

## STANDARD 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

### Criterion 4.1 Student Learning Outcomes Assessment

The Business Technology department has implemented a comprehensive learning outcomes assessment model for measuring performance in the academic programs of the department (Figure 28). The model includes creating learning outcomes for the three associate degree programs of the Business Technology department. The steps are:

1. A comprehensive list of learning outcomes is created for each program by the faculty.
2. Performance indicators are selected for each learning outcome. The desired outcomes are determined.
3. Documents are created to measure learning outcomes in accordance with the performance indicators.
4. Data is gathered and summarized. Results are then analyzed and documented.
5. Changes are proposed and implemented as needed for continuous improvement.

The outcomes assessment plan for measuring student learning outcomes has three requirements:

1. That it be well thought-out and relevant
2. Easy to understand and beneficial
3. Programs have the resources and commitment to implement it.

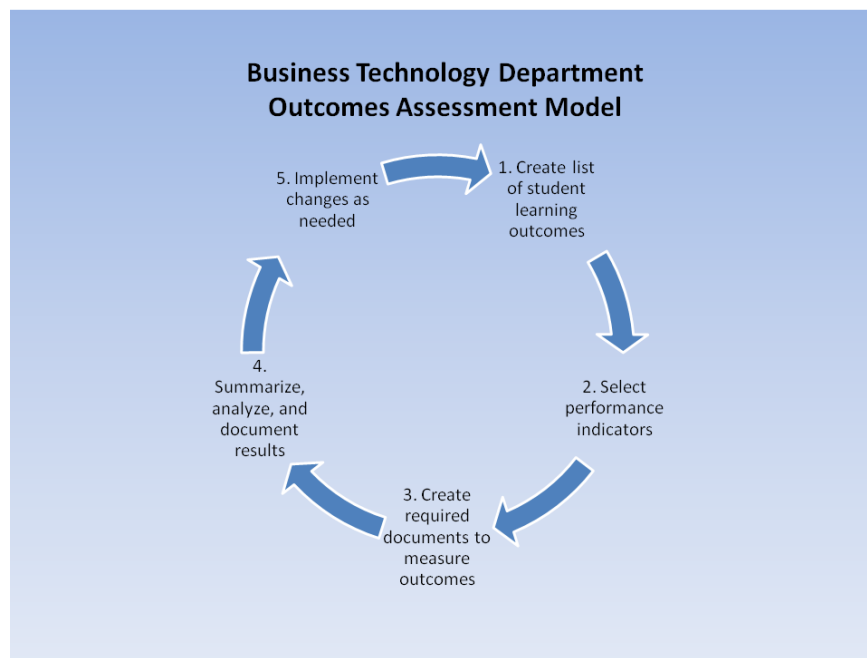


Figure 28

The Outcomes Assessment Model has been systematically established throughout the department with each program at a different stage of implementation. Currently all programs contain key courses that are being assessed using this approach. Plans for improving the process include updating and refining the list of program learning outcomes and refining performance indicators as experience with the process requires. See Exhibit 17 for documentation of Program Learning Outcomes Assessment.

The faculty are encouraged to collect direct and indirect data. The direct data provides tangible, measurable results regarding program learning outcomes are being met or not met. This allows the

opportunity to identify areas of success and deficiencies within the various programs. The indirect data provides information on how students and faculty perform in each area and provides an opportunity for the department to address any perceived deficiencies.

The information gathered from the outcomes assessment process can be used in several different ways. Where appropriate, the data is used to:

1. Demonstrate all selected program learning outcomes are included within the appropriate program curriculum.
2. Improve and enhance the assessment process.
3. Adjust the curriculum content.
4. Monitor the department activities to improve and enhance student learning.
5. Ensure the same level and excellence in all courses.

The collective results of the data are compared to the predetermined goal and the information is discussed by the related faculty in department meetings. The strengths and weaknesses identified are also discussed. Any weaknesses are addressed with opportunities for improvement noted. Action items are created that may include adjustments to the curriculum, teaching methodology, target goals, or some aspect of the learning outcome itself. These are communicated to all faculty within the department via meetings, either department or individually. The various action items are implemented and the outcomes assessment process of gathering data and analyzing results begins again. Should the weakness not been remedied, another action item is created and the continuous improvement process continues.

Currently the Business Technology department has not incorporated any state or national comparative data on learning outcomes. The department will need to research and review for ways to incorporate an in-field substantive knowledge exam into each of its three associate degree programs. The following are the list of student learning outcomes for each program within the Business Technology department seeking re-affirmation:

### **Accounting Information Systems Program Outcomes and Related Competencies**

The Accounting Information Systems program’s mission and goals is based upon program outcomes. These program learning outcomes have been developed to address what we expect students to achieve and describe specific skills, abilities and knowledge to be mastered by students completing the Accounting Information Systems program. Each outcome is supported by a competency that demonstrates how students will achieve the outcome. Each competency is supported by a performance measure that identifies how the competency will be measured. In addition, specific course outcomes and related competencies have been developed to support the Accounting Information Systems program outcomes. Upon successful completion of the NMCC’s Accounting Information Systems program, students will be able to:

<b>Outcome</b>	<b>Competency</b>	<b>Performance Measurement</b>
1. Understand and complete the accounting cycle for a period from beginning to end.	Demonstrate complete knowledge of the accounting cycle.	Successful completion of: - specific problems in ACC 111
2. Record entries for accounts requiring adjusting entries.	Demonstrate knowledge and understanding of journalizing and posting adjusting entries for a business entity.	Successful completion of: - specific problem in ACC 111
3. Create financial statements	Demonstrate proficiency in the	Successful completion of:

in accordance with generally accepted accounting principles (GAAP).	preparation of financial statements.	- specific problem in ACC 111
4. Understand the use and interpretation of federal tax code in completing individual and business tax returns.	Demonstrate the ability to prepare individual and business tax returns with tax software.	Successful completion of: - Volunteer Income Tax Assistance (VITA) certification exam administered by AARP in ACC 240 - Accurate tax returns in ACC 240
5. Understand the application of computer technology to complete accounting functions.	Demonstrate proficiency in the use of computerized accounting systems.	Successful completion of: -specific projects in ACC 234 and ACC 242
6. Understand and use the appropriate computer software application for managing financial data.	Demonstrate a comprehensive understanding of spreadsheets and databases software applications	Successful completion of: -specific projects in CIS 108 and CIS 129
7. Manage a computer operating system, perform word processing and electronic presentations.	Demonstrate proficiency in the use of business software applications	Successful completion of: -specific problems/projects in CIS 107
8. Communicate effectively with others utilizing appropriate forms of communication methods.	Demonstrate effective business communication skills.	Successful completion of: -specific problems/projects in CIS 107 and COM 212

### Business Administration Program Outcomes and Related Competencies

The Business Administration program's mission and goals is based upon program outcomes. These program learning outcomes have been developed to address what we expect students to achieve and describe specific skills, abilities and knowledge to be mastered by students completing the Business Administration program. Each outcome is supported by a competency that demonstrates how students will achieve the outcome. Each competency is supported by a performance measure that identifies how the competency will be measured. In addition, specific course outcomes and related competencies have been developed to support the Business Administration program outcomes. Upon successful completion of the NMCC's Business Administration program, students will be able to:

Outcome	Competency	Performance Measurement
1. Understand and complete the accounting cycle for a period from beginning to end.	Demonstrate complete knowledge of the accounting cycle.	Successful completion of: - specific problems in ACC 111
2. Record entries for accounts requiring adjusting entries.	Demonstrate knowledge and understanding of journalizing and posting adjusting entries for a business entity.	Successful completion of: - specific problem in ACC 111
3. Create financial statements in accordance with generally accepted accounting principles (GAAP).	Demonstrate proficiency in the preparation of financial statements.	Successful completion of: - specific problem in ACC 111

4. Effectively create, write and present a business plan.	Demonstrate the ability to create, write and orally present a business plan.	Successful completion of: - specific project in BUS 242 - oral presentation in BUS 242
5. Apply marketing principles and strategies.	Demonstrate the ability to successfully complete a comprehensive marketing project demonstrating the knowledge and application of marketing principles and strategies as applied to the marketplace.	Successful completion of: -comprehensive project in BUS241
6. Write a recruitment plan as used in human resources department to attract new employees.	Demonstrate the ability to create a human resources recruitment plan.	Successful completion of: -specific project in BUS 239
7. Understand and use the appropriate computer software application for managing financial data.	Demonstrate a comprehensive understanding of spreadsheets and databases software applications	Successful completion of: -specific projects in CIS 108 and CIS 129
8. Manage a computer operating system, perform word processing and electronic presentations.	Demonstrate proficiency in the use of business software applications	Successful completion of: -specific problems/projects in CIS 107
9. Communicate effectively with others utilizing appropriate forms of communication methods.	Demonstrate effective business communication skills.	Successful completion of: -oral presentation in ECO 111 and BUS242

### General Technology (Business Option) Program Outcomes and Related Competencies

The General Technology (Business Option) program's mission and goals is based upon program outcomes. These program learning outcomes have been developed to address what we expect students to achieve and describe specific skills, abilities and knowledge to be mastered by students completing the General Technology (Business Option) program. Each outcome is supported by a competency that demonstrates how students will achieve the outcome. Each competency is supported by a performance measure that identifies how the competency will be measured. In addition, specific course outcomes and related competencies have been developed to support the General Technology (Business Option) program outcomes. Upon successful completion of the NMCC's Business Administration program, students will be able to:

Outcome	Competency	Performance Measurement
1. Understand and complete the accounting cycle for a period from beginning to end.	Demonstrate complete knowledge of the accounting cycle.	Successful completion of: - specific problems in ACC 111
2. Record entries for accounts requiring adjusting entries.	Demonstrate knowledge and understanding of journalizing and posting adjusting entries for a business entity.	Successful completion of: - specific problem in ACC 111
3. Create financial statements in accordance with generally accepted accounting	Demonstrate proficiency in the preparation of financial statements.	Successful completion of: - specific problem in ACC 111

principles (GAAP).		
4. Understand and use the appropriate computer software application for managing financial data.	Demonstrate a comprehensive understanding of spreadsheets and databases software applications	Successful completion of: -specific projects in CIS 108 and CIS 129
5. Manage a computer operating system, perform word processing and electronic presentations.	Demonstrate proficiency in the use of business software applications	Successful completion of: -specific problems/projects in CIS 107
6. Communicate effectively with others utilizing appropriate forms of communication methods.	Demonstrate effective business communication skills.	Successful completion of: -oral presentation in ECO 111 and BUS242

### Medical Office Administration Program Outcomes and Related Competencies

The Medical Office Administration program's mission and goals is based upon program outcomes. These program learning outcomes have been developed to address what we expect students to achieve and describe specific skills, abilities and knowledge to be mastered by students completing the Medical Office Administration program. Each outcome is supported by a competency that demonstrates how students will achieve the outcome. Each competency is supported by a performance measure that identifies how the competency will be measured. In addition, specific course outcomes and related competencies have been developed to support the Medical Administration program outcomes. Upon successful completion of the NMCC's Medical Administration program, students will be able to:

Outcome	Competency	Performance Measurement
1. Understand and complete the accounting cycle for a period from beginning to end.	Demonstrate complete knowledge of the accounting cycle.	Successful completion of: - specific problems in ACC 110
2. Record entries for accounts requiring adjusting entries.	Demonstrate knowledge and understanding of journalizing and posting adjusting entries for a business entity.	Successful completion of: - specific problem in ACC 110
3. Create financial statements in accordance with generally accepted accounting principles (GAAP).	Demonstrate proficiency in the preparation of financial statements.	Successful completion of: - specific problem in ACC 110
4. Understand and use the appropriate computer software application for managing financial data.	Demonstrate a comprehensive understanding of spreadsheets and databases software applications	Successful completion of: -specific projects in CIS 108 and CIS 129
5. Type 60 words per minute for 3 minutes with 3 or fewer errors.	Demonstrate the ability to type 60 or more words per minute.	Successful completion of: - a minimum of one 60 words per minute timing for 3 minutes with 3 or fewer errors in SES 219
6. Deliver an oral teaching/training presentation/seminar.	Demonstrate effective business communication skills.	Successful completion of: - a two person or solo 50 minute oral presentation in SES 225
7. Manage and file medical records according to ARMA	Demonstrate the ability to manage and file records	Successful completion of: - a filing set in SES 118

rules for alphabetic, numeric, geographic, and subject systems.	according to Association of Records Managers and Administrators.	
8. Professionally format word processing documents according to business preferences.	Demonstrate proficiency in the use of word processing software.	Successful completion of: - a letter/merge assignment in SES 227
9. Communicate effectively with others utilizing appropriate forms of communication methods.	Demonstrate effective graphic presentation skills.	Successful completion of: - graphic presentation (PowerPoint) slide show in SES 213
10. Effectively communicate with the local medical facilities and personnel.	Demonstrate the ability to manage information regarding the medical "office" field from an employee/administrative perspective.	Successful completion of: - meeting with medical facilities personnel as well as successful completion of assessment in various medico/legal areas in BUS 226

#### **Criterion 4.2 Program Evaluation**

The Business Technology department conducts each program evaluation via a program review process (Exhibit 18). The program review occurs every five years for each program of study. This assures that every program within the Business Technology department is assessed and updated as necessary every five years. The objectives of the program review process are to attain the highest quality education and service; to assure that its graduates possess the occupational and academic skills required by employers; and to provide an experience which inspires lifelong learning.

The faculty of the Business Technology department are encouraged to participate and take an active role in the program review process. Most of the program faculty participate in the data collection process for the program review and provide various outcomes assessment data for the report. Some faculty will write a portion or section of the program review. Generally, the department chairperson will complete the final draft of the program review. The presentation to the MCCS Board of Trustees of the program review findings is commonly presented by the program faculty and department chairperson.

There is various data collected in the program review to assess the effectiveness of the courses and programs within the Business Technology department. The following data is used:

1. **Program Data.** This contains quantitative and qualitative data on program enrollment, i.e., first time as well as changes of majors, staffing and budget patterns over the reviewed period.
2. **Cohort Enrollment Data.** This contains quantitative data on student advancement as a cohort over a three year period for three successive cohorts of student data ending with the most recent three-year period.
3. **Post-Graduation Data.** Data gathered from the Annual Graduate Survey administered six to nine months following graduation.

4. **Satisfaction Data.** A report of satisfaction for the following suggested constituencies as appropriate and as measured by the College:
  - a. Employers
  - b. Advisory Committee Members
  - c. Students
  - d. Alumni
  
5. **Analysis of Quantitative and Qualitative Data.** Analysis during the review period may include:
  - a. Enrollment trends
  - b. Retention
  - c. Graduation trends
  - d. Employment patterns and trends

The program evaluation data is shared with the administration of the College, MCCS Board of Trustees, program faculty, and the program advisory committees. The objectives of the program review process are to attain the highest quality education and service; to assure that its graduates possess the occupational and academic skills required by employers; and to provide an experience which inspires lifelong learning.

Recently, improvements to the Medical Office Administration (MOA) program have been implemented as a result of the program review process. The curriculum for the Medical Office Administration program was revised. New courses in Medical Office Legal and Ethics and Electronic Health Records were developed primarily for the program. Medical Coding, Medical Insurance and Billing courses were also added to the program effective with the Fall 2011 semester.

### **Criterion 4.3 Student Assessment**

Students applying for admission into programs of study offered by the College submit an application for admission, official copies of high school transcripts or GED, official transcripts from prior colleges attended (if any and if requesting transfer credit), SAT or Accuplacer test scores, personal references (for some majors) and undergo a personal interview. Prior academic coursework along with skills/aptitude test results are reviewed by admissions staff to help determine readiness for collegiate-level academic work. In cases where the applicant does not meet academic readiness, applicants are either: deferred admission and referred for remediation; conditionally accepted for admission; accepted with specific conditions for completion of remedial coursework.

Students have several options for receiving advanced placement: Credit by Examination (CLEP or institutional testing); Credit by Articulation agreement; evaluation of prior Work Experience; and, Transfer Credit from appropriately accredited institutions of higher education. The College accepts the American Council on Education™ (ACE) guidelines for the awarding of credits.

All students accepted for admission into a program of study are assigned an academic advisor familiar with all facets of the program's curriculum. In most cases, the academic advisor is the primary instructor for the student's academic major. Students and advisors have access to remedial testing information via the college student information portal ([www.my.nmcc.edu](http://www.my.nmcc.edu)). Further, the College's Counseling Department reviews all incoming students' academic file and record as a second check for appropriate course placement prior to the student's entrance into classes. Where an issue or other complicating factor is noted, appropriate interventions are initiated. Such interventions might include referral for disability services, referral into the

College's TRiO Student Support Services program, modification of course load, recommendation regarding remedial coursework, or other.

There are several systems in place to provide support for students to help increase student success and retention. The director of counseling reviews the academic and admission records of all entering full-time students. Placement in developmental or preparatory courses is determined by secondary school achievement and performance on pre-admission tests. Approximately thirty percent of students in the entering class will be identified as "at risk" and in need of counseling and/or other support services. Students in this group are referred to one of the college counselors. Counselors contact students early in the semester to discuss issues related to their academic success and to coordinate appropriate support services, such as tutoring. Many of these students are monitored throughout the first year and, if necessary, into the second year of their enrollment at the college.

An "early-warning" system is in place to identify students who may be experiencing difficulty at the fourth week. Faculty are asked to list the names of students who are having academic, attendance, or other problems in their classes. The counseling staff contacts these students and attempt to assist them with whatever problems exist so that they may meet the college's academic standards.

Guidelines for the use of Accuplacer or other test results are developed utilizing student success metrics such as GPA, success in both remedial and associate degree level coursework, and persistence. The College's Academic Success Center (ASC) analyzes the efficacy of all developmental course offerings and utilizes the information to improve course and Center improvement.

The college collects data from a variety of sources in order to evaluate programs and services. The TRiO/SSS and Perkins programs submit yearly performance reports to their respective oversight offices regarding programming offered, student retention, graduation and transfer rates. NMCC also surveys recent graduates to ascertain job placement, transfer rates and beginning salaries in each field. The college registrar collects a variety of data as well for federal reporting mandates. There are summary reports for the MELMAC grants as well as reports to the Maine Community College System for their benchmark goals. There are other federal reporting mandates for the Cleary Act and to the Equity in Athletics program.

The College shares information with the public in a variety of formats. In addition to annual reporting on Maine Community College System benchmarks, NMCC reports to all our accrediting bodies, state entities, general advisory council, academic program committees, our foundation board, grant funding sources, federal agencies as required. An annual report is shared widely and with the general public specifically.

The College Relations office shares information regularly via traditional media and via a weekly newsletter. The College web site is maintained by this office and features a large collection of related information. Links to a variety of related consumer information is easily accessible from the web site.

#### **Summary of Standard 4 - Measurement, Analysis, and Knowledge Management**

The Business Technology department has an outcomes assessment process for each program. This consists of initial assessment, measuring student achievement of the stated program learning goals in general education and in program areas. A five year systematic program review to ensure academic excellence and meet the changing needs of the various programs.



The College has a means of assessing student needs for developmental assistance, providing courses or systems that assist students to improve identified deficiencies. There is a systematic reporting mechanism for each business program to chart enrollment patterns, student retention, and student academic success.

**Table 2 Student Learning Results (Required for each accredited program)**

Performance Indicator		Definition															
<b>1. Student Learning Results</b>  <b>(Required for each accredited program)</b>		<p>A student learning outcome is one that measures a specific competency attainment.  <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs.</p>															
Analysis of Results – Accounting Information Systems (AIS) Degree																	
Performance Measure (Competency)	Description of Measurement Instrument to include Formative or Summative, Internal or External, and Descriptive or Comparative	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
70% of the AIS students will demonstrate knowledge of the accounting cycle.	Comprehensive accounting problem completed by students enrolled in ACC 111. Internal, formative.	For the past five years, the standard was met.	Initiate discussions on increasing the standard.		<table border="1"> <caption>Accounting Students Knowledge of the Accounting Cycle</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>80%</td> </tr> <tr> <td>2007-2008</td> <td>72%</td> </tr> <tr> <td>2008-2009</td> <td>70%</td> </tr> <tr> <td>2009-2010</td> <td>100%</td> </tr> <tr> <td>2010-2011</td> <td>78%</td> </tr> </tbody> </table>	Year	Percentage	2006-2007	80%	2007-2008	72%	2008-2009	70%	2009-2010	100%	2010-2011	78%
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**Analysis of Results – Accounting Information Systems (AIS) Degree**

Performance Measure (Competency)	Description of Measurement Instrument to include Formative or Summative, Internal or External, and Descriptive or Comparative	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)										
70% of AIS students will demonstrate knowledge in journalizing and posting adjusting entries.	Completion of an accounting problem completed by students enrolled in ACC 111. Internal, formative.	For the past four years, the standard has been met.	Initiate discussions on increasing the standard.		<table border="1"> <caption>Accounting Students Journalizing &amp; Posting Adjusting Entries</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>71%</td> </tr> <tr> <td>2008-2009</td> <td>75%</td> </tr> <tr> <td>2009-2010</td> <td>96%</td> </tr> <tr> <td>2010-2011</td> <td>72%</td> </tr> </tbody> </table>	Year	Percentage	2007-2008	71%	2008-2009	75%	2009-2010	96%	2010-2011	72%
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<p>70% of AIS students will demonstrate proficiency in preparing financial statements.</p>	<p>Successful completion of the three financial statements from provided accounting data completed by students enrolled in ACC 111. Internal, formative.</p>	<p>For the past four years, the standard has been met.</p>	<p>Initiate discussions on increasing the standard.</p>		<table border="1"> <caption>Accounting Students Preparing Financial Statements</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>75%</td> </tr> <tr> <td>2008-2009</td> <td>88%</td> </tr> <tr> <td>2009-2010</td> <td>92%</td> </tr> <tr> <td>2010-2011</td> <td>88%</td> </tr> </tbody> </table>	Year	Percentage	2007-2008	75%	2008-2009	88%	2009-2010	92%	2010-2011	88%
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<p>70% of AIS students will demonstrate proficiency in preparing a statement of cash flows under the indirect method.</p>	<p>Successful completion of a problem completed by students enrolled in ACC 111. Internal, formative.</p>	<p>For the past three years, the standard has been met.</p>	<p>Initiate discussions on increasing the standard.</p>		<table border="1"> <caption>Accounting Students Preparing a Statement of Cash Flows</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2008-2009</td> <td>83%</td> </tr> <tr> <td>2009-2010</td> <td>88%</td> </tr> <tr> <td>2010-2011</td> <td>78%</td> </tr> </tbody> </table>	Year	Percentage	2008-2009	83%	2009-2010	88%	2010-2011	78%
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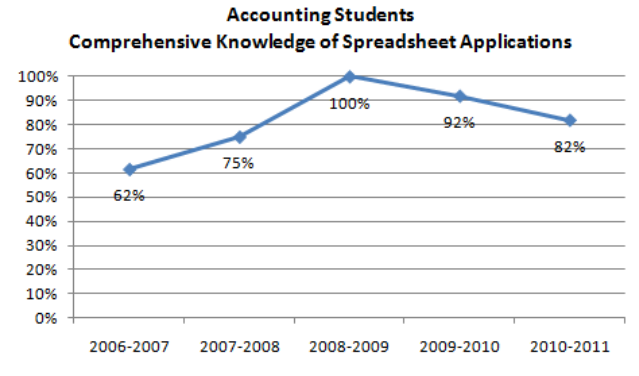
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<p>70% of AIS students will demonstrate proficiency in the use of computerized accounting systems.</p>	<p>A comprehensive problem completed by students enrolled in ACC 234. Internal, formative.</p>	<p>The goal was not met in 2010-2011.</p>	<p>Analysis indicates students lack accounting details and accuracy. Modify methodology to increase focus on details and accuracy.</p>		<table border="1"> <caption>Accounting Students Proficiency in Computerized Accounting Systems</caption> <thead> <tr> <th>Year</th> <th>Proficiency (%)</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>93%</td> </tr> <tr> <td>2007-2008</td> <td>100%</td> </tr> <tr> <td>2008-2009</td> <td>83%</td> </tr> <tr> <td>2009-2010</td> <td>80%</td> </tr> <tr> <td>2010-2011</td> <td>63%</td> </tr> </tbody> </table>	Year	Proficiency (%)	2006-2007	93%	2007-2008	100%	2008-2009	83%	2009-2010	80%	2010-2011	63%
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70% of AIS students will demonstrate a comprehensive knowledge of spreadsheets software applications.	A comprehensive project completed by students enrolled in CIS 108. Internal, formative.	The goal was met in 4 of 5 years.	The standard will be increased to 75% for 2011-2012.		 <table border="1"> <caption>Accounting Students Comprehensive Knowledge of Spreadsheet Applications</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>62%</td> </tr> <tr> <td>2007-2008</td> <td>75%</td> </tr> <tr> <td>2008-2009</td> <td>100%</td> </tr> <tr> <td>2009-2010</td> <td>92%</td> </tr> <tr> <td>2010-2011</td> <td>82%</td> </tr> </tbody> </table>	Year	Percentage	2006-2007	62%	2007-2008	75%	2008-2009	100%	2009-2010	92%	2010-2011	82%
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<p><b>1. Student Learning Results</b></p> <p><b>(Required for each accredited program)</b></p>	<p>A student learning outcome is one that measures a specific competency attainment.</p> <p><i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs.</p>

**Analysis of Results – Accounting Information Systems (AIS) Degree**

Performance Measure (Competency)	Description of Measurement Instrument to include Formative or Summative, Internal or External, and Descriptive or Comparative	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
<p>70% of AIS students will demonstrate a comprehensive knowledge of database software applications.</p>	<p>A comprehensive project completed by students enrolled in CIS 129. Internal, formative.</p>	<p>The goal was met in all years except 2007-2008.</p>	<p>The standard will be increased to 75% for 2011-2012.</p>		<div data-bbox="1367 821 2007 1195" data-label="Figure"> <table border="1"> <caption>Accounting Students Comprehensive Knowledge of Database Applications</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>92%</td> </tr> <tr> <td>2007-2008</td> <td>67%</td> </tr> <tr> <td>2008-2009</td> <td>86%</td> </tr> <tr> <td>2009-2010</td> <td>84%</td> </tr> <tr> <td>2010-2011</td> <td>89%</td> </tr> </tbody> </table> </div>	Year	Percentage	2006-2007	92%	2007-2008	67%	2008-2009	86%	2009-2010	84%	2010-2011	89%
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**Analysis of Results – Accounting Information Systems (AIS) Degree**

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80% of AIS students will demonstrate the ability to prepare individual and business tax returns.	Tax problems completed in ACC 214 and ACC 225. Internal, formative.	The standard has been met in each of the last five years.	Initiate discussions on modifying the standard.		<p align="center"><b>Accounting Students Ability to Prepare Federal Tax Return</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100%</td> </tr> <tr> <td>2007-2008</td> <td>100%</td> </tr> <tr> <td>2008-2009</td> <td>100%</td> </tr> <tr> <td>2009-2010</td> <td>100%</td> </tr> <tr> <td>2010-2011</td> <td>94%</td> </tr> </tbody> </table>	Year	Percentage	2006-2007	100%	2007-2008	100%	2008-2009	100%	2009-2010	100%	2010-2011	94%
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**Analysis of Results – Business Administration (BA) Degree**

Performance Measure (Competency)	Description of Measurement Instrument to include Formative or Summative, Internal or External, and Descriptive or Comparative	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
70% of BA students will demonstrate knowledge of the accounting cycle and financial statements	Accounting set completed by each student enrolled in ACC 111. Internal, formative.	The standard was met three of the last five years.	Initiate discussions on modifying the standard.		<p align="center"><b>Business Administration Students Knowledge of the Accounting Cycle</b></p> <table border="1"> <caption>Business Administration Students Knowledge of the Accounting Cycle</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>63%</td> </tr> <tr> <td>2007-2008</td> <td>57%</td> </tr> <tr> <td>2008-2009</td> <td>78%</td> </tr> <tr> <td>2009-2010</td> <td>72%</td> </tr> <tr> <td>2010-2011</td> <td>77%</td> </tr> </tbody> </table>	Year	Percentage	2006-2007	63%	2007-2008	57%	2008-2009	78%	2009-2010	72%	2010-2011	77%
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**Analysis of Results – Business Administration (BA) Degree**

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<p>70% of BA students will demonstrate knowledge in journalizing and posting adjusting entries.</p>	<p>Completion of an accounting problem completed by students enrolled in ACC 111. Internal, formative.</p>	<p>The standard was met in the last 2 of the 4 years.</p>	<p>Review of teaching methodology with additional focus placed upon journalizing and posting adjusting entries in an effort to improve results.</p>	<p>Improvement in 2009-2010 (78%) and 2010-2011 (81%).</p>	<div style="text-align: center;"> <p><b>Business Administration Students Journalizing and Adjusting Entries</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Business Administration Students Journalizing and Adjusting Entries</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>55%</td> </tr> <tr> <td>2008-2009</td> <td>67%</td> </tr> <tr> <td>2009-2010</td> <td>78%</td> </tr> <tr> <td>2010-2011</td> <td>81%</td> </tr> </tbody> </table> </div>	Year	Percentage	2007-2008	55%	2008-2009	67%	2009-2010	78%	2010-2011	81%
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**Analysis of Results – Business Administration (BA) Degree**

Performance Measure (Competency)	Description of Measurement Instrument to include Formative or Summative, Internal or External, and Descriptive or Comparative	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)										
<p>70% of BA students will demonstrate proficiency in preparing financial statements.</p>	<p>Completion of the three financial statements from provided accounting data completed by students enrolled in ACC 111. Internal, formative.</p>	<p>The standard was met in each of the four years.</p>	<p>Initiate discussions on modifying the standard.</p>		<table border="1"> <caption>Business Administration Students Preparing Financial Statements</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>77%</td> </tr> <tr> <td>2008-2009</td> <td>91%</td> </tr> <tr> <td>2009-2010</td> <td>80%</td> </tr> <tr> <td>2010-2011</td> <td>85%</td> </tr> </tbody> </table>	Year	Percentage	2007-2008	77%	2008-2009	91%	2009-2010	80%	2010-2011	85%
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<p>70% of BA students will demonstrate proficiency in preparing a statement of cash flows under the indirect method.</p>	<p>Success is based on the successfully completion of a problem completed by students enrolled in ACC 111. Internal, formative.</p>	<p>The standard was met in two of the last three years.</p>	<p>Review of teaching methodology with additional focus placed upon preparing statement of cash flows in an effort to improve results.</p>	<p>Results improved in 2009-2010 (87%) and 2010-2011 (72%).</p>	<table border="1"> <caption>Business Administration Students Preparing a Statement of Cash Flows</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2008-2009</td> <td>63%</td> </tr> <tr> <td>2009-2010</td> <td>87%</td> </tr> <tr> <td>2010-2011</td> <td>72%</td> </tr> </tbody> </table>	Year	Percentage	2008-2009	63%	2009-2010	87%	2010-2011	72%
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<p>70% of BA students will demonstrate the ability to complete a business plan.</p>	<p>Comprehensive Business Plan project in BUS 242. Internal, summative.</p>	<p>The standard was met in each of the last five years.</p>	<p>Initiate discussions on modifying the standard.</p>		<table border="1"> <caption>Business Administration Students Create a Business Plan</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>88%</td> </tr> <tr> <td>2007-2008</td> <td>89%</td> </tr> <tr> <td>2008-2009</td> <td>88%</td> </tr> <tr> <td>2009-2010</td> <td>100%</td> </tr> <tr> <td>2010-2011</td> <td>90%</td> </tr> </tbody> </table>	Year	Percentage	2006-2007	88%	2007-2008	89%	2008-2009	88%	2009-2010	100%	2010-2011	90%
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<p>70% of BA students will demonstrate knowledge and application of various marketing principles and strategies as applied to the market place.</p>	<p>Comprehensive marketing project in BUS 241. Internal, formative.</p>	<p>The standard was met in four of the last five years.</p>	<p>Initiate discussions on modifying the standard.</p>		<table border="1"> <caption>Business Administration Students Knowledge and Application of Marketing Principles</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>75%</td> </tr> <tr> <td>2007-2008</td> <td>69%</td> </tr> <tr> <td>2008-2009</td> <td>71%</td> </tr> <tr> <td>2009-2010</td> <td>92%</td> </tr> <tr> <td>2010-2011</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	2006-2007	75%	2007-2008	69%	2008-2009	71%	2009-2010	92%	2010-2011	100%
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<p>70% of BA students will be able to write a recruitment plan, as used in a human resources department to attract new employee.</p>	<p>Completing a recruitment plan in BUS 239. Internal, formative.</p>	<p>The standard was met in each of the four years.</p>	<p>Initiate discussions on modifying the standard.</p>		<table border="1"> <caption>Business Administration Students Human Resources Recruitment Plan</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>77%</td> </tr> <tr> <td>2008-2009</td> <td>85%</td> </tr> <tr> <td>2009-2010</td> <td>70%</td> </tr> <tr> <td>2010-2011</td> <td>73%</td> </tr> </tbody> </table>	Year	Percentage	2007-2008	77%	2008-2009	85%	2009-2010	70%	2010-2011	73%
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<p>BA students will demonstrate effective business communication skills. The goal is 70% of the students will meet this standard.</p>	<p>Success is determined by students enrolled in ECO 111 successfully completing an oral presentation. Internal, formative.</p>	<p>The standard was met in each of the two years.</p>	<p>The success levels indicated are acceptable.</p>		<p><b>Business Administration Students Demonstrating Effective Business Communications</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>100%</td> </tr> <tr> <td>2008-2009</td> <td>80%</td> </tr> <tr> <td>*2009-2010</td> <td>0%</td> </tr> <tr> <td>2010-2011</td> <td>100%</td> </tr> </tbody> </table> <p>* Data Unavailable</p>	Year	Percentage	2007-2008	100%	2008-2009	80%	*2009-2010	0%	2010-2011	100%
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<p>70% of BA students will demonstrate a comprehensive knowledge of spreadsheets software applications.</p>	<p>Comprehensive project completed by students enrolled in CIS 108. Internal, formative.</p>	<p>The goal was met in all 5 years.</p>	<p>The standard will be increased to 75% for 2011-2012.</p>		<div style="text-align: center;"> <p><b>Business Administration Students</b>  <b>Comprehensive Knowledge of Spreadsheet Applications</b></p> <table border="1" style="margin: 10px auto;"> <caption>Comprehensive Knowledge of Spreadsheet Applications</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>92%</td> </tr> <tr> <td>2007-2008</td> <td>74%</td> </tr> <tr> <td>2008-2009</td> <td>80%</td> </tr> <tr> <td>2009-2010</td> <td>94%</td> </tr> <tr> <td>2010-2011</td> <td>78%</td> </tr> </tbody> </table> </div>	Year	Percentage	2006-2007	92%	2007-2008	74%	2008-2009	80%	2009-2010	94%	2010-2011	78%
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<p>70% of BA students will demonstrate a comprehensive knowledge of database software applications.</p>	<p>Comprehensive project completed by students enrolled in CIS 129. Internal, informative.</p>	<p>The goal was met in 4 of 5 years. Goal was not met in 2010-2011.</p>	<p>Review of teaching methodology with additional focus placed on advanced queries.</p>		<p align="center"><b>Business Administration Students Comprehensive Knowledge of Database Applications</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>94%</td> </tr> <tr> <td>2007-2008</td> <td>88%</td> </tr> <tr> <td>2008-2009</td> <td>77%</td> </tr> <tr> <td>2009-2010</td> <td>82%</td> </tr> <tr> <td>2010-2011</td> <td>67%</td> </tr> </tbody> </table>	Year	Percentage	2006-2007	94%	2007-2008	88%	2008-2009	77%	2009-2010	82%	2010-2011	67%
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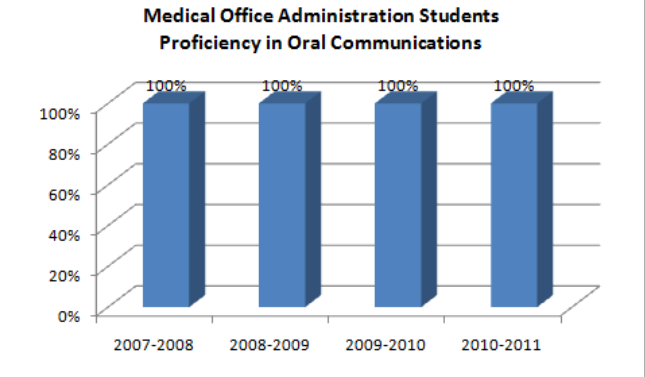
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**Analysis of Results – Medical Office Administration Degree**

Performance Measure (Competency)	Description of Measurement Instrument to include Formative or Summative, Internal or External, and Descriptive or Comparative	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)										
<p>70% of MOA students will be able to type 60 words or more per minute with 5 or fewer errors.</p>	<p>Outcome based proficiency exam: 5 minute timing: key 60 words or more per minute with 5 or fewer errors in SES 219. Internal, informative.</p>	<p>The standard was met in each year except 2007-2008.</p>	<p>Beginning with the Fall 2008 semester a one hour supplemental instruction per week was added to the curriculum.</p>	<p>The standard was met for each year since implementing the action taken.</p>	<table border="1"> <caption>Medical Office Administration Students Typing 60 Words Per Minute</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>67%</td> </tr> <tr> <td>2008-2009</td> <td>100%</td> </tr> <tr> <td>2009-2010</td> <td>100%</td> </tr> <tr> <td>2010-2011</td> <td>94%</td> </tr> </tbody> </table>	Year	Percentage	2007-2008	67%	2008-2009	100%	2009-2010	100%	2010-2011	94%
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**Analysis of Results – Medical Office Administration (MOA) Degree**

Performance Measure (Competency)	Description of Measurement Instrument to include Formative or Summative, Internal or External, and Descriptive or Comparative	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)										
70% of MOA students will be able to perform oral communications.	Team oral presentation in SES 225. Internal, summative.	The standard has been met for year.	Initiate discussions on modifying the standard.		 <p><b>Medical Office Administration Students Proficiency in Oral Communications</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Proficiency</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>100%</td> </tr> <tr> <td>2008-2009</td> <td>100%</td> </tr> <tr> <td>2009-2010</td> <td>100%</td> </tr> <tr> <td>2010-2011</td> <td>100%</td> </tr> </tbody> </table>	Year	Proficiency	2007-2008	100%	2008-2009	100%	2009-2010	100%	2010-2011	100%
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Performance Indicator	Definition
<p><b>1. Student Learning Results</b></p> <p><b>(Required for each accredited program)</b></p>	<p>A student learning outcome is one that measures a specific competency attainment.</p> <p><i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs.</p>

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<p>70% of MOA students will be able to perform word document processing.</p>	<p>Completion of a series of faculty designed exams. Internal, formative.</p>	<p>The standard has been met for year except 2008-2009.</p>	<p>Initiate discussions on modifying the standard.</p>		<table border="1"> <caption>Medical Office Students Proficiency in Word Processing</caption> <thead> <tr> <th>Year</th> <th>Proficiency (%)</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>89%</td> </tr> <tr> <td>2007-2008</td> <td>92%</td> </tr> <tr> <td>2008-2009</td> <td>60%</td> </tr> <tr> <td>2009-2010</td> <td>70%</td> </tr> <tr> <td>2010-2011</td> <td>76%</td> </tr> </tbody> </table>	Year	Proficiency (%)	2006-2007	89%	2007-2008	92%	2008-2009	60%	2009-2010	70%	2010-2011	76%
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<p>70% of MOA students will be able to perform professional document processing (advanced word processing applications).</p>	<p>Completing a capstone document processing portfolio project. Internal, summative.</p>	<p>The standard has been met for the past five years with the exception of 2007-2008.</p>	<p>Initiate discussions on modifying the standard.</p>		<table border="1"> <caption>Medical Office Administration Students Proficiency in Advanced Word Processing</caption> <thead> <tr> <th>Year</th> <th>Proficiency (%)</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>78%</td> </tr> <tr> <td>2007-2008</td> <td>69%</td> </tr> <tr> <td>2008-2009</td> <td>100%</td> </tr> <tr> <td>2009-2010</td> <td>81%</td> </tr> <tr> <td>2010-2011</td> <td>83%</td> </tr> </tbody> </table>	Year	Proficiency (%)	2006-2007	78%	2007-2008	69%	2008-2009	100%	2009-2010	81%	2010-2011	83%
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<p>70% of MOA students will be able perform a PowerPoint presentation. SES 213</p>	<p>Completing a team oral presentation in SES 213. Internal, formative.</p>	<p>The standard has been met for each year.</p>	<p>Initiate discussions on modifying the standard.</p>		<table border="1"> <caption>Medical Office Administration Students Proficiency in PowerPoint Presentations</caption> <thead> <tr> <th>Year</th> <th>Proficiency (%)</th> </tr> </thead> <tbody> <tr> <td>2008-2009</td> <td>100%</td> </tr> <tr> <td>2009-2010</td> <td>94%</td> </tr> <tr> <td>2010-2011</td> <td>99%</td> </tr> </tbody> </table>	Year	Proficiency (%)	2008-2009	100%	2009-2010	94%	2010-2011	99%
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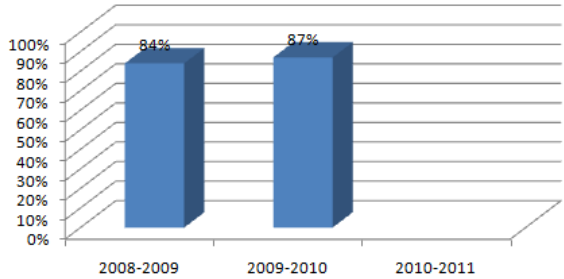
Performance Indicator	Definition
<p><b>1. Student Learning Results</b></p> <p><b>(Required for each accredited program)</b></p>	<p>A student learning outcome is one that measures a specific competency attainment.</p> <p><i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs.</p>

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70% of MOA students will be able perform filing by ARMA rules	Completing a filing project by ARMA rules. Internal, formative.  SES 118	The standard was met for each year except 2009-2010.	Review of teaching methodology with additional focus placed on the ARMA rules.	Results improved in 2010-2011.	<p><b>Medical Office Administration Students Proficiency in Filing</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Proficiency (%)</th> </tr> </thead> <tbody> <tr> <td>2008-2009</td> <td>100%</td> </tr> <tr> <td>2009-2010</td> <td>55%</td> </tr> <tr> <td>2010-2011</td> <td>78%</td> </tr> </tbody> </table>	Year	Proficiency (%)	2008-2009	100%	2009-2010	55%	2010-2011	78%
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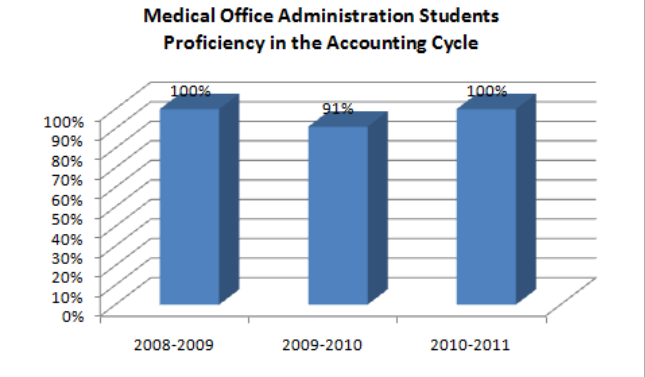
Performance Indicator	Definition
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<p>70% of MOA students will be able to manage information in the medical office field.</p>	<p>Skills demonstration in BUS 226. Internal, formative.</p>	<p>The standard has been met each year except 2010-2011. Data was not recorded in 2010-2011.</p>	<p>Initiate discussions on modifying the standard.</p>		<p align="center"><b>Medical Office Administration Students Proficiency in Managing Information in a Medical Office</b></p>  <table border="1"> <caption>Medical Office Administration Students Proficiency in Managing Information in a Medical Office</caption> <thead> <tr> <th>Year</th> <th>Proficiency (%)</th> </tr> </thead> <tbody> <tr> <td>2008-2009</td> <td>84%</td> </tr> <tr> <td>2009-2010</td> <td>87%</td> </tr> <tr> <td>2010-2011</td> <td>-</td> </tr> </tbody> </table>	Year	Proficiency (%)	2008-2009	84%	2009-2010	87%	2010-2011	-
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70% of MOA students will demonstrate knowledge of the accounting cycle.	Comprehensive problem completed by students enrolled in ACC 110. Internal, informative.	The standard has been met for each year.	Initiate discussions on modifying the standard.		 <p><b>Medical Office Administration Students Proficiency in the Accounting Cycle</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Proficiency (%)</th> </tr> </thead> <tbody> <tr> <td>2008-2009</td> <td>100%</td> </tr> <tr> <td>2009-2010</td> <td>91%</td> </tr> <tr> <td>2010-2011</td> <td>100%</td> </tr> </tbody> </table>	Year	Proficiency (%)	2008-2009	100%	2009-2010	91%	2010-2011	100%
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<p>70% of MOA students will demonstrate a comprehensive knowledge of spreadsheets software applications.</p>	<p>Comprehensive project completed by students enrolled in CIS 108. Internal, formative.</p>	<p>The goal was not met in 2007-2008 and 2010-2011.</p>	<p>Review of teaching methodology with additional focus placed on formulas and functions.</p>		<div data-bbox="1365 820 2005 1193"> <p align="center"><b>Medical Office Administration Students Comprehensive Knowledge of Spreadsheet Applications</b></p> <table border="1"> <caption>Medical Office Administration Students Comprehensive Knowledge of Spreadsheet Applications</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>60%</td> </tr> <tr> <td>2008-2009</td> <td>75%</td> </tr> <tr> <td>2009-2010</td> <td>91%</td> </tr> <tr> <td>2010-2011</td> <td>64%</td> </tr> </tbody> </table> </div>	Year	Percentage	2007-2008	60%	2008-2009	75%	2009-2010	91%	2010-2011	64%
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<p>70% of MOA students will demonstrate a comprehensive knowledge of database software applications.</p>	<p>Comprehensive project completed by students enrolled in CIS 129. Internal, formative.</p>	<p>The standard has been met for year except 2010-2011.</p>	<p>Review of teaching methodology with additional focus placed on advanced queries.</p>		<table border="1"> <caption>Medical Office Administration Students Comprehensive Knowledge of Database Applications</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>70%</td> </tr> <tr> <td>2008-2009</td> <td>80%</td> </tr> <tr> <td>2009-2010</td> <td>94%</td> </tr> <tr> <td>2010-2011</td> <td>63%</td> </tr> </tbody> </table>	Year	Percentage	2007-2008	70%	2008-2009	80%	2009-2010	94%	2010-2011	63%
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**Table 3 – Organizational Performance Results**

Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting student performance. *Key indicators may include: improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, partnerships, graduation and retention rates by program, etc.*

**Analysis of Results**

<b>Performance Measure (Competency)</b>	<b>Description of Measurement</b>	<b>Areas of Success</b>	<b>Analysis and Action Taken</b>	<b>Results of Action Taken (during the following year)</b>	<b>Insert Graph or Chart of Resulting Trends (graph up to five years of data)</b>																														
Each program, with the exception of General Technology, will have a minimum FTE enrollment of 25 students.	501.1 Enrollment Report	The standard is met for each year with the exception of 2008 for the AIS program.	Focus was placed on increasing enrollment in BusTech programs with the Enrollment Task Force Committee.	An increase program enrollment resulted in years 2009 and 2010.	<p><b>Business Technology Department FTE Enrollment by Program</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>AIS</th> <th>BA</th> <th>GT</th> <th>MOA</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>37</td> <td>53</td> <td>1</td> <td>27</td> </tr> <tr> <td>2007</td> <td>26</td> <td>53</td> <td>6</td> <td>31</td> </tr> <tr> <td>2008</td> <td>17</td> <td>40</td> <td>3</td> <td>27</td> </tr> <tr> <td>2009</td> <td>32</td> <td>45</td> <td>2</td> <td>34</td> </tr> <tr> <td>2010</td> <td>43</td> <td>43</td> <td>3</td> <td>34</td> </tr> </tbody> </table>	Year	AIS	BA	GT	MOA	2006	37	53	1	27	2007	26	53	6	31	2008	17	40	3	27	2009	32	45	2	34	2010	43	43	3	34
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At least 90 percent of currently enrolled students in the business technology department will express satisfaction with their overall academic program.	Survey of first and second year business technology students.	The standard is met for each year.			<table border="1"> <caption>Business Technology Student Satisfaction with the Overall Quality of Their Program</caption> <thead> <tr> <th>Year</th> <th>Satisfied (%)</th> <th>Dissatisfied (%)</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>99%</td> <td>1%</td> </tr> <tr> <td>2008-2009</td> <td>99%</td> <td>1%</td> </tr> <tr> <td>2009-2010</td> <td>95%</td> <td>5%</td> </tr> <tr> <td>2010-2011</td> <td>100%</td> <td>0%</td> </tr> </tbody> </table>	Year	Satisfied (%)	Dissatisfied (%)	2007-2008	99%	1%	2008-2009	99%	1%	2009-2010	95%	5%	2010-2011	100%	0%
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The Business Technology department will provide a safe and secure campus environment through the services of the Colleges Safety department.	Annual Security Report filed by the College.	The College has a very low rate of crime over the past 5 years.	The College has continued to improve outdoor lighting on the surrounding campus and update the security to the campus.		<table border="1"> <caption>Number of Incidents Report</caption> <thead> <tr> <th>Year</th> <th>Murder</th> <th>Sex Offenses</th> <th>Robbery</th> <th>Aggravated Assault</th> <th>Burglary</th> <th>Motor Vehicle Theft</th> <th>Hate Crimes</th> <th>Liquor Law Arrests</th> <th>Drug Abuse Arrests</th> <th>Weapons Arrests</th> <th>Nonviolent</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>18</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>18</td> </tr> <tr> <td>2006</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>12</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>12</td> </tr> <tr> <td>2007</td> <td>0</td> <td>0</td> <td>2</td> <td>0</td> <td>21</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>23</td> </tr> <tr> <td>2008</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>24</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>25</td> </tr> <tr> <td>2009</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>12</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>13</td> </tr> </tbody> </table>	Year	Murder	Sex Offenses	Robbery	Aggravated Assault	Burglary	Motor Vehicle Theft	Hate Crimes	Liquor Law Arrests	Drug Abuse Arrests	Weapons Arrests	Nonviolent	2005	0	0	0	0	18	0	0	0	0	0	18	2006	0	0	0	0	12	0	0	0	0	0	12	2007	0	0	2	0	21	0	0	0	0	0	23	2008	0	0	1	0	24	0	0	0	0	0	25	2009	0	1	0	0	12	0	0	0	0	0	13
Year	Murder	Sex Offenses	Robbery	Aggravated Assault	Burglary	Motor Vehicle Theft	Hate Crimes	Liquor Law Arrests	Drug Abuse Arrests	Weapons Arrests	Nonviolent																																																																		
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2008	0	0	1	0	24	0	0	0	0	0	25																																																																		
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**Analysis of Results**

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The business technology department programs will have a retention rate of 50% or greater.	Annual reporting of each year’s cohort (first-time, full-time, freshman) as determined by the college.	The benchmark was met or exceeded in four of the five years of data collected (48% in 2003).	Faculty will continue to discuss ways to improve retention in each specific program.		<p><b>Business Technology Department Retention Rates</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Retention Rate</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>57.14%</td> </tr> <tr> <td>2007</td> <td>61.11%</td> </tr> <tr> <td>2008</td> <td>81.08%</td> </tr> <tr> <td>2009</td> <td>58.82%</td> </tr> <tr> <td>2010</td> <td>83.33%</td> </tr> </tbody> </table>	Year	Retention Rate	2006	57.14%	2007	61.11%	2008	81.08%	2009	58.82%	2010	83.33%
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