

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
For
Associate Degree Business Programs
Current as of January 2013

Overview (O)1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 15th or September 15th.

This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O 2. Institution Name: Northern Maine Community College Date: September 1, 2013
Address: 33 Edgemont Drive Presque Isle, ME 04769

O 3. Year Accredited/Reaffirmed: November 17, 2011 This Report Covers Years: AY 2011-2012 and AY 2012-2013

O 4. List All Accredited Programs (as they appear in your catalog):

- Accounting Information Systems, AAS (This program is being renamed to *Accounting* beginning the AY 2013-2014)
- Business Administration, AAS
- General Technology (Business Option), AAS
- Medical Office Administration, AAS

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

These offerings are identified as certificate programs in the College catalog and not accredited by ACBSP:

- Entrepreneurship, Certificate
- Office Assistant, Certificate

O 6. List all campuses that a student can earn a business degree from your institution:

The main campus of Northern Maine Community College located at 33 Edgemont Drive in Presque Isle, ME is currently the only campus that a student can earn a business degree from our institution.

At this time students may enroll in a limited number of curriculum courses that are part of the associate degrees in Accounting Information Systems, Business Administration, General Technology (Business Option), and Medical Office Administration. However, not all courses required for degree completion are available at these four off-campus centers.

NMCC Off-Campus Center
Adult Education
135 Seventh Avenue
Madawaska, ME 04765

NMCC Off-Campus Center
MSAD 27 Adult Education
83 Pleasant Street
Fort Kent, ME 04743

NMCC Off-Campus Center
169 Main Street
Suite 102
Van Buren, ME 04785

NMCC Off-Campus Center
Houlton Ctr for Higher Education
18 Military Street
Houlton, ME 04730

O 7. Person completing report Name: Dwight Clayton
Phone: (207) 768-2738
E-mail address: dclayton@nmcc.edu
ACBSP Champion name: Dwight Clayton
ACBSP Co-Champion name: _____

O 8. Conditions or Notes to be Addressed: You do not need to address Opportunity for Improvement (OFI).

- There are no conditions or notes to which we were asked to respond.

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report):

Remove Note:

Remove Condition:

Do not remove note or condition. Explain the progress made in removing the note or condition:

O 9. The business unit must routinely provide reliable information to the public on their performance, including student achievement such as assessment results.

The following information is provided to the public via the college's website:

- Assessment Results
- Program Results
- Student Learning Outcomes

This information can be found on the Business Technology Accreditation, Assessment and Student Learning Outcome web page. These documents can be located at the following link <http://www.nmcc.edu/pages/library/college-documents.php>. This information also includes the retention rates and number of graduates by programs. The information is updated on an annual basis to ensure the most recent data is available to the public.

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Student Learning Outcome Assessment Results: Such as what you report in standard #4, accounting assessment, management assessment, critical thinking, communication, etc. How do you make the results public?

Program Results: Such as what you report in standard #4, graduation rates, retention rates, job placement, etc. How do you make the results public?

Standard #1 Leadership

Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.
 - Pam Crawford, former Business Administration Instructor, retired December 2012
 - Beth Hummel was hired In January 2013 as a new Business Administration to replace Pam Crawford.
- b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report.
 - There haven't been any new sites added where students can earn an accredited business degree since our last report.

Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

Standard #3 Student and Stakeholder Focus

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.

Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results		<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. <i>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.</i></p> <p><i>Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p>Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.</p> <p>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.</p>			
		Analysis of Results			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	(3-5 data points preferred)
What is your goal?					

At least 90 percent of currently enrolled students in the business technology programs will express satisfaction with their overall quality of their program.	Survey of first and second year business technology students.	Five years of positive trend data exceeding goal.	Last three years of trend data is 100%, 99% and 100%.	Faculty will strive to provide the finest program possible.	<div><div>Business Technology Student Satisfaction with the Overall Quality of Their Program</div><table><thead><tr><th>Year</th><th>Satisfied</th><th>Dissatisfied</th></tr></thead><tbody><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><tr><td>2011-2012</td><td>99%</td><td>1%</td></tr><tr><td>2012-2013</td><td>100%</td><td>0%</td></tr></tbody></table></div>	Year	Satisfied	Dissatisfied	2008-2009	99%	1%	2009-2010	95%	5%	2010-2011	100%	0%	2011-2012	99%	1%	2012-2013	100%	0%												
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The advisory board of the business technology programs will have a 90% satisfaction with the overall quality of the programs.	Annual advisory board survey.	Four years of positive trend data exceeding goal.	Last four years of trend data at 100%.	The faculty will strive to provide the finest program possible.	<div><div>Program Advisory Board Satsifaction with the Overall Quality of the Program</div><table><thead><tr><th>Year</th><th>AIS</th><th>BA</th><th>MOA</th></tr></thead><tbody><tr><td>2009-2010</td><td>100%</td><td>100%</td><td>100%</td></tr><tr><td>2010-2011</td><td>100%</td><td>100%</td><td>100%</td></tr><tr><td>2011-2012</td><td>100%</td><td>100%</td><td>100%</td></tr><tr><td>2012-2013</td><td>100%</td><td>100%</td><td>100%</td></tr></tbody></table></div>	Year	AIS	BA	MOA	2009-2010	100%	100%	100%	2010-2011	100%	100%	100%	2011-2012	100%	100%	100%	2012-2013	100%	100%	100%										
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Student Satisfaction Inventory (includes all college program offerings)	Assesses four key areas: quality of instruction, faculty knowledgeable in their fields, academic advising, and conveniently scheduled class times.	Quality of instruction, faculty knowledgeable in their fields, and academic advising all have a performanc e gap under 1.	The conveniently scheduled class times has a performance gap of 1.1.	The conveniently scheduled class times will be reviewed within the scheduling process of the college for improvement.	<div><div>Student Satisfaction Inventory Performance Gap</div><table><thead><tr><th>Year</th><th>Quality of instruction</th><th>Conveniently scheduled class times</th><th>Faculty knowledgeable in their fields</th><th>Academic advising</th></tr></thead><tbody><tr><td>2005</td><td>0.5</td><td>1.1</td><td>0.3</td><td>0.5</td></tr><tr><td>2006</td><td>0.8</td><td>1.2</td><td>0.6</td><td>0.6</td></tr><tr><td>2007</td><td>0.7</td><td>1.3</td><td>0.4</td><td>0.5</td></tr><tr><td>2009</td><td>0.6</td><td>1.0</td><td>0.4</td><td>0.3</td></tr><tr><td>2011</td><td>0.6</td><td>1.1</td><td>0.4</td><td>0.6</td></tr></tbody></table></div>	Year	Quality of instruction	Conveniently scheduled class times	Faculty knowledgeable in their fields	Academic advising	2005	0.5	1.1	0.3	0.5	2006	0.8	1.2	0.6	0.6	2007	0.7	1.3	0.4	0.5	2009	0.6	1.0	0.4	0.3	2011	0.6	1.1	0.4	0.6
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The Business Technology department programs will have a placement rate of 75% or greater.	Student Services Graduation Follow Up Survey	Five years of positive trend data exceeding goal.	Trend data decreased to 86% in 2012	Faculty will increase participation of area employers in advisory committees, guest speakers, internship sites and field trips.	<div>Business Technology Placement Rates Employed and/or Continuing Education</div> <table><thead><tr><th>Year</th><th>Rate</th></tr></thead><tbody><tr><td>2008</td><td>76%</td></tr><tr><td>2009</td><td>87%</td></tr><tr><td>2010</td><td>92%</td></tr><tr><td>2011</td><td>91%</td></tr><tr><td>2012</td><td>86%</td></tr></tbody></table>	Year	Rate	2008	76%	2009	87%	2010	92%	2011	91%	2012	86%						
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Business Technology Employer Survey will have a satisfaction of 85% or higher.	Employer Surveys	Trend data exceeding goal.	Data unavailable for 2011-2012.	Will continue to monitor and analyze the results.	<div>Employer Survey Results Overall Quality of Program</div> <table><thead><tr><th>Year</th><th>Satisfaction</th></tr></thead><tbody><tr><td>2007-2008 AIS</td><td>100%</td></tr><tr><td>2008-2009 *</td><td>0%</td></tr><tr><td>2009-2010 BA</td><td>100%</td></tr><tr><td>2010-2011 MOA</td><td>100%</td></tr><tr><td>2011-2012 *</td><td>0%</td></tr></tbody></table> <p>* No Program Review Required</p>	Year	Satisfaction	2007-2008 AIS	100%	2008-2009 *	0%	2009-2010 BA	100%	2010-2011 MOA	100%	2011-2012 *	0%						
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2010-2011 MOA	100%																						
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Business Technology Student Course Evaluation will have a satisfaction of 90% or higher.	Student Opinion Survey	Trend data exceeding goal.	Business course down in comparison to other course within the department for AY 2012-2013.	Business Administration faculty to review areas of dissatisfaction to identify areas for possible improvements.	<div>Student Course Evaluation Results</div> <table><thead><tr><th>Year</th><th>Satisfied</th><th>Dissatisfied</th></tr></thead><tbody><tr><td>2008-2009</td><td>89%</td><td>11%</td></tr><tr><td>2009-2010</td><td>92%</td><td>8%</td></tr><tr><td>2010-2011</td><td>93%</td><td>7%</td></tr><tr><td>2011-2012</td><td>98%</td><td>2%</td></tr><tr><td>2012-2013</td><td>96%</td><td>4%</td></tr></tbody></table> <p>■ Satisfied ■ Dissatisfied</p>	Year	Satisfied	Dissatisfied	2008-2009	89%	11%	2009-2010	92%	8%	2010-2011	93%	7%	2011-2012	98%	2%	2012-2013	96%	4%
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At least 90% of the students will be satisfied with the five key survey items.	First and Second Year Student Surveys.	Satisfaction with the overall quality of the program was expressed by 95% or more of the responders.	Positive trend data in four of the five years.	Faculty will continue to strive for the finest program possible.	<p>Business Technology Student Satisfaction</p> <table border="1"> <thead> <tr> <th></th><th>2008-2009</th><th>2009-2010</th><th>2010-2011</th><th>2011-2012</th><th>2012-2013</th></tr> </thead> <tbody> <tr> <td>#1 Program curriculum</td><td>99%</td><td>100%</td><td>99%</td><td>99%</td><td>99%</td></tr> <tr> <td>#2 Technical currency of the program</td><td>98%</td><td>98%</td><td>99%</td><td>100%</td><td>100%</td></tr> <tr> <td>#3 Preparation of graduates for work</td><td>99%</td><td>93%</td><td>99%</td><td>98%</td><td>99%</td></tr> <tr> <td>#4 Communication from program faculty</td><td>98%</td><td>93%</td><td>98%</td><td>98%</td><td>100%</td></tr> <tr> <td>#5 Overall quality of the program</td><td>99%</td><td>95%</td><td>100%</td><td>99%</td><td>100%</td></tr> </tbody> </table>		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	#1 Program curriculum	99%	100%	99%	99%	99%	#2 Technical currency of the program	98%	98%	99%	100%	100%	#3 Preparation of graduates for work	99%	93%	99%	98%	99%	#4 Communication from program faculty	98%	93%	98%	98%	100%	#5 Overall quality of the program	99%	95%	100%	99%	100%
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Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes, by accredited program - Program outcomes should be used as part of a student learning assessment plan and be measurable.

Northern Maine Community College is committed to fostering and assessing the following student learning outcomes in its programs and courses across the curriculum:

1. Acquire substantive knowledge and skills in the program study of their choice sufficient for further study, and/or demonstrate the competencies required by employers to succeed in the workplace.
2. Communicate effectively.
3. Develop quantitative skills necessary for their chosen program of study.
4. Think critically.
5. Develop the knowledge and skills to work with others in a professional and constructive manner.
6. Develop computer and information literacy.

Each program has developed learning outcomes within each of the six categories. The learning outcomes are numbered to indicate which category they apply.

Accounting Information Systems – Associate of Applied Science

- 1.1 Comply with Generally Accepted Accounting Principles (GAAP).
- 1.2 Perform the steps of the accounting cycle.
- 1.3 Demonstrate the ability to prepare financial statements.
- 1.4 Perform financial statement analysis.
- 1.5 Utilize accounting information for decision making.
- 1.6 Interpret and apply the use of federal tax codes to prepare individual and business tax returns.
- 1.7 Utilize the use of technology to complete accounting functions.
- 1.8 Demonstrate proficiency in the use of computerized accounting systems.
- 1.9 Demonstrate knowledge of national and state law.
- 2.1 Communicate effectively in writing.
- 2.2 Communicate effectively orally.
- 2.3 Communicate effectively numerically and statistically.
- 3.1 Demonstrate quantitative knowledge and skills by successfully completing MAT 115.
- 3.2 Interpret and analyze financial and managerial information for decision-making purposes.

- 4.1 Extract relevant data from complex information, process it appropriately, and draw reasonable conclusions.
- 4.2 Apply the use of technology to solve accounting and business related problems.
- 5.1 Communicate effectively and professionally while functioning in groups.
- 6.1 Proficient in the use of technology.

Business Administration – Associate of Applied Science

- 1.1 Comply with Generally Accepted Accounting Principles (GAAP).
- 1.2 Perform the steps of the accounting cycle.
- 1.3 Utilize the use of technology to complete business functions.
- 1.4 Understand the fundamentals of business.
- 1.5 Effectively create, write, and present a business plan.
- 1.6 Apply marketing principles and strategies.
- 1.7 Create a marketing plan and deliver an effective oral marketing presentation.
- 1.8 Demonstrate the ability to create a human resources recruitment plan.
- 1.9 Demonstrate knowledge of national and state law.
- 2.1 Communicate effectively in writing.
- 2.2 Communicate effectively orally.
- 2.3 Communicate effectively numerically and statistically.
- 3.1 Demonstrate quantitative knowledge and skills by successfully completing MAT 115.
- 3.2 Perform appropriate analyses for quantitative and qualitative data.
- 3.3 Interpret and analyze financial and managerial information for decision-making purposes.
- 3.4 Apply appropriate statistical techniques to solve marketing research problems.
- 4.1 Extract relevant data from complex information, process it appropriately, and draw reasonable conclusions.
- 4.2 Apply the use of technology to solve business problems.
- 4.3 Demonstrate the ability to develop solutions to marketing scenarios.
- 5.1 Communicate effectively and professionally while functioning in groups.
- 6.1 Proficient in the use of technology.

Medical Office Administration – Associate of Applied Science

- 1.1 Demonstrate keyboarding skills.
- 1.2 Demonstrate the ability to proofread a comprehensive report.
- 1.3 Demonstrate the ability to transcribe medical documents.
- 1.4 Code and file specific documents according to generally accepted record management principles.
- 1.5 Demonstrate proficiency in the knowledge and use of medical terminology.
- 1.6 Demonstrate knowledge of medical law and ethics.
- 1.7 Utilize technology that is required in an office setting.

- 1.8 Perform the steps of the accounting cycle.
- 2.1 Demonstrate proficiency in listening, writing, and oral presentation skills.
- 3.1 Demonstrate quantitative knowledge and skills by successfully completing MAT 115.
- 4.1 Demonstrate logical and technical skills by creating a professional project.
- 4.2 Apply the use of technology to solve business problems.
- 5.1 Communicate effectively and professionally while functioning in groups.
- 6.1 Proficient in the use of technology.

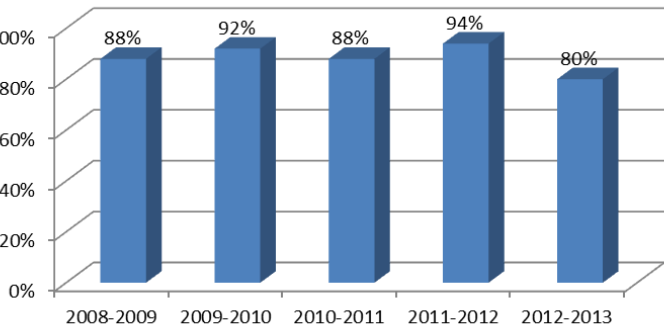
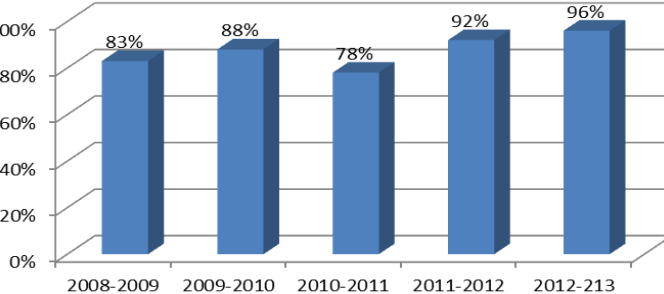
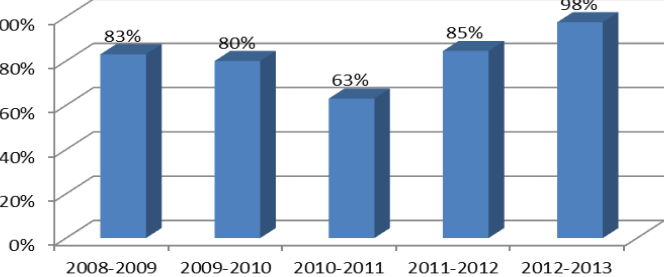
b. Performance Results

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.

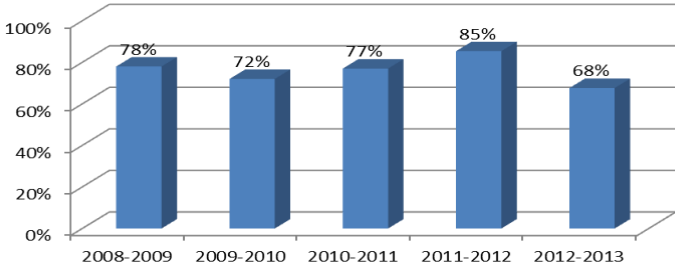
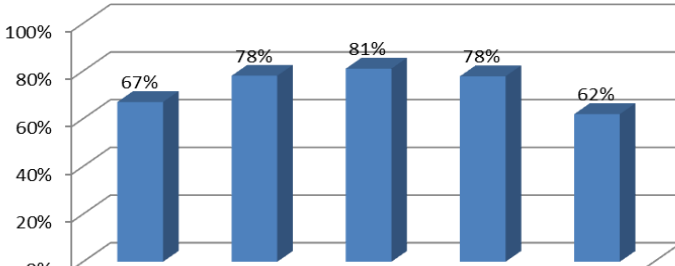
Standard 4 Student Learning Results (Required for each accredited program)

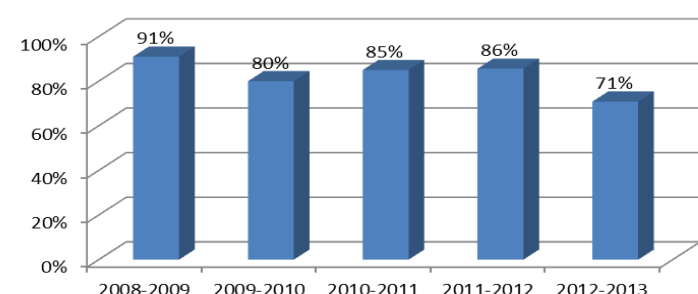
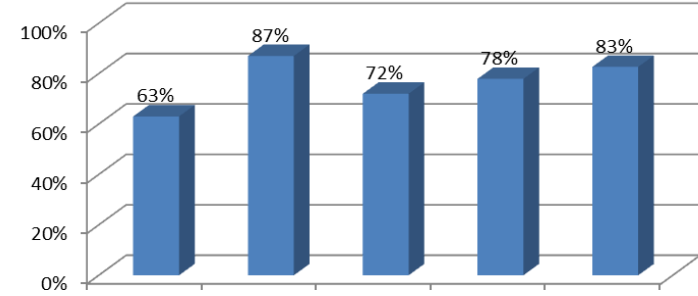
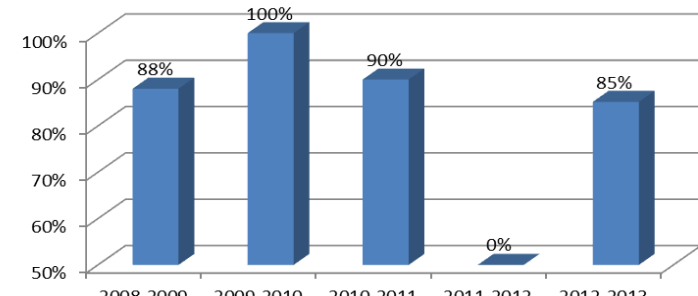
Performance Indicator	Definition
1. Student Learning Results (Required for each accredited program)	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>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.</p>

		Analysis of Results <i>Accounting Information Systems</i>															
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Measurable goal	Grades should not be used	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?													
What is your goal?	(Indicate length of cycle)																
70% of the AIS students will demonstrate knowledge of the accounting cycle.	Comprehensive accounting problem completed by students enrolled in ACC 111. Formative internal assessment instrument utilized in ACC 111.	Trend data exceeding goal. Results improved to 95% in 2012.	Results improved to 95%.	More emphasis was placed on the importance of the accounting cycle steps.	<div>Accounting Students Knowledge of the Accounting Cycle</div> <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><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><tr><td>2011-2012</td><td>77%</td></tr><tr><td>2012-2013</td><td>95%</td></tr></tbody></table>	Year	Percentage	2008-2009	70%	2009-2010	100%	2010-2011	78%	2011-2012	77%	2012-2013	95%
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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. Formative internal assessment instrument utilized in ACC 111.	Trend data exceeding goal. Results improved to 91% in 2012.	Results improved to 91%.	More emphasis was placed on journalizing and posting adjusting entries.	<div>Accounting Students Journalizing & Posting Adjusting Entries</div> <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><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><tr><td>2011-2012</td><td>78%</td></tr><tr><td>2012-2013</td><td>91%</td></tr></tbody></table>	Year	Percentage	2008-2009	75%	2009-2010	96%	2010-2011	72%	2011-2012	78%	2012-2013	91%
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70% of AIS students will demonstrate proficiency in preparing financial statements.	Successful completion of the three financial statements from provided accounting data completed by students enrolled in ACC 111. Formative internal assessment instrument utilized in ACC 111.	Trend data exceeding goal. Results decreased to 80% in 2012.	Student quality was not as strong as in past years.	More emphasis needs to be placed on manually completing financial statements.	<p>Accounting Students Preparing Financial Statements</p>  <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><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><tr><td>2011-2012</td><td>94%</td></tr><tr><td>2012-2013</td><td>80%</td></tr></tbody></table>	Year	Percentage	2008-2009	88%	2009-2010	92%	2010-2011	88%	2011-2012	94%	2012-2013	80%
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70% of AIS students will demonstrate proficiency in preparing a statement of cash flows under the indirect method.	Successful completion of a problem completed by students enrolled in ACC 111. Formative internal assessment instrument utilized in ACC 111.	Trend data exceeding goal. Results increased to 96% in 2012.	Students need to complete more Statement of Cash Flows manually.	More examples were prepared using a manual format.	<p>Accounting Students Preparing a Statement of Cash Flows</p>  <table><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><tr><td>2011-2012</td><td>92%</td></tr><tr><td>2012-2013</td><td>96%</td></tr></tbody></table>	Year	Percentage	2008-2009	83%	2009-2010	88%	2010-2011	78%	2011-2012	92%	2012-2013	96%
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2010-2011	78%																
2011-2012	92%																
2012-2013	96%																
70% of AIS students will demonstrate proficiency in the use of computerized accounting systems.	A comprehensive problem completed by students enrolled in ACC 234. Summative internal assessment instrument utilized in ACC 234.	Trend data exceeding goal with the exception of 2010. Results increased to 98% in 2012.	Students need to analyze transactions more closely.	More emphasis was placed on analyzing transactions.	<p>Accounting Students Proficiency in Computerized Accounting Systems</p>  <table><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>80%</td></tr><tr><td>2010-2011</td><td>63%</td></tr><tr><td>2011-2012</td><td>85%</td></tr><tr><td>2012-2013</td><td>98%</td></tr></tbody></table>	Year	Percentage	2008-2009	83%	2009-2010	80%	2010-2011	63%	2011-2012	85%	2012-2013	98%
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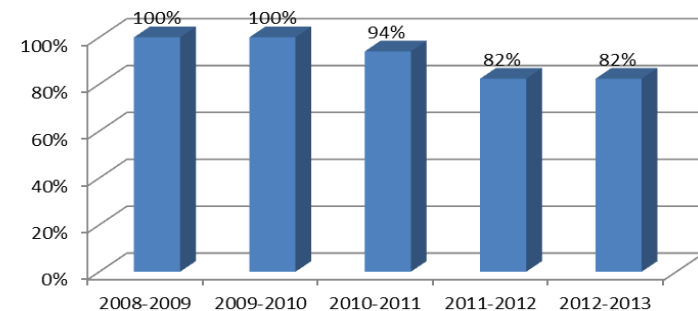
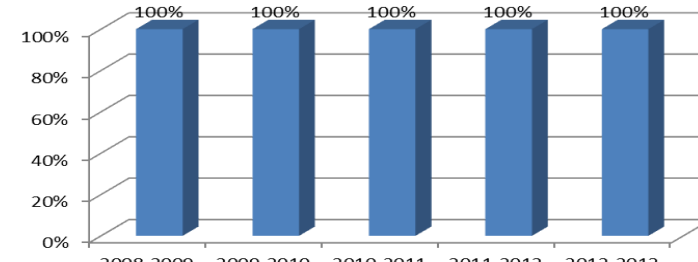
70% of AIS students will proficiency in the use of business computer software applications.	Series of projects using word processing, spreadsheet, database, and graphic presentation applications completed by students in CIS 113. Formative external assessment instrument utilized in CIS 113.	Two years of trend data exceeding goal.	Results decreased to 92% in 2012.	Only two years of trend data. Upon 3 years of trend data, will review trend for possible improvements.	<div>Accounting Students Proficiency in Office Suite Applications</div> <table><thead><tr><th>Year</th><th>Proficiency</th></tr></thead><tbody><tr><td>2011-2012</td><td>100%</td></tr><tr><td>2012-2013</td><td>92%</td></tr><tr><td>2013-2014</td><td></td></tr></tbody></table>	Year	Proficiency	2011-2012	100%	2012-2013	92%	2013-2014					
Year	Proficiency																
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2012-2013	92%																
2013-2014																	
70% of AIS students will demonstrate a comprehensive knowledge of database software applications.	Comprehensive exam completed by students enrolled in CIS 129. Formative internal assessment instrument utilized in CIS 129.	Trend data exceeding goal. Results decreased to 75% in 2012.	Results decreased to 75% in 2012. Need improvement using queries.	More emphasis will be placed on the use of queries.	<div>Accounting Students Advanced Knowledge of Database Applications</div> <table><thead><tr><th>Year</th><th>Knowledge</th></tr></thead><tbody><tr><td>2011-2012</td><td>100%</td></tr><tr><td>2012-2013</td><td>75%</td></tr><tr><td>2013-2014</td><td></td></tr></tbody></table>	Year	Knowledge	2011-2012	100%	2012-2013	75%	2013-2014					
Year	Knowledge																
2011-2012	100%																
2012-2013	75%																
2013-2014																	
80% of AIS students will demonstrate the ability to prepare individual and business tax returns.	Tax problems completed in ACC 214 and ACC 225. Formative internal assessment instrument utilized in ACC 225.	Trend data exceeding goal.	More emphasis was placed on individual tax concepts.	Results increased to 100% in 2012.	<div>Accounting Students Ability to Prepare Federal Tax Returns</div> <table><thead><tr><th>Year</th><th>Ability</th></tr></thead><tbody><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><tr><td>2011-2012</td><td>73%</td></tr><tr><td>2012-2013</td><td>100%</td></tr></tbody></table>	Year	Ability	2008-2009	100%	2009-2010	100%	2010-2011	94%	2011-2012	73%	2012-2013	100%
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Measurable goal	Grades should not be used (Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?													
70% of BA students will demonstrate knowledge of the accounting cycle and financial statements	Accounting set completed by each student enrolled in ACC 111. Formative internal assessment instrument utilized in ACC 111.	Trend data exceeding goal with the exception of 2012. Results decreased to 68% in 2012.	More emphasis was placed on the importance of the accounting cycle but the business students had more difficulty grasping the concept.	Additional exercises will be issued to improve the percentage.	<div>Business Administration Students Knowledge of the Accounting Cycle</div>  <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><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><tr><td>2011-2012</td><td>85%</td></tr><tr><td>2012-2013</td><td>68%</td></tr></tbody></table>	Year	Percentage	2008-2009	78%	2009-2010	72%	2010-2011	77%	2011-2012	85%	2012-2013	68%
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2012-2013	68%																
70% of BA students will demonstrate knowledge in journalizing and posting adjusting entries.	Completion of an accounting problem completed by students enrolled in ACC 111. Formative internal assessment instrument utilized in ACC 111.	Trend data exceeding goal with the exception of 2008 and 2012. Results decreased to 62% in 2012.	Less homework was assigned covering journalizing.	Additional exercises will be issued to improve the percentage.	<div>Business Administration Students Journalizing Adjusting Entries</div>  <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><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><tr><td>2011-2012</td><td>78%</td></tr><tr><td>2012-2013</td><td>62%</td></tr></tbody></table>	Year	Percentage	2008-2009	67%	2009-2010	78%	2010-2011	81%	2011-2012	78%	2012-2013	62%
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2012-2013	62%																

70% of BA students will demonstrate proficiency in preparing financial statements.	Completion of the three financial statements from provided accounting data completed by students enrolled in ACC 111. Formative internal assessment instrument utilized in ACC 111.	Trend data exceeding goal with the exception of 2012. Results decreased to 71% in 2012.	Quality of students not as good as past years.	More emphasis will be placed on manually completing financial statements.	<p>Business Administration Students Preparing Financial Statements</p>  <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><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><tr><td>2011-2012</td><td>86%</td></tr><tr><td>2012-2013</td><td>71%</td></tr></tbody></table>	Year	Percentage	2008-2009	91%	2009-2010	80%	2010-2011	85%	2011-2012	86%	2012-2013	71%
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70% of BA students will demonstrate proficiency in preparing a statement of cash flows under the indirect method.	Success is based on the successfully completion of a problem completed by students enrolled in ACC 111. Formative internal assessment instrument utilized in ACC 111.	Trend data exceeding goal with the exception of 2008.	More examples were prepared using a manual format.	Results of the latest trend data improved to 78% and 83%.	<p>Business Administration Students Preparing a Statement of Cash Flows</p>  <table><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><tr><td>2011-2012</td><td>78%</td></tr><tr><td>2012-2013</td><td>83%</td></tr></tbody></table>	Year	Percentage	2008-2009	63%	2009-2010	87%	2010-2011	72%	2011-2012	78%	2012-2013	83%
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2012-2013	83%																
70% of BA students will demonstrate the ability to complete a business plan.	Comprehensive Business Plan project in BUS 109. Internal, formative.	Trend data exceeding goal.	Some students chose not to complete the financial section of the business plan.	Course syllabus and course grading will be reviewed to insure students will complete the financial section.	<p>Business Administration Students Create a Business Plan</p>  <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><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><tr><td>2011-2012</td><td>0%</td></tr><tr><td>2012-2013</td><td>85%</td></tr></tbody></table>	Year	Percentage	2008-2009	88%	2009-2010	100%	2010-2011	90%	2011-2012	0%	2012-2013	85%
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70% of BA students will demonstrate knowledge and application of various marketing principles and strategies as applied to the market place.	Comprehensive marketing project in BUS 241. Summative internal assessment instrument utilized in BUS 241.	Trend data exceeding goal.	Last three years of trend data at 100%	Implemented written progress reports on the marketing project.	<div>Business Administration Students Knowledge and Applicaion of Marketing Principles</div> <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><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><tr><td>2011-2012</td><td>100%</td></tr><tr><td>2012-2013</td><td>100%</td></tr></tbody></table>	Year	Percentage	2008-2009	71%	2009-2010	92%	2010-2011	100%	2011-2012	100%	2012-2013	100%
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70% of BA students will be able to write a recruitment plan as used in a human resources department to attract new employee.	Completing a recruitment plan in BUS 239. Formative internal assessment instrument utilized in BUS 239.	Trend data exceeding goal.	Last two years of trend data is 97% and 100%.	Due date for recruitment plan moved later in the semester.	<div>Business Administration Students Human Resources Recruitment Plan</div> <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><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><tr><td>2011-2012</td><td>97%</td></tr><tr><td>2012-2013</td><td>100%</td></tr></tbody></table>	Year	Percentage	2008-2009	85%	2009-2010	70%	2010-2011	73%	2011-2012	97%	2012-2013	100%
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BA students will demonstrate effective business communication skills. The goal is 70% of the students will meet this standard.	Success is determined by students enrolled in ECO 111 successfully completing an oral presentation. Formative internal assessment instrument utilized in ECO 111.	Trend data exceeding goal.	Last three years of trend data at 100%.	Many of the students have previously taken a speech class.	<div>Business Administration Students Demonstrating Effective Business Communications</div> <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><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><tr><td>2011-2012</td><td>100%</td></tr><tr><td>2012-2013</td><td>100%</td></tr></tbody></table>	Year	Percentage	2008-2009	80%	*2009-2010	0%	2010-2011	100%	2011-2012	100%	2012-2013	100%
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70% of BA students will be proficiency in the use of business computer software applications.	Series of projects using word processing, spreadsheet, database, and graphic presentation applications completed by students in CIS 113. Formative internal assessment instrument utilized in CIS 113.	Trend data exceeding goal.	Need improvement in spreadsheet concepts.	More emphasis will be placed on spreadsheet concepts.	<div><p>Business Administration Students Proficiency in Office Suite Applications</p><table><thead><tr><th>Semester</th><th>Proficiency (%)</th></tr></thead><tbody><tr><td>2011-2012</td><td>77%</td></tr><tr><td>2012-2013</td><td>71%</td></tr><tr><td>2013-2014</td><td>0%</td></tr></tbody></table></div>	Semester	Proficiency (%)	2011-2012	77%	2012-2013	71%	2013-2014	0%				
Semester	Proficiency (%)																
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70% of BA students will demonstrate a comprehensive knowledge of database software applications.	Comprehensive project exam by students enrolled in CIS 129. Formative internal assessment instrument utilized in CIS 129.	Trend data exceeding goal with the exception of 2010.	Difficulties with creating queries in a database.	More emphasis and problems will be placed on the use of queries.	<div><p>Business Administration Students Comprehensive Knowledge of Database Applications</p><table><thead><tr><th>Semester</th><th>Knowledge (%)</th></tr></thead><tbody><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><tr><td>2011-2012</td><td>86%</td></tr><tr><td>2012-2013</td><td>78%</td></tr></tbody></table></div>	Semester	Knowledge (%)	2008-2009	77%	2009-2010	82%	2010-2011	67%	2011-2012	86%	2012-2013	78%
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		Analysis of Results <i>Medical Office Administration</i>															
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Measurable goal	Grades should not be used (Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?													
70% of MOA students will be able to type 60 words or more per minute with 5 or fewer errors.	Outcome based proficiency exam: 5 minute timing: key 60 words or more per minute with 5 or fewer errors in SES 219 (216). Summative internal assessment instrument utilized in SES 219 (216).	Trend data exceeding goal.	Results have dropped from 100% and 94% to 82%.	More emphasis will be placed on individual practice on the keyboard with an emphasis on accuracy as well as speed.	<div>Medical Office Administration Students Ability to Type 60 Words or More Per Minute</div>  <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><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><tr><td>2011-2012</td><td>82%</td></tr><tr><td>2012-2013</td><td>82%</td></tr></tbody></table>	Year	Percentage	2008-2009	100%	2009-2010	100%	2010-2011	94%	2011-2012	82%	2012-2013	82%
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2012-2013	82%																
70% of MOA students will be able to perform oral communications.	Team oral presentation in SES 225. Formative internal assessment instrument utilized in SES 225.	Trend data exceeding goal.	Last five years of trend data at 100%.	Additional time will be allotted for individual student preparation appointments with instructor as needed.	<div>Medical Office Administration Students Proficiency in Oral Communiations</div>  <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><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><tr><td>2011-2012</td><td>100%</td></tr><tr><td>2012-2013</td><td>100%</td></tr></tbody></table>	Year	Percentage	2008-2009	100%	2009-2010	100%	2010-2011	100%	2011-2012	100%	2012-2013	100%
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2009-2010	100%																
2010-2011	100%																
2011-2012	100%																
2012-2013	100%																

70% of MOA students will be able to Apply analytical and logical skills to utilize information retrieval and technology.	Professional project in SES 117. Formative internal assessment instrument utilized in SES 117.	Trend data exceeding goal with the exception of 2012.	Some students didn't care. They handed in a project because they would not get a grade for the course--this project is mandatory.	Continue to stress the requirements of the course and give encouragement to students to do their best work.	<p>Medical Office Administration Students Professional Project</p> <table><tr><th>Year</th><th>Completion Rate</th></tr><tr><td>2009-2010</td><td>81%</td></tr><tr><td>2010-2011</td><td>83%</td></tr><tr><td>2011-2012</td><td>82%</td></tr><tr><td>2012-2013</td><td>67%</td></tr></table>	Year	Completion Rate	2009-2010	81%	2010-2011	83%	2011-2012	82%	2012-2013	67%		
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2009-2010	81%																
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2012-2013	67%																
70% of MOA students will be able Code and file specific documents according to generally accepted records management principles.	Instructor-prepared comprehensive records management exam in SES 117. Formative internal assessment instrument utilized in SES 117.	Trend data exceeding goal with the exception of 2009.	Results improved to 80%.	Will continue to provide instruction and input regarding records management throughout the entire semester instead of a five-week block time period.	<p>Medical Office Administration Students Proficiency in Records Management</p> <table><tr><th>Year</th><th>Proficiency Rate</th></tr><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><tr><td>2011-2012</td><td>73%</td></tr><tr><td>2012-2013</td><td>80%</td></tr></table>	Year	Proficiency Rate	2008-2009	100%	2009-2010	55%	2010-2011	78%	2011-2012	73%	2012-2013	80%
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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, formative.	Trend data exceeding goal.	Last three years of trend data at 100%.	Will continue to focus on possible areas of improvement.	<p>Medical Office Administration Students Knowledge of the Accounting Cycle</p> <table><tr><th>Year</th><th>Knowledge Rate</th></tr><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><tr><td>2011-2012</td><td>100%</td></tr><tr><td>2012-2013</td><td>100%</td></tr></table>	Year	Knowledge Rate	2008-2009	100%	2009-2010	91%	2010-2011	100%	2011-2012	100%	2012-2013	100%
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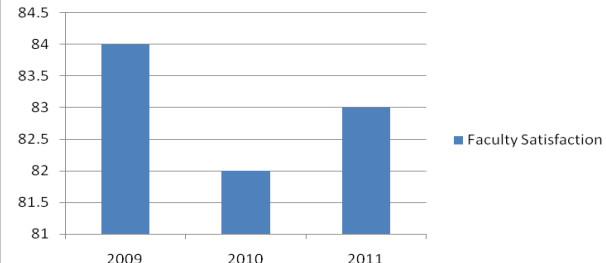
70% of MOA students will proficiency in the use of business computer software applications.	Series of projects using word processing, spreadsheet, database, and graphic presentation applications completed by students in CIS 113 Formative internal assessment instrument utilized in CIS 113.	Trend data exceeding goal.	Need improvement in spreadsheet concepts.	More emphasis will be placed on spreadsheet concepts.	<p>Medical Office Administration Students Basic Knowledge of the Office Suite Applications</p> <table><thead><tr><th>Academic Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2011-2012</td><td>89%</td></tr><tr><td>2012-2013</td><td>54%</td></tr><tr><td>2013-2014</td><td>0%</td></tr></tbody></table>	Academic Year	Percentage	2011-2012	89%	2012-2013	54%	2013-2014	0%		
Academic Year	Percentage														
2011-2012	89%														
2012-2013	54%														
2013-2014	0%														
70% of MOA students will demonstrate the ability to analyze and interpret basic medical language.	Instructor-generated exam in SES 220. Formative internal assessment instrument utilized in SES 220.	Trend data exceeding goal with the exception of 2012.	There were a few students who just did not take the course seriously; there was definitely a lack of pride in their coursework.	Stress what is important, what to focus on, and what to study in preparation for exams.	<p>Medical Office Administration Analyze and Interpret Basic Medical Language</p> <table><thead><tr><th>Academic Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2009-2010</td><td>88%</td></tr><tr><td>2010-2011</td><td>77%</td></tr><tr><td>2011-2012</td><td>100%</td></tr><tr><td>2012-2013</td><td>67%</td></tr></tbody></table>	Academic Year	Percentage	2009-2010	88%	2010-2011	77%	2011-2012	100%	2012-2013	67%
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70% of MOA students will be able to perform word document processing (Letter Cycle).	Instructor generated assignment in SES 123. Formative internal assessment instrument utilized in SES 123.	Trend data exceeding goal.	Trend data improved to 86%.	A review of the material was provided prior to the assessment.	<p>Medical Office Administration Students Word Processing - Letter Cycle</p> <table><thead><tr><th>Academic Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2009-2010</td><td>83%</td></tr><tr><td>2010-2011</td><td>88%</td></tr><tr><td>2011-2012</td><td>75%</td></tr><tr><td>2012-2013</td><td>86%</td></tr></tbody></table>	Academic Year	Percentage	2009-2010	83%	2010-2011	88%	2011-2012	75%	2012-2013	86%
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70% of MOA students will be able to perform professional document processing (advanced word processing applications).	Completing a capstone document processing portfolio project. Internal, summative. Formative summative assessment instrument utilized in SES.	Trend data exceeding goal.	The errors overall occurred because of the pressure of time limit.	Continue to present concepts and reinforcement of the material.	<p>Medical Office Administration Students Advanced Word Processing - Mail Merge Letter Cycle</p> <table><thead><tr><th>Year</th><th>Accuracy (%)</th></tr></thead><tbody><tr><td>2009-2010</td><td>83%</td></tr><tr><td>2010-2011</td><td>88%</td></tr><tr><td>2011-2012</td><td>85%</td></tr><tr><td>2012-2013</td><td>85%</td></tr></tbody></table>	Year	Accuracy (%)	2009-2010	83%	2010-2011	88%	2011-2012	85%	2012-2013	85%
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2011-2012	85%														
2012-2013	85%														
70% of MOA students will be able to successfully proofread a comprehensive report.	Instructor generated assignment in SES 213. Formative internal assessment instrument utilized in SES 123.	Trend data improved to 80% in 2012 exceeding goal.	Reviewed all major components stressing the need to be detailed oriented.	Continue to emphasize report sections and their purpose along with being a detailed oriented proofreader.	<p>MOA Students Will Be Able to Identify Report Formatting Accuracy</p> <table><thead><tr><th>Year</th><th>Accuracy (%)</th></tr></thead><tbody><tr><td>2011-2012</td><td>62%</td></tr><tr><td>2012-2013</td><td>80%</td></tr><tr><td>2013-2014</td><td></td></tr></tbody></table>	Year	Accuracy (%)	2011-2012	62%	2012-2013	80%	2013-2014			
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Standard #5 Faculty and Staff Focus

Complete Table 5.1. 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 5.1 Standard 5 - Faculty- and Staff-Focused Results

Faculty and Staff Focused Results		Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. <i>Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.</i>											
		Analysis of Results											
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends								
Measurable goal		What are your current results?	What did you learn from the results?		(3-5 data points preferred)								
What is your goal?	(Indicate length of cycle)			What did you improve or what is your next step?									
(Example) Faculty satisfaction will exceed 80%	Annual faculty satisfaction survey	Exceeded goal however the trend declined in 2011	Held a faculty meeting to discuss issues raised on surveys	Satisfaction increased 1%	<div>Faculty Satisfaction</div>  <table><thead><tr><th>Year</th><th>Faculty Satisfaction</th></tr></thead><tbody><tr><td>2009</td><td>84.0</td></tr><tr><td>2010</td><td>82.0</td></tr><tr><td>2011</td><td>83.0</td></tr></tbody></table>	Year	Faculty Satisfaction	2009	84.0	2010	82.0	2011	83.0
Year	Faculty Satisfaction												
2009	84.0												
2010	82.0												
2011	83.0												

The Business Technology department will strive for a low turnover in faculty and staff due to job dissatisfaction.	Annual review of employment status of faculty and staff.	The business department lost 1 full-time faculty member due to retirement in December, 2012.	A need to hire a full-time business faculty member to fill vacant position.	A full-time business faculty was hired in January, 2013 to fill the vacant position.	<p>Business Technology Department Full-Time Faculty</p> <table border="1"><thead><tr><th>Period</th><th>Full-Time Faculty</th></tr></thead><tbody><tr><td>2008-2009</td><td>7</td></tr><tr><td>2009-2010</td><td>7</td></tr><tr><td>2010-2011</td><td>7</td></tr><tr><td>2011-2012</td><td>7</td></tr><tr><td>2012-2013</td><td>7</td></tr></tbody></table>	Period	Full-Time Faculty	2008-2009	7	2009-2010	7	2010-2011	7	2011-2012	7	2012-2013	7						
Period	Full-Time Faculty																						
2008-2009	7																						
2009-2010	7																						
2010-2011	7																						
2011-2012	7																						
2012-2013	7																						
The Business Technology department will strive for a low turnover in faculty and staff due to job dissatisfaction.	Annual review of FT employee attrition rates	The attrition rate increased to 14% for 2012-2013 due to the retirement of 1 full-time faculty member in December, 2012.	The five-year average attrition rate is 6%.	The department chair will continue to strive for satisfaction within the department.	<p>Business Technology Department FT Employee Attrition Rate</p> <table border="1"><thead><tr><th>Period</th><th>Attrition Rate</th></tr></thead><tbody><tr><td>2008-2009</td><td>14%</td></tr><tr><td>2009-2010</td><td>0%</td></tr><tr><td>2010-2011</td><td>0%</td></tr><tr><td>2011-2012</td><td>0%</td></tr><tr><td>2012-2013</td><td>14%</td></tr><tr><td>5 Yr Avg</td><td>6%</td></tr></tbody></table>	Period	Attrition Rate	2008-2009	14%	2009-2010	0%	2010-2011	0%	2011-2012	0%	2012-2013	14%	5 Yr Avg	6%				
Period	Attrition Rate																						
2008-2009	14%																						
2009-2010	0%																						
2010-2011	0%																						
2011-2012	0%																						
2012-2013	14%																						
5 Yr Avg	6%																						
100% of the Business Technology department's faculty and staff will earn a minimum of satisfactory on their individual employee evaluation performance reports each year.	Annual Faculty Performance Evaluation reports.	For three of the past four years 100% of the business faculty received a minimum of satisfactory. One faculty member received below satisfactory for 2008-2009.	Faculty review their performance evaluation each year. They work with the chair to establish new goals for the next year that support the department and college goals. The chair will consider how to assist	Faculty are encouraged to complete professional development, curriculum development, serve on college committees, and become more active in professional organizations outside the college.	<p>Faculty Performance Evaluations Results</p> <table border="1"><thead><tr><th>Period</th><th>Satisfactory</th><th>Not Satisfactory</th></tr></thead><tbody><tr><td>2008-2009</td><td>86%</td><td>14%</td></tr><tr><td>2009-2010</td><td>100%</td><td>0%</td></tr><tr><td>2010-2011</td><td>100%</td><td>0%</td></tr><tr><td>2011-2012</td><td>100%</td><td>0%</td></tr><tr><td>2012-2013</td><td>100%</td><td>0%</td></tr></tbody></table>	Period	Satisfactory	Not Satisfactory	2008-2009	86%	14%	2009-2010	100%	0%	2010-2011	100%	0%	2011-2012	100%	0%	2012-2013	100%	0%
Period	Satisfactory	Not Satisfactory																					
2008-2009	86%	14%																					
2009-2010	100%	0%																					
2010-2011	100%	0%																					
2011-2012	100%	0%																					
2012-2013	100%	0%																					

			persons in improving their rating (i.e. training, professional development opportunities, mentoring, etc.)																								
The Business Technology department's average student credit hours per section will be 54 hours or less each semester.	The average student credit hours per section is measured by the department chair (<i>the number of students enrolled times the credit hours divided by the number of sections</i>).	The department achieved its benchmark of under 54 hours for each term reported from 2008 thru 2013.	The results are in line with the average class size benchmark of 18 students for the department. Average student credit hours decreased by 15%.	The Business Technology department will seek to increase the average student credit hours during the next academic year.	<div><p>Business Technology Department Average Student Credit Hours Per Section</p><table><tr><th>Term</th><th>Average Student Credit Hours Per Section</th></tr><tr><td>FA2008</td><td>43</td></tr><tr><td>SP2009</td><td>44</td></tr><tr><td>FA2009</td><td>46</td></tr><tr><td>SP2010</td><td>45</td></tr><tr><td>FA2010</td><td>44</td></tr><tr><td>SP2011</td><td>48</td></tr><tr><td>FA2011</td><td>42</td></tr><tr><td>SP2012</td><td>46</td></tr><tr><td>FA2012</td><td>39</td></tr><tr><td>SP2013</td><td>39</td></tr></table></div>	Term	Average Student Credit Hours Per Section	FA2008	43	SP2009	44	FA2009	46	SP2010	45	FA2010	44	SP2011	48	FA2011	42	SP2012	46	FA2012	39	SP2013	39
Term	Average Student Credit Hours Per Section																										
FA2008	43																										
SP2009	44																										
FA2009	46																										
SP2010	45																										
FA2010	44																										
SP2011	48																										
FA2011	42																										
SP2012	46																										
FA2012	39																										
SP2013	39																										
Ninety percent of the business faculty will participate in professional development and scholarly activities.	Review of business faculty annual review and professional development plans.	Trend data exceed goal.	Trend data has exceeded goal for each year with 100% participation.	Faculty will be encouraged to continue in professional development activities.	<div><p>Professional Development and Scholarly Activities Percent of Faculty Participation</p><table><tr><th>Year</th><th>Percent of Faculty Participation</th></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><tr><td>2011-2012</td><td>100%</td></tr><tr><td>2012-2013</td><td>100%</td></tr></table></div>	Year	Percent of Faculty Participation	2008-2009	100%	2009-2010	100%	2010-2011	100%	2011-2012	100%	2012-2013	100%										
Year	Percent of Faculty Participation																										
2008-2009	100%																										
2009-2010	100%																										
2010-2011	100%																										
2011-2012	100%																										
2012-2013	100%																										

Faculty Qualifications

Complete the table 5.2 for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported, in accordance with Criterion 5.2 in the Standards and Criteria.

Table 5.2 Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL SPECIFIC QUALIFICATIONS <ul style="list-style-type: none"> • Five Years Work Experience • Teaching Excellence • Professional Certifications 	ACBSP QUALIFICATION <ol style="list-style-type: none"> 1. Master's 2. Doctorate 3. Professional 4. Exception
Hummel, Beth	Business		MBA Business BA Business Management/Mgmt Information Systems AAS Med Adm Asst	MOS-Word	Master's
Lovely, Erica	Business	CIS 105 Intro to PC Oper Sys	MBA Business BS Accounting AAS Accounting Information Sys		Master's
Mitchell, Dawn	Medical Terminology	SES 220 Medical Terminology	BSN Nursing	RN-Register Nurse Over 5 Years Work Experience	Professional
Mints, Penny	Medical Assisting	SES 220 Medical Terminology	MS Business		Master's
Wyman, David	Computers	CIS 108 Spreadsheet Applications	MBA Business BS Forestry AAS Computer Information Systems		Master's

Standard #6 Educational and Business Process Management

a. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach an updated Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.

There have been no substantially revised existing degree programs/curricula since our last report. The Accounting Information Systems degree program has been renamed as Accounting with the same identical curriculum. This change is effective with the beginning of the 2013-2014 academic year.

2. List any **new** degree programs that have been developed since your last report and attach a Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.

There have been no new degree programs developed since our last report.

Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs) and the outcomes assessment process to ACBSP.

3. List any accredited programs that have been terminated since your last report.

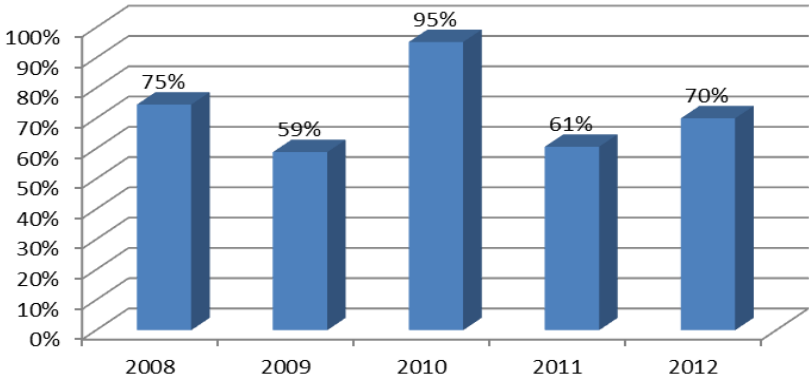
The Accounting Information Systems – AAS program has been renamed as Accounting – AAS with the same curricula effective with the AY 2013-2014.

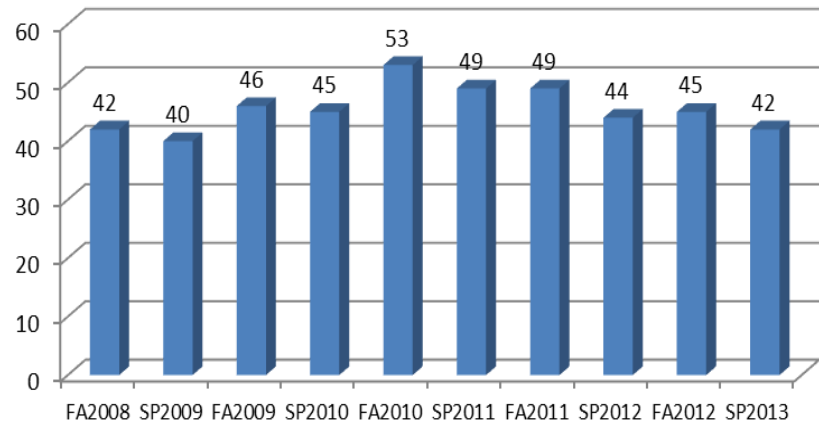
Note: if you do not have any new or revised programs **you do not need to complete Table 6 Curriculum Summary.**

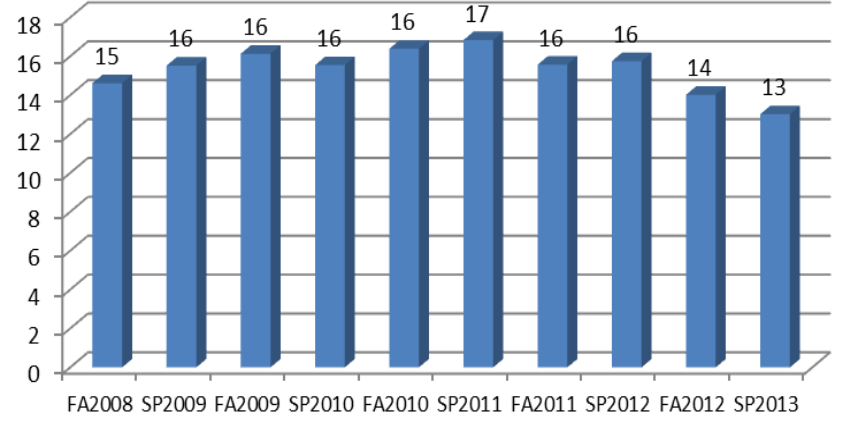
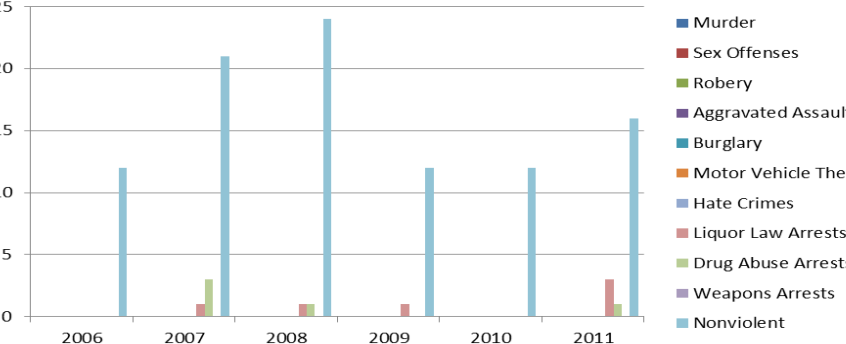
TABLE 6					
CURRICULUM SUMMARY					
Name of Major/Program: Accounting Career					
Total Number of Hours for Degree: 63-64*					
List courses appropriate for each area:					
A) Professional Component:					
	<u>Course Title</u>	<u>Areas of Study</u>		<u>Credits</u>	
	Financial Accounting I	A.		4	
	Microeconomics	D.		3	
	Principles of Management	I.		3	
	Principles of Marketing	F.		3	
	Math Electives	C.		3	
			Area total credit hours		16
			<u>25.4%</u>	of total program hours	
B) General Education:					
	<u>Course Title</u>	<u>Educational Goal Area</u>		<u>Credits</u>	
	College Composition	A.		3	
	Writing in the Workplace	A.		3	
	Natural Science Elective*	F.		3	
	Social Science Elective	H.		3	
	Spreadsheets I	G.		1	
	Spreadsheets II	G.		1	
	Computer Elective	G.		1	
	Business Law I	E.		3	
	Macroeconomics	E.		3	
			Area total credit hours		21
			<u>33.3%</u>	of total program hours	
C) Business Major:					
	<u>Course Title</u>			<u>Credits</u>	
	Financial Accounting II			4	
	Managerial Accounting			4	
	Accounting Software Applications			3	
	Intermediate Accounting I			3	
	Federal Income Taxes			3	
	Business Law II			3	
	Introduction to Business			3	
	Business Elective			3	
			Area total credit hours		26
			<u>41.3%</u>	of total program hours	
			Total Program Hours		63
*Natural Science Elective may be either a 3 or 4 credit elective.					

Complete table 6.1. 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 6.1 Standard 6 - Organizational Performance Results

Organizational Effectiveness 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 students' performance. <i>Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, 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.</i>															
		Analysis of Results															
Performance Measure Measurable goal What is your goal?	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 the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
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. This is based on the entire credit population of the Business Technology department in the cohort fall term and the number	Trend data exceeding goal.	The benchmark was met or exceeded in five years of the trend data collected.	Faculty will continue to discuss ways to improve retention in each specific program.	<div>Business Technology Retention Rates<table><thead><tr><th>Year</th><th>Retention Rate</th></tr></thead><tbody><tr><td>2008</td><td>75%</td></tr><tr><td>2009</td><td>59%</td></tr><tr><td>2010</td><td>95%</td></tr><tr><td>2011</td><td>61%</td></tr><tr><td>2012</td><td>70%</td></tr></tbody></table></div>	Year	Retention Rate	2008	75%	2009	59%	2010	95%	2011	61%	2012	70%
Year	Retention Rate																
2008	75%																
2009	59%																
2010	95%																
2011	61%																
2012	70%																

	of cohort students who graduate or are enrolled in the succeeding fall term.																										
Enhance overall business course offerings to meet the needs of students.	The college's class capacity reporting of number of class sections offered each semester.	Trend data is within the range of the average Course Section offerings of 45.	The enrollment for the business department and for the college decreased in 2012-2013.	The department will continue to monitor the number of class offering and make appropriate adjustments based on enrollment needs.	<div>Business Technology Department Number of Class Sections Offered</div>  <table><thead><tr><th>Semester</th><th>Number of Class Sections Offered</th></tr></thead><tbody><tr><td>FA2008</td><td>42</td></tr><tr><td>SP2009</td><td>40</td></tr><tr><td>FA2009</td><td>46</td></tr><tr><td>SP2010</td><td>45</td></tr><tr><td>FA2010</td><td>53</td></tr><tr><td>SP2011</td><td>49</td></tr><tr><td>FA2011</td><td>49</td></tr><tr><td>SP2012</td><td>44</td></tr><tr><td>FA2012</td><td>45</td></tr><tr><td>SP2013</td><td>42</td></tr></tbody></table>	Semester	Number of Class Sections Offered	FA2008	42	SP2009	40	FA2009	46	SP2010	45	FA2010	53	SP2011	49	FA2011	49	SP2012	44	FA2012	45	SP2013	42
Semester	Number of Class Sections Offered																										
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FA2010	53																										
SP2011	49																										
FA2011	49																										
SP2012	44																										
FA2012	45																										
SP2013	42																										

To ensure a favorable instructor to student ratio and enhance the educational experience, the business technology department will strive to maintain an average class size not to exceed 18 students.	The college's class capacity report of class size by program each semester.	Trend data has exceed the goal in each year.	Further analysis suggests enrollment numbers as a contributing factor to meeting the standard. However, to address cost efficiency, the department will investigate ways to move the average class size closer to the benchmark.	The department chair will investigate the average class size by course and adjust according to enrollment numbers.	<div><div>Business Technology Department Average Class Size</div><table><tr><th>Semester</th><th>Average Class Size</th></tr><tr><td>FA2008</td><td>15</td></tr><tr><td>SP2009</td><td>16</td></tr><tr><td>FA2009</td><td>16</td></tr><tr><td>SP2010</td><td>16</td></tr><tr><td>FA2010</td><td>16</td></tr><tr><td>SP2011</td><td>17</td></tr><tr><td>FA2011</td><td>16</td></tr><tr><td>SP2012</td><td>16</td></tr><tr><td>FA2012</td><td>14</td></tr><tr><td>SP2013</td><td>13</td></tr></table></div>	Semester	Average Class Size	FA2008	15	SP2009	16	FA2009	16	SP2010	16	FA2010	16	SP2011	17	FA2011	16	SP2012	16	FA2012	14	SP2013	13																																																							
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SP2012	16																																																																																	
FA2012	14																																																																																	
SP2013	13																																																																																	
The business department will provide a safe and secure campus environment through the services of the College's Safety department.	Annual security report filed by the College.	Over the past few years the college has a very low instance rate of crime.	The security report indicates overall safety.	The college has continued to improve outdoor lighting on the surrounding campus and update the locks and security to the college campus buildings.	<div><div>Number of Incidents Report</div><table><tr><th>Year</th><th>Nonviolent</th><th>Liquor Law Arrests</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>Weapons Arrests</th><th>Murder</th></tr><tr><td>2006</td><td>12</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>2007</td><td>21</td><td>1</td><td>1</td><td>3</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>2008</td><td>24</td><td>1</td><td>1</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>2009</td><td>12</td><td>1</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>2010</td><td>12</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>2011</td><td>16</td><td>3</td><td>0</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table></div>	Year	Nonviolent	Liquor Law Arrests	Sex Offenses	Robbery	Aggravated Assault	Burglary	Motor Vehicle Theft	Hate Crimes	Weapons Arrests	Murder	2006	12	0	0	0	0	0	0	0	0	0	2007	21	1	1	3	0	0	0	0	0	0	2008	24	1	1	1	0	0	0	0	0	0	2009	12	1	1	0	0	0	0	0	0	0	2010	12	0	0	0	0	0	0	0	0	0	2011	16	3	0	1	0	0	0	0	0	0
Year	Nonviolent	Liquor Law Arrests	Sex Offenses	Robbery	Aggravated Assault	Burglary	Motor Vehicle Theft	Hate Crimes	Weapons Arrests	Murder																																																																								
2006	12	0	0	0	0	0	0	0	0	0																																																																								
2007	21	1	1	3	0	0	0	0	0	0																																																																								
2008	24	1	1	1	0	0	0	0	0	0																																																																								
2009	12	1	1	0	0	0	0	0	0	0																																																																								
2010	12	0	0	0	0	0	0	0	0	0																																																																								
2011	16	3	0	1	0	0	0	0	0	0																																																																								

All business programs will graduate at least 10 students per year.	College's annual graduation report by program.	Trend data for 2012 indicates all three programs met the goal.	Enrollment increase in the past three years has benefited the programs in meeting the goal.	The business department will review potential opportunities to maintain and increase graduation rates of its programs.	<div><p>Number of Graduates by Program</p><table><thead><tr><th>Year</th><th>AIS</th><th>BA</th><th>MOA</th></tr></thead><tbody><tr><td>2008</td><td>11</td><td>7</td><td>10</td></tr><tr><td>2009</td><td>4</td><td>9</td><td>8</td></tr><tr><td>2010</td><td>8</td><td>14</td><td>10</td></tr><tr><td>2011</td><td>17</td><td>7</td><td>9</td></tr><tr><td>2012</td><td>12</td><td>12</td><td>12</td></tr></tbody></table></div>	Year	AIS	BA	MOA	2008	11	7	10	2009	4	9	8	2010	8	14	10	2011	17	7	9	2012	12	12	12
Year	AIS	BA	MOA																										
2008	11	7	10																										
2009	4	9	8																										
2010	8	14	10																										
2011	17	7	9																										
2012	12	12	12																										