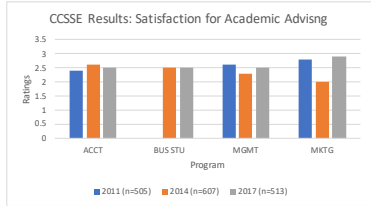
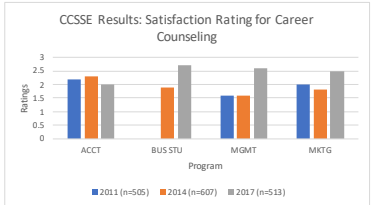


**TABLE 1: Student and Stakeholder Focused Results (Standard 3)**

- Student, stakeholder, and market focused results examine how well your business unit satisfies students and stakeholders key needs and expectations.
- Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, internship feedback, etc.
- Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.
- Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.
- Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.
- 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.
- For all data reported, show sample size (n = 75).

**Analysis of Results**

<b>Performance Measure:</b> What is your performance measure? What is your goal? (The goal should be measurable.)	<b>What is your measurement instrument or process?</b> (Indicate length of cycle)	<b>Current Results:</b> What are your current results?	<b>Analysis of Results:</b> What did you learn from your results?	<b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>
Business students will complete the Community College Survey of Student Engagement (CCSSE) in the MCC Essentials (FYE 100) course.  Goal: Students from each business degree program would rate a 2.5 or higher on the "Academic Advising" section of the CCSSE.	The CCSSE is on a 3-point Likert Scale, ranging from 1.0 (Not Satisfied) to 3.0 (Very Satisfied). This assessment is administered every three years by the College's Institutional Research staff.	The Department of Business Studies identified patterns in the data collected between 2011 – 2017.  The goal was achieved for each degree program.	Previous findings from 2011 – 2017 indicated that continuous improvement can be achieved to improve Academic Advising ratings among business students.	Since the CCSSE is administered to students every three years, we do not have data for 2018 and 2019. The CCSSE assessment is scheduled to be distributed, in 2020, to incoming students who has registered for FYE100 (MCC Essentials). To collect data on a yearly basis, the Department of Business Studies will work with the College's Institutional Research staff to create a departmental survey that would measure "Student Satisfaction". The survey will be integrated in the predetermined entry-level, mid-level, and capstone courses for each program. As we move forward, the Department of Business Studies can continue to apply the College's Strategic Plan, presented in Standard 2, to increase the effectiveness of advising for student success.	
Business students will complete the Community College Survey of Student Engagement (CCSSE) in the FYE100 course.  Goal: Students from each business degree program would rate a 2.5 or higher on the "Career Counseling" section of the CCSSE.	The course evaluations is on a 4 - point Likert scale, ranging from 1.0 (Strongly disagree) to 4.0 (Strongly agree). This assessment is administered every three years by Administration.	The Department of Business Studies has identified patterns in the data collected between 2011 – 2017.  The goal was not achieved for years 2011 and 2014; however, it was achieved for 2017 for the Business Studies, Management and Marketing programs. It was not achieved for the Accounting program.	The findings indicated that continuous improvement can be achieved to improve Career Counseling ratings among business students.	Since the CCSSE is administered to students every three years, we do not have data for 2018 and 2019. The CCSSE assessment is scheduled to be distributed, in 2020, to incoming students who has registered for FYE100 (MCC Essentials). To collect data on a yearly basis, the Department of Business Studies will work with the College's Institutional Research staff to create a departmental survey that would measure "Career Counseling". The survey will be integrated in the Organizational Communications (BUS210) course since it's required for every degree program. In Fall 2019, a "Career Exploration" component was created for students to actively think about their personality and potential career choices. The Career Development Portfolio was revised to increase the exploration of careers and encourage students to participate in workshops offered by the Career and Transfer Advisor on campus. As we move forward, the Department of Business Studies can continue to apply the College's Strategic Plan, presented in Standard 2, to increase the effectiveness of advising for student success.	
Students enrolled in live (ground) courses will complete a Course Evaluation at the end of the semester.  Goal: Aggregate satisfaction survey scores for live (ground) courses will be at least 3.0 out of a 4.0 in Accounting, Business, and Marketing areas.	Course evaluations is a 4 - point Likert scale, ranging from 1.0 (Strongly disagree) to 4.0 (Strongly agree).  Course evaluation surveys were administered by the College's Institutional Research staff every semester. The survey measured student satisfaction in key areas of academic delivery for all live (ground) class delivery.	The goal was achieved for live courses in the Accounting, Business, Economics, and Marketing areas.	Although the goal was achieved, it may be worth examining the data for online courses and compare them to the data collected for live (ground) courses.	The Department of Business Studies can continue to apply the College's Strategic Plan presented in Standard 2. This method can also be applied to online course evaluations as well.	