TABLE 3

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.

- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.

- For all data reported, show sample size (n = 75).

Analysis of Results

Performance Measure: What is your performance measure? What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
Fall-to-Fall retention rate of first-time, full-time business students by program. Goal is for retentention rate to exceed that of the college.	Measurement is recorded each year by the Institutional Research Office. Most recent data available is for Fall '14 to Fall '15.	Over 3-year cycle, accounting student retention has been at or below the college rate while business and legal assisting student retention has been at or above the college rate.	A retention strategy focused on accounting students is needed.	Beginning with Fall '15 and continuing again this semester (Fall '16), the department invited all accounting students to an orientation program where they met all department instructors and each other, and learned about the program and accounting careers. The results of the first orientation will first be reflected in next year's retention data.	(SEE BELOW)

TABLE 3

Performance Measure: What is your performance measure? What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)

Fall-to-Fall Retention Rate By Program Compared to College Retention Rate

TABLE 3

Performance Measure: What is your performance measure? What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
Three-year transfer rate for the department's two transfer programs was measured and compared to rate for all of the college's transfer programs.	Three-year transfer rate is measured every year and is reported here for a five-year period. The most recently available data is for students who graduated in May 2012 since their three-year transfer period would have ended in Fall 2015. The goal is to exceed the college rate for each of the two programs.	AS in Business Administration students performed well on this measure 4 out of the 5 years as compared to the college, but accounting students were well below the college average 3 of the 5 years.	Accounting programs at 2-year and 4-year colleges are rigorous and challenging. This is reflected in program retention data. Easing the transition to 4-year programs for students should be pursued.	Current articulation agreements for business administration programs are much more favorable than are those for accounting programs. A key articulation agreement with AACSB-accredited King's College which was signed in 2014 may explain recent improvement. More agreements with other local colleges will be pursued.	(SEE BELOW)

3-Year Transfer Rates of the Business Department's Transfer Programs Compared to the Transfer Rate for All College Programs

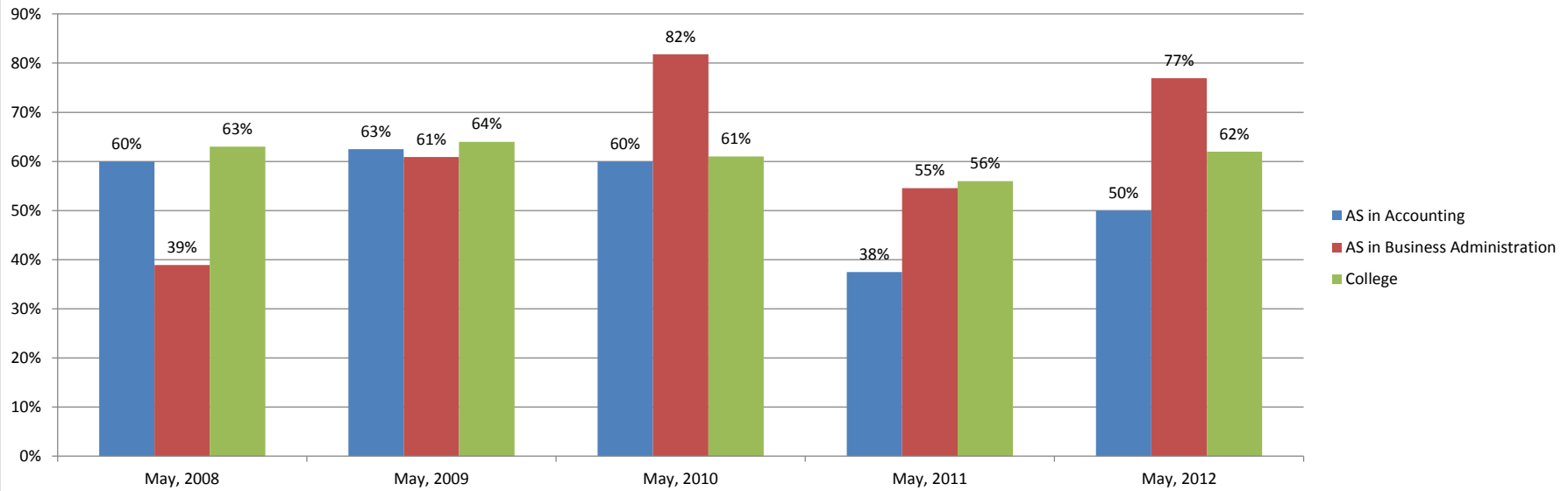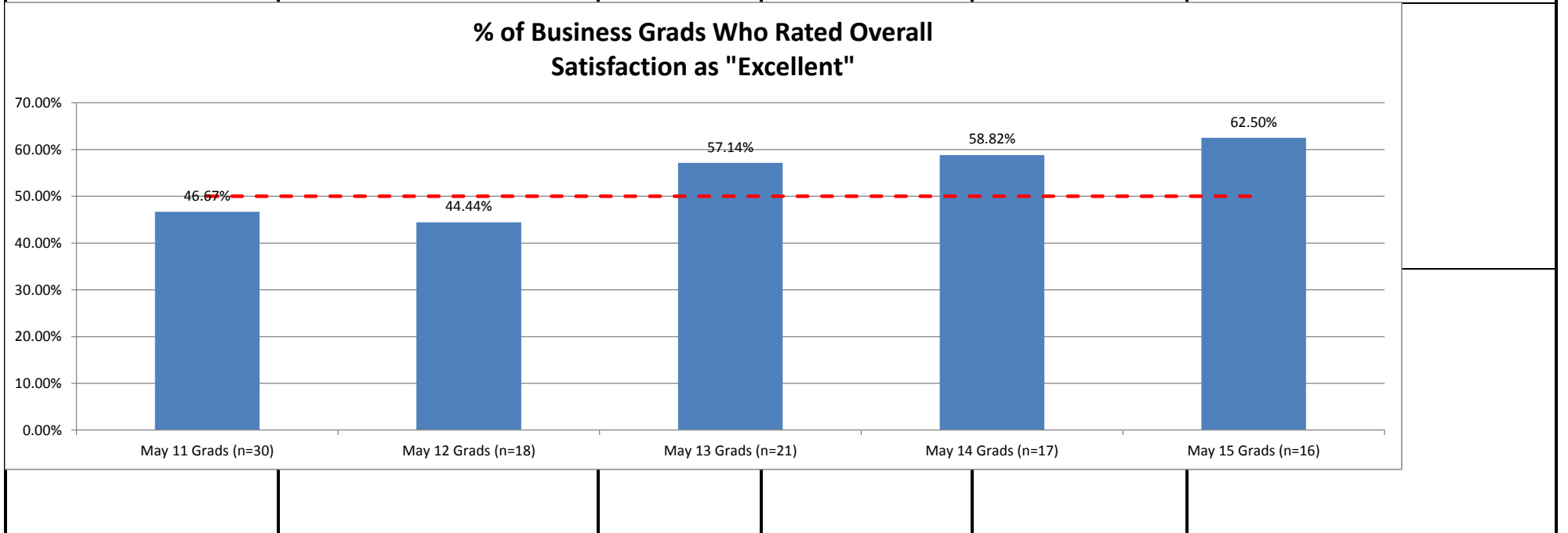|	AS in Accounting	AS in Business Administration	College
May, 2008	60%	39%	63%
May, 2009	63%	61%	64%
May, 2010	60%	82%	61%
May, 2011	38%	55%	56%
May, 2012	50%	77%	62%

TABLE 3

Performance Measure: What is your performance measure? What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
Overall student satisfaction with the education they received in their business program. The goal is for 50% of graduates to rate their overall satisfaction as "Excellent".	Each year, the Institutional Research Office administers a graduate survey. The data reported below are from responses from business department graduates.	A small but consistent growth trend over the last 3 years can be observed where the goal has been reached.	A number of department initiatives such as the enhancement of the Business Symposium may have helped improve satisfaction.	To further improve student satisfaction, the newly instituted chapter of Kappa Beta Delta (established in Spring 2016) will become active this school year to create more of a sense of community among business students.	(SEE BELOW)

% of Business Grads Who Rated Overall Satisfaction as "Excellent"

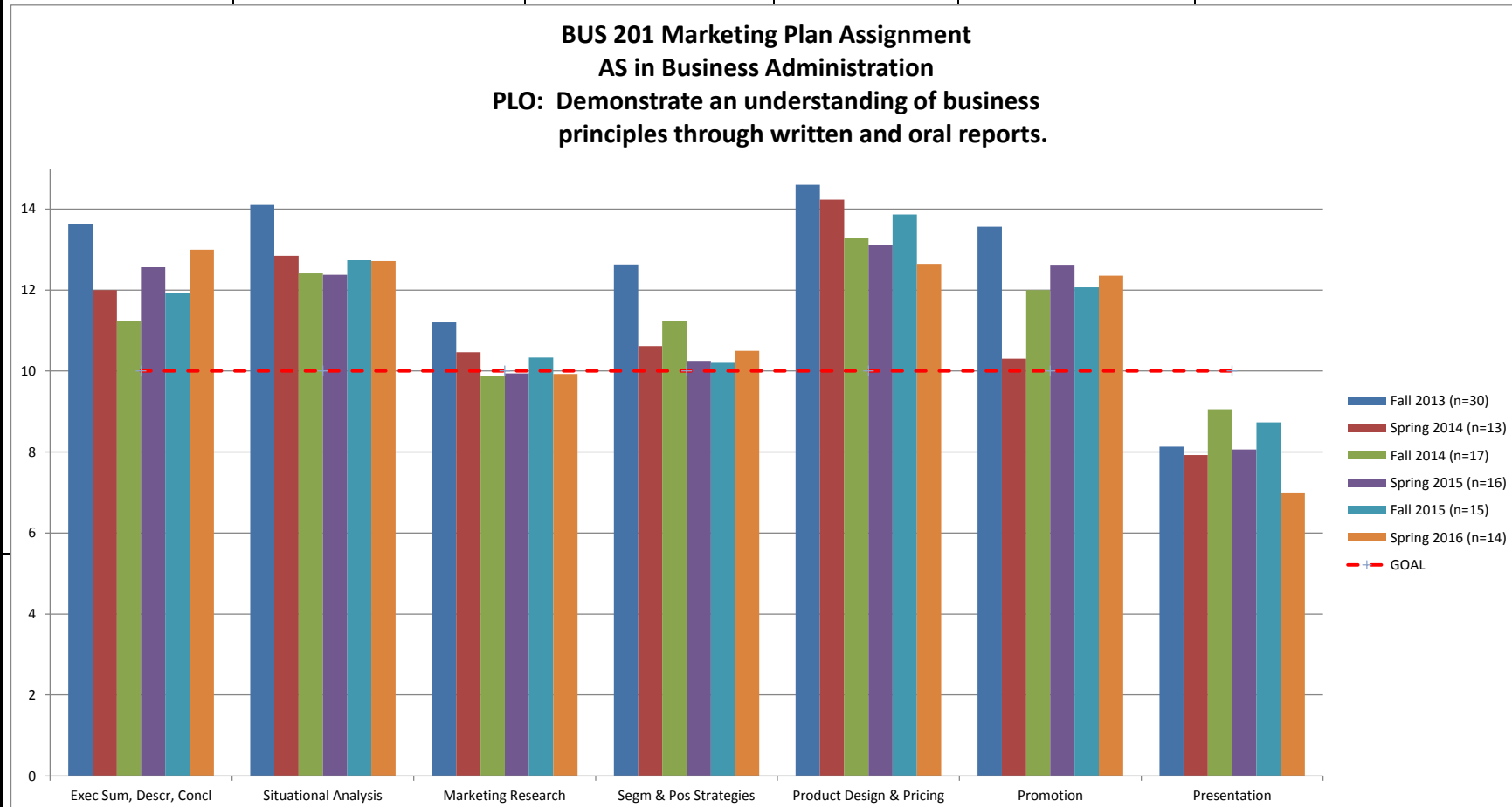| May 11 Grads (n=30)	May 12 Grads (n=18)	May 13 Grads (n=21)	May 14 Grads (n=17)	May 15 Grads (n=16)
46.67%	44.44%	57.14%	58.82%	62.50%

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

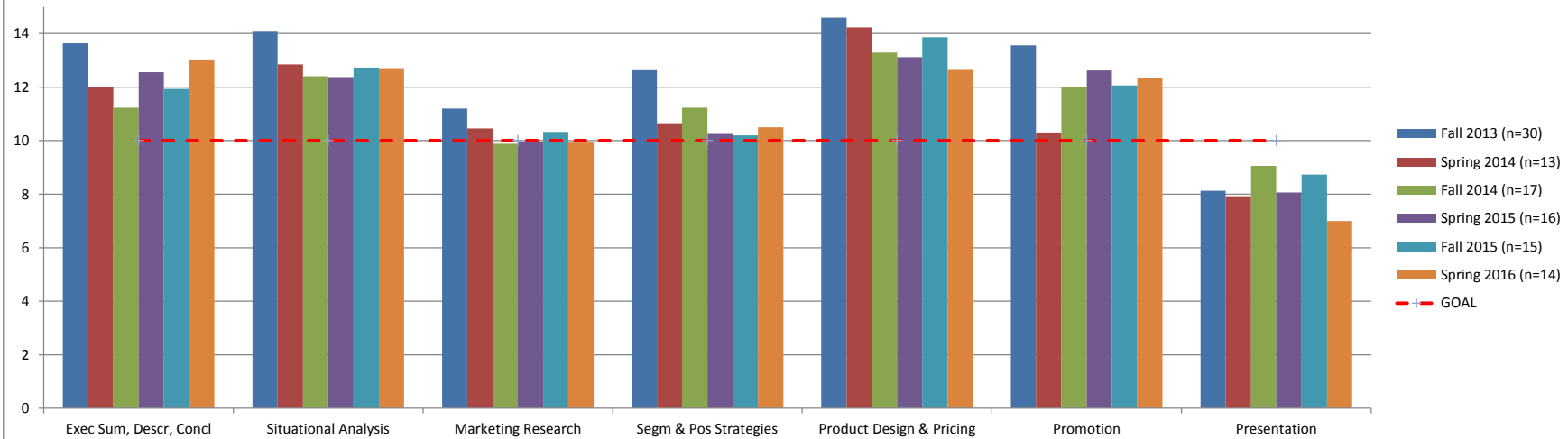| Performance Indicator	Definition
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* 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.
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.
	- For all data reported, show sample size (n=75).

		Analysis of Results			
Performance Measure: For each assessment, identify the following - Academic Program, Student Learning Outcome, Measurable Goal	**What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)**	**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)**
Program - AS in Business Administration **SLO** - "Demonstrate an understanding of business principles through written and oral reports" **Goal** - score of 10 points on each section.	In **BUS-201** (Principles of Marketing), student scores on each section of the capstone **Marketing Plan** assignment were recorded. This is a direct, summative, internal assessment.	Average student scores on 4 of the 6 marketing plan sections (not counting presentation with a maximum of 10 points) exceeded the goal of 10 points easily, but students struggled with marketing research and market segmentation strategy.	Marketing research and market segmentation are the most complex concepts in the course. Students need more demonstration and practice on these topics in class.	During 2015-2016 school year, led an in-class exercise where students assisted the instructor in conducting marketing research and market segmentation. Moderate improvement in student performance was observed in 2015-2016. Need further application exercises in these areas.	(SEE BELOW)

		Analysis of Results			
Performance Measure: For each assessment, identify the following - Academic Program, Student Learning Outcome, Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	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)

BUS 201 Marketing Plan Assignment
AS in Business Administration
PLO: Demonstrate an understanding of business principles through written and oral reports.

Legend:
- Fall 2013 (n=30)
- Spring 2014 (n=13)
- Fall 2014 (n=17)
- Spring 2015 (n=16)
- Fall 2015 (n=15)
- Spring 2016 (n=14)
- GOAL

Categories: Exec Sum, Descr, Concl; Situational Analysis; Marketing Research; Segm & Pos Strategies; Product Design & Pricing; Promotion; Presentation

Performance Measure: For each assessment, identify the following - Academic Program, Student Learning Outcome, Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	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)
Program - AAS in Business Administration **SLO** - "Demonstrate effective managerial communication skills" **Goal** - score of 10 points on each section.	In **BUS-201** (Principles of Marketing), student scores on each section of the capstone **Marketing Plan** assignment were recorded. This is a direct, summative, internal assessment.	Average student scores on 4 of the 6 marketing plan sections (not counting presentation with a maximum of 10 points) exceeded the goal of 10 points easily, but students struggled with marketing research and market segmentation strategy. Also, for each of the past three years, Spring students performed significantly better than Fall students.	Marketing research and market segmentation are the most complex concepts in the course. Students need more demonstration and practice on these topics in class. Fall students in this class are taking it out of sequence and overall tend to be lower achieving students. They would benefit from starting to work on the assignment sooner in the semester.	During 2015-2016 school year, led an in-class exercise where students assisted the instructor in conducting marketing research and market segmentation. Moderate improvement in student performance was observed in 2015-2016. Need further application exercises in these areas. In order to increase performance of Fall students, will begin to require submission of an outline for the assignment 45 days prior to project due date and provide feedback to students at that time.	(SEE BELOW)

BUS 201 Marketing Plan Assignment
AS in Business Administration
PLO: Demonstrate an understanding of business principles through written and oral reports.

Legend: Fall 2013 (n=30), Spring 2014 (n=13), Fall 2014 (n=17), Spring 2015 (n=16), Fall 2015 (n=15), Spring 2016 (n=14), GOAL

		Analysis of Results			
Performance Measure: For each assessment, identify the following - Academic Program, Student Learning Outcome, Measurable Goal	**What is your measurement instrument or process?** Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	**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)
Program - AS in Accounting **SLO** - "Prepare and analyze U.S. generally accepted accounting principle financial statements" **Goal** - average student scores of 80%	In **ACC 212** (Intermediate Accounting II), student scores on the **Financial Statement Analysis Project** were recorded. The project required students to analyze the financial statement using various techniques such as ratio analysis, vertical and horizontal analysis, and analysis methods through their Intermediate Accounting I & II experience. This is a direct, summative, internal assessment.	AS in Accounting students exceeded the goal of 80% consistently across the three Spring semesters.	Although students performed adequately, improved performance was still desired.	After the Fall 2015 & Spring 2016 semesters, lesson plans were changed in Intermediate Accounting I & II placing greater emphasis on using the correct analysis techniques and demonstration of how to form the required opinion on the financial health of a company based on the results of these techniques. Student performance improved slightly. In the future, a goal of 90% on this assessment will be used for the AS in Accounting students.	(SEE BELOW)

ACC 212 Financial Statement Analysis Project
AS in Accounting
PLO: Prepare and analyze U.S. generally accepted accounting principle financial statements.

	Spring 2014 (n=15)	Spring 2015 (n=11)	Spring 2016 (n=11)

(Bar chart with y-axis 0 to 100, showing bars for Spring 2014, Spring 2015, and Spring 2016, each near 90, with a red dashed line at 80.)

Performance Measure: For each assessment, identify the following - Academic Program, Student Learning Outcome, Measurable Goal	**What is your measurement instrument or process?** Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	**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)
Program - AAS in Accounting SLO - "Demonstrate effective managerial communication skills" Goal - score of 10 points on each section.	In ACC 212 (Intermediate Accounting II), student scores on the Financial Statement Analysis Project were recorded. The project required students to analyze the financial statement using various techniques such as ratio analysis, vertical and horizontal analysis, and analysis methods through their Intermediate Accounting I & II experience. This is a direct, summative, internal assessment.	AAS in Accounting students exceeded the goal of 80% in Spring 2014, but then did not meet the goal in 2015. Changes implemented after 2014 led to improvement in Spring 2016 when students just exceeded the goal.	AAS in Accounting students do not perform as well on this assessment as the AS in Accounting students do. It was decided after Spring 2015 that changes to lesson plans in Intermediate Accounting I & II were needed.	After the Fall 2015 & Spring 2016 semesters, lesson plans were changed in Intermediate Accounting I & II placing greater emphasis on using the correct analysis techniques and demonstration of how to form the required opinion on the financial health of a company based on the results of these techniques. Student performance improved slightly. This assessment will continue for one more year to see if the changes produced longer term results for the AAS in Accounting students.	(SEE BELOW)

ACC 212 Financial Statement Analysis Project
AAS in Accounting
PLO: Prepare and analyze U.S. generally accepted accounting principle financial statements.

	Spring 2014 (n=8)	Spring 2015 (n=5)	Spring 2016 (n=8)
100			
80			
60			
40			
20			
0			

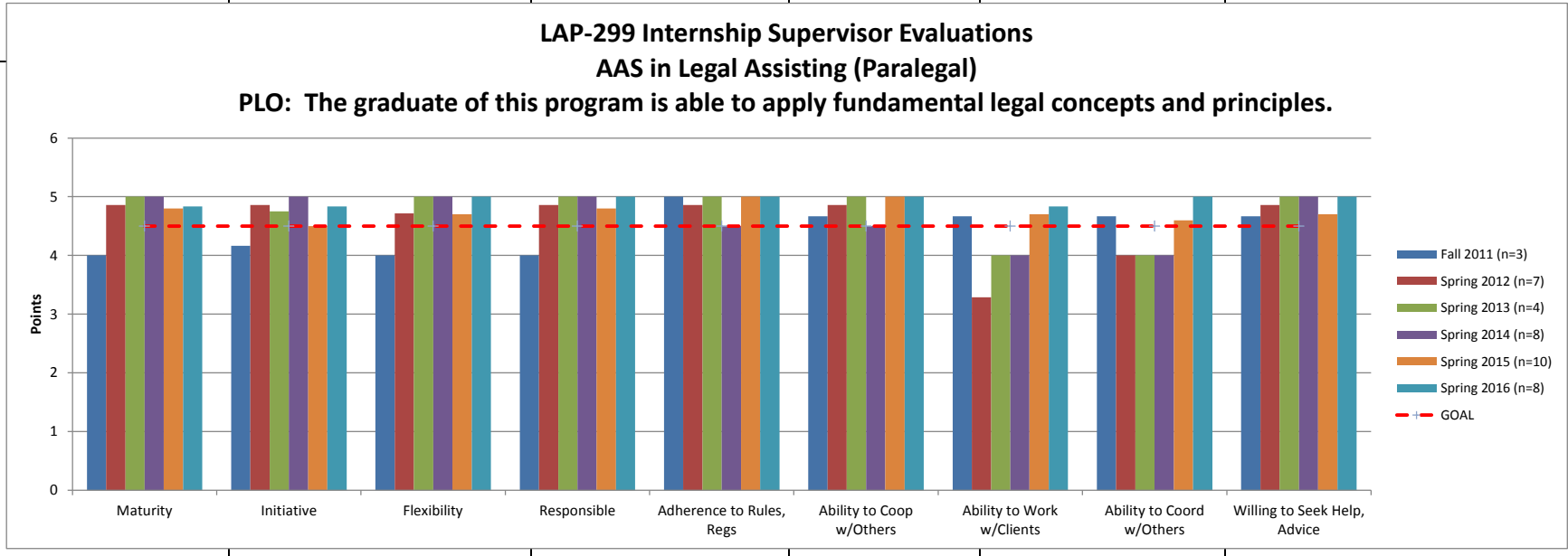|		Analysis of Results			
Performance Measure: For each assessment, identify the following - Academic Program, Student Learning Outcome, Measurable Goal	**What is your measurement instrument or process? Do not use grades. Indicate type of instrument** (e.g. direct, formative, internal, comparative)	**Current 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)
Program - AAS in Legal Assisting/Paralegal **SLO** - "Apply fundamental legal concepts and principles" **Goal** - average student scores of 4.50 on each criterion	In LAP-279 (Legal Assisting Internship), the internship supervisors' evaluations are collected for each student. This is a capstone course for students who are about to graduate from the program. This is an indirect, summative, external assessment.	Although overall performance met or exceeded the goal, of particular concern has been "Ability to Work w/Clients" and "Ability to Coordinate w/Others" where the goal had not been met 3 straight years (2012-2014).	A review of the curriculum would benefit students. It was noted that at 69 credits, students struggled with the heavy courseload.	A program review by faculty with input from the advisory board was completed in 2014-2015. Changes included removing BUS-262 (Business Law II), MAT-107 (Math of Finance), and OMT-119 (Typing), combining LAP-101 (Legal Research) & LAP-102 (Legal Writing) into LAP-250 (Legal Research & Writing), and adding OMT-154 (Office Procedures I). Total credits were reduced to 62 credits. Student performance improved in 2015-2016 in each of the two areas of concern.	(SEE BELOW)

LAP-299 Internship Supervisor Evaluations
AAS in Legal Assisting (Paralegal)
PLO: The graduate of this program is able to apply fundamental legal concepts and principles.

TABLE 5.1

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. *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.*
	- If for any given performance measure your Goal is being exceeded repeatedly, consider either increasing the Goal or changing the performance measure so that action can be taken to improve the program.
	- For all data reported, show sample size (n=75).

Analysis of Results

Performance Measure: What is your performance measure? What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
Percent of FTE faculty who's qualification status is "Exception". The goal is to have 0% exception rate each semester.	Qualification status of all business department faculty is determined at time of hiring and updated as additional qualifications are documented. Exception percentage is calculated each semester as the % of credits taught by faculty of exception status. Four semesters of data are presented here.	The goal was achieved in Spring 2015. In the other three semesters, the exception percentage met the ACBSP standard but did not achieve the business unit's goal.	Finding adjuncts who are available to teach during the day is difficult, particularly at off-campus sites in less populated areas. In two semesters, one course section was taught by an exception adjunct, and in one other semester, two sections were taught by exception adjuncts.	More newspaper advertisements for interested business adjuncts will be requested so that our pool of adjuncts can be expanded.	

Faculty Qualification Exception Percentage
- Fall 2014 (215 Cr.): 1.40%
- Spring 2015 (200 Cr.): 0.00%
- Fall 2015 (200 Cr.): 3.00%
- Spring 2016 (203 Cr.): 1.48%

TABLE 5.1

Analysis of Results					
Performance Measure: **What is your performance measure? What is your goal? The goal should be measurable.**	**What is your measurement instrument or process? (indicate length of cycle)**	**Current Results: What are your current results?**	**Analysis of Results: What did you learn from your results?**	**Action Taken or Improvement made: What did you improve or what is your next step?**	**Provide a graph or table of resulting trends (3-5 data points preferred)**
Average class size (seat count) for business sections is calculated each semester. The goal is not to exceed an average of 20 students per class section.	Average seat count is a student-to-instructor ratio that is measured each semester. The capacity for most business sections is 30 students. The business department prefers to keep the student-to-instructor ratio lower to maintain a better learning environment for the students.	Average seat count for the past four semesters has remained fairly consistent in the 15 - 17 range. In prior years, average seat counts were in the 18 - 20 range.	As overall enrollment decreased in the past 4 years, the business department has managed to resist the administrative temptation to cut sections from the schedule to save instructional costs.	The business department will continue to monitor class sizes, and if enrollment continues to decrease, consider the effect that removing sections has on average seat count.	(SEE BELOW)

Average Seat Count
Business Sections

25.00	
20.00	- - - - - - - - - - - - - - - - - - - -
	16.73 16.41 16.66
15.00	15.26
10.00	
5.00	
0.00	Fall 2014 (71 sections) Spring 2015 (68 sections) Fall 2015 (66 sections) Spring 2016 (68 sections)

TABLE 5.1

Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? The goal should be measurable.	**What is your measurement instrument or process? (indicate length of cycle)**	**Current Results: What are your current results?**	**Analysis of Results: What did you learn from your results?**	**Action Taken or Improvement made: What did you improve or what is your next step?**	**Provide a graph or table of resulting trends (3-5 data points preferred)**
Full-time faculty usage rate measured as a percentage of credits taught by full-time faculty. The goal is for at least 60% of business credits to be taught by full-time faculty.	The percentage of credits taught by full-time factulty and by part-time faculty is measured each semester. Four semesters of data are reported below.	For the past four semsters, the full-time faculty usage rate is just above 60%.	The department believes that if faculty usage rates were to shift to more part-time faculty usage, students would lose the benefit of learning from and interacting with permanent full-time factulty who are on campus much more and can assist and support students outside of class.	The next step is to explore the possibility of adding another full-time faculty member, especially one with expertise to teach in the legal assisting program as well as general business courses.	(SEE BELOW)

Percentage of Credits Taught by FT Faculty in Business Sections

62.3%	61.0%	61.0%	64.5%
Fall 2014 (215 Cr.)	Spring 2015 (200 Cr.)	Fall 2015 (200 Cr.)	Spring 2016 (203 Cr.)

(y-axis: 30.0%, 40.0%, 50.0%, 60.0%, 70.0%, 80.0%, 90.0%)

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)	DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : Two Years Work Experience (other than teaching) Teaching Excellence Awards Professional Certifications Research and/or Publication Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception
Cote, Julianne	BUS-209 (Business Communications), 3 cr BUS-251 (Human Resource Mgt), 3 cr	B.A., Communications (minor in Marketing) M.B.A, Business Administration		Master's Qualified
Czarnecki, Michael	BUS-101 (Introduction to Business), 3 cr	M.B.A, Business Administration		Master's Qualified
Hogan, Kimberly	BUS-251 (Human Resource Mgt), 3 cr	B.S., Business Administration M.B.A., Business Administration		Master's Qualified
McGrath, Daniel	ECO-151 (Principles of Economics I), 3 cr	M.S., Accounting M.B.A., Finance		Master's Qualified
McBrearty, Thomas	ACC-111 (Principles of Accounting I), 6 cr ACC-112 (Principles of Accounting II), 6 cr	B.A., Accounting M.B.A., Business Administration		Master's Qualified
Nowroski, David	BUS-101 (Introduction to Business), 3 cr	M.Ed., Business Education		Exception

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)**	**DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : Two Years Work Experience (other than teaching) Teaching Excellence Awards Professional Certifications Research and/or Publication Additional Coursework**	**ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception**
Yanko, Joanne	BUS-101 (Introduction to Business), 3 cr	B.S., Business Management M.Ed., Business Education		Master's Qualified

TABLE 5: Curriculum Summary (Standard 6)

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

List courses appropriate for each area in the chart below

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
OMT 154	Office Procedures I	I	3
LAP 203	Corporate Law	E	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 Area	Credit Hours
SPE 125	Fundamentals of Speech	1	3
ENG 101	English Composition	1	3
FYE 101	First Year Experience	3	1
	HPE Elective	3	1
	Humanities Elective	3	3
	Mathematics Elective	6	3
	Science Elective	6	3
	Social Science Elective	5	3
		Total Credit Hours	20
		Percent of Total Hours	32%

Business Major Component

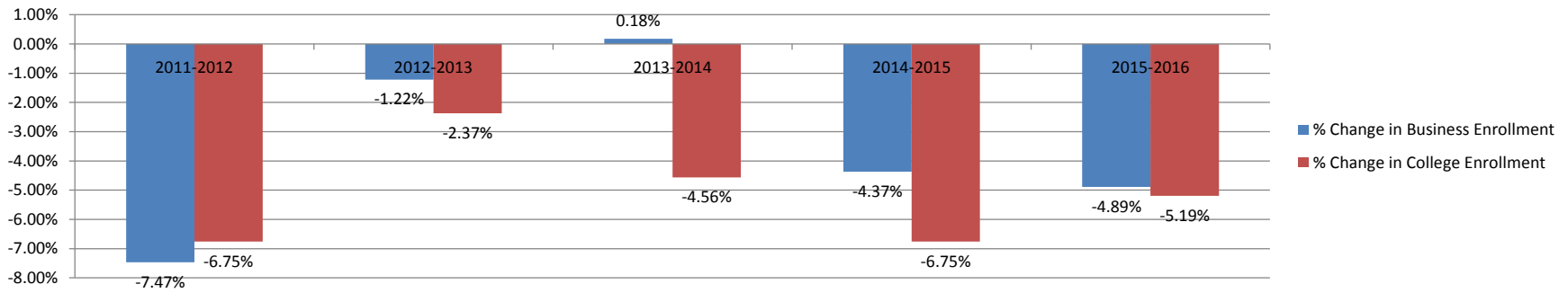| Course Number	Course Title	Credit Hours
LAP 100	Introduction to Paralegal Studies	3
LAP 201	Tort and Criminal Law	3
LAP 202	Estate Law	3
LAP 204	Bankruptcy Law	3
LAP 205	Family Law	3
LAP 206	Civil Litigation	3
LAP 250	Legal Research and Writing	3
LAP 279	Legal Assisting Internship	3
	Total Credit Hours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

TABLE 7: Business Unit Performance Results (Standard 6)

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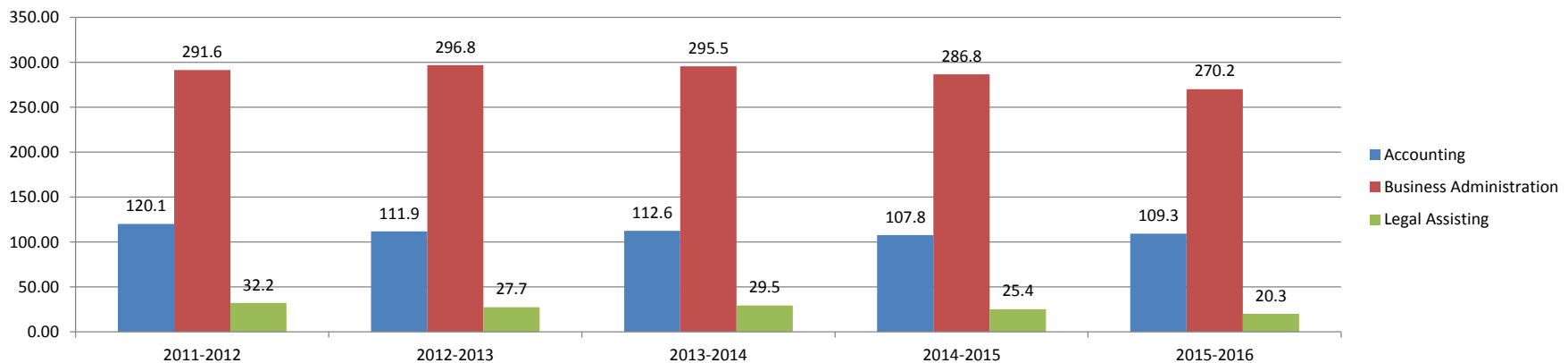
Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention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

Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process? (indicate length of cycle)**	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
FTE student enrollment in the business department is measured and then % change from the prior year is compared to the % change in college enrollment in the prior year. The goal is for the business department enrollment change to be better than (or no worse than) the college change in total enrollment.	Total department enrollment is measured each semester in FTE students. Total annualized FTE enrollment averages enrollments from Fall & Spring semesters of each school year. Annualized enrollments are compared to prior years to get a % change. Five years of data are provided below. Total enrollment data is also provided below for reference purposes.	Total department enrollment has experienced decreases each year except for 2013-2014 where there was a very slight increase. For the past 4 years, the business department has not experienced a decrease as large as the college-wide decrease.	College-wide decreases are worse than business department decreases each year because the college-wide student population includes students who are in the General Studies major and students who are undecided. Retention rates are lower for those students.	Action is being taken to employ strategies to recruit students into the business department from the General Studies and undecided student populations. Once they are in a career major, they are more likely to be retained. One business course (Principles of Economics I) is now an approved general education course which can serve as a gateway into the department. We will now try to have Intro to Business approved as a gen ed course.	(SEE BELOW)

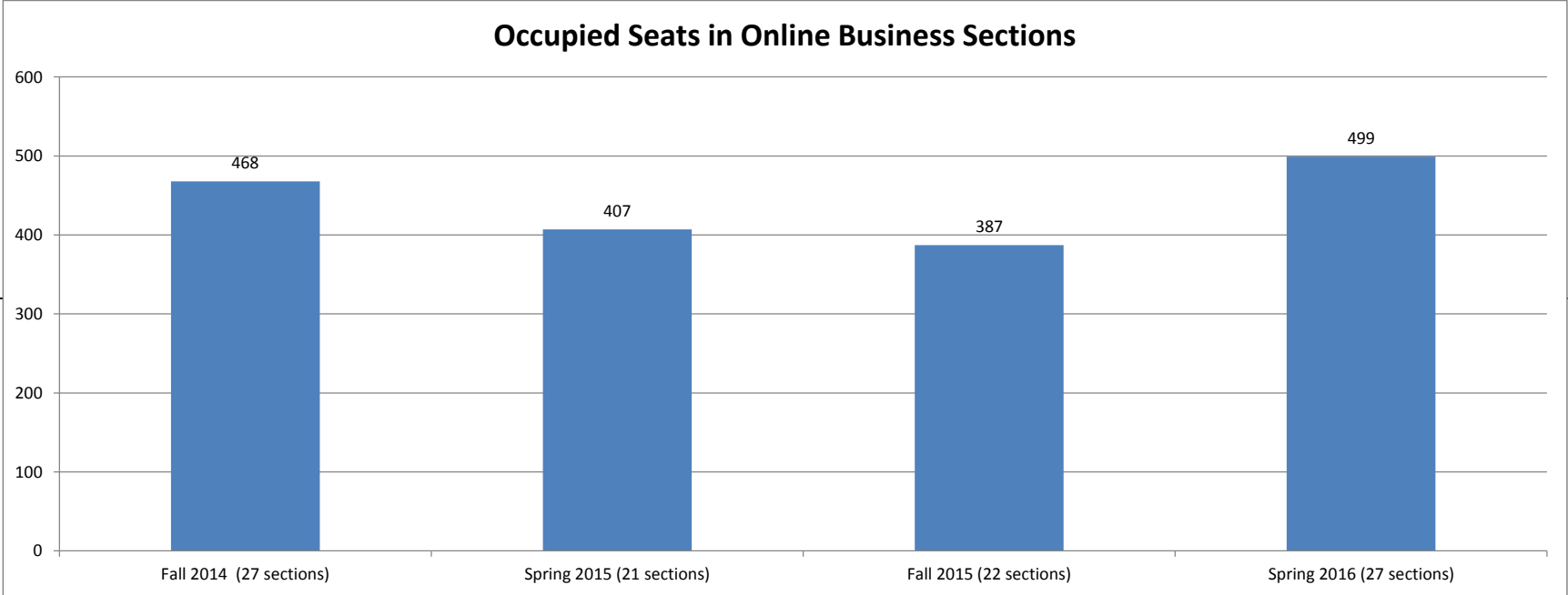| Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process?** (indicate length of cycle)	**Current Results**: What are your current results?	**Analysis of Results**: What did you learn from your results?	**Action Taken or Improvement Made**: What did you improve or what is your next step?	**Provide a graph or table of resulting trends** (3-5 data points preferred)

% Change in Business Department Enrollment Compared to College Enrollment Change 2011-2012 thru 2015-2016

Total FTE Program Enrollment

Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process?** (indicate length of cycle)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends** (3-5 data points preferred)
Number of seats occupied in all of the business department's online course sections is used as a measure of the total amount of online education we are producing. The goal is for the number of occupied seats each semester to be greater than in the prior semester.	Number of seats occupied in online sections is found by summing the number of students in each section for a given semester. This is done each Fall and Spring.	Online course enrollment declined from Fall 2014 to Spring 2015, and then declined further in Fall 2015. A fairly large increase in online enrollment was experienced in Spring 2016.	Enrollment ordinarily declines from Fall to Spring of a given school year, so the first decline was not a surprise. The decline in Fall 2015 was a surprise. This possibly could be explained by the initiation of an intercession semester directly following Fall 2015. This was the college's first intercession in 20 years. It is possible that students took online classes in the intercession in lieu of taking them in Fall 2015.	The department will begin to include intercession semesters in an annualized online enrollment measure in the future and compare year-to-year. This new method will also remove the seasonal component where enrollment drops Fall-to-Spring which makes interpreting the data sometimes difficult.	(SEE BELOW)

Occupied Seats in Online Business Sections

Semester	Occupied Seats
Fall 2014 (27 sections)	468
Spring 2015 (21 sections)	407
Fall 2015 (22 sections)	387
Spring 2016 (27 sections)	499

		Analysis of Results			
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process?** (indicate length of cycle)	**Current Results**: What are your current results?	**Analysis of Results**: What did you learn from your results?	**Action Taken or Improvement Made**: What did you improve or what is your next step?	**Provide a graph or table of resulting trends** (3-5 data points preferred)
First -time students enrolled in Fall semesters by program area. Note: Program area "Accounting" includes AS and AAS students, etc. The goal is for enrollment numbers to increase each Fall over the prior Fall.	First-time students enrolled in each of the five accredited associates degrees are combined into the three program areas (i.e. combining AS and AAS numbers). Three years of data are presented below.	All three programs experienced increases from Fall 2013 to Fall 2014. But, all three then decreased in Fall 2015 to levels below the Fall 2013 levels.	Fewer new students enrolled in the department's programs in Fall 2015 than enrolled in Fall 2013. This is a concern. Two ways to boost enrollment are to focus on retaining current students and attracting new students.	The department will seek to increase new enrollments by making connections with secondary schools. The department recently signed a statewide articulation agreement which provides 3 credits to incoming students who completed the Accounting Technology program of study at a secondary school. The department will promote this agreement to local schools.	(SEE BELOW)

First-time Students Enrolled in Fall Semesters

	Accounting	Business Administration	Legal Assisting
Fall 2013	31	50	6
Fall 2014	38	60	4
Fall 2015	22	42	6