

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

Use this table to supply data for Criterion 4.2.

| Performance Indicator  |  | Definition   |  |  |
|--|--|--|--|--|
| <b>1. Student Learning Results</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> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work<br/>                     Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.<br/>                     Formative – An assessment conducted during the student’s education.<br/>                     Summative – An assessment conducted at the end of the student’s education.<br/>                     Internal – An assessment instrument that was developed within the business unit.<br/>                     External – An assessment instrument that was developed outside the business unit.<br/>                     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.</p> |  |  |
|  |  | - If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.   |  |  |
| Analysis of Results  |  |  |  |  |
| 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?  |
| <b>EXAMPLE</b> 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 scores on <b>embedded test questions on the final exam</b> will assess ability to analyze financial statements. This is a direct, summative, internal assessment. | After three years of subpar student performance, the goal has been met for the last two years.   | Although instructors review various examples in class, students were not getting enough practice analyzing financial statements on their own outside of class.   | Graded homework assignments where students analyze financial statements were introduced in 2014. This led to improved student performance on this measure. Now, further work will be done to improve the graded homework assignments.  |
|  |  |  |  | <p>AS in Accounting SLO: Analyze Financial Statements</p>  |
| Small Business Management<br>Goal: Demonstrate the use of business practices.  |  |  |  |  |
| Students will identify and apply basic accounting principles.<br><br>80% of the students will score an 80% or higher.<br><br>The measurement will be used in online and classroom classes. | Students will complete the financial section of the plan.<br><br>Assessment period includes all terms for 13-14, 14-15, 15-16, 16-17, 17-18  | <p>2013-2014 Classroom 87%</p> <p>2013-2014 Online 70%</p> <p>2014-2015 Classroom 94%</p> <p>2014-2015 Online 92%</p> <p>2015-2016 Classroom 93%</p> <p>2015-2016 Online 100%</p> <p>2016-2017 Classroom 100%</p> <p>2016-2017 Online 94%</p> <p>2017-2018 Classroom 100%</p> <p>No classroom sections ran for 17-18.</p>  | Students met the benchmark of 80% in classroom sections, but not for online sections for the 2013-2014 year. For both the 2014-2015 and 2015-2016 years, students exceeded the 80% benchmark in both the classroom and online sections. There were not classroom sections offered in 17-18. The trend is that students are doing better. | 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 enrollment in the course in future years. Classroom sections in 17-18 were all cancelled due to low enrollment. |
|  |  |  |  | <p>Small Business Management</p>   |
|  |  |  |  |  |
| Electronic Commerce Marketing<br>Goal: Develop skills to meet business and technology challenges   |  |  |  |  |

| Analysis of Results  |   |  |  |  |  |      |                     |                  |       |     |     |       |     |     |       |     |     |       |     |     |       |     |     |
|--|---|--|--|--|--|------|---------------------|------------------|-------|-----|-----|-------|-----|-----|-------|-----|-----|-------|-----|-----|-------|-----|-----|
| 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)   |      |                     |                  |       |     |     |       |     |     |       |     |     |       |     |     |       |     |     |
| <p>Student's scores on Electronic-Commerce Marketing course projects will demonstrate understanding of current trends.</p> <p>80% of the students will score an 80% or higher.</p> <p>The measurement will be used in online and face-to-face classes.</p> | <p>Score on Electronic-Commerce Marketing course projects.</p> <p>Assessment period includes Summer 2014, Fall 2014, Winter 2015, Spring 2015 for the 2014-2015 year and Summer 2015, Fall 2015, Winter 2016, Spring 2016 for the 2015-2016 year.</p>                         | <p>2013-2014 Classroom 87%</p> <p>2013-2014 Online 86%</p> <p>2014-2015 Classroom 90%</p> <p>2014-2015 Online 85%</p> <p>2015-2016 Classroom 89%</p> <p>2015-2016 Online 90%</p> <p>2016-2017 Classroom 89%</p> <p>2016-2017 Online 78%</p> <p>2017-2018 Classroom 83%</p> <p>2017-2018 Online 80%</p> | <p>Benchmarks have fluctuated. Classroom more steady than online.</p>  | <p>The outcome will be used for the 2016-2017 assessment period.</p> <p>Review of who is teaching the classes and having a meeting about resources used especially in the online needs to take place.</p>  | <p>Ecommerce</p> <table border="1"> <caption>Ecommerce Scores</caption> <thead> <tr> <th>Year</th> <th>Ecommerce Classroom</th> <th>Ecommerce Online</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>87%</td> <td>86%</td> </tr> <tr> <td>14-15</td> <td>90%</td> <td>85%</td> </tr> <tr> <td>15-16</td> <td>89%</td> <td>90%</td> </tr> <tr> <td>16-17</td> <td>89%</td> <td>78%</td> </tr> <tr> <td>17-18</td> <td>83%</td> <td>80%</td> </tr> </tbody> </table>                         | Year | Ecommerce Classroom | Ecommerce Online | 13-14 | 87% | 86% | 14-15 | 90% | 85% | 15-16 | 89% | 90% | 16-17 | 89% | 78% | 17-18 | 83% | 80% |
| Year   | Ecommerce Classroom   | Ecommerce Online   |  |  |  |      |                     |                  |       |     |     |       |     |     |       |     |     |       |     |     |       |     |     |
| 13-14  | 87%   | 86%  |  |  |  |      |                     |                  |       |     |     |       |     |     |       |     |     |       |     |     |       |     |     |
| 14-15  | 90%   | 85%  |  |  |  |      |                     |                  |       |     |     |       |     |     |       |     |     |       |     |     |       |     |     |
| 15-16  | 89%   | 90%  |  |  |  |      |                     |                  |       |     |     |       |     |     |       |     |     |       |     |     |       |     |     |
| 16-17  | 89%   | 78%  |  |  |  |      |                     |                  |       |     |     |       |     |     |       |     |     |       |     |     |       |     |     |
| 17-18  | 83%   | 80%  |  |  |  |      |                     |                  |       |     |     |       |     |     |       |     |     |       |     |     |       |     |     |
| <p>Principles of Management</p> <p>Goal: Apply business communication skills.</p>  |   |  |  |  |  |      |                     |                  |       |     |     |       |     |     |       |     |     |       |     |     |       |     |     |
| <p>Microsoft Applications II</p> <p>Goal: Demonstrate leading edge knowledge and understanding of business technology.</p>   |   |  |  |  |  |      |                     |                  |       |     |     |       |     |     |       |     |     |       |     |     |       |     |     |
| <p>Students will demonstrate their skill of current technology through successful completion of course activities.</p> <p>80% of the students will score a 70% or higher average.</p> <p>The measurement will be used in online and classroom classes.</p> | <p>Score on the Excel performance exam in Microsoft Applications II.</p> <p>Assessment period includes Summer 2014, Fall 2014, Winter 2015, Spring 2015 for the 2014-2015 school year and Summer 2015, Fall 2015, Winter 2016, Spring 2016 for the 2015-2016 school year.</p> | <p>2013-2014 Classroom 76%</p> <p>2013-2014 Online 74%</p> <p>2014-2015 Classroom 73%</p> <p>2014-2015 Online 68%</p> <p>2015-2016 Classroom 67%</p> <p>2015-2016 Online 58%</p> <p>2016-2017 Classroom 58%</p> <p>2016-2017 Online 88%</p> <p>2017-2018 Classroom 73%</p> <p>2017-2018 Online 57%</p> | <p>Students met and exceeded the classroom and online benchmarks of 70% in the classroom. There is work to be done in the online sections.</p> | <p>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.</p> | <p>Microsoft Applications II</p> <table border="1"> <caption>Microsoft Applications II Scores</caption> <thead> <tr> <th>Year</th> <th>MA II Classroom</th> <th>MA II Online</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>76%</td> <td>74%</td> </tr> <tr> <td>14-15</td> <td>73%</td> <td>68%</td> </tr> <tr> <td>15-16</td> <td>67%</td> <td>58%</td> </tr> <tr> <td>16-17</td> <td>58%</td> <td>88%</td> </tr> <tr> <td>17-18</td> <td>73%</td> <td>57%</td> </tr> </tbody> </table> | Year | MA II Classroom     | MA II Online     | 13-14 | 76% | 74% | 14-15 | 73% | 68% | 15-16 | 67% | 58% | 16-17 | 58% | 88% | 17-18 | 73% | 57% |
| Year   | MA II Classroom   | MA II Online   |  |  |  |      |                     |                  |       |     |     |       |     |     |       |     |     |       |     |     |       |     |     |
| 13-14  | 76%   | 74%  |  |  |  |      |                     |                  |       |     |     |       |     |     |       |     |     |       |     |     |       |     |     |
| 14-15  | 73%   | 68%  |  |  |  |      |                     |                  |       |     |     |       |     |     |       |     |     |       |     |     |       |     |     |
| 15-16  | 67%   | 58%  |  |  |  |      |                     |                  |       |     |     |       |     |     |       |     |     |       |     |     |       |     |     |
| 16-17  | 58%   | 88%  |  |  |  |      |                     |                  |       |     |     |       |     |     |       |     |     |       |     |     |       |     |     |
| 17-18  | 73%   | 57%  |  |  |  |      |                     |                  |       |     |     |       |     |     |       |     |     |       |     |     |       |     |     |
| <p>Principles of Accounting I</p> <p>Goal: Demonstrate the use of business practices</p>   |   |  |  |  |  |      |                     |                  |       |     |     |       |     |     |       |     |     |       |     |     |       |     |     |





**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.

|   |  |
|---|--|
| <b>Organizational Effectiveness Results</b> | <p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.</p> <p>- Please note that data reported in this table should be business unit data and not institution-wide data.</p> <p>- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.</p> <p>- For all data reported, show sample size (n=75).</p> |
|---|--|

| Analysis of Results  |  |   |  |   |   |      |                    |       |     |       |     |       |     |       |    |
|--|--|---|--|---|---|------|--------------------|-------|-----|-------|-----|-------|-----|-------|----|
| 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?   | Analysis of Results: What did you learn from your results?   | Action Taken or Improvement Made: What did you improve or what is your next step?   | Provide a graph or table of resulting trends (3-5 data points preferred)  |      |                    |       |     |       |     |       |     |       |    |
| Students in Microsoft Applications II (BSAD 1020) will take an MOS exam and try to pass it.                | Certiport, a national testing company, records and gives the exams.  | 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 2016-2017, 406 students and faculty took the exam. In 2017-2018 there were 77 test candidates. This is due to the Grant 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. | The pass rate is about 57-58% for the exam from 2014 to 2016. The average pass rate for 16-17 and 17-18 dropped to 51%. 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 grant 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. | 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.   | <table border="1"> <caption>Number of Students Taking MOS Exam</caption> <thead> <tr> <th>Year</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>146</td> </tr> <tr> <td>15-16</td> <td>303</td> </tr> <tr> <td>16-17</td> <td>406</td> </tr> <tr> <td>17-18</td> <td>77</td> </tr> </tbody> </table> | Year | Number of Students | 14-15 | 146 | 15-16 | 303 | 16-17 | 406 | 17-18 | 77 |
| Year   | Number of Students   |   |  |   |   |      |                    |       |     |       |     |       |     |       |    |
| 14-15  | 146  |   |  |   |   |      |                    |       |     |       |     |       |     |       |    |
| 15-16  | 303  |   |  |   |   |      |                    |       |     |       |     |       |     |       |    |
| 16-17  | 406  |   |  |   |   |      |                    |       |     |       |     |       |     |       |    |
| 17-18  | 77   |   |  |   |   |      |                    |       |     |       |     |       |     |       |    |
| Increase student success by use of a course management system for all students                             | 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. | At 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.   | Faculty submit their Course Information Documents each quarter. Support staff tracks 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 Program Director or Associate Dean or Dean a question about their class, the CID's are accessible for review with the student. Often that can help them answer their question.  | 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 Chair 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. |   |      |                    |       |     |       |     |       |     |       |    |

| Analysis of Results   |  |  |   |  |   |      |                             |                           |                             |                             |       |    |     |       |    |       |    |       |    |    |       |    |    |    |    |       |    |    |    |    |       |    |    |    |    |  |
|---|--|--|---|--|---|------|-----------------------------|---------------------------|-----------------------------|-----------------------------|-------|----|-----|-------|----|-------|----|-------|----|----|-------|----|----|----|----|-------|----|----|----|----|-------|----|----|----|----|--|
| Performance Measure:<br>What is your performance measure?<br>What is your goal?<br>(The goal should be measurable.) | What is your measurement instrument or process? (indicate length of cycle)   | Current Results:<br>What are your current results?   | Analysis of Results:<br>What did you learn from your results?   | Action Taken or Improvement Made:<br>What did you improve or what is your next step?   | Provide a graph or table of resulting trends (3-5 data points preferred)  |      |                             |                           |                             |                             |       |    |     |       |    |       |    |       |    |    |       |    |    |    |    |       |    |    |    |    |       |    |    |    |    |  |
| Percent of budget spent by campus   | <a href="#">Report data taken from program budgets. That data is handled through the administrative services division of the college. Overall college financial data is available on the public website but the breakdown by program is not listed on the public website. This is due to the multiple budgets and the coding of the budgets.</a> | Results are shown in the graph to the right.<br><br>Total budgeted amounts for the program college-wide were as follows:<br><br>2015-2016 \$3,997,716.22<br>2016-2017 \$4,117,242.03<br>2017-2018 4,094,465.50 | 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.<br><br>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.  | <p>Percent of Budget Spend</p> <table border="1"> <caption>Percent of Budget Spend Data</caption> <thead> <tr> <th>Year</th> <th>Percent of Budget Beatrice</th> <th>Percent of Budget Lincoln</th> <th>Percent of Budget Milford</th> </tr> </thead> <tbody> <tr> <td>15-16</td> <td>85</td> <td>95</td> <td>105</td> </tr> <tr> <td>16-17</td> <td>75</td> <td>95</td> <td>85</td> </tr> <tr> <td>17-18</td> <td>55</td> <td>80</td> <td>95</td> </tr> </tbody> </table>  | Year | Percent of Budget Beatrice  | Percent of Budget Lincoln | Percent of Budget Milford   | 15-16                       | 85    | 95 | 105 | 16-17 | 75 | 95    | 85 | 17-18 | 55 | 80 | 95    |    |    |    |    |       |    |    |    |    |       |    |    |    |    |  |
| Year  | Percent of Budget Beatrice   | Percent of Budget Lincoln  | Percent of Budget Milford   |  |   |      |                             |                           |                             |                             |       |    |     |       |    |       |    |       |    |    |       |    |    |    |    |       |    |    |    |    |       |    |    |    |    |  |
| 15-16   | 85   | 95   | 105   |  |   |      |                             |                           |                             |                             |       |    |     |       |    |       |    |       |    |    |       |    |    |    |    |       |    |    |    |    |       |    |    |    |    |  |
| 16-17   | 75   | 95   | 85  |  |   |      |                             |                           |                             |                             |       |    |     |       |    |       |    |       |    |    |       |    |    |    |    |       |    |    |    |    |       |    |    |    |    |  |
| 17-18   | 55   | 80   | 95  |  |   |      |                             |                           |                             |                             |       |    |     |       |    |       |    |       |    |    |       |    |    |    |    |       |    |    |    |    |       |    |    |    |    |  |
| Track number of Business Administration Program graduates   | <a href="https://www.southeast.edu/institutional-research/factbook-graduates/">Actual numbers from the Fact Book on public website. https://www.southeast.edu/institutional-research/factbook-graduates/</a>   | Shown in graph to the right.   | Total number of graduates increased in the 2014-2015 school year. There was another spike in 2016-2017.   | Continue 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.<br><br>Continue to track student | <p>Graduates by Term</p> <table border="1"> <caption>Graduates by Term Data</caption> <thead> <tr> <th>Year</th> <th>Graduates by Quarter Summer</th> <th>Graduates by Quarter Fall</th> <th>Graduates by Quarter Winter</th> <th>Graduates by Quarter Spring</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>40</td> <td>18</td> <td>40</td> <td>58</td> </tr> <tr> <td>14-15</td> <td>35</td> <td>65</td> <td>50</td> <td>55</td> </tr> <tr> <td>15-16</td> <td>35</td> <td>45</td> <td>28</td> <td>45</td> </tr> <tr> <td>16-17</td> <td>80</td> <td>58</td> <td>38</td> <td>62</td> </tr> <tr> <td>17-18</td> <td>42</td> <td>42</td> <td>35</td> <td>68</td> </tr> </tbody> </table> | Year | Graduates by Quarter Summer | Graduates by Quarter Fall | Graduates by Quarter Winter | Graduates by Quarter Spring | 13-14 | 40 | 18  | 40    | 58 | 14-15 | 35 | 65    | 50 | 55 | 15-16 | 35 | 45 | 28 | 45 | 16-17 | 80 | 58 | 38 | 62 | 17-18 | 42 | 42 | 35 | 68 |  |
| Year  | Graduates by Quarter Summer  | Graduates by Quarter Fall  | Graduates by Quarter Winter   | Graduates by Quarter Spring  |   |      |                             |                           |                             |                             |       |    |     |       |    |       |    |       |    |    |       |    |    |    |    |       |    |    |    |    |       |    |    |    |    |  |
| 13-14   | 40   | 18   | 40  | 58   |   |      |                             |                           |                             |                             |       |    |     |       |    |       |    |       |    |    |       |    |    |    |    |       |    |    |    |    |       |    |    |    |    |  |
| 14-15   | 35   | 65   | 50  | 55   |   |      |                             |                           |                             |                             |       |    |     |       |    |       |    |       |    |    |       |    |    |    |    |       |    |    |    |    |       |    |    |    |    |  |
| 15-16   | 35   | 45   | 28  | 45   |   |      |                             |                           |                             |                             |       |    |     |       |    |       |    |       |    |    |       |    |    |    |    |       |    |    |    |    |       |    |    |    |    |  |
| 16-17   | 80   | 58   | 38  | 62   |   |      |                             |                           |                             |                             |       |    |     |       |    |       |    |       |    |    |       |    |    |    |    |       |    |    |    |    |       |    |    |    |    |  |
| 17-18   | 42   | 42   | 35  | 68   |   |      |                             |                           |                             |                             |       |    |     |       |    |       |    |       |    |    |       |    |    |    |    |       |    |    |    |    |       |    |    |    |    |  |

| Analysis of Results   |   |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
|---|---|--|---|---|---|------|------------|--------|-------|-------|-------|-------|------|-------|-------|-------|-------|-------|------|-------|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|------------|-------|-----|-------|-----|-------|-----|-------|-----|-------|-----|-------|-----|--|
| Performance Measure:<br>What is your performance measure?<br>What is your goal?<br>(The goal should be measurable.) | What is your measurement instrument or process? (indicate length of cycle)                        | Current Results:<br>What are your current results?   | Analysis of Results:<br>What did you learn from your results?   | Action Taken or Improvement Made:<br>What did you improve or what is your next step?  | Provide a graph or table of resulting trends (3-5 data points preferred)  |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| Hybrid and Web Class enrollments  | <a href="#">Actual numbers from IR website. You can filter down to each course.</a>               | Shown in graph to the right.<br>Number of hybrid sections offered:<br>2013-2014 = 46<br>2014-2015 = 19<br><br>2015-2016 = 35<br>2016-2017 = 102<br>2017-2018 = 98<br>Number of web sections offered:<br>2013-2014 = 243<br>2014-2015 = 257<br><br>2015-2016 = 250<br>2016-2017 = 312<br>2017-2018 = 312                      | Enrollment in web sections experienced an increase during the 2014-2015 school year.<br><br>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 shows the high demand of online courses by students. | We are looking to increase the number of hybrid sections offered at night to accommodate the needs of adult learners on the Lincoln Campus.<br><br>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. | <table border="1"> <caption>Hybrid and Online Enrollment</caption> <thead> <tr> <th>Year</th> <th>Hybrid</th> <th>Online</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>~500</td> <td>~3800</td> </tr> <tr> <td>14-15</td> <td>~200</td> <td>~4300</td> </tr> <tr> <td>15-16</td> <td>~300</td> <td>~3900</td> </tr> <tr> <td>16-17</td> <td>~800</td> <td>~4800</td> </tr> <tr> <td>17-18</td> <td>~700</td> <td>~4600</td> </tr> </tbody> </table>   | Year | Hybrid     | Online | 13-14 | ~500  | ~3800 | 14-15 | ~200 | ~4300 | 15-16 | ~300  | ~3900 | 16-17 | ~800 | ~4800 | 17-18      | ~700  | ~4600 |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| Year  | Hybrid  | Online   |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 13-14   | ~500  | ~3800  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 14-15   | ~200  | ~4300  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 15-16   | ~300  | ~3900  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 16-17   | ~800  | ~4800  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 17-18   | ~700  | ~4600  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| Track program enrollments by campus   | <a href="#">Actual numbers from IR website. You can filter by selecting different categories.</a> | Shown in graphs to the right.<br>(Headcount is duplicated from four quarters in each school year.)<br><br>The Milford campus experienced an increase in enrollment for the 2015-2016 year after 3 years of decreases.<br><br>The Lincoln campus has experienced a decrease each school year since the 2012-2013 school year. | The Beatrice campus experienced a slight enrollment increase for the 2013-2014 school year, but has since then seen a decrease in student enrollment.<br><br>The Milford campus experienced an increase in enrollment for the 2015-2016 year after 3 years of decreases.<br><br>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.  | <table border="1"> <caption>Beatrice Enrollment</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr><td>12-13</td><td>~250</td></tr> <tr><td>13-14</td><td>~250</td></tr> <tr><td>14-15</td><td>~200</td></tr> <tr><td>15-16</td><td>~180</td></tr> <tr><td>16-17</td><td>~200</td></tr> <tr><td>17-18</td><td>~180</td></tr> </tbody> </table> <table border="1"> <caption>Lincoln Enrollment</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr><td>12-13</td><td>~3000</td></tr> <tr><td>13-14</td><td>~2800</td></tr> <tr><td>14-15</td><td>~2500</td></tr> <tr><td>15-16</td><td>~2200</td></tr> <tr><td>16-17</td><td>~2000</td></tr> <tr><td>17-18</td><td>~1800</td></tr> </tbody> </table> <table border="1"> <caption>Milford Enrollment</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr><td>12-13</td><td>~85</td></tr> <tr><td>13-14</td><td>~75</td></tr> <tr><td>14-15</td><td>~55</td></tr> <tr><td>15-16</td><td>~65</td></tr> <tr><td>16-17</td><td>~60</td></tr> <tr><td>17-18</td><td>~60</td></tr> </tbody> </table> | Year | Enrollment | 12-13  | ~250  | 13-14 | ~250  | 14-15 | ~200 | 15-16 | ~180  | 16-17 | ~200  | 17-18 | ~180 | Year  | Enrollment | 12-13 | ~3000 | 13-14 | ~2800 | 14-15 | ~2500 | 15-16 | ~2200 | 16-17 | ~2000 | 17-18 | ~1800 | Year | Enrollment | 12-13 | ~85 | 13-14 | ~75 | 14-15 | ~55 | 15-16 | ~65 | 16-17 | ~60 | 17-18 | ~60 |  |
| Year  | Enrollment  |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 12-13   | ~250  |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 13-14   | ~250  |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 14-15   | ~200  |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 15-16   | ~180  |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 16-17   | ~200  |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 17-18   | ~180  |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| Year  | Enrollment  |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 12-13   | ~3000   |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 13-14   | ~2800   |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 14-15   | ~2500   |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 15-16   | ~2200   |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 16-17   | ~2000   |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 17-18   | ~1800   |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| Year  | Enrollment  |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 12-13   | ~85   |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 13-14   | ~75   |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 14-15   | ~55   |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 15-16   | ~65   |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 16-17   | ~60   |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |
| 17-18   | ~60   |  |   |   |   |      |            |        |       |       |       |       |      |       |       |       |       |       |      |       |            |       |       |       |       |       |       |       |       |       |       |       |       |      |            |       |     |       |     |       |     |       |     |       |     |       |     |  |

| Analysis of Results  |  |  |  |   | Provide a graph or table of resulting trends (3-5 data points preferred)   |      |               |       |      |       |      |       |      |  |
|--|--|--|--|---|--|------|---------------|-------|------|-------|------|-------|------|--|
| Performance Measure:<br>What is your performance measure?<br>What is your goal? (The goal should be measurable.) | What is your measurement instrument or process? (indicate length of cycle) | Current Results:<br>What are your current results? | Analysis of Results:<br>What did you learn from your results?  | Action Taken or Improvement Made:<br>What did you improve or what is your next step?  |  |      |               |       |      |       |      |       |      |  |
| Measure student FTE  | <a href="#">Actual numbers from FTE report from IR department.</a>         | Shown in graph to the right.                       | Business Administration Student FTE has declined for the last several years. College wide enrollment has been declining or stagnant. Online and dual credit is starting to increase. | The 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. | <p style="text-align: center;">FTE</p> <table border="1"> <caption>FTE Data</caption> <thead> <tr> <th>Year</th> <th>Number of FTE</th> </tr> </thead> <tbody> <tr> <td>15-16</td> <td>~625</td> </tr> <tr> <td>16-17</td> <td>~595</td> </tr> <tr> <td>17-18</td> <td>~540</td> </tr> </tbody> </table> | Year | Number of FTE | 15-16 | ~625 | 16-17 | ~595 | 17-18 | ~540 |  |
| Year   | Number of FTE  |  |  |   |  |      |               |       |      |       |      |       |      |  |
| 15-16  | ~625   |  |  |   |  |      |               |       |      |       |      |       |      |  |
| 16-17  | ~595   |  |  |   |  |      |               |       |      |       |      |       |      |  |
| 17-18  | ~540   |  |  |   |  |      |               |       |      |       |      |       |      |  |