

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

- Student, stakeholder, and market focused results examine how well your business unit satisfies students and stakeholders key needs and expectations.
- Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

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- 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
- 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).

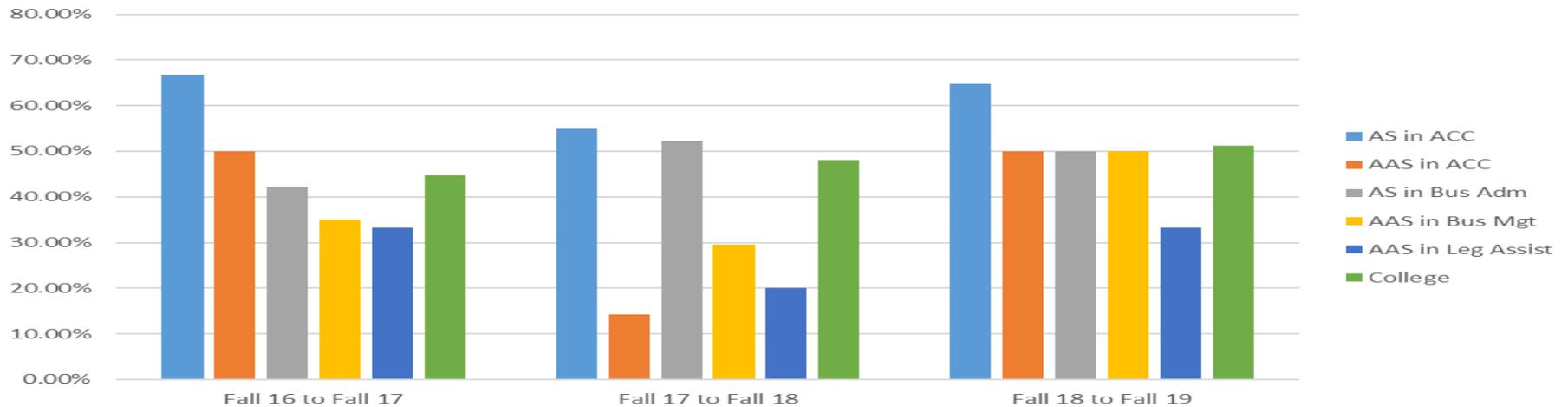
Analysis of Results

<u>Performance Measure:</u> 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)	<u>Current Results:</u> What are your current results?	<u>Analysis of Results:</u> What did you learn from your results?	<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)

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<u>Fall-to-Fall retention rate of first time, full-time business students</u> by program. <u>Goal</u> is for retention rate to exceed that of the college.	Measurement is recorded each year by the Institutional Research Office. Most recent data available is for Fall '18 to Fa '19	Over a 3-year cycle, the AS.ACC student retention was significantly above the college retention. However the AAS.ACC student retention '16 to 17 was higher than the college retention rate, but the '17 to '18 retention rate was drastically lower than normal for that program. It rebounded in '18 to '19 but was still below the college's rate. The AS.BUS retention rates very close to the college rate '16 to '17 and '18 to '19 and above the college's for '17 to '18. AAS.BUM rates were consistently lower than the college's over the 3 year period. Legal Assisting was also below the retention rate of the college for the 3 years observed.	Accounting student retention has met the department's expectations possibly due to the annual accounting student orientation and strong dual admissions/articulation agreements with local four year colleges. The AS.BUS retention is not a concern at this time. The department will need to look at more active steps to improve the retention in the AAS.BUM and AAS.LEG programs.	To improve retention of AAS.BUM students, fairly significant curriculum changes were made last year for implementation beginning in 2020-2021. The changes allow for more flexibility in choosing from a range of business electives which will be helpful to the primarily evening, adult, online student population in this program. To improve retention in the AAS.LEG program, the scheduling of LAP courses which were previously offered in a 5-year cycle, now will be offered in a 2-year cycle so that a student can complete the program in 2 years as a full-time student. Student feedback identified the old 5-year cycle as a barrier to completion.	SEE BELOW

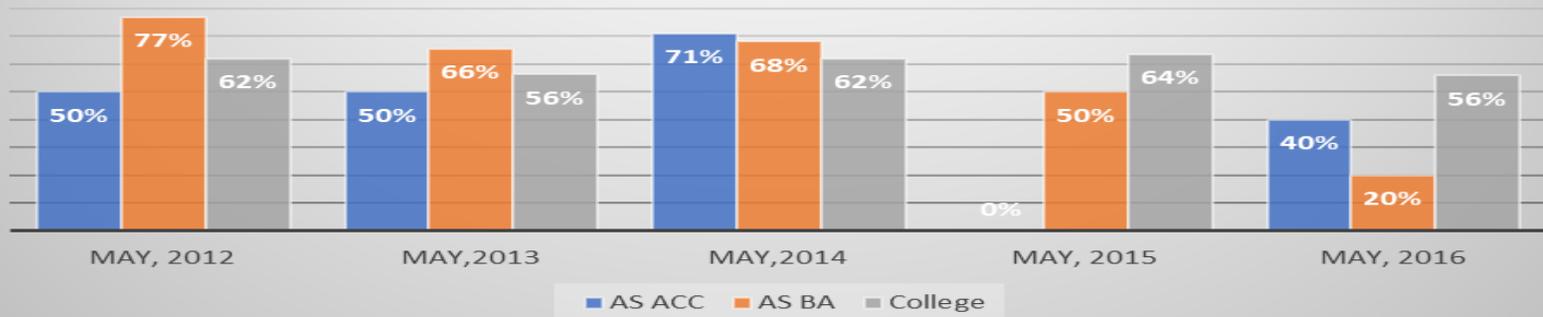
Fall-to-Fall Retention Rate By Program Compared to College Retention Rate



Analysis of Results

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<p><u>Three-year transfer rates</u> for the department's 2 transfer programs was measured. <u>Goal</u> is to exceed the three-year transfer rate for all of the college's transfer programs.</p>	<p>Three-year transfer rate is measured each year and is reported here for a five-year period. The most recently available data is for students who graduated in May 2016 since their three-year transfer period would have ended in Fall 2019.</p>	<p>The transfer rates for the Associates in Business Administration was consistently above the college transfer rate for 2012-2014 graduates. However the rate has dropped below the goal for the 2015-2016 years. The Accounting Associates degree has been below the college transfer rates each year from 2012-2015.</p>	<p>Although the Business Administration Associate degree students were transferring at higher rates in earlier years, the trend seems to indicate that more needs to be done across the Accounting and Business Administration transfer programs to increase transfer rates in these programs.</p>	<p>The department will hold Transfer Meetings for students in the Business Administration and Accounting programs. These meetings will provide students with information on the various articulation agreements LCCC has with 4 year institutions, the benefits of transferring to 4 year institutions, and a question and answer session for students. The two most popular transfer institutions are Wilkes University and King's College. During Summer 2020, the Business Department worked with Wilkes to revise transfer agreements for 8 Wilkes programs. The same will be done with King's this year.</p>	<p align="center">SEE BELOW</p>

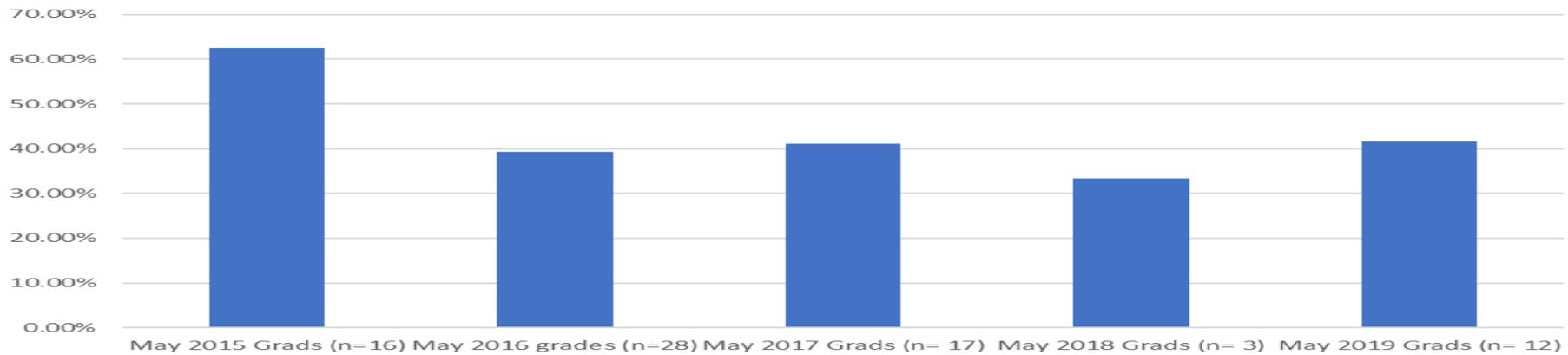
3-year Transfer Rates of the Business Department's Transfer Programs compared to the Transfer Rate for All College Transfer Programs



Analysis of Results

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<p><u>Overall student satisfaction</u> with the education they received in their business program. <u>Goal</u> is for 50% of graduates to rate their overall satisfaction as "Excellent"</p>	<p>Each year the Institutional Research Office administers a graduate survey. The data reported below are from responses from business department graduates.</p>	<p>Students rated their satisfaction above the department's goal during 2015. However the department has not met the 50% excellent rating goal from 2016-2019. At its lowest rating excellence was rated at 33.33% however only 3 students responded to that survey.</p>	<p>After examining the results of all the surveys, it was determined that the combined "excellent and good" ratings for all years except 2018 were consistently above 80%. Still, initiatives and discussions must be conducted to determine why the satisfaction goal is not meeting the department's goal.</p>	<p>Until 2 years ago, the Business Department conducted a Business Symposium every semester where industry professionals would speak to all department students in a day-long event. This was a very popular program. The need for major renovations to the LCCC Conference Center made it unavailable for the past 2 years, and no other college space is large enough for this event. Now the Conference Center is open and the event will be resume this year. Although new membership in the LCCC KBD chapter has continued to grow, more emphasis will be placed on promoting it. Also, the department will conduct its own surveys of current students and graduates in an effort to obtain larger sample sizes and answers to more specific questions.</p>	<p align="center">SEE BELOW</p>

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



Analysis of Results

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

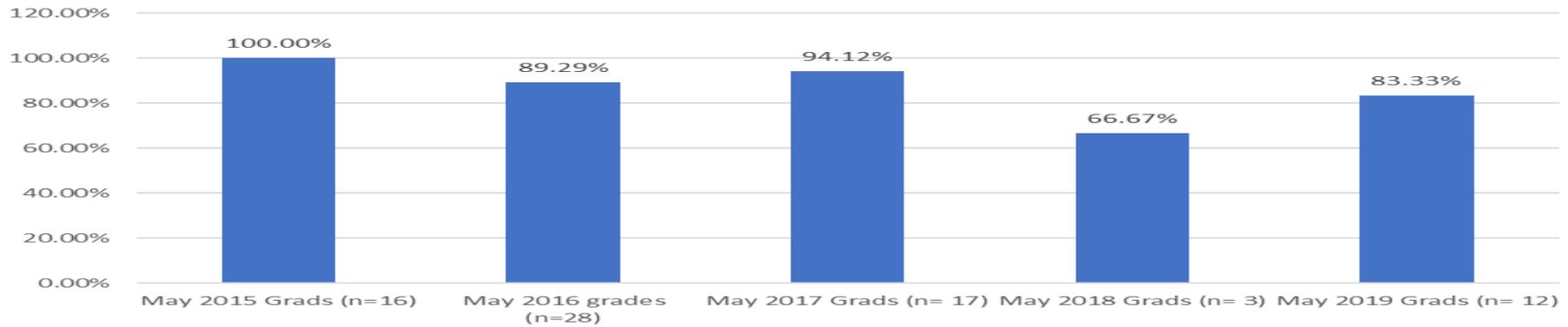
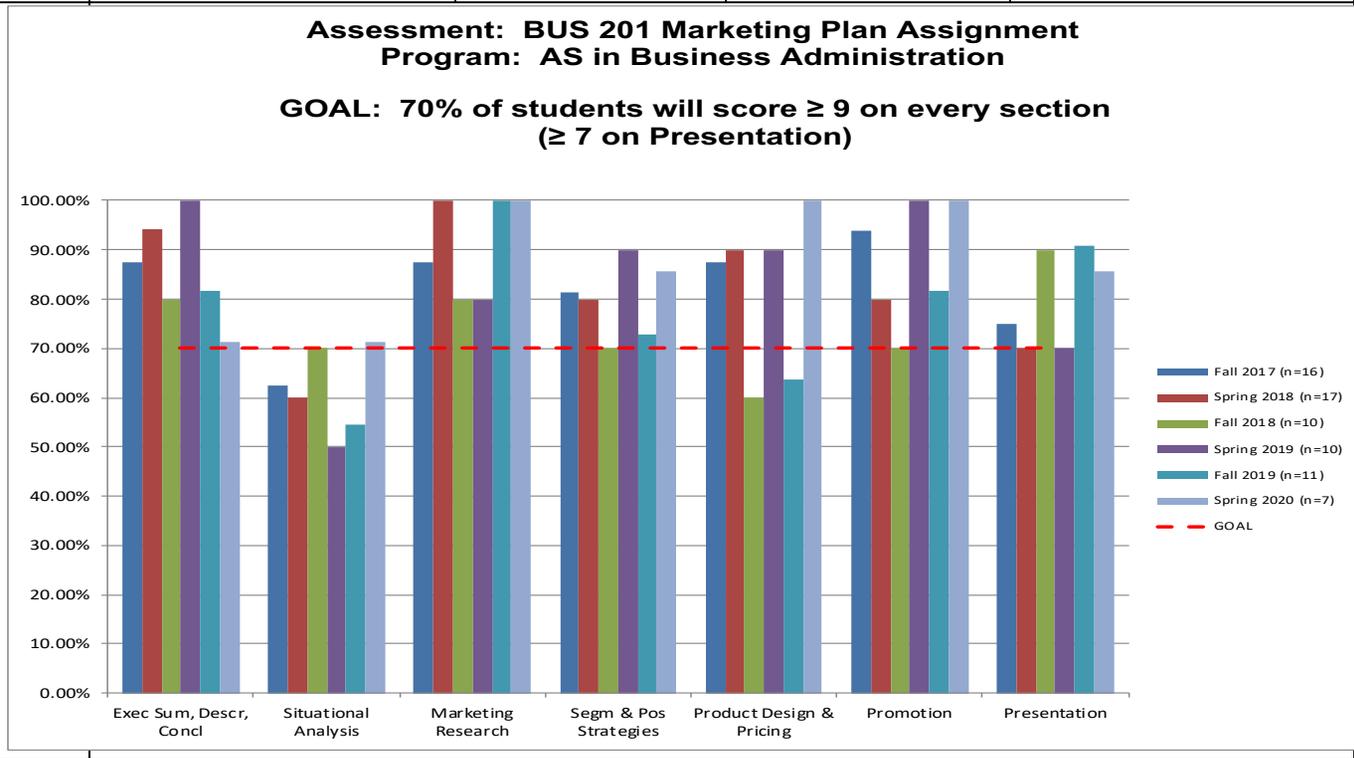


TABLE 2: Student Learning Results (Standard 4)

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>				
	<p>- 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.</p>				
	<p>- For all data reported, show sample size (n=75).</p>				
Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. 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 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)

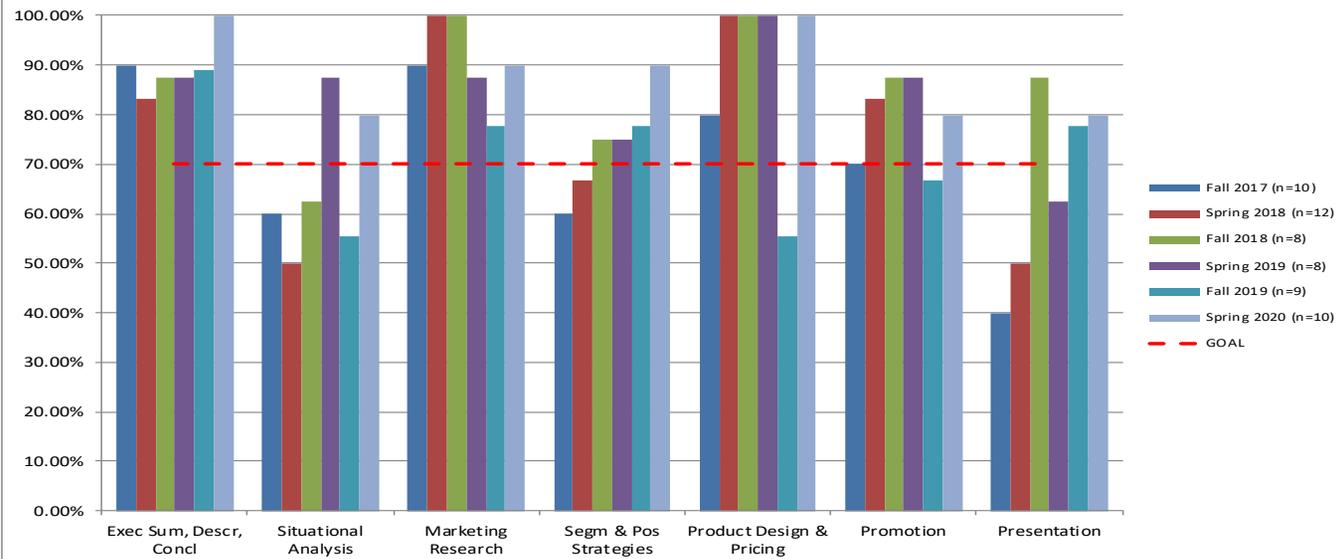
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Program - AS in Business Administration; PLO - "Demonstrate an understanding of business principles through written and oral reports"; Goal - 70% of students will score ≥ 9 on every section (≥ 7 on Presentation)	Marketing Plan capstone assignment in BUS-201 (Principles of Marketing) scored using a rubric to ensure consistency in scoring among instructors. This is a direct, summative, internal assessment.	Students' abilities to conduct situational analysis is the biggest concern. The goal was (barely) met only 2 times in 6 assessments. Poor performance on Product Design section during two periods can be considered an anomaly.	While scores have improved over the 3-year period, students still struggle with identifying important opportunities & threats.	Entire class periods have been dedicated to demonstration of SWOT analysis, but this is not enough. In the future, each student will submit a draft SWOT for the instructor's review, and there will be greater emphasis on using marketing research to identify Os and Ts. This should lead to improvement in other parts of the marketing plans also.	SEE BELOW



Analysis of Results					
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Program - AAS in Business Management; PLO - "Demonstrate effective managerial communication skills"; Goal - 70% of students will score ≥ 9 on every section (≥ 7 on Presentation)	Marketing Plan capstone assignment in BUS-201 (Principles of Marketing) scored using a rubric to ensure consistency in scoring among instructors. This is a direct, summative, internal assessment.	As was true with the AS (transfer) student cohort, situational analysis is the biggest concern. But, the goal was met 2 of the last 3 periods. Presentation scores improved a good deal during the 3-year period.	The most common mistake is for students to simply list marketing actions they may take in the future as "opportunities" rather than identifying external issues/factors/trends in the marketing environment that are based on data and that are positive W.R.T. their product. They are missing the connection to marketing research.	Entire class periods have been dedicated to demonstration of SWOT analysis, but this is not enough. In the future, each student will submit a draft SWOT for the instructor's review, and there will be greater emphasis on using marketing research to identify Os and Ts. Also, there will be more emphasis on how secondary data collected in the marketing research section should be used to identify opportunities & threats.	SEE BELOW

**Assessment: BUS 201 Marketing Plan Assignment
Program: AAS in Business Management**

GOAL: 70% of students will score ≥ 9 on every section (except Presentation score ≥ 7)



Analysis of Results																	
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. 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 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)												
<p>Program - AAS in Accounting Technology</p> <p>PLO - The student will prepare an Individual United States tax return.</p> <p>Goal - 90% of students will earn an 80% or higher on this assessment.</p>	<p>ACC 214 (Tax Accounting) Comprehensive Individual Income Tax Return Group Project</p> <p>Students were divided into groups of 3 students per group. Students then completed a comprehensive individual federal income tax return using all tax concepts learned throughout the semester. This is a direct, internal assessment</p>	<p>AAS in Accounting students in 2017 and 2019 met the goal, however in 2018 they did not.</p>	<p>Students seemed not to retain information from the beginning of the semester in order to complete the assessment to meet the goal in 2018. Only half of the students achieved the target score on the assessment which was concerning.</p>	<p>The instructor reviewed key concepts from the beginning of the semester before the project was due at the end of the semester in 2019. The reassessment in 2019 suggests that this review was necessary for students to be successful. The review enabled the AAS students to match the performance of the AS students in Fall 2019. A different assessment will be used in the future now that the target score has been achieved by 100% of the assessed students in 2 of the last 3 years.</p>	SEE BELOW												
<p style="text-align: center;">Assessment: ACC-214 Tax Return Project Program: AAS in Accounting</p> <p style="text-align: center;">Goal: 90% of the students will score ≥ 80%</p> <table border="1"> <caption>Assessment Results Data</caption> <thead> <tr> <th>Year</th> <th>Number of Students (n)</th> <th>Percentage Scored ≥ 80%</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>5</td> <td>100.00%</td> </tr> <tr> <td>Fall 2018</td> <td>4</td> <td>50.00%</td> </tr> <tr> <td>Fall 2019</td> <td>6</td> <td>100.00%</td> </tr> </tbody> </table>						Year	Number of Students (n)	Percentage Scored ≥ 80%	Fall 2017	5	100.00%	Fall 2018	4	50.00%	Fall 2019	6	100.00%
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<p style="text-align: center;">Assessment: ACC-214 Tax Return Project Program: AS in Accounting</p> <p style="text-align: center;">Goal: 90% of the students will score ≥ 80%</p> <table border="1"> <caption>Assessment Results Data</caption> <thead> <tr> <th>Year</th> <th>Percentage Scored ≥ 80%</th> </tr> </thead> <tbody> <tr> <td>Fall 2017 (n=5)</td> <td>100.00%</td> </tr> <tr> <td>Fall 2018 (n=4)</td> <td>76.00%</td> </tr> <tr> <td>Fall 2019 (n=6)</td> <td>100.00%</td> </tr> </tbody> </table>						Year	Percentage Scored ≥ 80%	Fall 2017 (n=5)	100.00%	Fall 2018 (n=4)	76.00%	Fall 2019 (n=6)	100.00%
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<p>Program - AAS in Legal Assisting (Paralegal)</p> <p>PLO - The graduate will be able to prepare legal documents.</p> <p>Goal - 90% of students will score ≥ 180 on the project.</p>	<p>In LAP-100 (Intro to Paralegal), students complete a capstone project which require the completion of 6 Tasks which involve the creation of various legal documents. As the goal indicates, there is the expectation that the student will demonstrate a very high level of competence in this vital paralegal responsibility.</p>	<p>Gradual improvement in student performance can be observed with 100% of the most recent cohort of assessed students achieving the target score.</p>	<p>Increased focus in class on the various legal documents paralegals prepare, including presentation of samples, improved student performance.</p>	<p>This being a "beginning-of-program" assessment, an "end-of-program" assessment of this PLO in the LAP-250 (Legal Research & Writing) course would demonstrate how the students have developed in this area. This assessment will be planned beginning next year.</p>	SEE BELOW								
<p style="text-align: center;">Assessment: LAP-100 Capstone Term Paper Program: AAS in Legal Assisting (Paralegal)</p> <p style="text-align: center;">Goal: 90% of the students will score ≥ 180</p> <table border="1"> <caption>Assessment Results Data</caption> <thead> <tr> <th>Year</th> <th>Percentage Scored above 180</th> </tr> </thead> <tbody> <tr> <td>Fall 2017 (n=8)</td> <td>75.00%</td> </tr> <tr> <td>Fall 2018 (n=7)</td> <td>85.71%</td> </tr> <tr> <td>Fall 2019 (n=7)</td> <td>100.00%</td> </tr> </tbody> </table>						Year	Percentage Scored above 180	Fall 2017 (n=8)	75.00%	Fall 2018 (n=7)	85.71%	Fall 2019 (n=7)	100.00%
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TABLE 3a: Faculty and Staff Focus Results (Standard 5)

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.

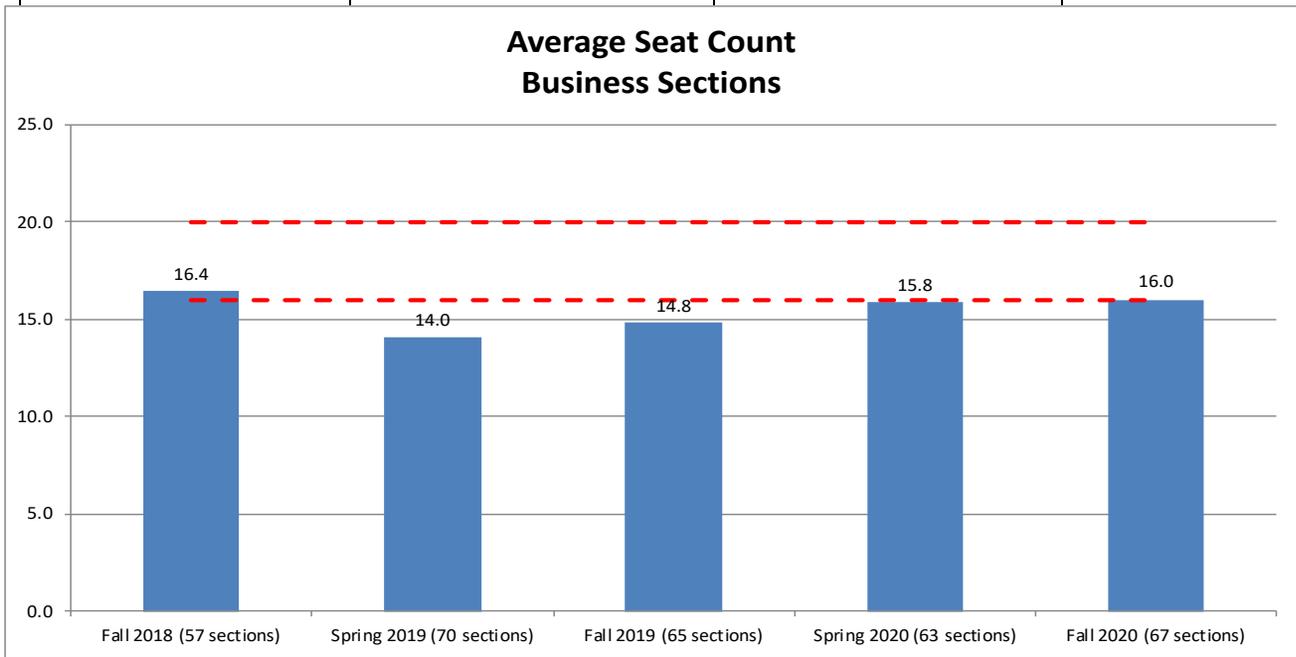
Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. <i>Key indicators may include: professional development, scholarly activities, community 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>
	- 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).

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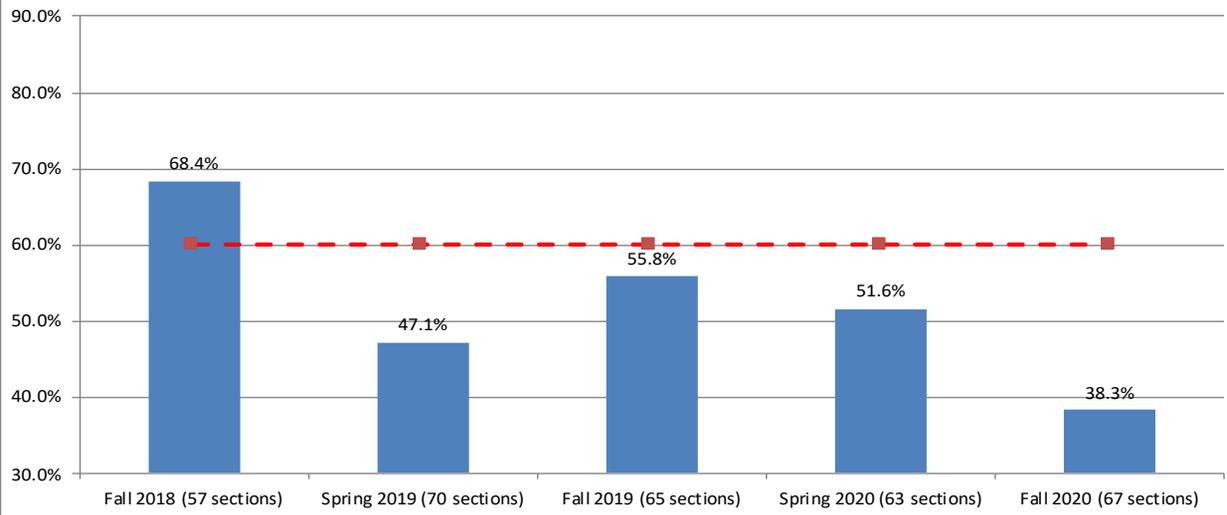
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<p><u>Average Seat Count</u> (class size) for business sections is calculated each semester. <u>Goal</u> is to remain in the range 16 to 20 to balance the concerns of instructional costs (larger class sizes desired) and student contact with/access to faculty (smaller class sizes desired).</p>	<p>Average Seat Count is a student-to-teacher ratio that is measured each semester. The capacity for most business sections is 30 students as dictated by classroom size. A smaller Average Seat Count provides a better learning environment for the students while a larger Average Seat Count contributes to the financial stability of the college.</p>	<p>After a fairly significant drop from Fall 2018 to Spring 2019, Average Seat Count rose gradually for the 4 periods that followed. However, as for meeting the goal, Average Seat Count was just barely within the range for 2 of the 5 periods under study, and at the lower end of the target range throughout. While this is beneficial to the student, this raises financial concerns of high instructional costs to the college in the Business Department.</p>	<p>The Business Department experienced a 16% drop in enrollment in 2018-19 and then a 6% increase in 2019-20. After the drop in 2018-19, the department removed sections and was initially unprepared for the increase in Fall 2019. So, sections were cautiously added in the late summer to accommodate incoming freshmen. The same approach in Spring 2020, led to a slight increase in Average Seat Count as we inched closer to the lower limit of our goal.</p>	<p>Carefully management of the number of sections on the schedule through a downturn, then upturn in enrollment resulted in our finally reaching the lower limit of our goal range in Fall 2020. While official enrollment numbers are not available yet for Fall 2020, it is known that while college enrollment was down 40% in mid-July 2020, then down 20% in mid-August 2020, on the first day of the Fall 2020 semester enrollment was even with Fall 2019 and rising due to additional "late start" sections being added.</p>	<p align="center">SEE BELOW</p>



Analysis of Results

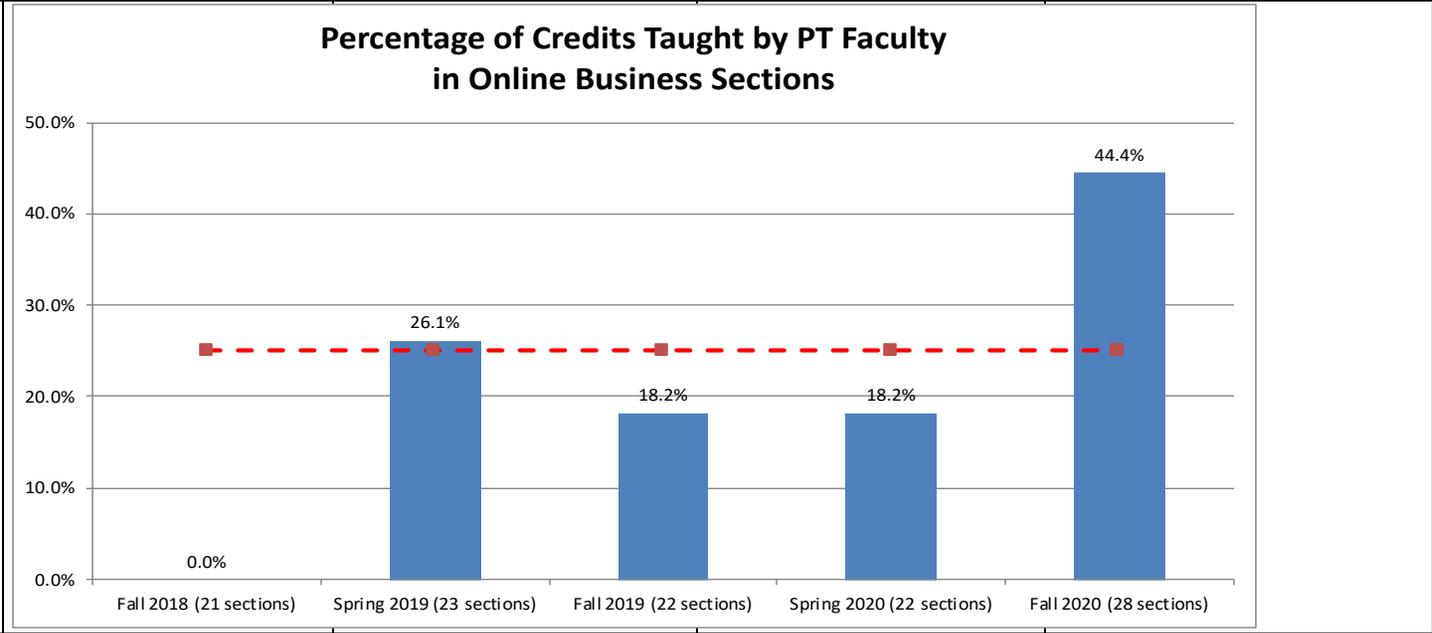
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<p><u>Full-time Faculty Usage Rate</u> measured as a percentage of credits taught by full-time faculty. <u>Goal</u> is for at least 60% of business credits to be taught by full-time faculty. The rationale for this goal is to maintain a large enough core of full-time faculty to make sufficient contributions to the department's needs for curriculum development, committee service, student advisement, etc.</p>	<p>The percentage of credits taught by full-time faculty and by part-time faculty is measured each semester. Five semesters of data are reported here.</p>	<p>We experienced a significant drop (~20%) in FT Faculty Usage Rate from Fall 2018 to Spring 2019 due to a FT retirement in December 2018. The retiree taught 24 credits every Fall and Spring, and 15 credits every summer. We improved a bit in Fall 2019 mainly because there were fewer sections to staff, but we declined each semester since. Another full-time faculty member announced his retirement in July 2020 which has led to an even larger drop in Fall 2020.</p>	<p>A replacement faculty member was approved by the college, a search was conducted, and the college's Dean of Human Resources (a long-time adjunct in the department) was selected. However, the college has been unable to release him from his administrative duties for various reasons, most notably for reasons related to the pandemic, so the Business Department has been unable to take him on as yet as a full-time faculty member.</p>	<p>Hopefully, our new full-time faculty member will be available beginning with the Spring 2021 semester and our Full-time Faculty Usage Rate will improve substantially. If not, we will monitor enrollment in our department and consider requesting a temporary full-time faculty member on a semester-by-semester basis. Also, a new full-time faculty member request to replace the Summer 2020 retiree will be submitted this year.</p>	<p align="center">SEE BELOW</p>

Percentage of Credits Taught by FT Faculty in Business Sections



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)
<p><u>Part-time Faculty Online Usage Rate</u> measured as a percentage of online credits taught by part-time faculty. <u>Goal</u> is for at least 25% of online business credits to be taught by full-time faculty.</p>	<p>The percentage of online credits taught by full-time faculty and by part-time faculty is measured each semester. Five semesters of data are reported here.</p>	<p>Historically, only FT faculty taught online sections in the Business Department because it was believed that PT faculty "could not be trusted" to do it effectively. However, increased demand for online sections led to the necessity to train part-time faculty to teach in this mode, and a few more have been trained each semester. Part-time Faculty Online Usage Rate increased quickly in Spring 2019, and then dramatically in Fall 2020 as demand for online sections rose further due to the pandemic.</p>	<p>Part-time faculty were found to be eager and willing to teach online. A gradual approach to developing additional part-time faculty each semester to teach online has allowed us to reach the goal.</p>	<p>Each semester, a few more part-time faculty have been identified as candidates to teach online. Those faculty were then be registered for the college's online teaching training. However, they have found these Blackboard Learn training sessions to be a bit overwhelming. But, when followed by more specific training by the Department Chair or the Program Coordinator, their competence, skill, and comfort level in teaching online have developed sufficiently to be assigned online sections. In order to ensure consistency, online course materials and assignments have been shared by the FT instructor who is lead instructor for the course with the PT faculty. The next step is to measure quality.</p>	<p align="center">SEE BELOW</p>



SEE BELOW

TABLE 3b: Full-time and Part-time Faculty Qualifications (Standard 5)

Complete this table 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 separate line 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 3b - 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 : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
Anderson, Harold	HCM-101 Intro to Health Care Systems (3 Cr Hrs) HCM-201 Medical Practice Management (3 Cr Hrs)	B.S., Business Administration Master of Public Administration	17 years experience as the CEO of a major medical center	Related Master's Degree w/18 semester hours above the intro/principles level
Anzalone, Jane	LAP-204. Bankruptcy Law (3 Cr Hrs)	B.S., Biology J.D. in Law		Doctorally Qualified in Law
Bath, Eric	ACC-111 Principles of Accounting I (3 Cr Hrs)	B.S. in Accounting M.B.A.		Master's Qualified to teach principles/intro level courses
Bettinger, Susan	BUS-209. Business Communications (3 Cr Hrs)	B.S. in Healthcare Administration M.A. in English		Master's Qualified to teach business writing
Cummings, Katherine (Kate)	ACC-111 Principles of Accounting I (3 Cr Hrs)	B.S. in Accounting Master's of Library & Information Science	18 credits completed in M.B.A. program	Out-of-Field Master's with 18 Cr.

TABLE 3b - 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 : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
Janoski, Norma	BUS-101 Intro to Business (3 Cr Hrs) BUS-248 Small Business Management (6 Cr Hrs) BUS-261 Business Law I (6 Cr Hrs) BUS-262 Business Law II (3 Cr Hrs) ECO-151 Principles of Economics I (3 Cr Hrs)	A.A.S. in Nursing B.A. in Psychology M.S. in Organizational Management		Master's Qualified to teach principles/intro level business courses
Scott, Steven	ACC-111 Principles of Accounting I (3 Cr Hrs) BUS-201 Principles of Marketing (3 Cr Hrs)	B.S. in Business Administration M.B.A.		Master's Qualified to teach principles/intro level courses
Shina, Kimberly	ACC-111 Principles of Accounting I (6 Cr Hrs)	B.S. in Accounting M.B.A.	C.P.A. License	Master's Qualified to teach principles level courses
Wilce, Marygrace	ACC-111 Principles of Accounting I (3 Cr Hrs) ACC-112 Principles of Accounting II (3 Cr Hrs)	B.S. in Business Administration M.B.A., Finance		Master's Qualified to teach principles/intro level courses

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program:

AAS in Business Management

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	redit Hours
ACC 110	Survey of Accounting or	A	
ACC 111	Principles of Accounting I	A	3
BUS 201	Principles of Marketing	F	3
BUS 231	Principles of Management	I	3
BUS 248	Small Business Management	G	3
BUS 251	Human Resource Management	I	3
CIS 110	Computer Literacy & Applications	B	3
ECO 151	Principles of Economics I	D	3
Total Credit Hours			21
Percent of Total Hours			34%

General Education Component

Course Number	Course Title	Educational Goal Area	redit Hours
ENG 101	English Composition	1	3
ENG 102	Advanced Composition or	1	
BUS 209	Business Communications	1	3
SPE 125	Fundamentals of Speech or	1	
ENG 261	Technical Communications	1	3
FYE 101	First Year Experience		1
Critical Thinking Elective			3
Cultural Awareness and Diversity Elective			3
Health & Wellness Elective			1
Quantitative Skills Elective			3
Scientific Skills Elective			3
Total Credit Hours			23
Percent of Total Hours			37%

Business Major Component

Course Number	Course Title	Credit Hours
BUS 101	– Introduction to Business	3
BUS 261	– Business Law I	3
BUS 262	– Business Law II	3
Business Electives		6
BUS 299	– Business Internship or	
Business Elective		3
Total Credit Hours		18
Percent of Total Hours		29%

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.

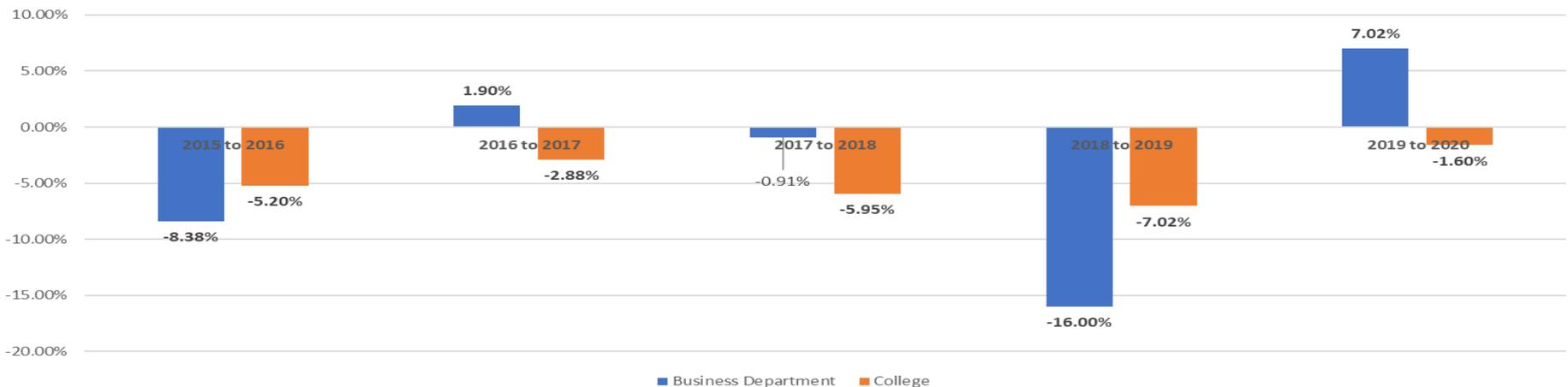
Organizational Effectiveness Results	<p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, 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</p> <p>- Please note that data reported in this table should be business unit data and not institution-wide data.</p> <p>- 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.</p> <p>- For all data reported, show sample size (n=75).</p>
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Analysis of Results

<u>Performance Measure:</u> 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)	<u>Current Results:</u> What are your current results?	<u>Analysis of Results:</u> What did you learn from your results?	<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)

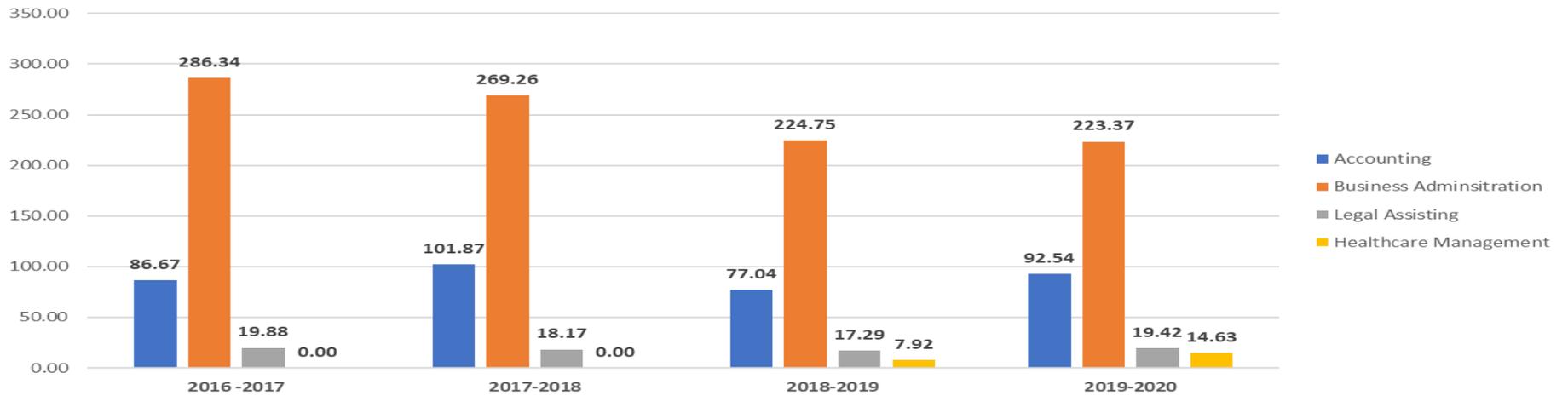
Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your 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 from the prior year. 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 comparison purposes.	The department's enrollment change was better than the college's in 2015/16 and 2018/19. However, the department's enrollment change was better than the college's in 2016/17, 2017/18 and 2019/20. The good news is that in the most recent period, the Business Department actually experienced an enrollment increase of 7.0% while the college's enrollment declined 1.6%. Note: The Health Care program shown in the FTE Enrollment chart is a new associate's degree that is not accredited.	Enrollment declines in 2015/16 was attributed to demographic changes in the region and strengthening economic conditions. However the an explanation for the significant decline in 2018/19 is puzzling. It may have been a fluke year, because 2019/20 was a "bounce-back" year in which the department outperformed the college significantly. Otherwise in all other years the department has been showing positive change or at a minimum meeting its goal of having better enrollment change than the college.	Some of the FTE increase experienced in 2019/20 can be due to new recruiting efforts, the Career Exploration program, and a new Business Camp conducted during summer 2019. These initiatives will continue into the future. The department will also seek to continue to increase FTE via to the new Business/CIS Pathway program, that allows students who would traditionally enter as a General Studies student, instead pathway into the Business/Accounting/ Computer Information Systems areas to explore these careers, and ultimately select a major in Accounting, Business or CIS programs. The department will continue to monitor these numbers.	SEE BELOW

**% Change in
Business Department Enrollment Compared to College Enrollment Change
2015-2016 through 2019-2020**

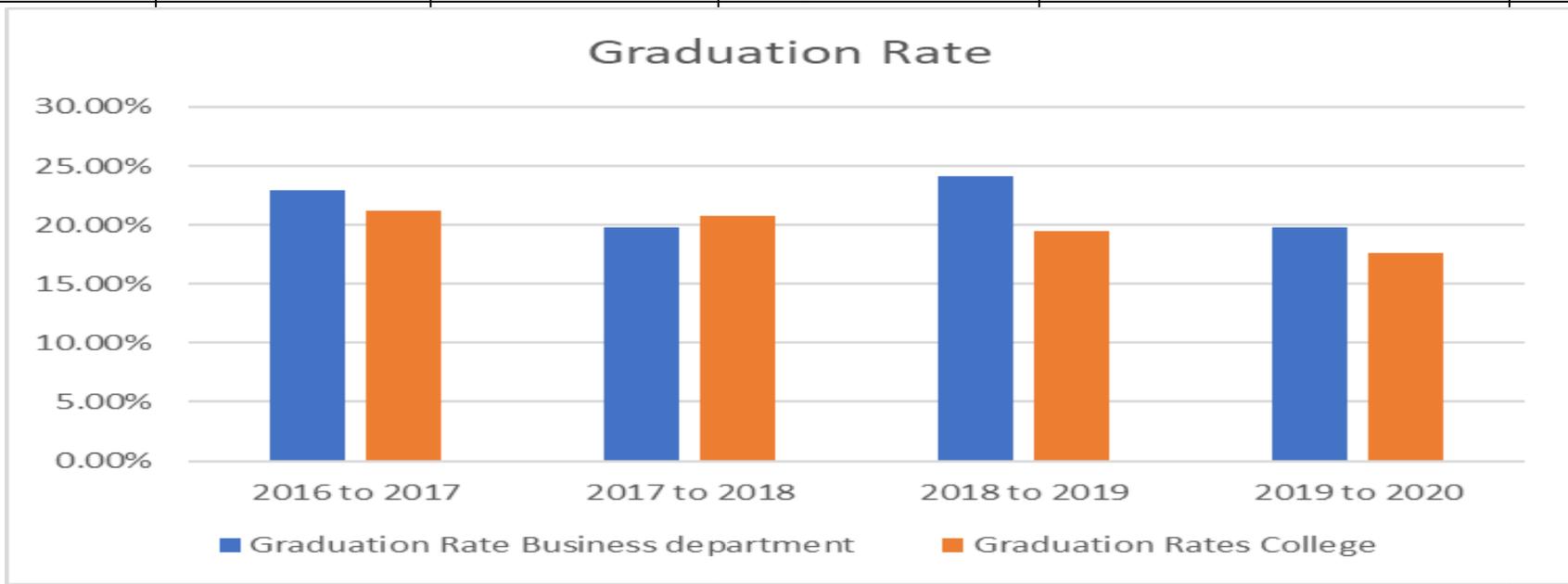


Analysis of Results					
<u>Performance Measure:</u> What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	<u>Current Results:</u> What are your current results?	<u>Analysis of Results:</u> What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

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)
The <u>graduation percentage of</u> business students is measured each year. <u>Goal</u> is to be higher than the college's graduation percentage each academic year.	The graduation percentage of business students is determined by dividing the number of business graduates each academic year by the number of FTE students in the Business Department that academic year. The college's student graduation percentage is calculated the same way. Three years of data was used to determine a trend.	The graduation percentage of business students has been consistently higher than the college's graduation percentage except for the 2017/18 academic year. Even in that academic year the difference was slight.	The business department is able to maintain a graduation percentage either very close to, or above the overall college graduation percentage. One reason for this is that over the last few years more business students have taken advantage of dual admissions agreements with four year colleges. This requires them to earn an associate's degree at LCCC in order to satisfy the requirements of the program they are transferring into. This prevents them from transferring early and earns them the AS credential.	The department will promote the dual admissions programs with local 4 year colleges to students. In the past year two more local colleges completed such agreements with the school. The department in coordination with the Articulation Committee will seek to update existing agreements so that they continue to be accessible to students. In Summer 2020, the transfer agreements with Wilkes University were revised, and the King's College agreements will be revised in 2020-2021. Also, to increase the rate of transfer, the department will hold Transfer Meetings for students to learn more about the benefits of transferring to a 4 year institution and steps needed to complete that process.	SEE BELOW



Analysis of Results					Provide a graph or table of resulting trends (3-5 data points preferred)
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?	
<p><u>First-time student enrollment growth percentage</u> is the percentage increase in first-time students enrolled in Fall semesters by program area. The growth percentage is compared to the college's percent growth in first-time students enrolled. <u>Goal</u> is for first-time student enrollment growth in Fall semesters in each program area to exceed that of the college.</p>	<p>The percentage change in each program area as well as the college is presented below. Note: "ACC" includes accounting students in the AS and AAS programs, and "BUS" includes business administration students in the AS and AAS programs. "LEG" refers to students in the AAS in Legal Assisting program.</p>	<p>The college has shown various amounts of decline in first-time student enrollment growth until the 18/19 academic year where there was a slight but positive increase. For Business Department programs, it is difficult to discern a trend due to the up-and-down nature of the data from year to year. In the most recent period, Business programs were up while Accounting and Legal Assisting (Paralegal) programs were down.</p>	<p>In the 3 most recent years, the growth rate for first-time students in the department seems to mirror overall enrollment changes for Business Department programs which is not surprising. New/more recruitment initiatives are needed in the coming year.</p>	<p>Two years ago, the Business Department participated in a successful college-wide Career Day for high school students to expose them to careers in business and accounting. The high school students were involved in a hands-on Marketing Plan Workshop. Also, a Summer Business Camp for high school students was conducted by the department in the Summer of 2019. Both of these initiatives needed to be cancelled in Spring/Summer of 2020 due to the pandemic. The Business Department will seek to conduct both of these programs this year, in a virtual format if necessary, to expose new students to the department's programs. Business Department faculty will continue to assist Admissions Office staff at off-site recruitment events like information booths at local high schools and fairs. Finally, the department is considering developing the new Digital Marketing certificate into an associate's degree program which would be of particular interest to "traditional" first-time students.</p>	SEE BELOW

Percentage Change of First Time Students from Fall to Fall Semester

