

Standard Three: Student- and Stakeholder-Focused Results

Use this format to respond to Criterion 3.8. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.

Student- and stakeholder-focused results examine how well your organization 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.

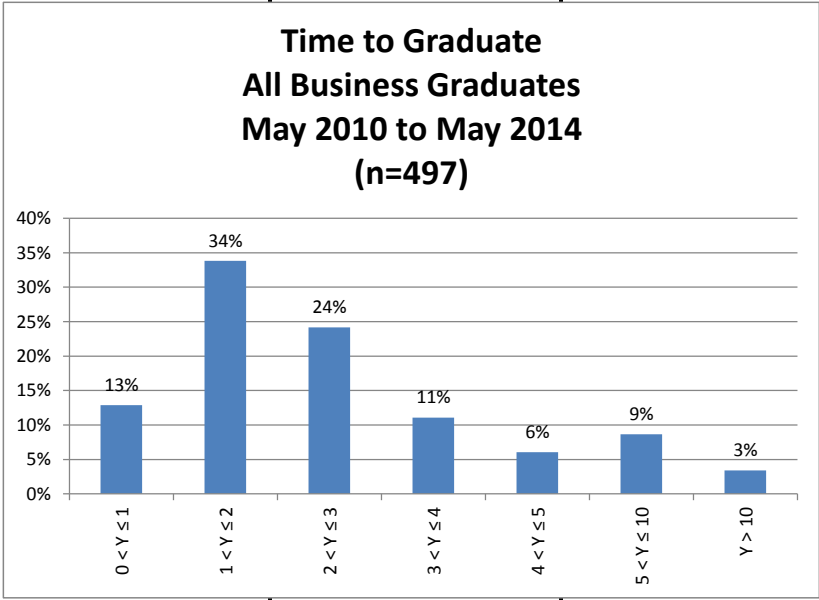
Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

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)
At least 40% of business graduates will rate their satisfaction with their college education as "Excellent".	Annual Graduate Survey	Four years of trend data are reported with the three most recent years exceeding the goal.	Scores improved each year over the four year period.	To further support this positive trend, the faculty discussed creating a chapter of Kappa Beta Delta to increase student engagement.	See graph immediately below.

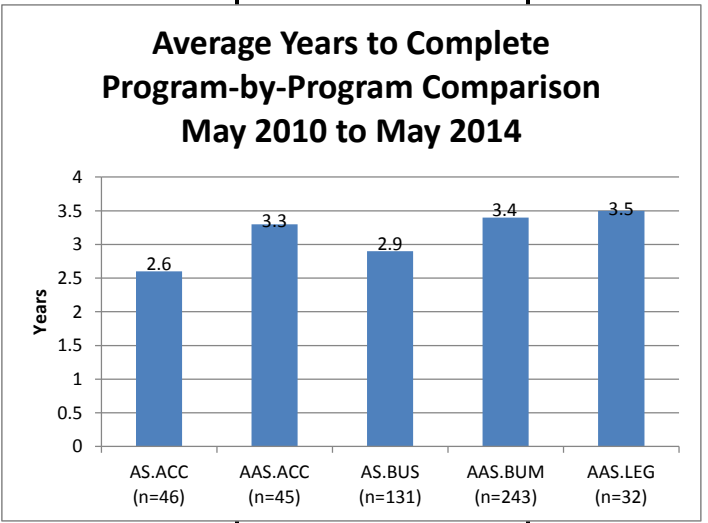
**Overall Student Satisfaction
All Business Students
From LCCC Graduates Survey**

Satisfaction Level	May 2010 Grads (n=26)	May 2011 Grads (n=30)	May 2012 Grads (n=16)	May 2013 Grads (n=21)
Excellent	0.27	0.47	0.50	0.57
Good	0.69	0.47	0.50	0.38
Fair	0.04	0.07	0.00	0.05
Poor	0.00	0.00	0.00	0.00

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)
At least 40% of Business Department graduates will complete their programs of study within 2 years.	Time-to-graduate data over 5-year period.	Over 5-year period, 47% finished within 2 years.	Exceeded goal over 5-year period, but the data show room to improve.	Enhanced support services for evening students and for off-campus students have been the focus of a current Title III grant project to improve this measure college-wide.	See graph immediately below.

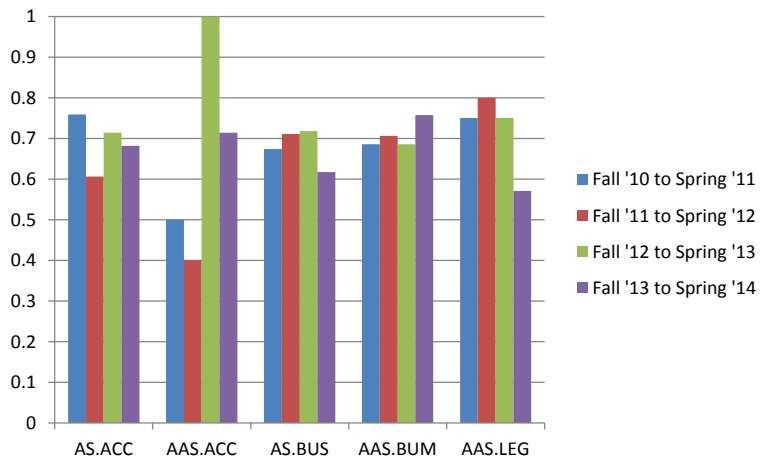


Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
Average years-to-complete below 3 years for each program.	Years-to-complete data over 5-year period.	Achieved goal for AS in Accounting and AS in Bus Admin, missed goal for AAS in Accounting Tech, AAS in Business Management Tech, and AAS in Legal Assisting (Paralegal).	AAS students are taking longer to complete their programs than AS students. Contributing factors: (1) larger percentage of PT students are in AAS programs, and (2) better prepared academic students are in AS programs.	The majority of evening students and off-campus students are PT students. Focus on enhanced services for these students should improve our performance in this measure.	See graph immediately below.

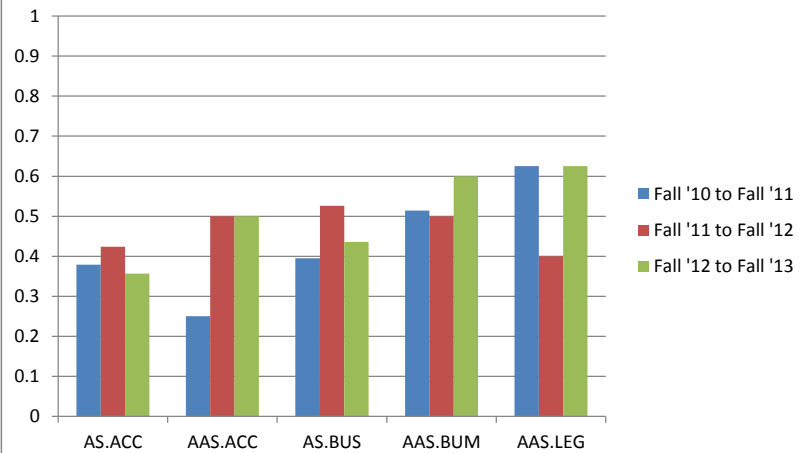


Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
The Fall-to-Spring retention rates will exceed the college average of 72% and the Fall-to-Fall retention rate will exceed the college average of 49%.	Retention rate of first-time, degree-seeking students by academic program.	For the most part, program retention has been above or near the college average with an overall trend of improved retention in the department's programs.	The standard method for measuring retention for reporting purposes only counts first-time, degree-seeking students who start in a Fall semester. This excludes a sizable number of our business students. Not accounted for are PT students who choose to take a semester off and then return, and students who start in a Spring or Summer semester.	The department will begin tracking persistence rates for each program so that a larger percentage of business students are tracked.	See graph immediately below.

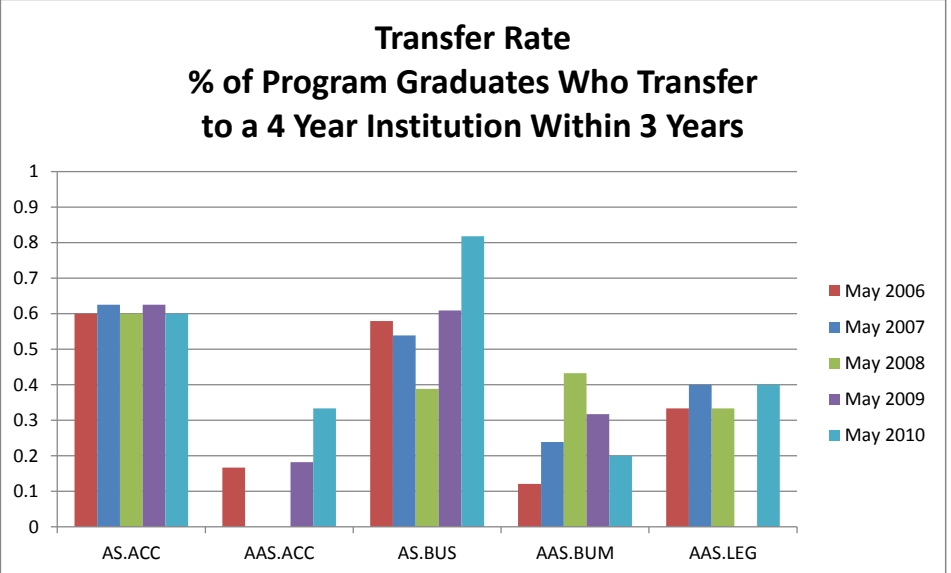
**Fall-to-Spring Retention Rate
By Academic Program
First-time, Degree-seeking Students Only**



**Fall-to-Fall Retention Rate
By Academic Program
First-time, Degree-seeking Students Only**



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)
Transfer Rate of 60% for transfer programs and 20% for terminal programs.	For each program, the percent of graduates who transferred to a 4-year institution within 3 years is measured. Five years of data is reported.	In the most recent year (May 2010 grads), the two AS programs met the goal and the three AAS programs were either right at the goal or exceeded it.	Transfer rate of AAS in Legal Assisting program was surprisingly high given that there are no 4-year programs locally in the discipline.	Work on new articulation agreements for the AS in Accounting program. In Spring 2014, signed new accounting agreement with King's College, now working on agreements with Penn State for business administration and accounting. Once the agreements are in place, must promote them.	See chart immediately below.

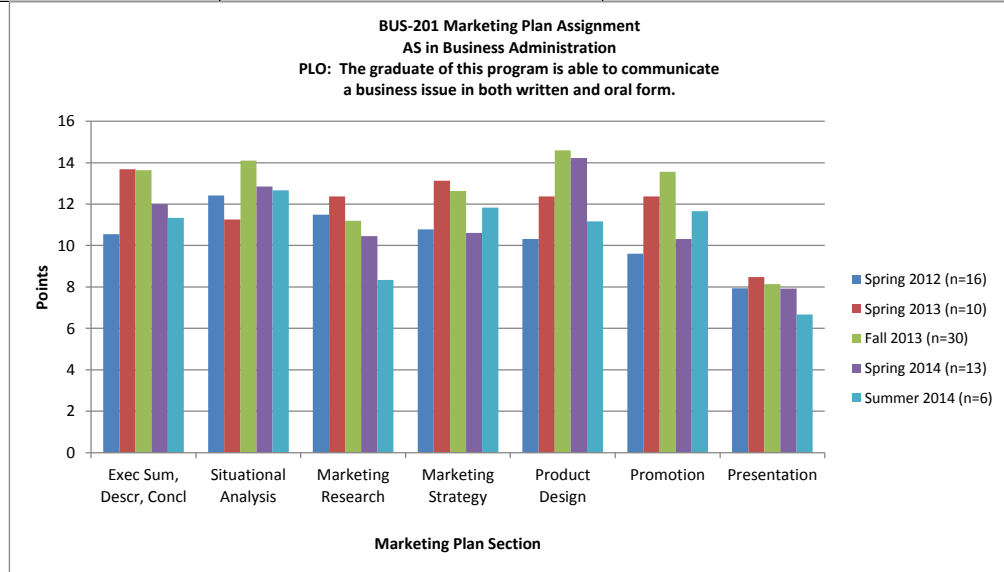


Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

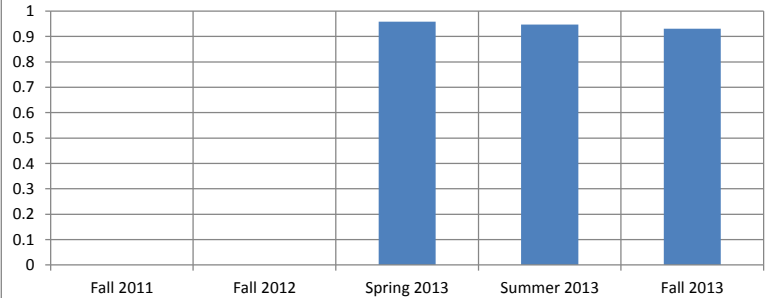
Performance Indicator	Definition
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student’s education.</p> <p>Summative – An assessment conducted at the end of the student’s education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>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>

Performance Measure	What is your measurement instrument or process?	Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
		Current Results	Analysis of Results	Action Taken or Improvement made	
AS in Business Administration	The Marketing Plan capstone project in BUS-201 (Principles of Marketing) is a direct, summative, internal assessment. A rubric is (see evidence file) used to score students' work.	Students met goal for most criteria during most semesters, but Fall students performed better than Spring & Summer students.	Students struggled with understanding the assignment instructions (e.g. misunderstanding what an Executive Summary is). Overall, the quality of student work varied fairly significantly (i.e. writing ability, speaking ability, word processing & presentation graphics ability) which is most likely due to the absence of prerequisites.	Various iterations of improvements to the measurement instrument (i.e. assignment instructions) and the grading rubric have been applied to clarify expectations for students. More importantly, faculty have discussed in several department meetings the idea of adding prerequisite requirements to this course to make it a true capstone course.	See chart immediately below.



		Analysis of Results			(3-5)																																								
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 data points preferred)																																								
AAS in Business Management Technology students will "demonstrate effective managerial communications skills" by scoring 10 out of 15 points (or 7 out of 10 points) in each area measured.	The Marketing Plan capstone project in BUS-201 (Principles of Marketing) is a direct, summative, internal assessment. A rubric is used to score the criteria.	Students met goal for most criteria during most semesters, but these AAS students performed more poorly than the AS students did on the same assessment.	Students struggled with understanding the assignment instructions (e.g. misunderstanding what an Executive Summary is). Like the AS students, the quality of student work varied fairly significantly (i.e. writing ability, speaking ability, word processing & presentation graphics ability) which is most likely due to the absence of prerequisites.	Various iterations of improvements to the assessment tool (i.e. assignment instructions) and the grading rubric have been applied to clarify expectations for students (see detailed analysis notes in evidence file). More importantly, faculty have discussed in several department meetings the idea of adding prerequisite requirements to this course to make it a true capstone course.	See chart immediately below.																																								
			<p style="text-align: center;">BUS-201 Marketing Plan Assignment AAS in Business Management PLO: The graduate of this program is able to demonstrate effective managerial communication skills</p> <table border="1"> <caption>Marketing Plan Section Scores</caption> <thead> <tr> <th>Marketing Plan Section</th> <th>Spring 2012 (n=9)</th> <th>Spring 2013 (n=4)</th> <th>Fall 2013 (n=12)</th> <th>Spring 2014 (n=15)</th> </tr> </thead> <tbody> <tr> <td>Exec Sum, Descr, Concl</td> <td>11.5</td> <td>11.5</td> <td>11.5</td> <td>13</td> </tr> <tr> <td>Situational Analysis</td> <td>11.5</td> <td>10.5</td> <td>11.5</td> <td>12.5</td> </tr> <tr> <td>Marketing Research</td> <td>11.5</td> <td>10.5</td> <td>10.5</td> <td>7.5</td> </tr> <tr> <td>Marketing Strategy</td> <td>12.5</td> <td>12.5</td> <td>11.5</td> <td>10.5</td> </tr> <tr> <td>Product Design</td> <td>10</td> <td>12.5</td> <td>14.5</td> <td>13.5</td> </tr> <tr> <td>Promotion</td> <td>11</td> <td>10.5</td> <td>11.5</td> <td>11</td> </tr> <tr> <td>Presentation</td> <td>8</td> <td>8</td> <td>6.5</td> <td>6.5</td> </tr> </tbody> </table>			Marketing Plan Section	Spring 2012 (n=9)	Spring 2013 (n=4)	Fall 2013 (n=12)	Spring 2014 (n=15)	Exec Sum, Descr, Concl	11.5	11.5	11.5	13	Situational Analysis	11.5	10.5	11.5	12.5	Marketing Research	11.5	10.5	10.5	7.5	Marketing Strategy	12.5	12.5	11.5	10.5	Product Design	10	12.5	14.5	13.5	Promotion	11	10.5	11.5	11	Presentation	8	8	6.5	6.5
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AAS in Business Management Technology students will "evaluate and determine solutions to human resource management problems" by scoring at least 70%.	The business ethics quiz in BUS-261 (Business Law I) is a direct, formative, internal assessment. The quiz is comprised of 20 questions.	The average student scores in Spring 2012, Fall 2012, and Spring 2013 were 81.88%, 75.50%, and 81.25%, respectively.	Goal was met in each of the semesters, however, there was a decrease in student performance from Spring 2012 to Fall 2012.	Following the Fall 2012 semester (i.e. following the decrease in performance), additional lecture material and critical thinking cases focused on business ethics were presented in class which may have contributed to an increase in performance in Spring 2013. Following the Spring 2013 assessment, faculty discussions led to the decision to begin assessing this PLO in the BUS-251 (Human Resource Management) class in future semesters.	See chart immediately below.																																								

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					<p style="text-align: center;">BUS-261 Business Ethics Quiz AAS in Business Management Technology PLO: The graduate of this program is able to evaluate and determine solutions to human resource management problems</p> <table border="1"> <caption>BUS-261 Business Ethics Quiz Scores</caption> <thead> <tr> <th>Term</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Spring 2012</td> <td>0.8</td> <td>8</td> </tr> <tr> <td>Fall 2012</td> <td>0.75</td> <td>10</td> </tr> <tr> <td>Spring 2013</td> <td>0.8</td> <td>4</td> </tr> <tr> <td>Fall 2013</td> <td>0.5</td> <td>17</td> </tr> <tr> <td>Spring 2014</td> <td>0.35</td> <td>16</td> </tr> </tbody> </table>	Term	Score	n	Spring 2012	0.8	8	Fall 2012	0.75	10	Spring 2013	0.8	4	Fall 2013	0.5	17	Spring 2014	0.35	16																	
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AAS in Accounting Technology	A homework assessment in ACC 213 (Managerial Accounting) measures various aspects of budget and variance analysis. It is a direct, formative, internal assessment.	Students met goals for each area with two exceptions in Fall 2012.	This assessment was instituted to replace a previous test-based assessment of the same material. The new homework assessment required students to apply the budget analysis principles they learned in the class and student performance on the assessment improved accordingly.	Transitioning from a lecture-test assessment to a lecture-homework assessment improved student performance most likely due to the learning that resulted from students applying the knowledge presented in class.	See chart immediately below.																																			
					<p style="text-align: center;">ACC-213 Budget Homework Assessment AAS in Accounting Technology PLO: The graduate of this program is able to prepare and analyze budget information for a company.</p> <table border="1"> <caption>ACC-213 Budget Homework Assessment Scores</caption> <thead> <tr> <th>Category</th> <th>Fall 2013 (n=19)</th> <th>Fall 2012 (n=18)</th> <th>Fall 2011 (n=13)</th> <th>Fall 2010 (n=14)</th> </tr> </thead> <tbody> <tr> <td>Budget Preparation</td> <td>1.0</td> <td>0.85</td> <td>0.8</td> <td>0.9</td> </tr> <tr> <td>Budget Analysis</td> <td>1.0</td> <td>0.9</td> <td>0.8</td> <td>0.9</td> </tr> <tr> <td>Material Variances</td> <td>0.95</td> <td>1.0</td> <td>0.95</td> <td>0.95</td> </tr> <tr> <td>Direct Labor Variances</td> <td>0.95</td> <td>0.95</td> <td>1.0</td> <td>1.0</td> </tr> <tr> <td>Overhead Variances</td> <td>0.95</td> <td>1.0</td> <td>0.95</td> <td>0.95</td> </tr> <tr> <td>Comprehensive Variance Analysis</td> <td>0.9</td> <td>1.0</td> <td>0.95</td> <td>0.95</td> </tr> </tbody> </table>	Category	Fall 2013 (n=19)	Fall 2012 (n=18)	Fall 2011 (n=13)	Fall 2010 (n=14)	Budget Preparation	1.0	0.85	0.8	0.9	Budget Analysis	1.0	0.9	0.8	0.9	Material Variances	0.95	1.0	0.95	0.95	Direct Labor Variances	0.95	0.95	1.0	1.0	Overhead Variances	0.95	1.0	0.95	0.95	Comprehensive Variance Analysis	0.9	1.0	0.95	0.95
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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 data points preferred) (3-5)												
AS in Accounting students will "prepare and analyze US Generally Accepted Accounting Principle financial statements" by scoring at least 90%.	Homework assignment in ACC-111 (Principles of Accounting I) is a direct, formative, internal assessment requiring students to prepare financial statements including classified balance sheets.	Student performance has been acceptable throughout the range of semesters measured.	This assessment is believed to be an effective means of measuring this crucial PLO.	The next step is for other faculty teaching the course to adopt a standard assessment instrument such as this so that a more comprehensive measurement can be taken. The accounting faculty have met to plan this step to be taken in the 2014-2015 school year.	See chart immediately below.												
				<p style="text-align: center;">ACC-111 Financial Statement Preparation AS in Accounting</p> <p style="text-align: center;">PLO: The graduate of this program is able to prepare and analyze US Generally Accepted Accounting Principle financial statements.</p>  <table border="1"> <caption>ACC-111 Financial Statement Preparation Performance Data</caption> <thead> <tr> <th>Semester</th> <th>Performance Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2011</td> <td>0.0</td> </tr> <tr> <td>Fall 2012</td> <td>0.0</td> </tr> <tr> <td>Spring 2013</td> <td>0.95</td> </tr> <tr> <td>Summer 2013</td> <td>0.95</td> </tr> <tr> <td>Fall 2013</td> <td>0.95</td> </tr> </tbody> </table>		Semester	Performance Score	Fall 2011	0.0	Fall 2012	0.0	Spring 2013	0.95	Summer 2013	0.95	Fall 2013	0.95
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AAS in Legal Assisting (Paralegal) students will "apply fundamental legal concepts and principles" by scoring at least 80% in all areas measured.	The Internship Supervisor's Evaluation is an indirect, summative, external assessment of 9 areas of a student's performance.	Results from Spring 2014 were very good with the average student earning 93% of the possible points.	In the first 2 years of the 4 years of trend data, the need for student performance to improve was noted by faculty. In the 1st year, average scores were right at goal level in 3 of the 9 areas, in the 2nd year, students performed significantly below goal level in 1 of the 9 areas. Student averages were above goal level in all areas the last two years.	These data and other information convinced the department to undergo a comprehensive review of the curriculum and to assign an adjunct working as a corporate attorney to serve as program coordinator (previously, there was no program coordinator). Approval of the revised curriculum was granted in Spring 2014.	See chart immediately below.												

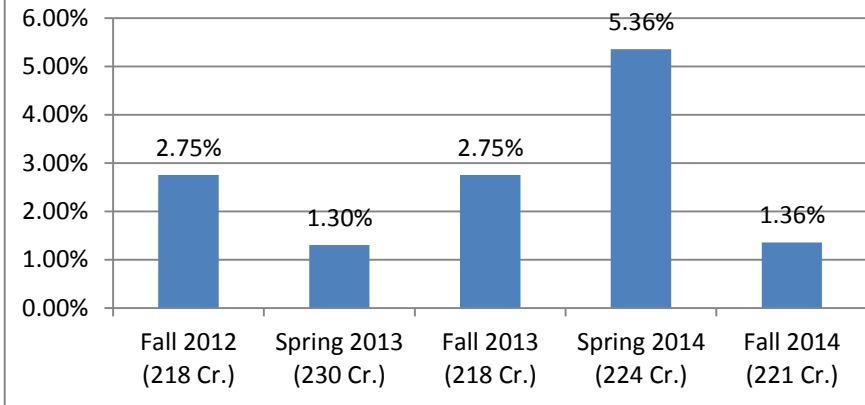
Standard #5 Faculty and Staff Focus, Table 5.1

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.

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 (Indicate length of cycle)	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal		What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
Percent of business department credits taught by faculty of "exception" qualification status will be less than 10%.	Master schedule data is used along with business faculty qualification information. Five semesters of data presented.	Goal was met in every semester and best results are found in the current semester.	A systematic approach to reviewing the credentials of new adjunct faculty have improved performance in this measure.	New department policy of requiring transcripts upon first inquiry of new faculty has prevented any new exceptions from "slipping through the cracks".	See chart immediately below.

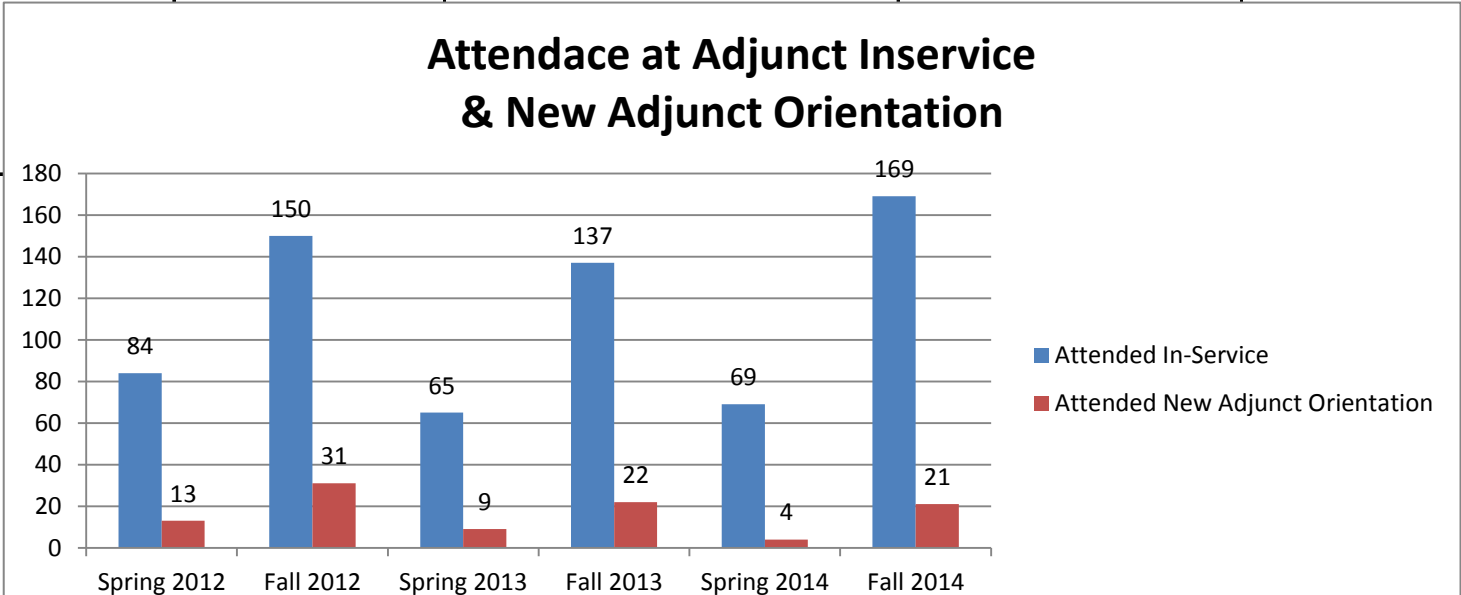
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Performance Measure	What is your measurement instrument or (Indicate length of cycle)	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
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% of Credits Taught by Faculty w/ "Exception" Qualification Status



		Analysis of Results																							
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Class size for business sections less than 20 students.	Average number of occupied seats for business sections for the past 9 semesters.	In most recent semester (Fall 2014), average of 19.29 students in business courses.	This measure helps us to balance the need to minimize instructional costs (high seat count) while maintaining a learning environment that is conducive to high academic quality (low seat count). Trend illustrates that seat count always declines Fall to Spring. Overall, seat count has gone down over the period which should be expected if offering approximately the same number of sections while enrollment drops.	Continue to monitor seat counts so that the proper balance can be maintained.	See chart immediately below.																				
<h3>Average Seat Count Business Department Sections By Semester</h3> <table border="1"> <caption>Average Seat Count Data</caption> <thead> <tr> <th>Semester</th> <th>Average Seat Count</th> </tr> </thead> <tbody> <tr> <td>Fall 2010</td> <td>19.94</td> </tr> <tr> <td>Spring 2011</td> <td>19.3</td> </tr> <tr> <td>Fall 2011</td> <td>19.66</td> </tr> <tr> <td>Spring 2012</td> <td>18.08</td> </tr> <tr> <td>Fall 2012</td> <td>19.49</td> </tr> <tr> <td>Spring 2013</td> <td>18.73</td> </tr> <tr> <td>Fall 2013</td> <td>19.72</td> </tr> <tr> <td>Spring 2014</td> <td>17.57</td> </tr> <tr> <td>Fall 2014</td> <td>19.29</td> </tr> </tbody> </table>						Semester	Average Seat Count	Fall 2010	19.94	Spring 2011	19.3	Fall 2011	19.66	Spring 2012	18.08	Fall 2012	19.49	Spring 2013	18.73	Fall 2013	19.72	Spring 2014	17.57	Fall 2014	19.29
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Measurable goal		What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
Adjunct Inservice Attendance. Goal is for growth trend year-to-year.	Adjunct faculty are invited to inservice sessions each semester and are required to attend at least one per year. Sign-in rosters are used to collect the data.	Large increase from Fall 2013 (137 attended) to Fall 2014 (169 attended). Note: Most adjuncts attend in the Fall. Spring session is normally attended by Spring-only adjuncts & those who missed the Fall session.	Overall, there has been an increase in attendance over the 3.5 year period even though enrollment has declined and fewer adjuncts have been hired. The responsibility for inviting adjuncts to the inservices and recording their RSVP responses had transitioned during this time. The means of communicating with adjuncts has also gone from paper mail to email.	More feedback from the adjuncts should be requested (e.g. what kinds of info, training they would like to get from inservice, etc.) to make attendance more beneficial to them.	See chart immediately below.



Standard Five: Faculty and Staff Focus - TABLE 5.2

Complete 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.

Use a separateline in the table for each level of qualification. For example, if Joe Smith is Masters qualified to teach management and professionally qualified to teach accounting then Joe Smith will be on two lines justifying each level of qualification.

Table 5.2 - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS				
Faculty Member Name (alphabetically by Last Name)	Courses Taught (List the courses Taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, must include Major Field)	LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : Two Years Work Experience Teaching Excellence Professional Certifications Research and/or Publication	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception
Angle, Maura	BUS-201 (Principles of Marketing) - 3 Credit Hours	M.S. in Classroom Technology - Wilkes University (2008) B.S. in Business Education - Wilkes College (1981)		Master's Out-of-Field with 18 Credit Hrs
Davis, Sheila Malahowski	BUS-203 (Salesmanship) - 3 Credit Hours	M.B.A. in Business Administration - Wilkes University (2002) B.S. in Business Administration - College Misericordia (1984)		Master's In-field

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

Faculty Member Name (alphabetically by Last Name)	Courses Taught (List the courses Taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, must include Major Field)	LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : Two Years Work Experience Teaching Excellence Professional Certifications Research and/or Publication	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception
Legath, Robert	BUS-231 (Principles of Management) - 3 Credit Hours BUS-251 (Human Resources Management) - 3 Credit Hours	M.S. in Management Science - Marywood University (1993) B.S. in Electrical Engineering Technology - Penn State Univ (1984) A.S. in Business Administration - Luzerne County Comm Coll (1994)		Master's Out-of-field with 18 Credit Hrs
Mettler, William	BUS-203 (Salesmanship) - 3 Credit Hours BUS-241 (Human Resources Management) - 3 Credit Hours	M.B.A. in Business Administration - Bloomsburg University (1995) B.S. in Business Administration - Bloomsburg University (1989)		Master's In-field
Moran, Michael	BUS-209 (Business Communications) - 6 Credit	M.S. in Instructional Technology - Bloomsburg University (2006) B.A. in Communications - King's College		Master's Out-of-field with 18 Credit Hrs
Pealer, Deanna	BUS-261 (Business Law I) - 3 Credit Hours	J.D. in Law - Dickinson School of Law (1997) B.A. in Political Science - Mansfield State College (1974)		Doctorate In-field

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

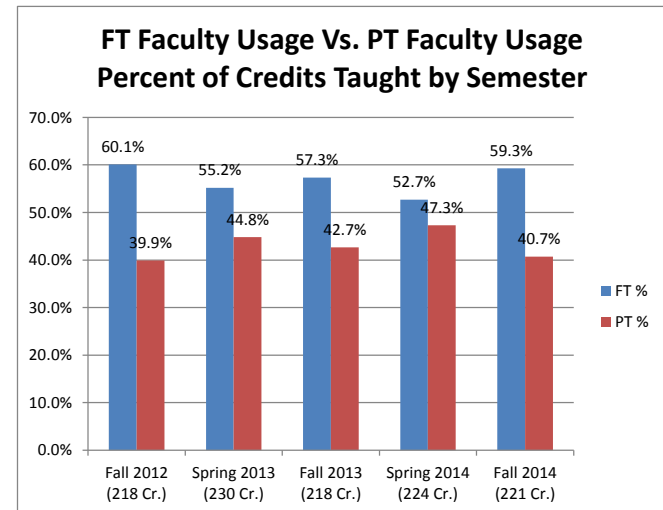
Faculty Member Name (alphabetically by Last Name)	Courses Taught (List the courses Taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, must include Major Field)	LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : Two Years Work Experience Teaching Excellence Professional Certifications Research and/or Publication	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception
Pindar, Marianne	BUS-201 (Principles of Marketing) - 6 Credit Hours	M.B.A. in Business Administration - Wilkes University (1987) B.A. in Criminal Justice - King's College (1981) A.A. in Sociology - Penn State University (1979)		Master's In-field
Rajagopal, Padmini	ACC-111 (Principles of Accounting I) - 3 Credit Hours ACC-112 (Principles of Accounting II) - 3 Credit Hours ACC-215 (Cost Accounting) - 3 Credit Hours	M.B.A. in Business Administration - Wilkes University (1989) B.S. in Hotel, Restaurant, & Institutional Mgt - Penn State U (1986) A.A.S. in Hotel & Restaurant Mgt - Luzerne County Comm Coll (1984)		Master's In-field

Standard #6 - Organizational Performance Results, Table 6.1

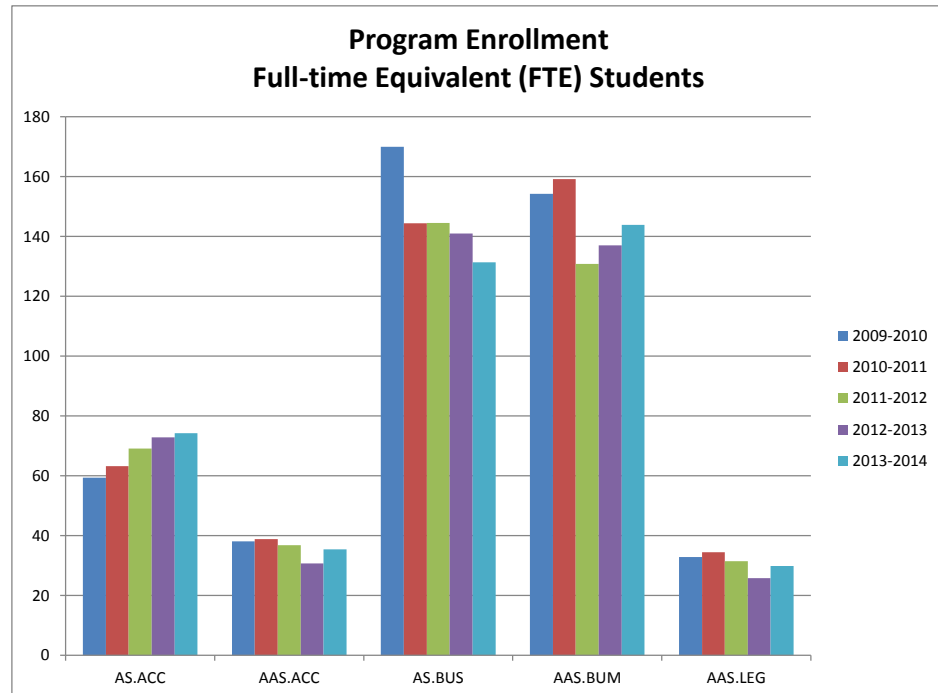
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 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. 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.				
	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 (3-5 data points preferred)
What is your 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?	
Percentage of credits taught by FT faculty each semester and percentage taught by PT faculty. Goal is for greater than 50% of credits to be taught by FT faculty.	Data retrieved from master schedule for each semester for the past 5 semesters.	In current semester (Fall 2014), FT faculty usage is 59.3%.	Exceeded the goal each of the last 5 semesters and now approaching 60% FT faculty usage.	Decrease in the second year (2013-2014) due to retiring faculty member's replacement who was not able to teach as much overload credits as his predecessor in his first year. New instructor is now teaching more overload credits and this has increased the FT %.	See chart immediately below.



		Analysis of Results			Insert Graphs or Tables of Resulting Trends data points preferred) (3-5
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	
What is your 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?	
Enrollment per program measured in full-time equivalent (FTE) students. Goal is for a growth trend to be present for each program.	Enrollment data per program over 5-year period.	Enrollment growth achieved for AS in Accounting program. AS in Business Administration declined over the period. The other 3 programs remained approximately level.	The increased enrollment in the AS in Accounting program is encouraging. The drop in enrollment in the AS in Bus Admin program is concerning. Overall, Business Department enrollment dropped 8.7% over the period, however, the college experienced a larger enrollment drop of 12.8% over the 5-year period.	The department has very good articulation agreements for the AS in Business Administration program (i.e. better than those for AS in Accounting). Doing a better job of promoting/advertising these agreements might help to boost enrollment in the AS in Bus Admin program.	See chart immediately below.



		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	
What is your 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?	
Number of occupied seats in all online business sections. Goal is to maintain a growth trend and track how full online sections are each semester.	Master schedule data for online sections collected over 5 semesters.	Currently delivering more online education to business students than ever before and sections are fuller than ever before.	Student demand for online business courses continues to grow. So far, faculty have been able to accommodate the demand, however, FT faculty are at or near their overload limits.	If demand for online instruction continues to grow, the department will either need to add an additional FT faculty member, or consider training PT faculty to teach online.	See charts immediately below.

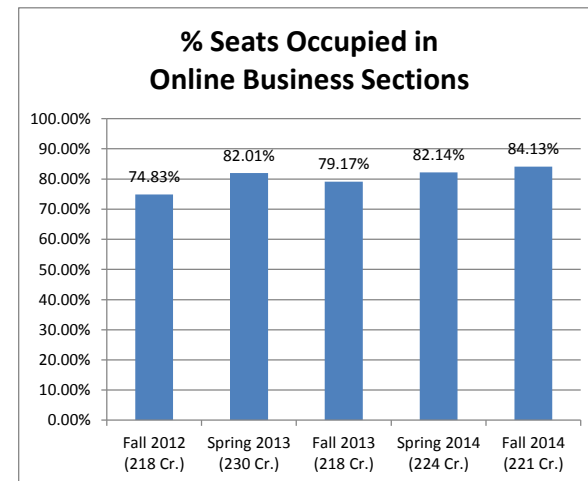
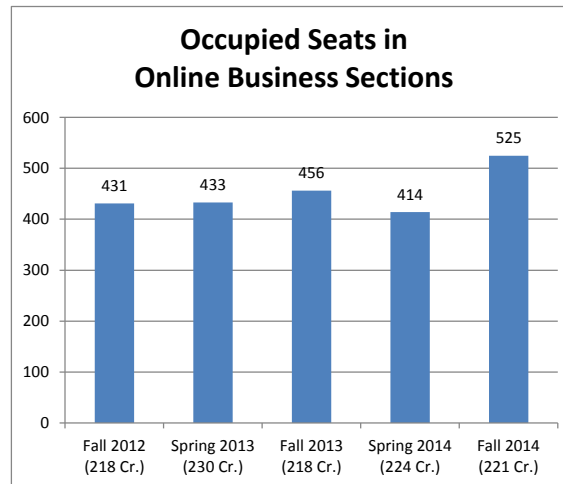


Table 6 - Curriculum Summary

Name of Major/Program: AAS in Legal Assisting (Paralegal)
Total Number of Hours in Degree: 62

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
	ACC 111 Principles of Accounting I	A	3
	BUS 261 Business Law I	E	3
	CIS 110 Computer Literacy & Applications	B	3
	LAP 203 Corporate Law	E	3
	OMT 15/ Office Procedures I	I	3
	RET 107 Real Estate Law	E	3
Total Credit Hours			18
Percent of Total Hours			29%

General Education Component

Course Number	Course Title	Educational Goal	Credit Hours
	ENG 101 English Composition	1	3
	SPE 125 Fundamentals of Speech	1	3
	FYE 101 First Year Experience	1, 3, 4, 8	1
	Humanities Elective	3	3
	Science Elective	6	3
	Social Science Elective	8	3
	Mathematics Elective	6	3
	Health & Physical Education	6	1
Total Credit Hours			20
Percent of Total Hours			32%

Business Major Component

Course Number	Course Title	Credit Hours
	LAP 100 Introduction to Paralegal Studies	3
	LAP 250 Legal Research and Writing	3
	LAP 201 Tort and Criminal Law	3
	LAP 202 Estate Law	3
	LAP 204 Bankruptcy Law	3
	LAP 205 Family Law	3
	LAP 206 Civil Litigation	3
	LAP 279 Legal Assisting Internship	3
Total Credit Hours		24
Percent of Total Hours		39%