

2006-2007 Performance Indicators
 Madisonville Community College
 November 2006

Unit: Business Administration

Purpose: To prepare students for a variety of careers in business. A core curriculum provides students with a foundation of knowledge applicable to any business career. The curriculum is designed for those who seek entry level jobs as well as currently employed individuals wishing to enhance their skills. Students select an area of specialty from one of three options.

- Accounting. To prepare students for entry-level careers as bookkeepers, accounting clerks, cost payroll clerk, or positions using microcomputer based systems, and to provide a foundation for transfer students seeking to become professional accountants
- Management. To prepare students for a variety of positions in organization that requires broad-based management knowledge and skills and to provide a foundation for transfer students seeking to earn a bachelor's degree in Business Administration
- Office systems. To prepare students with broad base of knowledge and skills need for a variety of positions in an office

Performance Indicator	Assessment Method	Assessment Results	Use of Results
Enroll 25 majors annually	Student Records, TEDS Enrollment Report	<u>05-06: 170</u> Acct: 41 Mgt: 114—Bus. Tran: 21, Mgt Opt: 93 Off Sys: 15 <u>04-05: 199</u> Acct: 57 Mgt: 116—Bus. Tran: 19, Mgt Opt: 97 Off Sys: 26	Exceeded Goal in all majors with the exception of Office Systems.
Graduate 10 majors annually	Student Records, TEDS Credential Report, and Completion Report	<u>05-06: 23</u> Acct: 4/20 = 20% (Credentials earned 4) Mgt: 17/54 = 32% (Credentials earned Bus. Tran: 11, Mgt Opt: 5) Off Sys: 2/4 = 50% (Credentials earned 2) <u>04-05: 20</u> Acct.: 1/3 = 33% (Credentials earned 2) Mgt: 14/14 = 100% (Credentials earned Bus. Tran: 3, Mgt Opt. 9) Off Sys: 2/2 = 100% (Credentials earned 2)	Met goal in one of three majors. Encourage retention efforts through Early Alert Systems and Joint advising.

Performance Indicator	Assessment Method	Assessment Results	Use of Results
A set percentage of graduates are employed in a field related to their major one year after graduation Acct: 25% Mgt: 50% Off Sys: 80%	TEDS Employment/Transition Status	<u>04-05:</u> Change in how indicator defined in TEDS Acct: 1/1 = 100% Mgt: 7/7 = 100% (Bus Trans: 2/2, Mg Opt: 5/5) Off Sys: No data available <u>03-04:</u> Acct: 3/48 = 6.3% Mgt: 6/6 = 100% Off Sys: 0/1 = 0%	Exceeded goal in both areas that data was gathered.
Graduates are rated 4.00 on a 5.00 scale by their employers on the TEDS Employer Survey	TEDS Employer Survey	<u>04-05:</u> New version of indicator Acct: No data available Mgt: Bus Tran: 3.20, Mgt Opt: 4.35 n = 5 Off Sys: No data available <u>03-04:</u> Indicator based on % Acct: No data available Mgt: 100% (n = 3) Off Sys: No data available	Increase efforts to retain information about our graduates.
90% of graduates are satisfied with the overall quality of instruction.	Exit Survey	<u>05-06:</u> Acct: 100% (n=3) Mgt: 100% (n = 9) Off Sys: 100% (n = 3) <u>04-05:</u> Acct: 100% (n=2) Mgt: 100% (n = 14) Off Sys: 100% (n =2)	Exceeded goal in all three areas
90% of graduates believe program requirements are clear.	Exit Survey	<u>05-06:</u> Acct: 100% (n=5) Mgt: 100% (n = 9) Off Sys: 100% (n =3) <u>04-05:</u> Acct: 100% (n=2) Mgt: 100% (n =7) Off Sys: 100% (n =2)	Exceeded goal in all three areas.

Performance Indicator	Assessment Method	Assessment Results	Use of Results
90% of graduates believe the curriculum provides job related skills and knowledge.	Exit Survey	<u>05-06:</u> Acct: 100% (n=5) Mgt: 100% (n = 9) Off Sys: 100% (n =3) <u>04-05:</u> Acct: 100% (n=2) Mgt: 100% (n =7) Off Sys: 100% (n =2)	Exceeded goal in all three areas
90% of graduates believe they obtained the computer skills necessary for use in practical job situations.	Exit Survey	<u>05-06:</u> Acct: 100% (n=5) Mgt: 100% (n = 9) Off Sys: 100% (n =3) <u>04-05:</u> Acct: 100% (n=2) Mgt: 100% (n =7) Off Sys: 100% (n =2)	Exceeded goal in all three areas
A set percentage of Accounting students will score at or above a set benchmark on Work Keys exams Applied math (AM) 60% ≥ 5 Locating Information(LI) 60% ≥ 5 Observation(OB) 60% ≥ 5	Work Keys Exam	<u>05-06:</u> No data available <u>04-05:</u> No data available	No data available to analyze
A set percentage of Management students will score at or above a set benchmark on Work Keys exams Listening (LS) 40% ≥ 4 Observation (OB) 50% ≥ 4 Writing (WR) 50% ≥ 4	Work Keys Exam	<u>05-06:</u> LS: 67% (N = 6) OB: 100% (N = 6) WR: 33% (N = 6) <u>04-05:</u> LS: 40% (N = 5) OB: 100% (N = 5) WR: 33% (N = 5)	Exceeded goal in all areas except writing. We need to add more writing requirements to the competencies of each course.
A set percentage of Office System students will score at or above a set benchmark on Work Keys exams Listening (LS) 60% ≥ 3 Locating Information(LI) 50% ≥ 4 Reading for Information (RI) 50% ≥ 4	Work Keys Exam	<u>05-06:</u> No data available <u>04-05:</u> No data available	No data available to analyze

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Quality of instructional effectiveness equals or exceeds national norm	Noel-Levitz SSI	Fall 05: North Campus 5.51, MCC 5.60, nat'l 5.33 Fall 03: North Campus 5.58, MCC 5.60, nat'l 5.30	Reflect on student comments from annual evaluations and address any areas of concern to increase instructional effectiveness.
Quality of academic advising equals or exceeds national norm	Noel-Levitz SSI	Fall 05: North Campus 5.39, MCC 5.55, nat'l 5.13 Fall 03: North Campus 5.22, MCC 5.34, nat'l 5.09	Meet with all faculty within division to ensure uniformity in advising BA students. Promote at least one BA instructor to maintain credentials as Master Advisor for the First Semester Experience.
Program Advisory Committee is satisfied with program outcomes and effectiveness.	Business Technology Advisory Committee (minutes)	Fall 06: Yes -- Fall 05: Nov. 14 Meeting 04-05: Yes	Met with advisory board and determined that there is a need to explore the option of Human Resources. We are currently conducting surveys with area businesses.
Students will meet or exceed the national benchmark score for all small community colleges in the CCSSE category of "active and collaborative learning". 2005 small college benchmark: 50.9 2005 all community colleges: 50.0	CCSSE	Sp. 05: 50.3 – diff. = -0.6	Increase active learning strategies in courses through critical thinking, hands-on activities, and off-campus field trips.
Students will meet or exceed the national benchmark score for all small community colleges in the CCSSE category of "academic challenge" 2005 small college benchmark: 50.2 2005 all community colleges: 50.0	CCSSE	Sp. 05: 50.2 – diff. = +2.2	Continue to encourage all faculty to integrate critical thinking activities into classroom instruction. Maintain folder of critical thinking activities for each course.
Students will meet or exceed the national benchmark score for all small community colleges in the CCSSE category of "student-faculty interaction" 2005 small college benchmark: 48.8 2004 all community colleges: 50.0	CCSSE	Sp. 05: 52.0 – diff. = +2.5	Meet with students on individual basis in Introduction to Business to establish a open and honest rapport.