### TABLE 2: Student Learning Results (Standard 4)

Use this table to supply data for Criterion 4.2.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Learning Results</td>
<td>A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination. Add these to the description of the measurement instrument in column two: Direct – Assessing student performance by examining samples of student work. Indirect – Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</td>
</tr>
</tbody>
</table>

**Performance Measure:** For each assessment, identify the following – 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal

**Measurement Instrument or Process:** Do not use grades.

**Current Results:** What are your current results?

**Analysis of Results:** What did you learn from your results?

**Improvement Made:** What did you improve or what is your next step?

**Provide a graph or table of resulting trends (3-5 data points preferred)**

**EXAMPLE**

Program - AAS in Accounting Technology; SLO - "The student will demonstrate the ability to analyze financial statements"; Goal - 80% score on embedded test questions

In ACC-213 (Managerial Accounting), students will assess their own outside of class. Students met the benchmark in both the 2014-2015 and 2015-2016 years, students were not getting enough practice analyzing financial statements on their own outside of class.

Although instructors review various examples in class, students were not getting enough practice analyzing financial statements on their own outside of class.

We evaluated the process and tools in the classroom we use for the benchmarks in the 2016-2017 assessment periods. Providing students with better accounting tools has helped the results. Prerequisites were changed in 2018-19 to allow more students to take the class. We will see if that helps.

80% of the students will score an 80% or higher.

The measurement will be used in online and classroom classes.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>0</td>
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</tr>
</tbody>
</table>

**AS in Accounting SLO: Analyze Financial Statements**

**SLO: Analyze Financial Statements**

**Small Business Management**

Goal: Develop skills to meet business and technology challenges.
Performance Measure:  For each assessment, identify the following -  1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal

measurement instrument or process?  Do not use grades.

<table>
<thead>
<tr>
<th>Current Results:</th>
<th>Analysis of Results:</th>
<th>Improvement Made:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your current results?</td>
<td>What did you learn from your results?</td>
<td>What did you improve or what is your next step?</td>
</tr>
</tbody>
</table>

Provide a graph or table of resulting trends (3-5 data points preferred)

---

### Student's scores on Electronic-Commerce Marketing course projects will demonstrate understanding of current trends.

- 80% of the students will score an 80% or higher.
- The measurement will be used in online and face-to-face classes.

#### Score on Electronic-Commerce Marketing course projects.


<table>
<thead>
<tr>
<th>Year</th>
<th>Classroom</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>87%</td>
<td>86%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>90%</td>
<td>88%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>89%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Benchmarks have fluctuated. Classroom more steady than online.

The outcome will be used for the 2016-2017 assessment period.

Review of who is teaching the classes and having a meeting about resources used especially in the online needs to take place.

---

### Principles of Management

- **Goal:** Apply business communication skills.

- **Goal:** Demonstrate leading edge knowledge and understanding of business technology.

- **Students will demonstrate their skill of current technology through successful completion of course activities.**

- 80% of the students will score a 70% or higher average.

- The measurement will be used in online and classroom classes.

#### Score on the Excel performance exam in Microsoft Applications II.


<table>
<thead>
<tr>
<th>Year</th>
<th>Classroom</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>76%</td>
<td>74%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>73%</td>
<td>68%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>67%</td>
<td>58%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>58%</td>
<td>88%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>57%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Students met and exceeded the classroom and online benchmarks of 70% in the classroom. There is work to be done in the online sections.

We will evaluate the curriculum used and may change books as we move toward Office 2019 in the 2019-2020 fiscal year. We need to also review what areas of Microsoft Applications students are struggling in. For example, Access tends to be a software not as many students have used so maybe we need to spend more instructional time on areas where students are struggling.

---

### Microsoft Applications II

- **Goal:** Demonstrate leading edge knowledge and understanding of business technology.

- **Students will demonstrate their skill of current technology through successful completion of course activities.**

- 80% of the students will score a 70% or higher average.

- The measurement will be used in online and classroom classes.

#### Score on the Excel performance exam in Microsoft Applications II.


<table>
<thead>
<tr>
<th>Year</th>
<th>Classroom</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>72%</td>
<td>74%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>73%</td>
<td>68%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>67%</td>
<td>58%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>58%</td>
<td>88%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>57%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Students met and exceeded the classroom and online benchmarks of 70% in the classroom. There is work to be done in the online sections.

We will evaluate the curriculum used and may change books as we move toward Office 2019 in the 2019-2020 fiscal year. We need to also review what areas of Microsoft Applications students are struggling in. For example, Access tends to be a software not as many students have used so maybe we need to spend more instructional time on areas where students are struggling.

---

### Principles of Accounting I

- **Goal:** Demonstrate the use of business practices
### Performance Measure
For each assessment, identify the following -
1. Academic Program
2. Student Learning Outcome
3. Measurable Goal

**Measurement instrument or process?** Do not use grades.

- Students demonstrate knowledge, understanding, and application of basic accounting principles.

### Current Results: What are your current results?

- Score on comprehensive final in Principles of Accounting I.


- 80% of the students who complete the final will score a 70% or higher.

- The measurement will be used in online, classroom, and hybrid (mix of online and classroom instruction) classes.

### Analysis of Results: What did you learn from your results?

- Students did not meet the benchmark of 80% in either the classroom or hybrid sections.

- From the 2013-2014 year through the 2014-2015 and 2015-2016 year, the classroom sections decreased from 76% to 73% and then to 67% from the 2013-2014 year through the 2015-2016 year, the online sections increased from 76% to then exceeding the 80% goal in 2014-2015 and 2015-2016. For 16-17 online did well and classroom and online not so well, 17-18 was closer for all three delivery methods.

### Improvement Made: What did you improve or what is your next step?

- Continue to use the present benchmark for the 2016-2017 assessment periods. Analyze the student learning goal to determine competencies not met. Identify methods to assist in student learning for the competencies not met. Determine through advising process if students have the basic foundation to successfully complete Principles of Accounting I. Have all faculty use the same comprehensive final in both classroom and online to ensure consistency of benchmark results.

- Evaluate the use of online resources to determine if assists students in meeting course competencies. This is a transfer course and SCC gets many university students. Not all students finish the course so we need to evaluate the data that is being turned in to ensure that instructors are not turning in data for students not taking the final.

<table>
<thead>
<tr>
<th>Year</th>
<th>Classroom</th>
<th>Hybrid</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>76%</td>
<td>76%</td>
<td>74%</td>
</tr>
<tr>
<td>2014-15</td>
<td>73%</td>
<td>84%</td>
<td>68%</td>
</tr>
<tr>
<td>2015-16</td>
<td>67%</td>
<td>85%</td>
<td>58%</td>
</tr>
<tr>
<td>2016-17</td>
<td>58%</td>
<td>54%</td>
<td>88%</td>
</tr>
<tr>
<td>2017-18</td>
<td>73%</td>
<td>75%</td>
<td>57%</td>
</tr>
</tbody>
</table>

### Provide a graph of resulting trends (3-5 data points preferred)

![Graph of resulting trends](image-url)
TABLE 7: Business Unit Performance Results (Standard 6)

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

<table>
<thead>
<tr>
<th>Organizational Effectiveness Results</th>
<th>Performance Measure</th>
<th>What is your measurement instrument or process? (indicate length of cycle)</th>
<th>Current Results: What are your current results?</th>
<th>Analysis of Results: What did you learn from your results?</th>
<th>Action Taken or Improvement Made: What did you improve or what is your next step?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in Microsoft Applications II (BSAD 1020) will take an MOS exam and try to pass it.</td>
<td>What is your performance measure? (The goal should be measurable.)</td>
<td>In 2014-15, 146 students and faculty took the Microsoft Office Specialist (MOS) exam. In 2015-16, 303 students and faculty took the exam. In 2016-17, 406 students and faculty took the exam. In 2017-2018 there were 77 test candidates. This is due to the fact that the State of Nebraska funded expired on September 29, 2017 and was not renewed. SCC worked with Certiport and the testing center at SCC purchased a license which started in April, 2018. All students in Microsoft Apps II are required to buy at least one voucher and 77 students took at least 1 exam in 2017-2018.</td>
<td>The pass rate is about 53-58% for the exam from 2014 to 2016. The average pass rate for 2015-17 and 2018 dropped to 52%. Part of the drop was due to the upgrade to Office 2016 which many had not used for very long, and many students and faculty would take the test without a lot of studying as a practice because there was no fee. The practice exams were not part of the exam so the only way someone could practice was to take the actual exam. The test is not easy. SCC is very proud of the students and faculty who have passed.</td>
<td>We will need to look for ways to show students the relevancy in the exams. The exams are only considered for extra credit and are not part of the required coursework. SCC has developed 1.0 to 1.5 credit hour MOS Exam classes which are structured to help students prepare for the exams.</td>
<td></td>
</tr>
<tr>
<td>Increase student success by use of a course management system for all students</td>
<td>What is your performance measure?</td>
<td>All Business faculty are required to use Moodle as the online course management system (CMS). The course management system will be changing to Canvas in August of 2019.</td>
<td>All the beginning of each quarter, all faculty are required to submit Course Information Documents (CID) for their course(s) to the SCC HUB site. The CID contains information regarding a timeline, course policies, grading practices and total points for class. The CID is in the CMS and students can view CID’s on the HUB also.</td>
<td>Faculty submit their Course Information Documents each quarter. Support staff check compliance and Program Directors and Associate Deans review for correct content. Business uses a template which faculty find useful to ensure they have all required content areas. If a student stops and asks a question about their class, the CED’s are accessible for review with the student. Often that can help them answer their question.</td>
<td>The instructional design team has now set up the dates that courses open which helps faculty to not have to remember and those Moodle shells automatically open on the first day of class. The Course Information Documents are turned in for approval each quarter. We will also continue to have a Program Director do a classroom observation and follow-up of both full-time and adjunct Business faculty members once a year to ensure classroom procedures and policies are being met. This includes reviewing the Moodle shell and CID.</td>
</tr>
</tbody>
</table>

Provide a graph or table of resulting trends (3-5 data points preferred)
## Performance Measure

**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)

## Current Results

### What are your current results?

- Current Results: What are your current results?

### Analysis of Results

- Analysis of Results: What did you learn from your results?

### Action Taken or Improvement Made

- Action Taken or Improvement Made: What did you improve or what is your next step?

## Retention of Business Program Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Budgeted Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>$3,997,716.22</td>
</tr>
<tr>
<td>2016-2017</td>
<td>$4,117,242.03</td>
</tr>
<tr>
<td>2017-2018</td>
<td>$4,094,465.50</td>
</tr>
</tbody>
</table>

Budgets were efficiently spent. Spending amounts in personnel decreased as enrollment decreased and some positions were not filled immediately. The overspending for Milford campus in 2015-2016 was due to capital equipment spending. Classes were cancelled due to low enrollments, but classes were also added for those courses that filled up completely, especially web classes. Spending was carefully tracked, but not overly restricted. As the college moves to semesters in August of 2019 some of the open positions may begin to be filled depending on enrollments.

### Track number of Business Administration Program graduates

- Actual numbers from the Fact Book on public website: [https://www.southeast.edu/institutional-research/factbook-graduates/](https://www.southeast.edu/institutional-research/factbook-graduates/)

- Shown in graph to the right.

The total number of graduates increased in the 2014-2015 school year. There was another spike in 2016-2017.

To try to increase enrollment, the spike of graduates in the summer of 2016 is due to the program aligning the required credit hours closer to 60 semester hours so students have a better chance to do a 2+2 and have their degree in 2 years. This required dropping 4 classes from the program. The current required quarter credit hours is 94.5 (63 semester) and in the 2019-2020 catalog that will drop to 60 semester credit hours. Starting in 2019-2020 there will be three additional AA degrees in Business so making all those degrees require the same number of credit hours makes sense to align with transferring and alignment with the AA transfer degrees.

## Graphs

**Graduates by Term**

- Graduates by Quarter Summer
- Graduates by Quarter Fall
- Graduates by Quarter Winter
- Graduates by Quarter Spring

**Percent of Budget Spend**

- Percent of Budget Beatrice
- Percent of Budget Lincoln
- Percent of Budget Milford
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)

Measurement Instrument or Process? (Indicate length of cycle)

Current Results: What are your current results?

Analysis of Results: What did you learn from your results?

Action Taken or Improvement Made: What did you improve or what is your next step?

Retention of Business Program Students

Hybrid and Web Class enrollments

Number of hybrid sections offered:
- 2013-2014 = 46
- 2014-2015 = 19
- 2015-2016 = 35
- 2016-2017 = 102
- 2017-2018 = 98

Enrollment in hybrid classes increased from the 2014-2015 to 2015-2016 school year. Hybrid enrollments were consistent in 2016-2017 and 2017-2018 with a small drop in enrollments of hybrids from 2016-2017 to 2017-2018. Online enrollments also decreased a small amount during that time but still show the high demand of online courses by students.

We are looking to increase the number of hybrid sections offered at right to accommodate the needs of adult learners on the Lincoln Campus.

We are continuing to adjust the number of online classes offered each quarter to better meet the needs and demands of students. The college guideline is if we have a class at 85% capacity, we need to consider opening an additional section. A sample utilization report has been included for ACBSP evaluators. The utilization report uses 3 years worth of data to tell the program if they need to add additional sections when they do their quarterly schedule.

Track program enrollments by campus

School numbers from IR website. You can filter down to each Campus.

The Beatrice campus experienced a slight enrollment increase for the 2013-2014 school year, but has since then seen a decrease in student enrollment.

The Millard campus experienced an increase in enrollment for the 2015-2016 school year after 3 years of decreases.

The Lincoln campus has experienced a decrease each school year since the 2012-2013 school year.

The Business Administration Program focused on retention of students through advising, meet and greets, and improving customer service skills.

Beardmore Enrollment

Lincoln Enrollment

Beatrice Enrollment

Lincoln Enrollment

Milford Enrollment

For a graph or table of resulting trends (3-5 data points preferred)
<table>
<thead>
<tr>
<th>Performance Measure:</th>
<th>Analysis of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your performance measure?</td>
<td>What is your measurement instrument or process? (indicate length of cycle)</td>
</tr>
<tr>
<td>What is your goal? (The goal should be measurable.)</td>
<td>Current Results: What are your current results?</td>
</tr>
<tr>
<td></td>
<td>Analysis of Results: What did you learn from your results?</td>
</tr>
<tr>
<td></td>
<td>Action Taken or Improvement Made: What did you improve or what is your next step?</td>
</tr>
</tbody>
</table>

**Retention of Business Program Students**

**Measure:** Student FTE

**Actual numbers from FTE report from IR department.** Shown in graph to the right.

**Business Administration Program** focused on retention of students through advising, meet and greets, and improving customer service skills. The conversion to semesters will hopefully meet the needs of many students. Over 90% of colleges are on semesters.

![Graph showing FTE from 2015-16 to 2017-18](image)