axis shows the academic years and the number of students in each cohort. A goal line is set at 75.0%.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>n</th> <th>3rd Spring Dept. Completion</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>29</td> <td>75.0%</td> <td>75.0%</td> </tr> <tr> <td>13/14</td> <td>25</td> <td>100.0%</td> <td>75.0%</td> </tr> <tr> <td>14/15</td> <td>24</td> <td>100.0%</td> <td>75.0%</td> </tr> <tr> <td>15/16</td> <td>22</td> <td>100.0%</td> <td>75.0%</td> </tr> </tbody> </table>	Year	n	3rd Spring Dept. Completion	Goal	12/13	29	75.0%	75.0%	13/14	25	100.0%	75.0%	14/15	24	100.0%	75.0%	15/16	22	100.0%	75.0%
Year	n	3rd Spring Dept. Completion	Goal																						
12/13	29	75.0%	75.0%																						
13/14	25	100.0%	75.0%																						
14/15	24	100.0%	75.0%																						
15/16	22	100.0%	75.0%																						

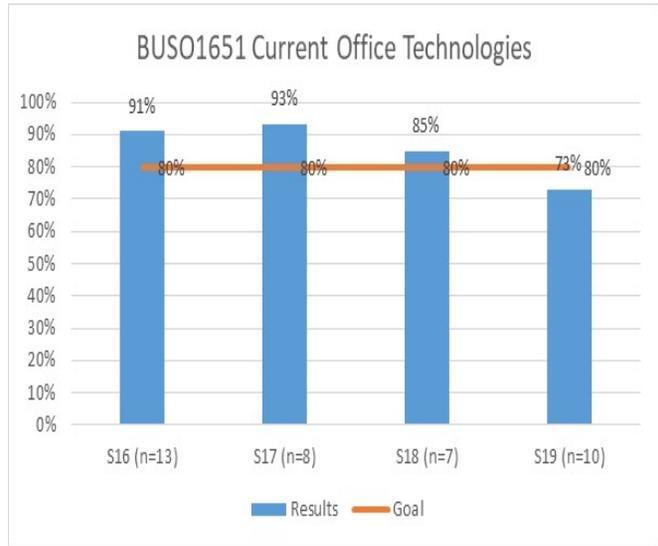
TABLE 2: Student Learning Results (Standard 4)

Analysis of Results

<p>Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal</p>	<p>What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)</p>	<p>Current Results: What are your current results?</p>	<p>Analysis of Results: What did you learn from your results?</p>	<p>Action Taken or Improvement Made: What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>																					
<p>PROGRAM: Accounting AAS, Business Transfer Pathway AS, and Business Concentration AA</p> <p>SLO: gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.</p> <p>Goal: Student performance acceptable if 70% of students perform at a level of 70% or higher.</p>	<p>ACCT2011 (Principles of Financial Accounting) students complete the accounting cycle for merchandising business using CONNECT.(Direct, Formative, Internal)</p>	<p>First three semesters (since inception of switching to using CONNECT to complete the project) the performance goal was only met once. The goal has been met for the last three semesters after a change was made.</p>	<p>Students were not performing substantially better after simply switching to the use of CONNECT to complete the project, until another change was made (as described next column)</p>	<p>In the Spring of 2018, one section of the class was allowed to use the "check my work" feature available in CONNECT up to three times before submitting the project. The other section was not allowed to use the "check my work" feature before submitting the project for grading. The ability to check their work kept the students engaged in the</p>	<p>The chart displays the percentage of students scoring 70% or above on the ACCT2011 Principles of Financial Accounting assessment across six different assessment instances. The y-axis represents the percentage from 0.0% to 90.0%. The x-axis lists the assessment instances: S17 - no chk (n=34), F17 - no chk (n=37), S18 - no chk (n=22), S18 - 3 chks (n=11), F18 - 3 chks (n=30), and S19 - 3 chks (n=36). A horizontal orange line indicates the goal at 70.0%. The bars show the following percentages: 55.9%, 75.7%, 63.6%, 81.8%, 80.0%, and 83.3%.</p> <table border="1"> <thead> <tr> <th>Assessment Instance</th> <th>Percentage Scoring 70% or Above</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>S17 - no chk (n=34)</td> <td>55.9%</td> <td>70.0%</td> </tr> <tr> <td>F17 - no chk (n=37)</td> <td>75.7%</td> <td>70.0%</td> </tr> <tr> <td>S18 - no chk (n=22)</td> <td>63.6%</td> <td>70.0%</td> </tr> <tr> <td>S18 - 3 chks (n=11)</td> <td>81.8%</td> <td>70.0%</td> </tr> <tr> <td>F18 - 3 chks (n=30)</td> <td>80.0%</td> <td>70.0%</td> </tr> <tr> <td>S19 - 3 chks (n=36)</td> <td>83.3%</td> <td>70.0%</td> </tr> </tbody> </table>	Assessment Instance	Percentage Scoring 70% or Above	Goal	S17 - no chk (n=34)	55.9%	70.0%	F17 - no chk (n=37)	75.7%	70.0%	S18 - no chk (n=22)	63.6%	70.0%	S18 - 3 chks (n=11)	81.8%	70.0%	F18 - 3 chks (n=30)	80.0%	70.0%	S19 - 3 chks (n=36)	83.3%	70.0%
Assessment Instance	Percentage Scoring 70% or Above	Goal																								
S17 - no chk (n=34)	55.9%	70.0%																								
F17 - no chk (n=37)	75.7%	70.0%																								
S18 - no chk (n=22)	63.6%	70.0%																								
S18 - 3 chks (n=11)	81.8%	70.0%																								
F18 - 3 chks (n=30)	80.0%	70.0%																								
S19 - 3 chks (n=36)	83.3%	70.0%																								

				project, so they kept trying/learning and scores increased as a result.	
--	--	--	--	---	--

<p>PROGRAM: Administrative Assistant AAS</p> <p>SLO: identify current technology trends; utilize appropriate technology, application, and skill to create business documents.</p> <p>Goal: 90% of the students complete the assignment and the class average is a score of 80% or higher. NOTE: Only the class averages are included in the chart. The</p>	<p>In BUSO1651 (Current Office Technology) students prepare a memo identifying technology advances and include a timeline that identifies current technology trends and findings. Submissions are evaluated based upon assignment rubric. (Direct, Formative, Internal)</p>	<p>Spring 18 the goal was met. The class average was 85% with 100% of the students completing. The class average exceeded the goal by 5%. The student completing goal exceeded the goal by 10%. For S19 the class average fell</p>	<p>The students that are completing the assignment are successful. Some students are choosing to skip this assignment. It should also be noted that a new adjunct instructor taught the course for the first time Spring 2019. This may have</p>	<p>The instructor will then contact any students that fail to submit a draft. This may improve both the overall student average and the completion rate.</p>
---	---	--	--	--



<p>completion percentages are included in the analysis of results.</p>		<p>short of the goal by 7%. The number completing met the goal.</p>	<p>affected the results as in the prior three years the course was taught by the same full-time faculty member.</p>																	
<p>PROGRAM: Business Transfer Pathway AS and Business Concentration AA</p> <p>SLO: demonstrate the ability to analyze and evaluate real world business law scenarios incorporating research from legal and business databases.</p> <p>Goal: Trial discussions with 80% completing at 75% or higher.</p>	<p>In BUSA 2032 (Business Law - Legal Environment) students discuss in a group format three trial cases. The student roles change for each case. Roles include plaintiff, defendant, and jury. Using precedent and research students present legal arguments to persuade the jury. The jury deliberates and reaches a verdict. (Direct, Formative, Internal)</p>	<p>The performance measure has only been met twice in four years. We had been moving in a positive direction until 18/19 when the percentage dropped considerably.</p>	<p>Many learners put little effort into participating in the group activity. Students seem to find online group work challenging and many learners just don't participate.</p>	<p>We will try video instructions and breaking the activity into smaller subsections to encourage participation. A survey was done to ascertain the challenges with the project. Since group work is a program outcome that must be met, we will adjust based on survey responses.</p>	<table border="1"> <caption>BUSA2032 Business Law - Legal Environment</caption> <thead> <tr> <th>Semester</th> <th>Results (%)</th> <th>Goal (%)</th> </tr> </thead> <tbody> <tr> <td>15/16 (n=59)</td> <td>78.7%</td> <td>80%</td> </tr> <tr> <td>16/17 (n=114)</td> <td>80.3%</td> <td>80%</td> </tr> <tr> <td>17/18 (n=46)</td> <td>89.1%</td> <td>80%</td> </tr> <tr> <td>18/19 (n=41)</td> <td>61.0%</td> <td>80%</td> </tr> </tbody> </table>	Semester	Results (%)	Goal (%)	15/16 (n=59)	78.7%	80%	16/17 (n=114)	80.3%	80%	17/18 (n=46)	89.1%	80%	18/19 (n=41)	61.0%	80%
Semester	Results (%)	Goal (%)																		
15/16 (n=59)	78.7%	80%																		
16/17 (n=114)	80.3%	80%																		
17/18 (n=46)	89.1%	80%																		
18/19 (n=41)	61.0%	80%																		

PROGRAM:
Business Transfer
Pathway AS and
Business
Concentration AA

SLO: discuss and
interpret the
challenges involved
with operating in
today's business
climate.

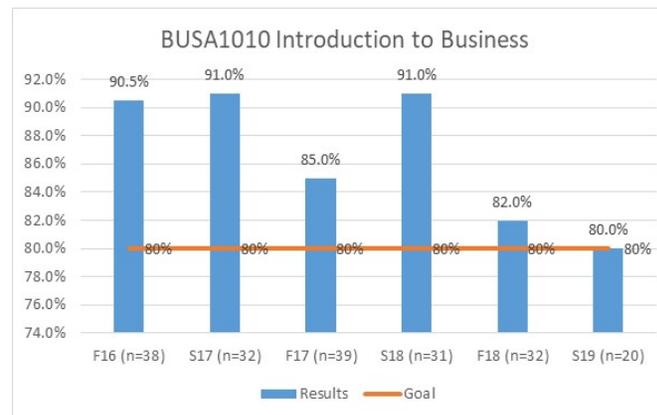
Goal:
Entrepreneurship
Paper with 80%
completing at 85%
or higher

In BUSA1010
(Introduction to
Business) students
identify a business
owner to interview
asking specific
questions related to
business ownership,
global activity,
ethics, social
responsibility, legal
issues, license
requirements,
staffing
requirements and
challenges,
marketing, and
technology usage.
(Direct, Formative,
Internal)

The goal for
this
assignment
continues to be met

Faculty plan
to continue
using the
directions
and rubric
attached to
this activity
as it seems
to be
working.

Faculty will
continue to
watch for
results. This
appears to be an
engaging activity
as learners are
able to interview
someone of their
own choice.



PROGRAM:
Business Transfer
Pathway AS and
Business
Concentration AA

SLO: demonstrate
the ability to
analyze and
evaluate real world
situations/scenarios
using defensible
recommendations.

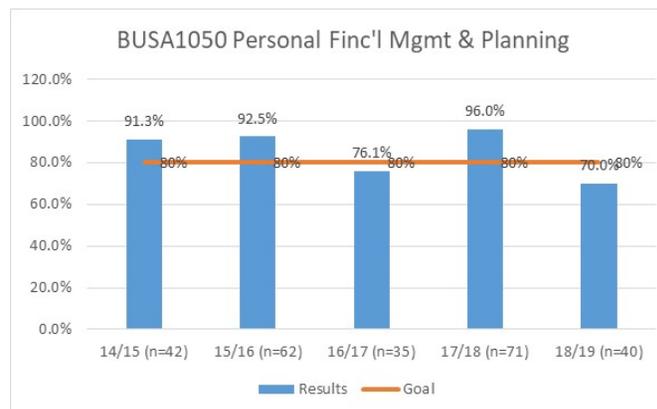
Goal: Consumer
Research Project
with 80%
completing at 85%
or higher

in BUSA1050
(Personal Financial
Management and
Planning) students
complete a
Consumer Research
Project which
involves identifying a
problem that
requires a purchase,
researching and
evaluating purchase
alternatives,
selecting item to
purchase, and
identifying post
purchase activities.
(Direct, Formative,
Internal)

The 17/18
year results
increased
considerably
compared to
16/17, then
dropped
again in
18/19.

In analyzing the
17/18
and 18/19
data, in the
17/18 year,
almost all
students
completed
the activity
and all that
completed
scored 85%
or higher.
The next
year quite a
few students
didn't
complete that
activity and
several
scored under
85%. This
happened in
both the
online and in
class
sections.

It appears as
though the 18/19
school year
multiple learners
did not complete
many of the
class activities,
including this
one. Early
intervention will
be done as soon
as a learner
misses an
activity so it
doesn't become
a pattern.

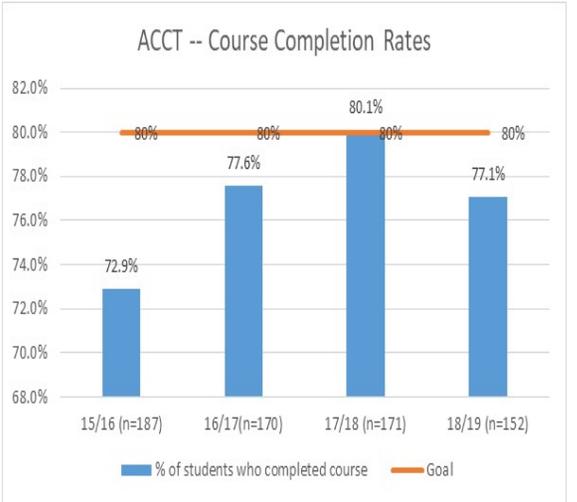
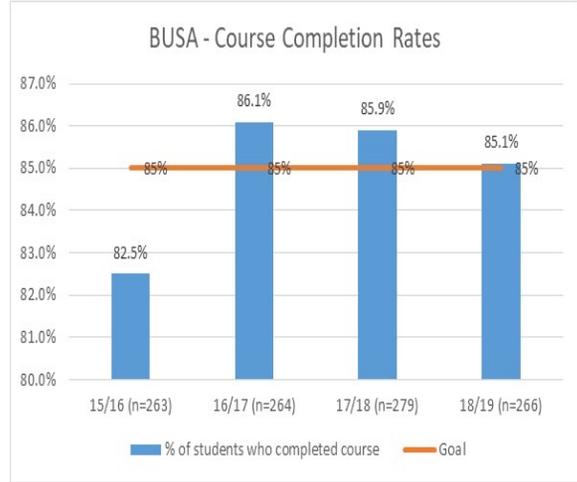


<p>PROGRAM: Medical Administrative Assistant AAS</p> <p>SLO: apply use of medical terms and abbreviations in medical reports and letters.</p> <p>Goal: 100% of students achieve 70% or higher on assignment</p>	<p>In BUSO1670 (Applied Medical Terminology) students do empathetic listening and answer case study (Direct, Formative, Internal)</p>	<p>Each year has not met the performance measure and S17 was the worst.</p>	<p>S17 results were worse than previous years, even after starting to use a rubric.</p>	<p>The S17 rubric will be adjusted for S18 and coordinated with the answers and increased Brightspace announcements included.</p>	<p style="text-align: center;">BUSO1670 Applied Medical Terminology</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Results</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>S15</td> <td>40%</td> <td>100%</td> </tr> <tr> <td>S16</td> <td>40%</td> <td>100%</td> </tr> <tr> <td>S17</td> <td>17%</td> <td>100%</td> </tr> <tr> <td>S18</td> <td>64%</td> <td>100%</td> </tr> <tr> <td>S19</td> <td>45%</td> <td>100%</td> </tr> </tbody> </table>	Semester	Results	Goal	S15	40%	100%	S16	40%	100%	S17	17%	100%	S18	64%	100%	S19	45%	100%
Semester	Results	Goal																					
S15	40%	100%																					
S16	40%	100%																					
S17	17%	100%																					
S18	64%	100%																					
S19	45%	100%																					
<p>PROGRAM: Medical Administrative Assistant AAS</p> <p>SLO: Use medical software application for billing, diagnostic and procedural codes for accounts payable and receivable.</p> <p>Goal: 100% of students achieve 80% or higher on (increased to 82% Spring 2017) on simulation project.</p>	<p>In BUSO1664 (Medical Accounts Management) students complete a Simulation Assignment (Direct, Formative, Internal)</p>	<p>S16 the students met the goal. S17 the goal was not met. S18 and S19 the standard was met.</p>	<p>S17 the criteria was raised to 82%. One student did not meet. S18 and S19 the goal remained at 82% and all students met goal.</p>	<p>The percentage goal was met each semester through S16. Therefore the goal was increased to 82% or greater on the simulation in S17.</p>	<p style="text-align: center;">BUSO1664 Medical Accts Mgmt</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Results</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>S16 (n=11)</td> <td>89.0%</td> <td>80%</td> </tr> <tr> <td>S17 (n=15)</td> <td>89.0%</td> <td>82%</td> </tr> <tr> <td>S18 (n=10)</td> <td>93.0%</td> <td>82%</td> </tr> <tr> <td>S19 (n=13)</td> <td>90.0%</td> <td>82%</td> </tr> </tbody> </table>	Semester	Results	Goal	S16 (n=11)	89.0%	80%	S17 (n=15)	89.0%	82%	S18 (n=10)	93.0%	82%	S19 (n=13)	90.0%	82%			
Semester	Results	Goal																					
S16 (n=11)	89.0%	80%																					
S17 (n=15)	89.0%	82%																					
S18 (n=10)	93.0%	82%																					
S19 (n=13)	90.0%	82%																					

TABLE 7: Business Unit Performance Results (Standard 6)

Analysis of Results																									
<u>Performance Measure:</u> What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	<u>Current Results:</u> What are your current results?	<u>Analysis of Results:</u> What did you learn from your results?	<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Provide a graph or table of resulting trends 3-5 data points preferred)																				
Accounting Course Fill Rates: Goal is to have 60% fill rate in ACCT courses offered on campus.	Data provided by Institutional Research for each department on an annual basis -- number enrolled divided by maximum class sizes for day and evening sections on campus. This measure doesn't include online class fill rates.	Class fill rates have been steadily increasing and met goal in 18/19. (Only online accounting classes were offered in the 16/17 academic year - therefore no stats for that year are included here.)	To be able to continue to offer on campus classes, the fill rate will need to remain steady. To maintain this fill rate, only one accounting class is offered on campus. The rest are all online.	Fall 2019 we are offering a class delivered via Zoom to increase access for students to be in a synchronous class environment, yet not have to drive to campus. This pilot section will be analyzed for effectiveness and student demand to see if it will be continued to be used in the future.	<p>The chart displays the average enrollment percentage of the maximum class size for ACCT courses from 2015/16 to 2018/19. The y-axis represents the percentage from 0.0% to 70.0%. The x-axis shows the academic years with their respective sample sizes (n). A horizontal orange line at 60.0% represents the goal. Blue bars represent the actual enrollment percentages for each year.</p> <table border="1"> <caption>ACCT - Class Fill Rates Data</caption> <thead> <tr> <th>Academic Year</th> <th>Sample Size (n)</th> <th>Avg enrollment % of Max Class Size</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>15/16</td> <td>23</td> <td>35.7%</td> <td>60.0%</td> </tr> <tr> <td>16/17</td> <td>21</td> <td>60.0%</td> <td>60.0%</td> </tr> <tr> <td>17/18</td> <td>27</td> <td>52.7%</td> <td>60.0%</td> </tr> <tr> <td>18/19</td> <td>23</td> <td>64.7%</td> <td>60.0%</td> </tr> </tbody> </table>	Academic Year	Sample Size (n)	Avg enrollment % of Max Class Size	Goal	15/16	23	35.7%	60.0%	16/17	21	60.0%	60.0%	17/18	27	52.7%	60.0%	18/19	23	64.7%	60.0%
Academic Year	Sample Size (n)	Avg enrollment % of Max Class Size	Goal																						
15/16	23	35.7%	60.0%																						
16/17	21	60.0%	60.0%																						
17/18	27	52.7%	60.0%																						
18/19	23	64.7%	60.0%																						

<p>Business Course Fill Rates: Goal is to have 60% fill rate in BUSA courses offered on campus.</p>	<p>Data provided by Institutional Research for each department on an annual basis -- number enrolled divided by maximum class sizes for day and evening sections on campus. This measure doesn't include online class fill rates.</p>	<p>Class fill rates have increased every year, and BUSA met the fill rate goal in 18/19. 18/19 experienced the most significant increase in the fill rate.</p>	<p>There is a challenge of operating in three different communities (three campuses) to have the enrollment numbers to operate face-to-face classes. We obtained feedback from students in 18/19 and they shared that their frustrations with ITV and that it was not a substitute for a true face-to-face experience.</p>	<p>Part of our strategy is to determine the best way to meet student needs for on campus classes with high quality instructor and student interaction. Thus Fall 2019 we eliminated all ITV classes and switched them to on campus, separate sites, for the entire year.</p>	<p>BUSA - Class Fill Rates</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Avg enrollment % of max class size</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>15/16 (n=25)</td> <td>31.3%</td> <td>60.0%</td> </tr> <tr> <td>16/17 (n=30)</td> <td>52.5%</td> <td>60.0%</td> </tr> <tr> <td>17/18 (n=31)</td> <td>55.1%</td> <td>60.0%</td> </tr> <tr> <td>18/19 (n=36)</td> <td>70.6%</td> <td>60.0%</td> </tr> </tbody> </table>	Year	Avg enrollment % of max class size	Goal	15/16 (n=25)	31.3%	60.0%	16/17 (n=30)	52.5%	60.0%	17/18 (n=31)	55.1%	60.0%	18/19 (n=36)	70.6%	60.0%
Year	Avg enrollment % of max class size	Goal																		
15/16 (n=25)	31.3%	60.0%																		
16/17 (n=30)	52.5%	60.0%																		
17/18 (n=31)	55.1%	60.0%																		
18/19 (n=36)	70.6%	60.0%																		
<p>Business & Office Technology Course Fill Rates: Goal is to have 60% fill rate in BUSO courses offered on campus.</p>	<p>Data provided by Institutional Research for each department on an annual basis -- number enrolled divided by maximum class sizes for day and evening sections on campus. This measure doesn't include online class fill rates.</p>	<p>In the past four years, the goal has only been met one time, in 16/17.</p>	<p>Working adults prefer online to meet their work/life schedules.</p>	<p>SE MN Collaboration was tried between three area colleges with BUSO courses. That was aborted in Dec. 2018. Block scheduling is being tried for BUSO 1660 beginning Fall 2019.</p>	<p>BUSO - Class Fill Rates</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Avg enrollment % of max class size</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>15/16 (n=48)</td> <td>50.0%</td> <td>60.0%</td> </tr> <tr> <td>16/17 (n=50)</td> <td>60.0%</td> <td>60.0%</td> </tr> <tr> <td>17/18 (n=41)</td> <td>40.0%</td> <td>60.0%</td> </tr> <tr> <td>18/19 (n=37)</td> <td>48.0%</td> <td>60.0%</td> </tr> </tbody> </table>	Year	Avg enrollment % of max class size	Goal	15/16 (n=48)	50.0%	60.0%	16/17 (n=50)	60.0%	60.0%	17/18 (n=41)	40.0%	60.0%	18/19 (n=37)	48.0%	60.0%
Year	Avg enrollment % of max class size	Goal																		
15/16 (n=48)	50.0%	60.0%																		
16/17 (n=50)	60.0%	60.0%																		
17/18 (n=41)	40.0%	60.0%																		
18/19 (n=37)	48.0%	60.0%																		

<p>Accounting Course Completion Rates: Goal is to have at least 80% of students complete the course and earn a grade instead of withdrawing. Note: Acctg department goal is lower than other departments within the business unit since non-majors also take ACCT courses.</p>	<p>Data provided by Institutional Research for each department on an annual basis -- overall % of completion/with drawal rates for all ACCT courses combined for each academic year.</p>	<p>ACCT course completion rates were trending upward until 18/19.</p>	<p>When the data is broken down into courses, we can see that the first two accounting principles courses are the ones with the highest withdrawal rates. These are the two courses which are taken by business majors as well as accounting majors.</p>	<p>We believe the upward trend is due to several factors. (1) better use of the Early Alert Reporting System. (2) change in graded assignments vs. practice assignments in several accounting classes. (3) better use of technology for immediate feedback for students. New strategy of using the free service of Tutor.com will be put into place in Fall 2019.</p>	 <p>ACCT -- Course Completion Rates</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% of students who completed course</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>15/16 (n=187)</td> <td>72.9%</td> <td>80%</td> </tr> <tr> <td>16/17 (n=170)</td> <td>77.6%</td> <td>80%</td> </tr> <tr> <td>17/18 (n=171)</td> <td>80.1%</td> <td>80%</td> </tr> <tr> <td>18/19 (n=152)</td> <td>77.1%</td> <td>80%</td> </tr> </tbody> </table>	Year	% of students who completed course	Goal	15/16 (n=187)	72.9%	80%	16/17 (n=170)	77.6%	80%	17/18 (n=171)	80.1%	80%	18/19 (n=152)	77.1%	80%
Year	% of students who completed course	Goal																		
15/16 (n=187)	72.9%	80%																		
16/17 (n=170)	77.6%	80%																		
17/18 (n=171)	80.1%	80%																		
18/19 (n=152)	77.1%	80%																		
<p>Business Course Completion Rates: Goal is to have at least 85% of students complete the course and earn a grade instead of withdrawing.</p>	<p>Data provided by Institutional Research for each department on an annual basis -- overall % of completion/with drawal rates for all BUSA courses combined for each academic year.</p>	<p>We continue to meet our goal for completion rate.</p>	<p>We recognize a slight, not statistically significant, decrease in completion rates that we will need to evaluate further if it continues to decline.</p>	<p>During the first week of school we provide a realistic preview of the course and the work required to allow students to select out prior to reaching the withdraw period. During the semester we communicate with students who are struggling and direct them to services to assist them. A challenge remains that we do not have the input to guide students to ability-</p>	 <p>BUSA - Course Completion Rates</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% of students who completed course</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>15/16 (n=263)</td> <td>82.5%</td> <td>85%</td> </tr> <tr> <td>16/17 (n=264)</td> <td>86.1%</td> <td>85%</td> </tr> <tr> <td>17/18 (n=279)</td> <td>85.9%</td> <td>85%</td> </tr> <tr> <td>18/19 (n=266)</td> <td>85.1%</td> <td>85%</td> </tr> </tbody> </table>	Year	% of students who completed course	Goal	15/16 (n=263)	82.5%	85%	16/17 (n=264)	86.1%	85%	17/18 (n=279)	85.9%	85%	18/19 (n=266)	85.1%	85%
Year	% of students who completed course	Goal																		
15/16 (n=263)	82.5%	85%																		
16/17 (n=264)	86.1%	85%																		
17/18 (n=279)	85.9%	85%																		
18/19 (n=266)	85.1%	85%																		

appropriate courses prior to enrollment.

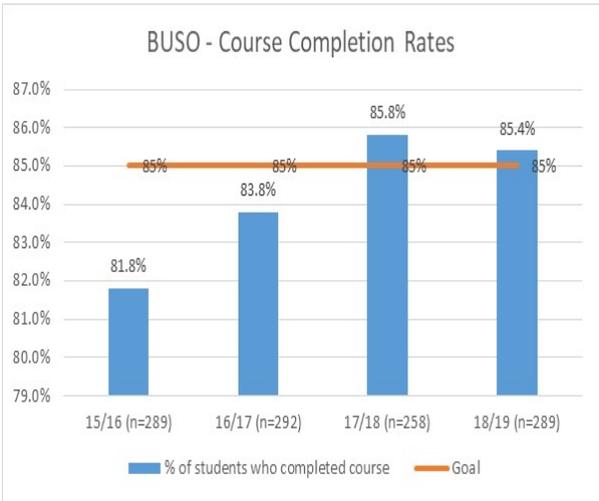
Business & Office Technology Course Completion Rates: Goal is to have at least 85% of students complete the course and earn a grade instead of withdrawing.

Data provided by Institutional Research for each department on an annual basis -- overall % of completion/with drawal rates for all BUSO courses combined for each academic year.

Our course completion rates have steadily increased (for the most part) and we have met our goal of 85% over the last two academic years.

Students appear to be better prepared to learn online and are more successful in that format than in the past.

During the semester we communicate through announcements every week directing students to support services.



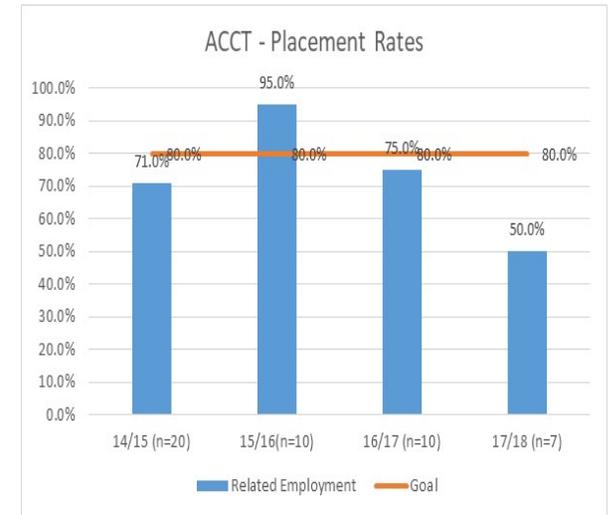
Accounting Placement Results: At least 80% of graduates will be employed in field or continue education opportunities.

Graduate Follow-up Survey administered by Riverland Student Services during spring semester to current graduates and data compiled by Minnesota State. Graduates are notified via postcard in April and phone calls in May and June. Minnesota State returns compiled information in October/November so there is a time lag in this measure.

Goal was met in only one of the four years.

Graduates are not obtaining related employment at the goal of 80%.

Curriculum was redesigned Fall 2017 (implemented Fall 2018) for all accounting awards (degrees, diplomas, and certificates) to prepare students for external certifications including Excel Specialist, Quickbooks Certification, etc.) Advisory committee members believe having external certifications in key areas will give graduates an edge when seeking employment.



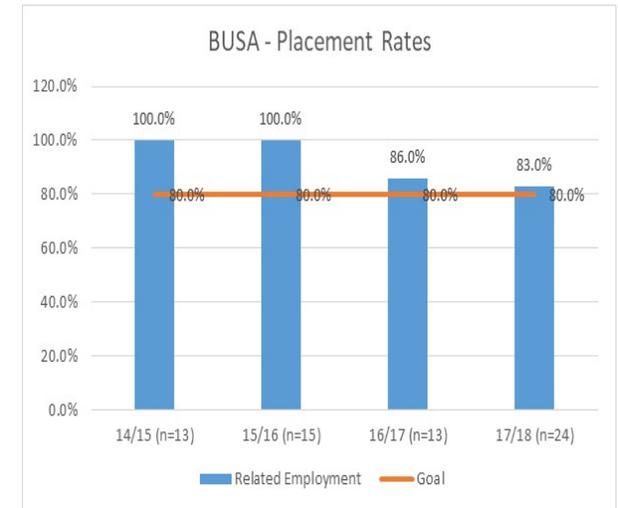
Business Placement Results: At least 80% of graduates will be employed in field or continue education opportunities.

Graduate Follow-up Survey administered by Riverland Student Services during spring semester to current graduates and data compiled by Minnesota State. Graduates are notified via postcard in April and phone calls in May and June. Minnesota State returns compiled information in October/November so there is a time lag in this measure.

Goal was met for all four years of the study.

We note the decline in placement.

We will monitor and research the cause of the decline through conversations with administration involved in graduation placement. We will discuss options for surveying current and past students.



Business & Office Technology Placement Results: At least 80% of graduates will be employed in field or continue education opportunities.

Graduate Follow-up Survey administered by Riverland Student Services during spring semester to current graduates and data compiled by Minnesota State. Graduates are notified via postcard in April and phone calls in May and June. Minnesota State returns compiled information in October/November so there is a time lag in this measure.

Goal has been consistently met until 17/18.

Mayo Health Systems-Albert Lea, a major employer of graduates, announced a reduction of services at the local hospital and clinic. Therefore, placement results were affected.

It has been communicated to students that Mayo-Rochester is still employing several graduates if they are willing to drive. Students are encouraged to take related jobs in the area.

