

# Overview of All Academic Activities

**Column A:** List all business or business-related programs (including those with designations in the degree or Major title such as "business," "industrial," "administration," "management," or "organizational.")

**Column B:** Indicate with "yes" or "no" whether the business unit administers the program.

**Column C:** Indicate with "yes" or "no" whether the program is to be accredited by ACBSP .

**If no, provide justification explaining why the program should be excluded from the accreditation process and how you will communicate with the public what is and what is not accredited.**

**Column D:** Indicate number of degrees conferred during self-study year.

<b>A. Business or Business Related Programs &amp; Degree Type</b>	<b>B. Program in Business Unit</b>	<b>C. To be Accredited by ACBSP</b>	<b>D. Number of Degrees Conferred During Self-study Year</b>
<b>PLEASE ENTER YOUR PROGRAMS &amp; DEGREE TYPE BELOW:</b>			
Associate in Science in Accounting	Yes	Yes	12
Associate in Applied Science in Accounting	Yes	Yes	5
Associate in Science in Business Administration	Yes	Yes	13
Associate in Applied Science in Business Management	Yes	Yes	25
Associate in Science in Health Care Management	Yes	Yes	2
Associate in Applied Science in Legal Assisting (Paralegal)	Yes	Yes	4

**Table 1.1. – Leadership Processes - Approach**

<b>Process Description</b>	<b>Person Responsible</b>	<b>Implementation Schedule</b>
Quinquennial Review/Revision of LCCC's Mission and Vision	President, Institutional Research Office, Leadership Team	Fall 2021: First step in each 5-year strategic planning process
Quinquennial Review/Revision of the Business Department's Mission and Vision	Department Chair, Program Coordinator, Faculty	Fall 2021: Upon completion review/revision of LCCC's Mission & Vision
Annual Appointment of Business Department Leaders (Department Chair, Program Coordinator)	Vice President of Academic Affairs	Interested faculty apply for positions by June 1; Vice President of Academic Affairs makes selections by July 1
Enrollment & Retention Monitoring	Department Chair	Each major semester
Curriculum Revisions	Department Faculty	Each major semester
Committee Service	Department Faculty	Each major semester
Advisory Board Meeting	Department Chair, Program Coordinator, Faculty	Annually; sometimes semiannually

**Table 1.2 – Leadership Processes - Deployment**

<b>Process Description</b>	<b>Evidence of Deployment</b>
Quinquennial Review/Revision of LCCC's Mission and Vision	- College mission statement reviewed January 2022
Quinquennial Review/Revision of the Business Department's Mission and Vision	- Business Department mission statement reviewed January 2022
Annual Appointment of Business Department Leaders (Department Chair, Program Coordinator)	- Faculty invited to apply for leadership positions, VPAA made selections most recently in July 2022
Enrollment & Retention Monitoring	- Business Department enrollment compiled in Fall & Spring semesters, shared with department
Curriculum Revisions	- Many revised syllabi submitted to the Academic Committee in March 2022
Committee Service	- Each Business Department faculty member serves on at least 1 committee
Advisory Board Meeting	- Meets at least once per year

**Table 1.3 – Leadership Processes - Results**

<b>Process Description</b>	<b>Results</b>
Quinquennial Review/Revision of LCCC's Mission and Vision	- College mission statement changed
Quinquennial Review/Revision of the Business Department's Mission and Vision	- Business Department chose to keep existing mission statement
Annual Appointment of Business Department Leaders (Department Chair, Program Coordinator)	- Gary Mrozinski selected as Department Chair, Walter Janoski selected as Program Coordinator in July 2022
Enrollment & Retention Monitoring	- Business Department overall enrollment up 5% in Fall 2022
Curriculum Revisions	- Revised syllabi approved by the Academic Committee in March 2022
Committee Service	- Business Department faculty participate in committee meetings
Advisory Board Meeting	- Met in May 2021, May 2022

**Table 1.4 – Leadership Processes - Improvements Implemented**

<b>Process Description</b>	<b>Results</b>	<b>Description of the Actions Taken</b>
Quinquennial Review/Revision of LCCC's Mission and Vision	- College mission statement changed	- Much more concise, one sentence mission statement
Quinquennial Review/Revision of the Business Department's Mission and Vision	- Business Department chose to keep existing mission statement	- Department mission statement still describes what we do and aspire to do
Annual Appointment of Business Department Leaders (Department Chair, Program Coordinator)	- Gary Mrozinski selected as Department Chair, Walter Janoski selected as Program Coordinator in July 2022	- Leaders are leading the department
Enrollment & Retention Monitoring	- Business Department overall enrollment up 5% in Fall 2022	- Plan to reengage students in student activities again to aid retention
Curriculum Revisions	- Revised syllabi approved by the Academic Committee in March 2022	- Syllabi are much cleaner, more uniform, and aligned with 4-year institutions

<b>Process Description</b>	<b>Results</b>	<b>Description of the Actions Taken</b>
Committee Service	- Business Department faculty participate in committee meetings	- Various accomplishments of the various committees
Advisory Board Meeting	- Met in May 2021, May 2022	- Advisory Board members still value the college degree, and not feeling the trend to question the value of higher education

**Table 2.2.a.**

**Table 2.2.a. Example – Table for Key Short-Term & Long-Term Strategic Planning**

<b>Key Strategic Objectives Note if Short-term (ST) or Long-term (LT)</b>	<b>Responsible Party(ies) (Who)</b>	<b>Action Plan (What)</b>	<b>Time Table (When)</b>	<b>Process (How)</b>	<b>Date completed or Next Steps and OFI's</b>
Better prepare graduates for the workforce.	Chair, Program Coordinator	Increase program Advisory Board effectiveness for AAS programs.	Fa/23	Convene advisory board for the AAS in Legal Assisting (Paralegal) program	Recruit group of employers of paralegals.
Better prepare graduates for the workforce.	Chair, Program Coordinator	Increase program Advisory Board effectiveness for AAS programs.	Sp/23	Increase number of members on each board to 12 active members and alternate meeting formats between virtual & F2F.	Networking
Better prepare graduates for the workforce.	Chair	Improve the quality of the AAS in Legal Assisting/Paralegal program.	Sp/23	Evaluate curriculum and program design with LAP faculty, advisory board members, department chair, faculty, counselors.	Prepare draft changes
Improve the quality of business programs	Chair	Maintain ACBSP accreditation of the department's associate's degrees.	Fa/22	Write ACBSP self-study document and submit by 12/15/22.	Completed
Improve the quality of business programs	Chair	Maintain ACBSP accreditation of the department's associate's degrees.	Sp/23	Prepare for, and host the ACBSP Site Visit Evaluation Team in Sp/22.	Verify checklist of documents

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Better prepare graduates for transfer to 4-year institutions.	Chair	Improve transfer opportunities for graduates of AS programs.	Sp/23	Review the AS in Healthcare Mgt program to make it a true transfer program by aligning it with other local BS degrees.	Collect curriculum information from 4-year institutions
Better prepare graduates for transfer to 4-year institutions.	Chair	Improve transfer opportunities for graduates of AS programs.	Fa/23	Work with King's College, Misericordia University, and Temple University to revise articulation agreements.	In-process; follow up with Business Deans
Improve the quality of business programs	Chair, digital marketing instructor	Improve Digital Marketing certificate program.	Fa/23	Develop new Social Media Marketing course.	Teach as a "C" course in Spring 2023
Increase enrollment through retention initiatives.	Chair	Increase student engagement on campus by reactivating the Business Club.	8	Actively recruit students, promote Business Club activities, raise the profile of the club.	In-process; continue with Spring activities
Better prepare graduates for the workforce.	Department Chair	Expose students to industry trends, issues, careers, etc.	Sp/23	Reintroduce the Business Symposium and involve Business Club students in coordinating the event.	Completed in Fa/22; coordinate Spring event
Better prepare graduates for the workforce.	Chair	Expose students to industry trends, issues, careers, etc.	Sp/23	Plan for student tour of the New York Stock Exchange as a capstone event of the school year.	Continue fund raising activities to pay for costs



<b>Key Strategic Objectives Note if Short-term (ST) or Long-term (LT)</b>	<b>Responsible Party(ies) (Who)</b>	<b>Action Plan (What)</b>	<b>Time Table (When)</b>	<b>Process (How)</b>	<b>Date completed or Next Steps and OFI's</b>
Increase enrollment through recruitment initiatives.	Chair	Expose students to industry trends, issues, careers, etc.	Su/23	Conduct Summer Business Camp for high school students to expose them to the various careers a business degree can lead	Contact speakers

**NOTE: ALL Key Strategic Objectives are long-term.**

**Table 3.1 Student and Stakeholder Groups**  
**Example Table for Student and Stakeholder Groups**

List your key student and stakeholder groups identified above and/or in the Organizational Profile, their requirements, and the processes of your educational program that meet their requirements (a table is the most effective way to display this information as in the example below). This table provides example evidence of Approach.

<b>Student/Stakeholder Groups</b>	<b>Student/Stakeholder Requirements</b>	<b>Process</b>
Students who will transfer to a 4-year institution (A.S. Degree)	Preparation for success in 4-year program	Survey of faculty at transfer institutions, survey of business program graduates, CCSSE survey
Students who will join the workforce upon graduation (A.A.S. Degree)	Preparation for success in the workforce	Survey of business program graduates, CCSSE survey
Online students	Academic success	Distance education surveys, documentation of Regular Substantive Interactions
On-Ground students (Main Campus and Off-campus Centers)	Academic success	Survey of faculty at transfer institutions, survey of business program graduates, CCSSE survey
Alumni	Success at the transfer institution or in the workplace	Survey of business program graduates

<b>Student/Stakeholder Groups</b>	<b>Student/Stakeholder Requirements</b>	<b>Process</b>
Faculty	Adequate instructional resources/support, professional development opportunities	Business faculty survey
Employers	Pipeline of job candidates with appropriate, and high quality education	Program advisory board meetings
4-Year Institutions	Transfer students with the same preparation for success in the junior year as their continuing students	Articulation agreements, survey of faculty at 4-year institutions

**Table 3.2 - Student- and Stakeholder Focus - Criterion 3.2 - 3.4**

**Use this format to respond to Criterion 3.2 - 3.4. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.**

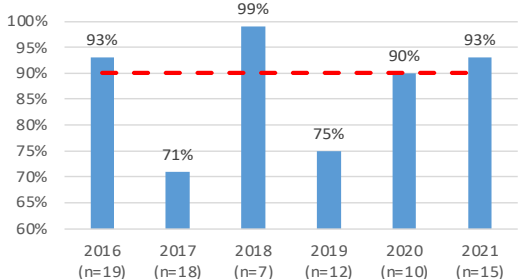
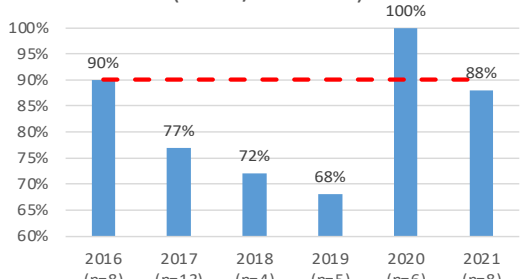
Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

*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.*

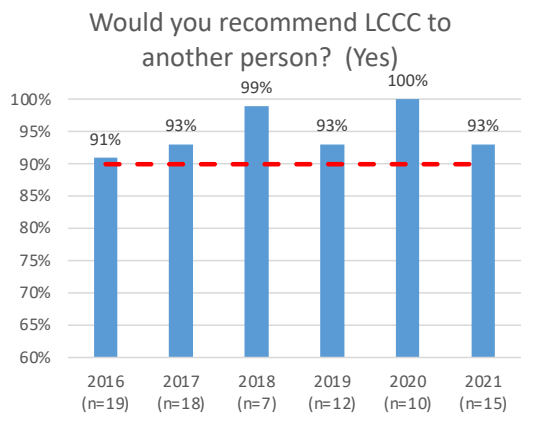
*Measurement instrument or processes may include: end of course surveys, alumni surveys, Internship feedback, etc.*

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)																					
<p>The goal is for ≥90% of business graduates to respond either "Somewhat useful" or "Very useful".</p>	<p>LCCC <b>Annual Graduate Survey</b> which occurs 6 months after graduation. Responses for Business Department students were disaggregated and are being reported here. Students were asked the following question: "How useful was the education you received at LCCC in performing your job?". Possible answers were (A) Not at all useful, (B) Somewhat useful, or (C) Very useful.</p>	<p>Students met the goal 4 out of 6 years, but missed the goal by a good margin in 2017 and in 2019. It should be noted that responses to this question were not from all graduate survey participants, these responses were just from those who did not continue on to a 4-year school.</p>	<p>It is difficult to explain or interpret the 5-year pattern of up-down-up-down-up responses. Still, the most recent 2 cohorts of respondents gave positive responses that met the goal.</p>	<p>More out-of-the-classroom career oriented events/programs/activities will be added to better connect the students in the A.A.S. programs to jobs and careers. Examples of this will be focusing more energy on the Business Club and reintroducing the Business Symposium event in Fall 2022 which has not been held since before the pandemic.</p>	<p>How useful was the education you received at LCCC in performing your job? (Somewhat/Very)</p>  <table border="1"> <caption>How useful was the education you received at LCCC in performing your job? (Somewhat/Very)</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>93%</td> <td>19</td> </tr> <tr> <td>2017</td> <td>71%</td> <td>18</td> </tr> <tr> <td>2018</td> <td>99%</td> <td>7</td> </tr> <tr> <td>2019</td> <td>75%</td> <td>12</td> </tr> <tr> <td>2020</td> <td>90%</td> <td>10</td> </tr> <tr> <td>2021</td> <td>93%</td> <td>15</td> </tr> </tbody> </table>	Year	Percentage	n	2016	93%	19	2017	71%	18	2018	99%	7	2019	75%	12	2020	90%	10	2021	93%	15
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<p>The goal is for ≥90% of business graduates to respond either "Good" or "Excellent".</p>	<p>LCCC <b>Annual Graduate Survey</b> which occurs 6 months after graduation. Responses for Business Department students were disaggregated and are being reported here. Students were asked the following question: "If you attended or are attending a 4-year college or university, please rate the way courses at LCCC prepared you for continuing your education.". Possible answers were (A) Excellent, (B) Good, or (C) Poor.</p>	<p>Student responses met the goal in 2016, but then there was a steady decline for 3 years followed by 2 good years. It should be noted that these responses were not from all survey participants, they were only from those respondents who transferred to 4-year schools.</p>	<p>These were low response rates given that the majority of Business Department graduates transfer. An explanation for this could be that students still engaged in their academic pursuits are less likely to "look back" by responding to the survey. The downward trend which continued for 3 years was troubling, but surprisingly, the scores rebounded beginning with the pandemic year! This could be due to the more intense focus on satisfying students' needs</p>	<p>Transfer students will be encouraged to begin looking at 4-year programs as early as possible. Faculty will discuss this in their classes. Existing articulation agreements will be reviewed with the goal of making them all current by the end of 2022-2023. Students will be encouraged to review the various dual admissions and articulation agreements which are available the LCCC Transfer Services webpage.</p>	<p>How well did LCCC prepare you for your 4-year institution? (Good/Excellent)</p>  <table border="1"> <caption>How well did LCCC prepare you for your 4-year institution? (Good/Excellent)</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>90%</td> <td>8</td> </tr> <tr> <td>2017</td> <td>77%</td> <td>13</td> </tr> <tr> <td>2018</td> <td>72%</td> <td>4</td> </tr> <tr> <td>2019</td> <td>68%</td> <td>5</td> </tr> <tr> <td>2020</td> <td>100%</td> <td>6</td> </tr> <tr> <td>2021</td> <td>88%</td> <td>8</td> </tr> </tbody> </table>	Year	Percentage	n	2016	90%	8	2017	77%	13	2018	72%	4	2019	68%	5	2020	100%	6	2021	88%	8
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The goal is for ≥ 75% of business graduates to respond either "Excellent".	LCCC <u>Annual Graduate Survey</u> which occurs 6 months after graduation. Responses for Business Department students were disaggregated and are being reported here. Students were asked the following question: "How would you rate your overall educational experience at LCCC?". Possible answers were (A) Excellent, (B) Good, or (C) Poor.	Student responses met the goal in the first 2 years and the last 2 years, but there was a downward trend from 2017, 2018, & 2019.	Again, a downward trend continuing for 3 years was observed, and then the scores rebounded beginning with the pandemic year. This could be more evidence that the intense focus on satisfying students' needs given the unique challenges of the pandemic.	During 2019-2020 and 2020-2021, in particular, faculty in the Business Department, and faculty college-wide, put more energy into communicating in an empathetic way with students encouraging them to discuss with their instructors any challenges they were facing. Faculty focused more than in previous years on intervening with students who were struggling in their classes to offer help. The Business Department faculty have continued these practices as a permanent aspect of their teaching.	<p>How would you rate your overall experience at LCCC? (Excellent)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>90%</td> <td>19</td> </tr> <tr> <td>2017</td> <td>77%</td> <td>18</td> </tr> <tr> <td>2018</td> <td>72%</td> <td>7</td> </tr> <tr> <td>2019</td> <td>68%</td> <td>12</td> </tr> <tr> <td>2020</td> <td>100%</td> <td>10</td> </tr> <tr> <td>2021</td> <td>88%</td> <td>15</td> </tr> </tbody> </table>	Year	Percentage	n	2016	90%	19	2017	77%	18	2018	72%	7	2019	68%	12	2020	100%	10	2021	88%	15
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The goal is for ≥ 90% of business graduates to respond either "Yes, Fully".	LCCC <u>Annual Graduate Survey</u> which occurs 6 months after graduation. Responses for Business Department students were disaggregated and are being reported here. Students were asked the following question: "Did you accomplish your main objective at LCCC?". Possible answers were (A) Yes, fully, (B) Yes, partly, or (C) No.	Responses ranged between 63%-98% except for one year in 2019 where the responses averaged 43%.	The 3-year upward trend at the beginning of the 6-year period is exactly counter to the results of the previous question about overall experience (except for 2019). Faculty are at a loss to explain how it could be that students were less pleased with their overall experience at LCCC during this period while at the same time they were more able to accomplish their main objectives at LCCC.	These measurements will continue, but data will be reported for the "Overall Experience" question for students who reply "Excellent" or "Good" rather than just "Excellent", and on the "Main Objective" question for students who responded "Yes, Fully" and "Yes, Partly" rather than just "Yes, Fully". This might reveal whether responses to the two questions measured this way are in better agreement.	<p>Did you accomplish your main objective at LCCC? (Yes, Fully)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>68%</td> <td>19</td> </tr> <tr> <td>2017</td> <td>80%</td> <td>18</td> </tr> <tr> <td>2018</td> <td>98%</td> <td>7</td> </tr> <tr> <td>2019</td> <td>43%</td> <td>12</td> </tr> <tr> <td>2020</td> <td>91%</td> <td>10</td> </tr> <tr> <td>2021</td> <td>63%</td> <td>15</td> </tr> </tbody> </table>	Year	Percentage	n	2016	68%	19	2017	80%	18	2018	98%	7	2019	43%	12	2020	91%	10	2021	63%	15
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<p>The goal is for ≥90% of business graduates to respond either "Yes".</p>	<p>LCCC <u>Annual Graduate Survey</u> which occurs 6 months after graduation. Responses for Business Department students were disaggregated and are being reported here. Students were asked the following question: "Would you recommend LCCC to another person?". Possible answers were (A) Yes, or (B) No.</p>	<p>This is perhaps the most important question and student responses exceeded the goal each of the 6 years.</p>	<p>With any endeavor a person is engaged in, or was recently engaged in, one can find fault and identify weaknesses that can prompt quality improvements. However, if ultimately the person would still recommend the endeavor to others, this indicates that the person was pleased overall with the experience, and that they would "do it all over again". This is a good result.</p>	<p>The initiatives mentioned above will contribute to maintaining or improving scores on this question.</p>	 <table border="1"> <caption>Would you recommend LCCC to another person? (Yes)</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>91%</td> <td>19</td> </tr> <tr> <td>2017</td> <td>93%</td> <td>18</td> </tr> <tr> <td>2018</td> <td>99%</td> <td>7</td> </tr> <tr> <td>2019</td> <td>93%</td> <td>12</td> </tr> <tr> <td>2020</td> <td>100%</td> <td>10</td> </tr> <tr> <td>2021</td> <td>93%</td> <td>15</td> </tr> </tbody> </table>	Year	Percentage	Sample Size (n)	2016	91%	19	2017	93%	18	2018	99%	7	2019	93%	12	2020	100%	10	2021	93%	15
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<p>Regarding challenges students face, the Business Department has no particular preference, so there was no goal for this measurement. This question which yielded categorical data was intended to provide a greater understanding of our business students by better informing us of the challenges they face in online courses.</p>	<p>These data are from the <u>Distance Education Survey</u> which is conducted every few years, but this question was added in 2019. Responses from Business Department students were disaggregated and are reported here. Students were asked the following question: "Please indicate your challenges as an online student." Possible responses were "Assignments", "Course Requirements", "Time Management", "Technical/Computer Skills", and "No Challenges", and students checked all that applied to them.</p>	<p>Overwhelmingly, "Time Management" was given as the biggest challenge to students' both times this survey included the question.</p>	<p>While time management is one of the biggest challenges, if not THE biggest challenge to all community college students, it is an even bigger challenge for certain online students. In the Business Department, typically, online classes include a schedule of weekly assignments which are due by Sunday at midnight. The student who struggles with self-discipline waits until Sunday evening to begin work on the class including the assignments rather than working throughout the week.</p>	<p>While a more detailed assignment schedule which would have assignments due several times per week would reduce flexibility, it would help the online student who lacks self-discipline. However, such a change might have a negative affect on the student who does not struggle with time management because the course would become less flexible. It is the flexibility and convenience of online classes that students note as the biggest benefit. Faculty will continue to discuss whether to implement more detailed assignment due-date schedules in their classes.</p>	<p>(SEE BELOW)</p>																					
<div style="text-align: center;"> <p>Please indicate your challenges as an online student.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Challenges as an Online Student (2019 vs 2022)</caption> <thead> <tr> <th>Challenge Category</th> <th>2019 (n=57)</th> <th>2022 (n=49)</th> </tr> </thead> <tbody> <tr> <td>Assignments</td> <td>26%</td> <td>0%</td> </tr> <tr> <td>Course Requirements</td> <td>11%</td> <td>0%</td> </tr> <tr> <td>Time Management</td> <td>49%</td> <td>45%</td> </tr> <tr> <td>Technology/Computer Skills</td> <td>4%</td> <td>0%</td> </tr> <tr> <td>No Challenges</td> <td>25%</td> <td>0%</td> </tr> <tr> <td>Skipped Question</td> <td>11%</td> <td>55%</td> </tr> </tbody> </table> </div>						Challenge Category	2019 (n=57)	2022 (n=49)	Assignments	26%	0%	Course Requirements	11%	0%	Time Management	49%	45%	Technology/Computer Skills	4%	0%	No Challenges	25%	0%	Skipped Question	11%	55%
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<p>The goal is for ≥90% of business students to respond either "Good", "Very Good", or "Excellent".</p>	<p>These data are from the <u>Distance Education Survey</u> which is conducted every few years. Responses from Business Department students were disaggregated and are reported here. Students were asked the following question: "Please rate your overall experience taking online classes at LCCC.". Possible responses were (A) Excellent, (B) Very Good, (C) Good, (D) Fair, or (E) Poor.</p>	<p>The goal was achieved with the first measurement but then fell short in 2019 and 2022.</p>	<p>The pandemic initially forced students from face-to-face (F2F) classes into virtual online or asynchronous online classes, even those who are not well-suited for success in online classes. But, as society gradually recovered from the pandemic, many of these students continued to choose online classes, and these data reflect this. Students' fears of coming to campus have been slow to subside. Students who struggle with time management (see next question) need the discipline of seat time in F2F classes.</p>	<p>It is believed that these results are directly related to what students indicate as their biggest challenge with online classes: Time Management. The change noted above will be considered. The Business Department will request that this survey continue to be administered every two years.</p>	<p>Rate your overall experience taking online classes. (Good/Very Good/Excellent)</p> <table border="1"> <caption>Rate your overall experience taking online classes</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>96%</td> <td>51</td> </tr> <tr> <td>2019</td> <td>71%</td> <td>57</td> </tr> <tr> <td>2022</td> <td>78%</td> <td>49</td> </tr> </tbody> </table>	Year	Percentage	Sample Size (n)	2015	96%	51	2019	71%	57	2022	78%	49
Year	Percentage	Sample Size (n)															
2015	96%	51															
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<p>The goal is for ≥90% of transfer institution faculty to respond either "Agree" or "Strongly Agree".</p>	<p>This data is from the <u>Transfer Institution Faculty Survey</u> in which faculty at 7 of LCCC graduates' most popular transfer institutions participated in Spring 2022. Faculty who participated were from King's College, Wilkes University, Misericordia University, Bloomsburg University, Keystone College, Penn State University, and Temple University. Faculty were asked about their agreement with the following statement: "In your experience, transfer students from LCCC business programs are prepared for course work in a 4 year college/university business program." Possible responses were "Strongly Agree", "Agree", "Neither Agree nor Disagree", "Disagree", and "Strongly Disagree".</p>	<p>This survey was first instituted in Spring 2022. Results fell just short of the goal with 87.5% of respondents choosing "Strongly Agree" and "Agree". Of the 32 respondents, 2 chose "Disagree". Another 2 respondents chose "Neither Agree nor Disagree" which possibly indicates that they were not able to identify which of their students were LCCC transfer students.</p>	<p>Even though only 2 chose "Disagree", it is still difficult to see for the faculty. If those who chose "Neither Agree nor Disagree" really were not able to recognize LCCC students, in a way, this is a complement because the LCCC transfer students are indistinguishable from the students who first enrolled at the 4-year institution as freshmen. The results ended up very close to the goal.</p>	<p>If the point is to impress the 4-year faculty with the preparation of LCCC transfer students for success at the 4-year institution, the most important action to take is to continue to find ways to better prepare our students. Although faculty respondents were anonymous, we do know that the 2 faculty who responded "Disagree" were accounting professors. Outreach to transfer accounting faculty might improve their perceptions. This survey will continue every two years.</p>	<p>Transfer students from LCCC business programs are prepared for course work in a 4 year college/university business program (n=32)</p> <table border="1"> <caption>Transfer students from LCCC business programs are prepared for course work in a 4 year college/university business program (n=32)</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>37.5%</td> </tr> <tr> <td>Agree</td> <td>50.0%</td> </tr> <tr> <td>Neither Agree nor Disagree</td> <td>6.3%</td> </tr> <tr> <td>Disagree</td> <td>6.3%</td> </tr> <tr> <td>Strongly Disagree</td> <td>0.0%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	37.5%	Agree	50.0%	Neither Agree nor Disagree	6.3%	Disagree	6.3%	Strongly Disagree	0.0%
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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 goal is for ≥90% of Advisory Board members to respond "Strongly Agree" to each of the questions.	This data is from the <u>Advisory Board Survey</u> in which Advisory Board members participated in Spring 2022. They were asked a series of questions regarding the effectiveness of LCCC's programs and how well LCCC acts on input from the Advisory Board. For each statement, possible responses were "Strongly Agree", "Agree", "Neither Agree nor Disagree", "Somewhat Disagree", and "Disagree".	Greater than 90% "strongly agreed" that both our A.S. and our A.A.S. programs do a good job of preparing students for their next step. Nearly 90% "strongly agreed" that our programs prepare students with the right technical skills. But, we missed our goal on the other two questions. Only 77% "strongly agreed" that their input was being used in the curriculum, and 77% "strongly agreed" that our students are being prepared with good communication skills.	The most common complaint advisory board members in all departments is that new college graduates they interview and hire have poor communication skills, so the 77% score on that question is not surprising. The 77% score on the "board input" question was disappointing, but should be addressed.	In advisory board meetings, it will be our practice to begin each meeting by reviewing the action items from the previous meeting including any curriculum changes (or instructional changes) that were made based on the group's input. The Business Department will continue to conduct this survey every two years.	<p>Do you strongly agree with the following? (n=13)</p> <table border="1"> <thead> <tr> <th>Statement</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A.S. Programs Prep Students for Transfer</td> <td>92%</td> </tr> <tr> <td>A.A.S. Programs Prep Students for the Workforce</td> <td>92%</td> </tr> <tr> <td>Board's Input is Used in Curriculum</td> <td>77%</td> </tr> <tr> <td>Programs with Comm Skills</td> <td>77%</td> </tr> <tr> <td>Programs with Tech Skills</td> <td>86%</td> </tr> </tbody> </table>	Statement	Percentage	A.S. Programs Prep Students for Transfer	92%	A.A.S. Programs Prep Students for the Workforce	92%	Board's Input is Used in Curriculum	77%	Programs with Comm Skills	77%	Programs with Tech Skills	86%
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The goal is for ≥90% of business students to respond "Good" or "Excellent".	These data are from the <u>Community College Survey of Student Engagement (CCSSE)</u> . The CCSSE is a nationally administered survey conducted in the Spring to mostly returning students. These data, from Spring 2021, are the disaggregated responses of LCCC business students. Question 36 asked students the following: "How would you evaluate your overall education experienced at this college?"	Currently, 83% of business students feel their overall education at this college is either "good" or "excellent".	In order to diagnose any reason(s) students responded "Fair" or "Poor", disaggregated business student data for other survey questions will be analyzed.	Due to the cost associated with this survey, the college does not participate every year. However, in every year that the college does participate, the Business Department will request disaggregated data for business students. Also, disaggregated data for other survey questions will be collected and analyzed.	<p>How would you evaluate your overall education experienced at this college? (n=44)</p> <table border="1"> <thead> <tr> <th>Evaluation</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>55%</td> </tr> <tr> <td>Good</td> <td>30%</td> </tr> <tr> <td>Fair</td> <td>11%</td> </tr> <tr> <td>Poor</td> <td>5%</td> </tr> </tbody> </table>	Evaluation	Percentage	Excellent	55%	Good	30%	Fair	11%	Poor	5%		
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The goal is for ≥90% of business faculty to respond "Very Satisfied" or "Satisfied".	These data are from the <u>Business Department Faculty Survey</u> conducted in Spring 2022. The results of this survey are given more focus in Standard 5, but one measurement reported here asks faculty the following: "Please rate your level of satisfaction with your overall teaching experience at LCCC". Participating were 4 full-time faculty and 8 part-time faculty.	The goal was exceeded with 92% of business faculty expressing satisfaction with their overall teaching experience. One faculty member responded "Somewhat Satisfied".	While the goal was met, it was somewhat surprising that more did not respond "Very Satisfied". Qualitative responses to other questions in this survey recorded that one respondent felt underutilized because he/she could be teaching more credits than he/she was being assigned. That faculty member likely was the one who responded "Somewhat Satisfied" to this question.	In order to better understand why so many faculty are "Satisfied" but not "Very Satisfied", the Department Chair will make it a practice to have a phone conversation with every faculty member prior to the start of the semester. As it is, the Department Chair emails each faculty member so that the details of his/her teaching schedule can be provided, but this does not allow for as much back-and-forth communication as a phone call would allow.	<p>What is your level of satisfaction with your overall teaching experience for LCCC? (n=12)</p> <table border="1"> <thead> <tr> <th>Satisfaction Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Satisfied</td> <td>50%</td> </tr> <tr> <td>Satisfied</td> <td>42%</td> </tr> <tr> <td>Somewhat Satisfied</td> <td>8%</td> </tr> <tr> <td>Unsatisfied</td> <td>0%</td> </tr> <tr> <td>Very Unsatisfied</td> <td>0%</td> </tr> </tbody> </table>	Satisfaction Level	Percentage	Very Satisfied	50%	Satisfied	42%	Somewhat Satisfied	8%	Unsatisfied	0%	Very Unsatisfied	0%
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**AS in Accounting  
Program Learning Outcome (PLO)  
Assessment Schedule**

<b>AS in Accounting (AS.ACC)</b>	<b>PLO 1: Prepare and analyze United States generally accepted accounting principle financial statements.</b>	<b>PLO 2:  Prepare individual United States tax return.</b>	<b>PLO 3:  Apply critical thinking skills to business scenarios.</b>	<b>PLO 4: Apply basic business law concepts to accounting situations.</b>
Assessment Tool	Scored with a rubric, the Financial Statement Analysis Project required students to analyze the financial statement using various techniques such as ratio analysis, vertical and horizontal analysis, and other analysis methods.	Comprehensive Tax Return Capstone Project	Essay question on test asking students to critically analyze the choice between an economic system based on capitalism and an economic system based on socialism scored using a rubric	Embedded questions on test where students will read and analyze a case study on Common Law Accountant Liability to Clients and answer various questions. Grading automatic.
Course	ACC-212 (Intermediate Accounting II)	ACC-214 (Tax Accounting)	ECO-151 (Principles of Economics I)	BUS 261- (Business Law I)
Assessment Semester 1	Spring 2016	Fall 2017	Fall 2020	Spring 2021
Assessment Semester 2	Spring 2017	Fall 2018	Spring 2021	Fall 2021
Assessment Semester 3	Spring 2018	Fall 2019	Fall 2021	Spring 2022

**AAS in Accounting Technology  
Program Learning Outcome (PLO)  
Assessment Schedule**

<b>AAS in Accounting Technology (AAS.ACC)</b>	<b>PLO 1: analyze United States generally accepted accounting principle financial</b>	<b>PLO 2: Prepare individual United States tax return.</b>	<b>PLO 3: Prepare and analyze budget information for a company.</b>	<b>PLO 4: Demonstrate use of accounting software in simulated company situations.</b>	<b>PLO 5: Apply basic business law concepts to accounting situations.</b>
Assessment Tool	Scored with a rubric, the Financial Statement Analysis Project required students to analyze the financial statement using various techniques.	Comprehensive Tax Return Capstone Project	A auto corrected problem where students are required to show proficiency in the master budget process, create flexible budgets and then compare actual data to standard data for material, labor and overhead both fixed and variable.	Embedded questions in Comprehensive Final Exam	Embedded questions on test where students will read and analyze a case study on Common Law Accountant Liability to Clients and answer various questions. Grading automatic
Course	ACC-212 (Intermediate Accounting II)	ACC-214 (Tax Accounting)	ACC-213 (Managerial Accounting)	ACC-121 (Applications in Microcomp Acctg)	BUS 261- (Business Law I)
Assessment Semester 1	Spring 2016	Fall 2017	Spring 2020	Spring 2019	Spring 2021
Assessment Semester 2	Spring 2017	Fall 2018	Fall 2020	Spring 2020	Fall 2021
Assessment Semester 3	Spring 2018	Fall 2019	Spring 2021	Spring 2021	Spring 2022

**AS in Business Administration  
Program Learning Outcome (PLO)  
Assessment Schedule**

<b>AS in Business Administration (AS.BUS)</b>	<b>PLO 1:  Apply critical thinking to business scenarios.</b>	<b>PLO 2:  Demonstrate an understanding of business principles through written and oral reports.</b>	<b>PLO 3:  Prepare and analyze various business documents.</b>
Assessment Tool	Essay question on test asking students to critically analyze the choice between an economic system based on capitalism and an economic system based on socialism scored using a rubric	Marketing Plan capstone assignment including a written paper and a PowerPoint presentation scored using a rubric	Embedded test question. Students will demonstrate the ability to create a statement of cash flow.
Course	ECO-151 (Principles of Economics I)	BUS-201 (Principles of Marketing)	ACC-112 (Principles of Accounting II)
Assessment Semester 1	Fall 2020	Spring 2017	Spring 2020
Assessment Semester 2	Spring 2021	Fall 2017	Fall 2020
Assessment Semester 3	Fall 2021	Spring 2018	Spring 2021

**AAS in Business Management  
Program Learning Outcome (PLO)  
Assessment Schedule**

<b>AS in Business Management (AAS.BUM)</b>	<b>PLO 1:  Apply critical thinking to business scenarios.</b>	<b>PLO 2:  Analyze business documents to support managerial decision making.</b>	<b>PLO 3:  Demonstrate effective managerial communication skills.</b>
Assessment Tool	Question on test asking students about monetary policy	Embedded test question. Students will demonstrate the ability to create a statement of cash flow.	Marketing Plan capstone assignment including a written paper and a PowerPoint presentation scored using a rubric
Course	ECO-151 (Principles of Economics I)	ACC-112 (Principles of Accounting II)	BUS-201 (Principles of Marketing)
Assessment Semester 1	Fall 2019	Spring 2020	Spring 2017
Assessment Semester 2	Spring 2020	Fall 2020	Fall 2017
Assessment Semester 3	Fall 2020	Spring 2021	Spring 2018

**AS in Legal Assisting (Paralegal)  
Program Learning Outcome (PLO)  
Assessment Schedule**

<b>AAS in Legal Assisting (Paralegal) (AAS.LEG)</b>	<b>PLO 1:  Apply fundamental legal concepts and principles.</b>	<b>PLO 2:  Apply critical thinking skills to legal and social issues.</b>	<b>PLO 3: Conduct legal research using both primary and secondary sources in either printed or electronic versions.</b>	<b>PLO 4:  Prepare legal documents.</b>	<b>PLO 5: Explain the constitutional foundation of the federal and state court systems for both civil and criminal procedures.</b>
Assessment Tool	Internship supervisors' evaluations at the conclusion of the internship.	Capstone project due at the end of the semester.	Research Project #3 due at the end of the semester.	Capstone project requiring the completion of 6 Tasks which involve the creation of various legal documents.	Embedded questions on Test #1.
Course	LAP-279 (Paralegal Inernship)	LAP-202 (Estate Law)	LAP-250 (Legal Research & Writing)	LAP-100 (Intro to Paralegal Studies)	LAP-100 (Intro to Paralegal Studies)
Assessment Semester 1	Spring 2016	Fall 2017	Fall 2022	Fall 2017	Fall 2020
Assessment Semester 2	Summer 2017	Fall 2019	Fall 2024	Fall 2018	Fall 2021
Assessment Semester 3	Summer 2018	Fall 2021	Fall 2026	Fall 2019	Fall 2022

**AS in Legal Assisting (Paralegal)  
Program Learning Outcome (PLO)  
Assessment Schedule**

	<b>PLO 1:</b>	<b>PLO 2:</b>	<b>PLO 3:</b>	<b>PLO 4:</b>	<b>PLO 5:</b>	<b>PLO 6:</b>	<b>PLO 7:</b>
<b>AS in Health Care Management (AS.HCM)</b>	<b>Explain the major components of today's healthcare system, ...</b>	<b>Discuss the impact of advanced medical technology ...</b>	<b>Propose a basic plan for healthcare delivery reform ...</b>	<b>Identify mgt strategies for the changing healthcare environ.</b>	<b>Examine mgt of finance, information systems, issues, and trends ...</b>	<b>Develop skills to manage coord. of care activities and services.</b>	<b>Analyze federal, state, and local healthcare policies and procedures ...</b>
Assessment Tool	Essay questions on quizzes, test.	Essay questions on quiz, test.	Essay questions on quizzes, test.	Essay questions on quizzes, test.	Essay questions on quizzes, test.	Essay questions on test.	Essay questions on quiz, test.
Course	HCM-101 (Intro to H.C. Systems)	HCM-101 (Intro to H.C. Systems)	HCM-101 (Intro to H.C. Systems)	HCM-201 (Medical Practice Mgt)	HCM-201 (Medical Practice Mgt)	HCM-201 (Medical Practice Mgt)	HCM-201 (Medical Practice Mgt)
Assessment Semester 1	Fall 2021	Fall 2021	Fall 2021	Spring 2022	Spring 2022	Spring 2022	Spring 2022
Assessment Semester 2	Fall 2022	Fall 2022	Fall 2022	Spring 2023	Spring 2023	Spring 2023	Spring 2023
Assessment Semester 3	Fall 2023	Fall 2023	Fall 2023	Spring 2024	Spring 2024	Spring 2024	Spring 2024

**Table 4.1 - Standard 4 Student Learning Assessment**

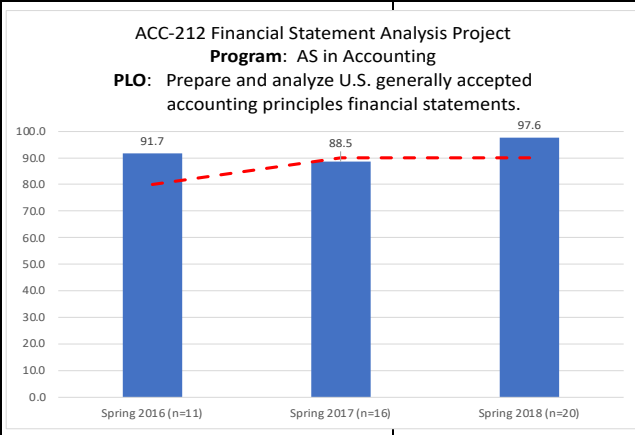
**Use this table to supply data for Criterion 4.1.**

<b>Performance Indicator</b>	<b>You must provide assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results.</b>
<b>1. Student Learning Results</b>	<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><b>Direct</b> - Assessing student performance by examining samples of student work  <b>Indirect</b> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.  <b>Formative</b> – An assessment conducted during the student’s education.  <b>Summative</b> – An assessment conducted at the end of the student’s education.  <b>Internal</b> – An assessment instrument that was developed within the business unit.  <b>External</b> – An assessment instrument that was developed outside the business unit.  <b>Comparative</b> – Compare results to external students using data from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc.</p>

Identified in Criterion 4.2	Criterion 4.1	Analysis of Results			Criterion 4.3
Approach	Deployment (Do not use course grades or GPA)	Results	Analysis of Results	Improvement Action Taken or Improvement made	Criterion 4.3 Insert Graphs (3-5 data pts)
<b>Program Learning objectives</b> SLO1, SLO2, etc. <b>Measurable Goals</b> 80%, 5.5 or above, etc.	<b>What is your measurement instrument or process?</b> (Indicate type of instrument) direct, formative, internal, comparative	<b>What are your current results?</b>	<b>What did you learn from the results?</b>	<b>What did you improve or what is your next step?</b>	

**AS in Accounting**

<p><b>PLO 1:</b> Prepare and analyze United States generally accepted accounting principle financial statements.  <b>Goal:</b> Student average score ≥ 80 in Spring 2016, and ≥ 90 in Spring 2017 &amp; Spring 2018.</p>	<p><b>ACC-212 (Intermediate Accounting II):</b> Financial Statement Analysis Capstone Project.  <b>Measurement Instrument:</b> Project scored with a rubric which required students to analyze the financial statement using various techniques such as ratio analysis, vertical and horizontal analysis, and other analysis methods learned through their Intermediate Accounting I &amp; II experiences. This is a direct, summative, internal assessment.</p>	<p>AS in Accounting students exceeded the goal of 80 with an average of 91.7 in the Spring of 2016. The goal was then increased to 90 for Spring 2017 and 2018. Students scored 88.5 and 97.6 in 2017 and 2018 Spring semesters respectively.</p>	<p>Student performance was not being scored consistently on the rubric in use. Spring 2016 students in online classes were assessed using a different rubric than traditional class students. After the new rubric and method was used in Spring 2017 there were still some point values that needed to be reexamined for the Spring 2018 rubric.</p>	<p>After the Fall 2015 &amp; Spring 2016 semesters, lesson plans were changed in Intermediate Accounting I &amp; 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. This teaching approach has continued and performance by the students was not the issue in Spring 2017. All students whether online or traditional were assessed using the same rubric and technique.</p>	(SEE BELOW)
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They all completed a paper AND presented their findings in a formal presentation. This helped in having an "equal" assessment field. However the rubric point values were still not completely assessing the true value of the project. In the Spring of 2018 the rubric was revised to better enhance and measure the project and presentation. At this point the rubric needs no further refining. Students are meeting the goal. A different assessment will be used in the future to assess this outcome.



Identified in Criterion 4.2		Analysis of Results											
Criterion 4.1	Criterion 4.3	Criterion 4.4	Criterion 4.3	Criterion 4.3	Criterion 4.3								
Approach Program Learning objectives SLO1, SLO2, etc. Measurable Goals 80%, 5.5 or above, etc.	Deployment (Do not use course grades or GPA) What is your measurement instrument or process? (Indicate type of instrument) direct, formative, internal, comparative	Results What are your current results?	Analysis of Results What did you learn from the results?	Improvement Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs (3-5 data pts)								
<p><b>PLO 2:</b> Prepare an Individual United States tax return. <b>Goal:</b> 90% of students will earn <math>\geq</math> 80%.</p>	<p><b>ACC-214 (Tax Accounting):</b> Comprehensive Tax Return Capstone Group Project. <b>Measurement Instrument:</b> Students completed a comprehensive individual federal income tax return using all tax concepts learned throughout the semester. This is a direct, summative, internal assessment</p>	<p>AS 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. The AS students are the higher performing academic students overall, and performance on this assessment reflects this.</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. 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>	<p>(SEE BELOW)</p>								
<div style="text-align: center;"> <p><b>Assessment: ACC-214 Tax Return Project</b> <b>Program: AS in Accounting</b></p> <p><b>Goal: 90% of the students will score <math>\geq</math> 80%</b></p> <table border="1"> <caption>Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Percentage Scored <math>\geq</math> 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> </div>						Year	Percentage Scored $\geq$ 80%	Fall 2017 (n=5)	100.00%	Fall 2018 (n=4)	76.00%	Fall 2019 (n=6)	100.00%
Year	Percentage Scored $\geq$ 80%												
Fall 2017 (n=5)	100.00%												
Fall 2018 (n=4)	76.00%												
Fall 2019 (n=6)	100.00%												

Identified in Criterion 4.2		Analysis of Results																							
Approach	Criterion 4.1	Criterion 4.3	Criterion 4.4	Criterion 4.3	Criterion 4.3																				
<p><b>Program Learning objectives</b> SLO1, SLO2, etc.</p> <p><b>Measurable Goals</b> 80%, 5.5 or above, etc.</p> <p><b>PLO 3:</b> Apply critical thinking skills to business scenarios. <b>Goal:</b> 80% of students will score <math>\geq 2</math> (out of 3) on each criteria score, and <math>\geq 6</math> (out of 10) on total score.</p>	<p><b>Deployment</b> (Do not use course grades or GPA)</p> <p><b>What is your measurement instrument or process?</b> (Indicate type of instrument) direct, formative, internal, comparative</p> <p><b>ECO-151 (Principles of Economics I) -</b> Critical Thinking Essay. <b>Measurement Instrument:</b> Essay question on the final exam asked students to critically analyze the choice between an economic system based on capitalism and an economic system based on socialism scored using a rubric. This is a direct, summative, internal assessment.</p>	<p><b>Results</b></p> <p>What are your current results?</p> <p>Students missed the target on "Presents Information" criterion and "Total Score" in Semester 1, then averaged 100% on all criteria in Semester 2, and dropped off some in Semester 3 although they were close to the target.</p>	<p><b>Analysis of Results</b></p> <p>What did you learn from the results?</p> <p>Sample sizes were small for this small program with n=7, 3, &amp; 4 in Semesters 1, 2, &amp; 3. Some semesters (like Semester 2) there are just three outstanding transfer accounting students, and other years not.</p>	<p><b>Improvement</b></p> <p>Action Taken or Improvement made</p> <p>What did you improve or what is your next step?</p> <p>More discussion in class of what critical thinking is and how to do it well was added after Semester 1. After Semester 2, the instructor began sharing/discussing the scoring rubric with the students so they could better understand expectations. After Semester 3, it was recognized that students overall scored the most poorly on "Presents Information". Students could make valid conclusions fairly well, and some understood the information that supported those conclusions, but they were just not communicating the supporting information in their essays. In class, the instructor began explaining how crucial it is to present pertinent information that supports the conclusion. Going forward, improvement to the rubric will be attempted to safeguard against inconsistent scoring by the instructor from one period to the next.</p>	<p>Insert Graphs (3-5 data pts)</p> <p>(SEE BELOW)</p>																				
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<div style="text-align: center;"> <p>Assessment: Business Law Case Study Program: AS in Accounting Goal: Student average score of 80</p> <table border="1"> <caption>Assessment: Business Law Case Study Data</caption> <thead> <tr> <th>Term</th> <th>Sample Size (n)</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>13</td> <td>70.8</td> </tr> <tr> <td>Spring 2020</td> <td>6</td> <td>78.3</td> </tr> <tr> <td>Fall 2020</td> <td>9</td> <td>85.6</td> </tr> <tr> <td>Spring 2021</td> <td>7</td> <td>78.6</td> </tr> <tr> <td>Fall 2021</td> <td>3</td> <td>86.7</td> </tr> </tbody> </table> </div>						Term	Sample Size (n)	Average Score	Fall 2019	13	70.8	Spring 2020	6	78.3	Fall 2020	9	85.6	Spring 2021	7	78.6	Fall 2021	3	86.7
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<p><b>PLO 1:</b> Prepare and analyze United States generally accepted accounting principle financial statements.</p> <p><b>Goal:</b> Student average score <math>\geq 80</math> in Spring 2016, and <math>\geq 90</math> in Spring 2017 &amp; Spring 2018.</p>	<p><b>ACC-212 (Intermediate Accounting II):</b> Financial Statement Analysis Capstone Project.</p> <p><b>Measurement Instrument:</b> Project scored with a rubric which required students to analyze the financial statement using various techniques such as ratio analysis, vertical and horizontal analysis, and other analysis methods learned through their Intermediate Accounting I &amp; II experiences. This is a direct, summative, internal assessment.</p>	<p>AAS in Accounting students exceeded the goal of 80 in Spring 2016, after a revision and instruction on analysis of ratio results. However, it was decided that this assessment would be used with the goal of 80 for Spring 2017 to determine if there were consistent results. The Spring 2017 results were 84.3. After meeting the desired goal, the results expected on this project were then increased to a goal of 90 for Spring 2018.</p>	<p>AAS in Accounting Students performance remained consistent from 2016 to 2017 where they reached the 80% goal. However some of the point values on the rubric were not truly measuring the student's performance appropriately. A revision was made to the rubric for properly measuring the performance of the student. This change to the rubric resulted in a 95.2% average in the Spring of 2018.</p>	<p>After the Fall 2015 &amp; Spring 2016 semesters, lesson plans were changed in Intermediate Accounting I &amp; 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 goal will continue for one more year to see if the changes produce longer term results for the AAS in Accounting Technology students. The scores during Spring 2017 improved and consistently stayed above the goal of 80. So, the goal was changed to 90 for Spring 2018. Students met this goal with required rubric changes to better assess performance of the student. A different assessment will be utilized in the future for measuring this PLO since students are consistently meeting the goal.</p>	(SEE BELOW)												
<p style="text-align: center;">ACC-212 Financial Statement Analysis Project  <b>Program:</b> AAS in Accounting Technology  <b>PLO:</b> Prepare and analyze U.S. generally accepted accounting principles financial statements.</p> <table border="1"> <caption>ACC-212 Financial Statement Analysis Project Student Average Scores</caption> <thead> <tr> <th>Semester</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>83.4</td> <td>11</td> </tr> <tr> <td>Spring 2017</td> <td>84.3</td> <td>16</td> </tr> <tr> <td>Spring 2018</td> <td>95.2</td> <td>20</td> </tr> </tbody> </table>						Semester	Score	n	Spring 2016	83.4	11	Spring 2017	84.3	16	Spring 2018	95.2	20
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<p><b>PLO 2:</b> Prepare an Individual United States tax return. <b>Goal:</b> 90% of students will earn <math>\geq</math> 80%.</p>	<p><b>ACC-214 (Tax Accounting):</b> Comprehensive Tax Return Capstone Group Project. <b>Measurement Instrument:</b> 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, summative, 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. The AS students are the higher performing academic students overall, and performance on this assessment reflects this.</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. 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>	<p>(SEE BELOW)</p>								
<div style="text-align: center;"> <p><b>Assessment: ACC-214 Tax Return Project</b> <b>Program: AAS in Accounting</b></p> <p><b>Goal: 90% of the students will score <math>\geq</math> 80%</b></p> <table border="1"> <caption>Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Percentage Scored <math>\geq</math> 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>50.00%</td> </tr> <tr> <td>Fall 2019 (n=6)</td> <td>100.00%</td> </tr> </tbody> </table> </div>						Year	Percentage Scored $\geq$ 80%	Fall 2017 (n=5)	100.00%	Fall 2018 (n=4)	50.00%	Fall 2019 (n=6)	100.00%
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<p><b>Program Learning objectives</b> SLO1, SLO2, etc. <b>Measurable Goals</b> 80%, 5.5 or above, etc.</p> <p><b>PLO 3:</b> Prepare and analyze budget information for a company. <b>Goal:</b> 90% of students will earn <math>\geq 75\%</math>.</p>	<p><b>ACC-213 (Managerial Accounting)</b> - Budgeting Exercise assigned as homework. <b>Measurement Instrument:</b> A budgeting exercise is assigned as homework in which the student is required to show proficiency in the master budget process, create flexible budgets and then compare actual data to standard data for material, labor and overhead, both fixed and variable. This is a direct, summative, internal assessment.</p>	<p>The goal was missed each of the first 3 years, then the goal was met in the last 2 years. Over the 5 year cycle, student performance was close to, or exceeded the goal all but once.</p>	<p>In early assessments, there was a misunderstanding of why/how this budget data is used to make the proper decisions as to budget standards and actual results. Beginning in 2019-2020, the students were able to master the budget process, create flexible budgets, and then compare actual data to standard data for material, labor and overhead, both fixed and variable.</p>	<p>The assessment mechanism was changed from a testing process to a homework assignment with pre-chapter work, which consists of an instructional video and a SmartBook module. After completion of this pre-chapter work, the student is given specific exercises to complete that encompass the budget process, flexible budgeting, and budget-to-actual outcome variances. The later assessments showed a dramatic increase in the understanding of the budget and variances of a business. It is believed that the assignment of pre-chapter work led to improved student performance on the exercises. The budget for material, labor and overhead show the student actual and planned variances to determine a solution for a manager in a business setting. Students are showing competency in this area, but since understanding this area of managerial accounting is so critical for decision making purposes, the assessment will remain the same for the next academic year.</p>	(SEE BELOW)																		
<p style="text-align: center;">Assessment: ACC-213 Static/Flexible Budget Process Exercise Program: AAS in Accounting Technology Goal: 90% of students will score <math>\geq 75</math></p> <table border="1"> <caption>Assessment Performance Data</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>Fall 2017-Spring 2018</td> <td>83%</td> <td>6</td> </tr> <tr> <td>Fall 2018-Spring 2019</td> <td>67%</td> <td>3</td> </tr> <tr> <td>Fall 2019-Spring 2020</td> <td>83%</td> <td>6</td> </tr> <tr> <td>Fall 2020-Spring 2021</td> <td>100%</td> <td>3</td> </tr> <tr> <td>Fall 2021-Spring 2022</td> <td>100%</td> <td>6</td> </tr> </tbody> </table>						Term	Percentage	Sample Size (n)	Fall 2017-Spring 2018	83%	6	Fall 2018-Spring 2019	67%	3	Fall 2019-Spring 2020	83%	6	Fall 2020-Spring 2021	100%	3	Fall 2021-Spring 2022	100%	6
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<p><b>PLO 4:</b> Demonstrate use of accounting software in simulated company situations. <b>Goal:</b> 90% of students will score <math>\geq 70</math> on assessment.</p>	<p><b>ACC-121 (Applications in Microcomp Acctg)</b> - Embedded questions in Comprehensive Final Exam <b>Measurement Instrument:</b> The Comprehensive Final Exam contains embedded questions that measure particularly well whether students learned to effectively use Quickbooks accounting software. This Spring-only course is only required of AAS in Accounting Technology students. This is a direct, summative, internal assessment.</p>	<p>Students were very close to the goal in the 1st semester, dropped slightly in the 2nd semester, then improved in the 3rd semester surpassing the goal.</p>	<p>Areas of focused instruction after the initial assessment may have helped in the long run. It should be noted that the small sample sizes reflect the relatively small number of students in the AAS in Accounting Technology program, and in a small program, the talent and abilities of the cohorts of students can vary from year-to-year.</p>	<p>Item analysis of performance on questions related to several key course learning objectives after the first two assessments helped the instructor to focus on students' weaknesses in the classroom.</p>	(SEE BELOW)																		
	<table border="1"> <caption>Assessment: ACC-121 Ebedded Qs in Comp Final Program: AAS in Accounting Technology</caption> <thead> <tr> <th>Term</th> <th>Score (%)</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Spring 2019</td> <td>87.5%</td> <td>8</td> </tr> <tr> <td>Spring 2020</td> <td>83.3%</td> <td>6</td> </tr> <tr> <td>Spring 2021</td> <td>100.0%</td> <td>8</td> </tr> </tbody> </table>		Term	Score (%)	n	Spring 2019	87.5%	8	Spring 2020	83.3%	6	Spring 2021	100.0%	8									
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<p><b>PLO 5:</b> Apply basic business law concepts to accounting situations. <b>Goal:</b> Student average score <math>\geq 80</math>.</p>	<p><b>BUS 261- (Business Law I):</b> Embedded test questions. <b>Measurement Instrument:</b> Test where students will read and analyze a case study on Common Law Accountant Liability to Clients and answer various questions. This is a direct, summative, internal assessment.</p>	<p>Performance of the AAS in Accounting Technology students increased a good deal after the first measurement, and surpassed the goal each of the last 4 measurements. These were small sample sizes though.</p>	<p>Surprisingly, the AAS in Accounting Technology students outperformed the AS in Accounting students. This is uncommon since the AS students generally are better academic students.</p>	<p>Even though on the surface this assessment yielded positive results, the assessment needs to be improved so that larger sample sizes that are measured. This assignment was an additional part of the course load for the students who may not have recognized the necessity for completion. Starting Fall 2022, the assignment will be a required quiz. This testing mechanism will have the same goal of a score of 80.</p>	(SEE BELOW)																		
	<table border="1"> <caption>Assessment: Business Law Case Study Program: AAS in Accounting</caption> <thead> <tr> <th>Term</th> <th>Score (%)</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>73.3</td> <td>3</td> </tr> <tr> <td>Spring 2020</td> <td>85.0</td> <td>2</td> </tr> <tr> <td>Fall 2020</td> <td>82.5</td> <td>4</td> </tr> <tr> <td>Spring 2021</td> <td>87.5</td> <td>2</td> </tr> <tr> <td>Fall 2021</td> <td>85.0</td> <td>3</td> </tr> </tbody> </table>		Term	Score (%)	n	Fall 2019	73.3	3	Spring 2020	85.0	2	Fall 2020	82.5	4	Spring 2021	87.5	2	Fall 2021	85.0	3			
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<p><b>PLO 1:</b> Apply critical thinking to business scenarios. <b>Goal:</b> 80% of students will score ≥ 2 (out of 3) on each criteria score, and ≥ 6 (out of 10) on total score.</p>	<p><b>ECO-151 (Principles of Economics I) - Critical Thinking Essay.</b> <b>Measurement Instrument:</b> Essay question on the final exam asked students to critically analyze the choice between an economic system based on capitalism and an economic system based on socialism scored using a rubric. This is a direct, summative, internal assessment.</p>	<p>Students scored consistently near the target on "Understands the Problem" over 3 semesters. Performance declined markedly over 3 semesters for "Presents Information" and slightly for "Makes Valid Conclusions". Scores for "Total Score" increased, then decreased.</p>	<p>Overemphasis on improvement in "Presenting Information" in class may have caused the instructor to actually raise expectations affecting the scoring of this criterion.</p>	<p>More discussion in class of what critical thinking is and how to do it well was added after Semester 1. After Semester 2, the instructor began sharing/discussing the scoring rubric with the students so they could better understand expectations. After Semester 3, it was recognized that students overall scored the most poorly on "Presents Information". Students could make valid conclusions fairly well, and some understood the information that supported those conclusions, but they were just not communicating the supporting information in their essays. In class, the instructor began explaining how crucial it is to present pertinent information that supports the conclusion. Going forward, improvement to the rubric will be attempted to safeguard against inconsistent scoring by the instructor from one period to the next.</p>	<p>(SEE BELOW)</p>																				
<p>Assessment: ECO-151 Critical Thinking Essay Program: AS in Business Administration PLO: Apply critical thinking skills to business scenarios. GOAL: 80% of students will score ≥ 2 (out of 3) on each criteria score, and ≥ 6 (out of 10) on total score.</p> <table border="1"> <caption>Assessment Results Data</caption> <thead> <tr> <th>Criteria</th> <th>Fall 2020 (n=15)</th> <th>Spring 2021 (n=9)</th> <th>Spring 2022 (n=10)</th> </tr> </thead> <tbody> <tr> <td>Understands Problem</td> <td>80%</td> <td>78%</td> <td>80%</td> </tr> <tr> <td>Presents Information</td> <td>85%</td> <td>68%</td> <td>70%</td> </tr> <tr> <td>Makes Valid Conclusions</td> <td>92%</td> <td>88%</td> <td>80%</td> </tr> <tr> <td>Total</td> <td>75%</td> <td>78%</td> <td>60%</td> </tr> </tbody> </table>						Criteria	Fall 2020 (n=15)	Spring 2021 (n=9)	Spring 2022 (n=10)	Understands Problem	80%	78%	80%	Presents Information	85%	68%	70%	Makes Valid Conclusions	92%	88%	80%	Total	75%	78%	60%
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<p><b>Program Learning objectives</b> SLO1, SLO2, etc. <b>Measurable Goals</b> 80%, 5.5 or above, etc.</p> <p><b>PLO 2:</b> Demonstrate an understanding of business principles through written and oral reports. <b>Goal:</b> 70% of students will score ≥ 9 on every section (≥ 7 on Presentation).</p>	<p><b>BUS-201 (Principles of Marketing)</b> - Marketing Plan project. <b>Measurement Instrument:</b> Capstone assignment including a written paper and a PowerPoint presentation scored using a rubric. Scores for each of 7 criteria are analyzed. This assessment was deployed each major semester in Years 1, 2, &amp; 3 of the five-year assessment cycle. This is a direct, summative, internal assessment.</p>	<p>Over the 6 semesters, students struggled with situational analysis although some improvement was noted. Not surprisingly, these AS students performed better than the AAS cohort (see their assessment results below).</p>	<p>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.</p>	<p>After Semester 2, entire class periods were dedicated to demonstration of SWOT analysis. After Semester 4, the requirement for each student to submit a draft SWOT for the instructor's review was added. Also at this time, there was a be greater emphasis on using marketing research to identify Os and Ts and on how secondary data collected in the marketing research section should be used to identify opportunities &amp; threats. All students find the "Segmentation Strategy" section to be the most difficult. In class, the instructor began giving each student to discuss their segmentation strategy with the instructor and class with the goal of improving it.</p>	<p>(SEE BELOW)</p>																																																								
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<div style="text-align: center;"> <p>Assessment: ACC-112 Statement of Cash Flow Prob Program: AS in Business Administration Goal: 90% of students will score <math>\geq</math> 80</p> <table border="1"> <caption>Assessment Results Data</caption> <thead> <tr> <th>Semester</th> <th>Number of Students (n)</th> <th>Percentage Meeting Goal (<math>\geq</math> 80)</th> </tr> </thead> <tbody> <tr> <td>Spring 2020</td> <td>19</td> <td>63.2%</td> </tr> <tr> <td>Fall 2020</td> <td>8</td> <td>75.0%</td> </tr> <tr> <td>Spring 2021</td> <td>17</td> <td>100.0%</td> </tr> </tbody> </table> </div>						Semester	Number of Students (n)	Percentage Meeting Goal ( $\geq$ 80)	Spring 2020	19	63.2%	Fall 2020	8	75.0%	Spring 2021	17	100.0%
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<b>PLO 1:</b> Apply critical thinking to business scenarios. <b>Goal:</b> 80% of students will score $\geq 2$ (out of 3) on each criteria score, and $\geq 6$ (out of 10) on total score.	<b>ECO-151 (Principles of Economics I) - Critical Thinking Essay.</b> <b>Measurement Instrument:</b> Essay question on the final exam asked students to critically analyze the choice between an economic system based on capitalism and an economic system based on socialism scored using a rubric. This is a direct, summative, internal assessment.	In general, the AAS students are the least high achieving group, and the decline in performance observed for the AS students was even more pronounced for this group.	Increased emphasis on improvement in class and the elevation of expectations on the part of the instructor in scoring over the three semesters affected this group the most.	More discussion in class of what critical thinking is and how to do it well was added after Semester 1. After Semester 2, the instructor began sharing/discussing the scoring rubric with the students so they could better understand expectations. After Semester 3, it was recognized that students overall scored the most poorly on "Presents Information". Students could make valid conclusions fairly well, and some understood the information that supported those conclusions, but they were just not communicating the supporting information in their essays. In class, the instructor began explaining how crucial it is to present pertinent information that supports the conclusion. Going forward, improvement to the rubric will be attempted to safeguard against inconsistent scoring by the instructor from one period to the next.	(SEE BELOW)																				
<div style="text-align: center;"> <p>Assessment: ECO-151 Critical Thinking Essay            Program: AAS in Business Management            PLO: Apply critical thinking skills to business scenarios.            GOAL: 80% of students will score <math>\geq 2</math> (out of 3) on each criteria score, and <math>\geq 6</math> (out of 10) on total score.</p> <table border="1"> <caption>Assessment Results Data</caption> <thead> <tr> <th>Criteria</th> <th>Fall 2020 (n=15)</th> <th>Spring 2021 (n=9)</th> <th>Spring 2022 (n=10)</th> </tr> </thead> <tbody> <tr> <td>Understands Problem</td> <td>~85%</td> <td>~78%</td> <td>~80%</td> </tr> <tr> <td>Presents Information</td> <td>~72%</td> <td>~65%</td> <td>~40%</td> </tr> <tr> <td>Makes Valid Conclusions</td> <td>~92%</td> <td>~78%</td> <td>~60%</td> </tr> <tr> <td>Total</td> <td>~65%</td> <td>~55%</td> <td>~50%</td> </tr> </tbody> </table> </div>						Criteria	Fall 2020 (n=15)	Spring 2021 (n=9)	Spring 2022 (n=10)	Understands Problem	~85%	~78%	~80%	Presents Information	~72%	~65%	~40%	Makes Valid Conclusions	~92%	~78%	~60%	Total	~65%	~55%	~50%
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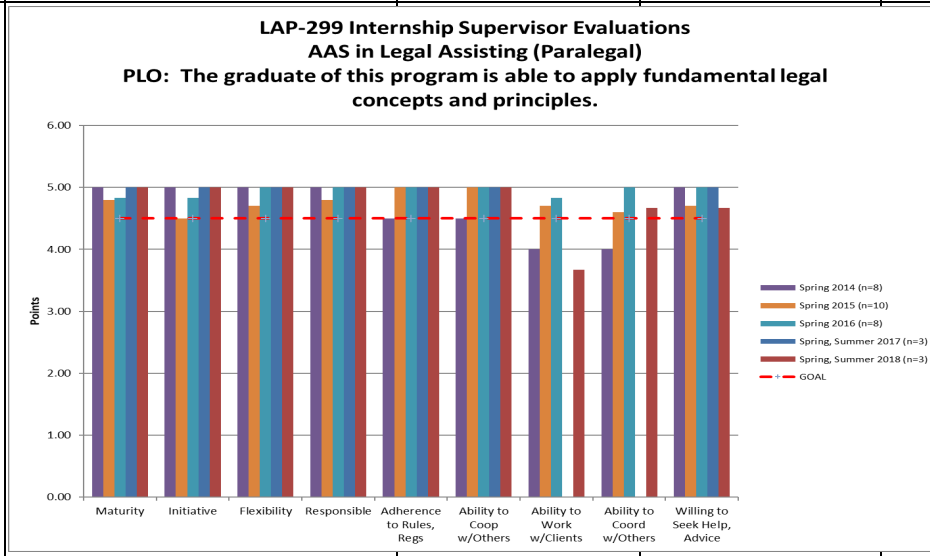
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<p><b>PLO 3:</b> Demonstrate effective managerial communication skills.</p> <p><b>Goal:</b> 70% of students will score <math>\geq 9</math> on every section (<math>\geq 7</math> on Presentation).</p>	<p><b>BUS-201 (Principles of Marketing)</b> - Marketing Plan project.</p> <p><b>Measurement Instrument:</b> Capstone assignment including a written paper and a PowerPoint presentation scored using a rubric. Scores for each of 7 criteria are analyzed. This assessment was deployed each major semester in Years 1, 2, &amp; 3 of the five-year assessment cycle. This is a direct, summative, internal assessment.</p>	<p>These AAS students struggled the most with "Situational Analysis" over the 6 semesters although some improvement was noted. Students also struggled with "Segmentation Strategy", but that is the most complex part of the marketing plan. Steady improvement was noted over the 6 semesters.</p>	<p>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.</p>	<p>After Semester 2, entire class periods were dedicated to demonstration of SWOT analysis. After Semester 4, the requirement for each student to submit a draft SWOT for the instructor's review was added. Also at this time, there was a be greater emphasis on using marketing research to identify Os and Ts and on how secondary data collected in the marketing research section should be used to identify opportunities &amp; threats. All students find the "Segmentation Strategy" section to be the most difficult. In class, the instructor began giving each student to discuss their segmentation strategy with the instructor and class with the goal of improving it.</p>	(SEE BELOW)																																																								
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### AAS in Legal Assisting (Paralegal)

<b>PLO 1:</b> Apply fundamental legal concepts and principles. <b>Goal:</b> Student score average should average at least 4.5 out of 5.0 on each criteria.	<b>LAP-279 (Paralegal Internship)</b> - Internship supervisors' evaluations. <b>Measurement Instrument:</b> Internship supervisors' evaluations are collected at the conclusion of the internship. This is a capstone course for students who are about to graduate from the program. This is an indirect, summative, internal assessment.	The most current results were collected in Summer 2018 (Year 2 of the current Five-Year Assessment Cycle). Overall, student performance was very good with student performance in most criteria meeting the goal. Two areas of improvement were recognized: (1) Ability to Work with Clients and (2) Ability to Coordinate with Others.	The last two assessments included unusually small sample sizes (n=3 both years), so care should be taken interpreting the results and making changes to the program. The main problem is that overall program enrollment is critically low and has remained so since this assessment.	As a way to solve the main problem (i.e. small enrollment), a change was made in how the paralegal courses were offered. Originally designed as a part-time program which took 5 years to complete, now a student can complete the program in 2 years as a full-time student. The inability to complete the program in 2 years had been a barrier for some students. A two-year rotation of course offerings was implemented with the exception of LAP-100 which is a prerequisite for all other LAP courses so it is offered every year. Now, first-year and second-year students are taking classes together. And, the LAP-100 prerequisite requirement for all other LAP courses was changed to a corequisite.	(SEE BELOW)
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<p><b>PLO 2:</b> Apply critical thinking skills to legal and social issues. <b>Goal:</b> 75% of students will score <math>\geq</math> 180 on the capstone project.</p>	<p><b>LAP-202 (Estate Law)</b> - Capstone Project. <b>Measurement Instrument:</b> Students complete project at the end of the semester measuring their abilities to apply critical thinking to legal &amp; social issues.</p>	<p>The goal was met in 3 of the 5 assessments. But, the goal was missed in 2 of the last 3 assessments.</p>	<p>The target score of 180 out of 200 is a demanding target, but 75% of students did achieve it in 3 of the first 4 assessments. This could be a reflection of the mix of students in 2017 &amp; 2019 as compared to the other semesters.</p>	<p>Based on the most recent results, the instructor will spend some time explaining what critical thinking is and how to present an effective argument. It should not be assumed that students already learned this in other course work.</p>	<p>(SEE BELOW)</p>																		
<p><b>Assessment: LAP-202 Capstone Project</b> <b>Program: AAS in Legal Assisting (Paralegal)</b> <b>Goal: 75% of students will score <math>\geq</math> 180 out of 200</b></p> <table border="1"> <caption>Assessment Results Data</caption> <thead> <tr> <th>Semester</th> <th>Number of Students (n)</th> <th>Percentage Meeting Goal</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>13</td> <td>85%</td> </tr> <tr> <td>Fall 2016</td> <td>5</td> <td>100%</td> </tr> <tr> <td>Fall 2017</td> <td>8</td> <td>50%</td> </tr> <tr> <td>Fall 2019</td> <td>9</td> <td>78%</td> </tr> <tr> <td>Fall 2021</td> <td>5</td> <td>0%</td> </tr> </tbody> </table>						Semester	Number of Students (n)	Percentage Meeting Goal	Fall 2015	13	85%	Fall 2016	5	100%	Fall 2017	8	50%	Fall 2019	9	78%	Fall 2021	5	0%
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<p><b>PLO 3:</b> Conduct legal research using both primary and secondary sources in either printed or electronic versions.</p>	<p><b>LAP-250 (Legal Research &amp; Writing) - Research Assignment #3.</b> <b>Measurement Instrument:</b> Students complete a 3rd research project at the end of the semester measuring their abilities to conduct legal research.</p>	<p>This data is being collected at the very end of the Fall 2022 semester and is not available at the time of submission of this self-study report. The data will be available at the time of the Site Visit.</p>	<p>Analysis to follow.</p>	<p>Improvements to follow.</p>	<p>(TBD)</p>																		

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<p><b>Program Learning objectives</b> SLO1, SLO2, etc. <b>Measurable Goals</b> 80%, 5.5 or above, etc.</p> <p><b>PLO 4:</b> Prepare legal documents. <b>Goal:</b> 90% of students will score <math>\geq</math> 180 on the project.</p>	<p><b>LAP-100 (Intro to Paralegal Studies)</b> - Capstone project. <b>Measurement Instrument:</b> Students complete a capstone project which requires 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. This is a direct, formative, internal assessment.</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 &amp; Writing) course would demonstrate how the students have developed in this area. This assessment will be planned beginning next year.</p>	<p>(SEE BELOW)</p>												
<div style="text-align: center;"> <p>Assessment: LAP-100 Capstone Term Paper Program: AAS in Legal Assisting (Paralegal) Goal: 90% of the students will score <math>\geq</math> 180</p> <table border="1"> <caption>Assessment Data</caption> <thead> <tr> <th>Semester</th> <th>Number of Students (n)</th> <th>Percentage Meeting Goal</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>8</td> <td>75.00%</td> </tr> <tr> <td>Fall 2018</td> <td>7</td> <td>85.71%</td> </tr> <tr> <td>Fall 2019</td> <td>7</td> <td>100.00%</td> </tr> </tbody> </table> </div>						Semester	Number of Students (n)	Percentage Meeting Goal	Fall 2017	8	75.00%	Fall 2018	7	85.71%	Fall 2019	7	100.00%
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<p><b>Program Learning objectives</b> SLO1, SLO2, etc. <b>Measurable Goals</b> 80%, 5.5 or above, etc.</p> <p><b>PLO 5:</b> Explain the constitutional foundation of the federal and state court systems for both civil and criminal procedures. <b>Goal:</b> Students average score will be <math>\geq 75</math>.</p>	<p><b>LAP-100 (Intro to Paralegal Studies)</b> - Questions on Test #1. <b>Measurement Instrument:</b> Embedded questions on Test #1 measure students' understanding of the constitutional foundation of the courts.</p>	<p>Students were very near the goal but did not actually achieve it in any of the 4 semesters.</p>	<p>The arithmetic mean, as a measure of central tendency, can be distorted by extreme values (i.e. a student who scores very low on the assessment). Accordingly, when assessing, using students' average as the goal could be misleading as a representation of student performance.</p>	<p>This assessment will be revised in the future so that a target score is identified as representing success, and then the goal will be a specific percentage of students who achieve success. This was done with good result in other assessments for this program, and it reduces the possibility of extreme values distorting the results of the assessment.</p>	<p>(SEE BELOW)</p>															
<p><b>Assessment: LAP-100 Embedded Qs Test #1</b> <b>Program: AAS in Legal Assisting (Paralegal)</b> <b>Goal: Students average score <math>\geq 75</math></b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>10</td> <td>71.7</td> </tr> <tr> <td>Fall 2020</td> <td>5</td> <td>64.8</td> </tr> <tr> <td>Fall 2021</td> <td>6</td> <td>72.3</td> </tr> <tr> <td>Fall 2022</td> <td>7</td> <td>73.7</td> </tr> </tbody> </table>						Year	Sample Size (n)	Average Score	Fall 2019	10	71.7	Fall 2020	5	64.8	Fall 2021	6	72.3	Fall 2022	7	73.7
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<b>PLO 1:</b> Explain the major components of today's healthcare system, contemporary medical practice, and resources compromising the delivery system. <b>Goal:</b> Student average score $\geq 90$ .	<b>HCM-101 (Introduction to Health Care Systems)</b> - Essay Questions on Quizzes and Test. <b>Measurement Instrument:</b> Embedded essay questions on Chapter 2 Quiz, Chapter 3 Quiz, and Test #1. This was a direct, formative, internal assessment.	While the sample size more than doubled from 2021 to 2022, student performance declined. However, the goal was met, overall.	Although there are some very good students in the most recent class, the composition of the larger class this year is probably more representative of what the usual class will be like. Still, this assessment yielded very good results.	Between last year and this year, the instructor needed to revise the information being taught due to social changes in our country, government changes, and the affects of COVID on public policy. This practice will need to continue as the information in a college textbook even on the date it is published can be 1-2 years old.	(SEE BELOW)																				
	<p style="text-align: center;">HCM-101 Essay Questions Assessment (Chapters 2, 3) Program: AS in Health Care Management PLO: Explain the major components fo today's healthcare system, contemporary medical practice, and resources compromising the delivery system.</p> <table border="1"> <caption>HCM-101 Essay Questions Assessment Data</caption> <thead> <tr> <th>Assessment Item</th> <th>Fall 2021 (n=6)</th> <th>Fall 2022 (n=13)</th> <th>GOAL</th> </tr> </thead> <tbody> <tr> <td>Chapter 2 Essays</td> <td>100.0</td> <td>92.0</td> <td>90.0</td> </tr> <tr> <td>Chapter 3 Essays</td> <td>100.0</td> <td>92.0</td> <td>90.0</td> </tr> <tr> <td>Test #1 Questions</td> <td>92.5</td> <td>87.9</td> <td>90.0</td> </tr> <tr> <td>Total Average</td> <td>97.5</td> <td>90.6</td> <td>90.0</td> </tr> </tbody> </table>				Assessment Item	Fall 2021 (n=6)	Fall 2022 (n=13)	GOAL	Chapter 2 Essays	100.0	92.0	90.0	Chapter 3 Essays	100.0	92.0	90.0	Test #1 Questions	92.5	87.9	90.0	Total Average	97.5	90.6	90.0	
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<p><b>Program Learning objectives</b> SLO1, SLO2, etc. <b>Measurable Goals</b> 80%, 5.5 or above, etc.</p> <p><b>PLO 2:</b> Discuss the impact of advanced medical technology on the healthcare industry. <b>Goal:</b> Student average score <math>\geq 90</math>.</p>	<p><b>HCM-101 (Introduction to Health Care Systems)</b> - Essay Questions on Quiz and Test. <b>Measurement Instrument:</b> Embedded essay questions on Chapter 5 Quiz and Test #2. This was a direct, formative, internal assessment.</p>	<p>The sample size more than doubled from 2021 to 2022, and the performance declined, overall. Improvement in this formative assessment was noted from the quiz to the test.</p>	<p>Like the PLO 1 assessment, the second assessment was of a larger class, and although student performance declined, the scores were probably representative of what student performance will be like in the future with larger class sizes in this still small, but growing program.</p>	<p>Regarding medical technology, the instructor needed to introduce more current information than was published in the text. For example, although telemedicine had been around for many years but was relatively little used, during the pandemic, this kind of health care technology exploded in use. Also, the instructor recognized that memorization of facts is not the best way for students to understand this material. The instructor's means of assessment has transitioned to more essay questions.</p>	(SEE BELOW)																
<div style="text-align: center;"> <p>HCM-101 Essay Questions Assessment (Chapter 5) Program: AS in Health Care Management PLO: Discuss the impact of advanced medical technology on the healthcare industry.</p> <table border="1"> <caption>HCM-101 Essay Questions Assessment (Chapter 5) Data</caption> <thead> <tr> <th>Category</th> <th>Fall 2021 (n=6)</th> <th>Fall 2022 (n=13)</th> <th>GOAL</th> </tr> </thead> <tbody> <tr> <td>Chapter 5 Essays</td> <td>97.0</td> <td>83.0</td> <td>90.0</td> </tr> <tr> <td>Test #2 Questions</td> <td>100.0</td> <td>84.6</td> <td>90.0</td> </tr> <tr> <td>Total Average</td> <td>98.5</td> <td>83.8</td> <td>90.0</td> </tr> </tbody> </table> </div>						Category	Fall 2021 (n=6)	Fall 2022 (n=13)	GOAL	Chapter 5 Essays	97.0	83.0	90.0	Test #2 Questions	100.0	84.6	90.0	Total Average	98.5	83.8	90.0
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<p><b>PLO 3:</b> Propose a basic plan for healthcare delivery reform which includes strengths and weaknesses. <b>Goal:</b> Student average score <math>\geq 90</math>.</p>	<p><b>HCM-101 (Introduction to Health Care Systems)</b> - Essay Questions on Quizzes and Test. <b>Measurement Instrument:</b> Embedded essay questions on Chapter 13 Quiz, Chapter 14 Quiz, and Test #4. This was a direct, formative, internal assessment.</p>	<p>As of the time of submission of this self-study, the Fall 2022 assessment had not taken place yet. This will be updated by the time of the Site Visit. In Fall 2021, students performed below the goal, but improved on this formative assessment from the quizzes to the test, and easily exceeded the goal on the test.</p>	<p>It was encouraging that students performed better in the later assessment implying that their understanding of healthcare reform developed in a positive way over time.</p>	<p>To perform well on this assessment, students need to first have a good understanding of healthcare delivery before they can propose ways to reform it. So, PLO 3 is a higher level competency. Given this, this PLO will continue to be assessed in a long essay.</p>	(SEE BELOW)																				
<div style="text-align: center;"> <p>HCM-101 Essay Questions Assessment (Chapters 13, 14) Program: AS in Health Care Management PLO: Propose a basic plan for healthcare delivery reform which includes strengths and weaknesses.</p> <table border="1"> <caption>HCM-101 Essay Questions Assessment Data</caption> <thead> <tr> <th>Assessment Component</th> <th>Fall 2021 (n=6)</th> <th>Fall 2022 (n=13)</th> <th>GOAL</th> </tr> </thead> <tbody> <tr> <td>Chapter 13 Essays</td> <td>80.0</td> <td>-</td> <td>90.0</td> </tr> <tr> <td>Chapter 14 Essays</td> <td>80.0</td> <td>-</td> <td>90.0</td> </tr> <tr> <td>Test #4 Questions</td> <td>-</td> <td>98.2</td> <td>90.0</td> </tr> <tr> <td>Total Average</td> <td>-</td> <td>86.1</td> <td>90.0</td> </tr> </tbody> </table> </div>						Assessment Component	Fall 2021 (n=6)	Fall 2022 (n=13)	GOAL	Chapter 13 Essays	80.0	-	90.0	Chapter 14 Essays	80.0	-	90.0	Test #4 Questions	-	98.2	90.0	Total Average	-	86.1	90.0
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<p><b>PLO 5:</b> Examine management of finance, information systems, issues, and trends in healthcare organizations as it applies to day-to-day operations. <b>Goal:</b> Student average score <math>\geq 90</math>.</p>	<p><b>HCM-201 (Medical Practice Management)</b> - Essay Questions on Quizzes and Test. <b>Measurement Instrument:</b> Embedded essay questions on Chapter 4 Quiz, Chapter 5 Quiz, Chapter 6 Quiz, and Test #2. This was a direct, formative, internal assessment.</p>	<p>As of the time of submission of this self-study, the Spring 2023 assessment had not taken place yet. This will be updated by the time of the Site Visit. In Spring 2022, slight improvement was noted from the quizzes to the test on this formative assessment, and student performance exceeded the goal, overall.</p>	<p>Student performance was very positive in this crucial area.</p>	<p>While students who are not accounting majors tend to dislike accounting, the instructor will continue to impress upon the students how important accounting skills are to a health care manager. Increasingly, health care managers are being pressed to lower costs (e.g. the hospital needs to have a good bond rating!) and this requires a good understanding of the finances of one's department.</p>	<p>(SEE BELOW)</p>																								
<div style="text-align: center;"> <p>HCM-201 Essay Questions Assessment (Chapters 4, 5, 6) Program: AS in Health Care Management PLO: Examine management of finance, information systems, issues, and trends in healthcare organizations as it applies to day-to-day operations.</p> <table border="1"> <caption>HCM-201 Essay Questions Assessment Data</caption> <thead> <tr> <th>Category</th> <th>Spring 2022 (n=6)</th> <th>Spring 2023 (n=TBD)</th> <th>GOAL</th> </tr> </thead> <tbody> <tr> <td>Chapter 4 Essays</td> <td>100.0</td> <td></td> <td>90.0</td> </tr> <tr> <td>Chapter 5 Essays</td> <td>83.3</td> <td></td> <td>90.0</td> </tr> <tr> <td>Chapter 6 Essays</td> <td>100.0</td> <td></td> <td>90.0</td> </tr> <tr> <td>Test #2 Questions</td> <td>96.0</td> <td></td> <td>90.0</td> </tr> <tr> <td>Total Average</td> <td>94.8</td> <td></td> <td>90.0</td> </tr> </tbody> </table> </div>						Category	Spring 2022 (n=6)	Spring 2023 (n=TBD)	GOAL	Chapter 4 Essays	100.0		90.0	Chapter 5 Essays	83.3		90.0	Chapter 6 Essays	100.0		90.0	Test #2 Questions	96.0		90.0	Total Average	94.8		90.0
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<p><b>PLO 6:</b> Develop skills to manage coordination of care activities and services.</p> <p><b>Goal:</b> Student average score <math>\geq 90</math>.</p>	<p><b>HCM-201 (Medical Practice Management)</b> - Essay Questions on Test. <b>Measurement Instrument:</b> Embedded essay questions on Test #3. This was a direct, summative, internal assessment.</p>	<p>As of the time of submission of this self-study, the Spring 2023 assessment had not taken place yet. This will be updated by the time of the Site Visit. In Spring 2022, student performance easily exceeded the goal.</p>	<p>The emphasis on important managerial skills yielded good results in the first assessment.</p>	<p>In the future, the instructor will teach this material with the assumption that the students have no managerial experience. They then would have never, for example, had to run a meeting. Effective methods for running a productive meeting are important to managerial success and will be emphasized in class. Also, the instructor will impress upon the students the need to understand other departments outside of your own, and how they all work together in an effective, efficient organization.</p>	<p>(SEE BELOW)</p>						
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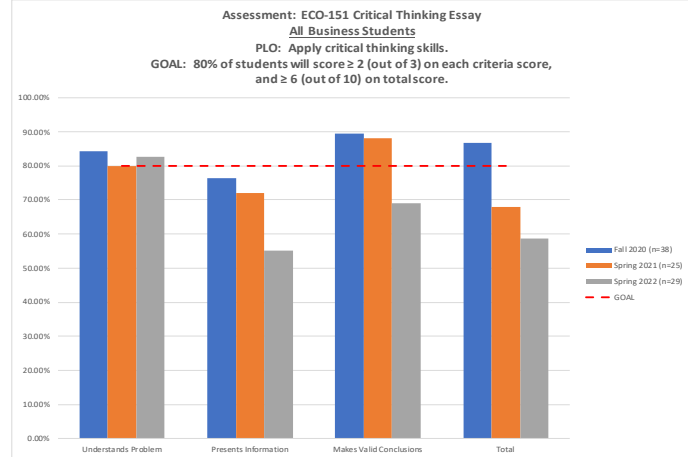
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<p><b>Approach</b></p> <p>Program Learning objectives SLO1, SLO2, etc.</p> <p><u>Measurable Goals</u> 80%, 5.5 or above, etc.</p>	<p><b>Deployment</b> (Do not use course grades or GPA)</p> <p>What is your measurement instrument or process? (Indicate type of instrument) direct, formative, internal, comparative</p>	<p><b>Results</b></p> <p>What are your current results?</p>	<p><b>Analysis of Results</b></p> <p>What did you learn from the results?</p>	<p><b>Improvement</b></p> <p>Action Taken or Improvement made</p> <p>What did you improve or what is your next step?</p>	<p><b>Insert Graphs</b> (3-5 data pts)</p>																
<p><b>PLO 7:</b> Analyze federal, state, and local healthcare policies and procedures in servicing needs of stakeholders.</p> <p><b>Goal:</b> Student average score <math>\geq 90</math>.</p>	<p><b>HCM-201 (Medical Practice Management)</b> - Essay Questions on Quiz and Test. <b>Measurement Instrument:</b> Embedded essay questions on Chapter 13 and Test #4. This was a direct, formative, internal assessment.</p>	<p>As of the time of submission of this self-study, the Spring 2023 assessment had not taken place yet. This will be updated by the time of the Site Visit. In Spring 2022, student performance easily exceeded the goal, overall.</p>	<p>In Spring 2022, students performed well. After the Spring 2023 assessment, the instructor will decide whether the difficulty level of this assessment should increase.</p>	<p>Although federal and state regulations/policies/procedures are addressed in this course, more discussion of local programs will be added. For example, an outpatient center or hospital often has programs that help patients to understand diabetes better which are a preventative approach to lowering the cost of diabetic care.</p>	<p>(SEE BELOW)</p>																
		<div style="text-align: center;"> <p>HCM-201 Essay Questions Assessment (Chapter 13)</p> <p>Program: AS in Health Care Management</p> <p>PLO: Analyze federal, state, and local healthcare policies and procedures in servicing needs of stakeholders.</p> <table border="1"> <caption>HCM-201 Essay Questions Assessment Data</caption> <thead> <tr> <th>Category</th> <th>Spring 2022 (n=6)</th> <th>Spring 2023 (n=TBD)</th> <th>GOAL</th> </tr> </thead> <tbody> <tr> <td>Chapter 13 Essays</td> <td>100.0</td> <td>-</td> <td>90.0</td> </tr> <tr> <td>Test #4 Questions</td> <td>99.0</td> <td>-</td> <td>90.0</td> </tr> <tr> <td>Total Average</td> <td>99.5</td> <td>-</td> <td>90.0</td> </tr> </tbody> </table> </div>				Category	Spring 2022 (n=6)	Spring 2023 (n=TBD)	GOAL	Chapter 13 Essays	100.0	-	90.0	Test #4 Questions	99.0	-	90.0	Total Average	99.5	-	90.0
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Total Average	99.5	-	90.0																		



Identified in Criterion 4.2		Analysis of Results			
Approach	Criterion 4.1	Criterion 4.3	Criterion 4.4	Criterion 4.3	
<p><b>Program Learning objectives</b> SLO1, SLO2, etc. <b>Measurable Goals</b> 80%, 5.5 or above, etc.</p>	<p><b>Deployment</b> (Do not use course grades or GPA) <b>What is your measurement instrument or process?</b> (Indicate type of instrument) direct, formative, internal, comparative</p>	<p><b>Results</b> <b>What are your current results?</b></p>	<p><b>Analysis of Results</b> <b>What did you learn from the results?</b></p>	<p><b>Improvement</b> <b>Action Taken or Improvement made</b> <b>What did you improve or what is your next step?</b></p>	<p><b>Insert Graphs</b> (3-5 data pts)</p>

### Comparative Assessments

<p><b>PLO:</b> Apply critical thinking to business scenarios. <b>Goal:</b> 80% of students will score <math>\geq 2</math> (out of 3) on each criteria score, and <math>\geq 6</math> (out of 10) on total score.</p>	<p><b>ECO-151 (Principles of Economics I) - Critical Thinking Essay.</b> <b>Measurement Instrument:</b> Essay question on the final exam asked students to critically analyze the choice between an economic system based on capitalism and an economic system based on socialism scored using a rubric. This is a direct, summative, internal assessment.</p>	<p><b>Business Students vs. All Students:</b> This critical thinking PLO is shared by 3 accredited programs, and it is a General Education Program PLO college-wide. Student performance was compared between business students for whom the course is required and non-business students for whom the course is satisfying the Critical Thinking Elective general education requirement. Overall, business students did not perform as well as the group of all students.</p>	<p>While faculty expected business students to perform better because it was a business concept students were asked to critically analyze, they did not perform better. It may be that students in other majors have a greater opportunity to practice critical thinking in their curricula (e.g. psychology, sociology, etc.).</p>	<p>Faculty will increase opportunities for business students to practice critical thinking in another required course, ECO-152 (Principles of Economics II - Micro), with similar critical thinking essays such as a critical analysis of the US's trade policy (i.e. globalism vs. protectionism). An essay like that on the final exam will be the basis for the department's next critical thinking assessment.</p>	<p>(SEE BELOW)</p>
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Identified in Criterion 4.2		Criterion 4.1		Analysis of Results		Criterion 4.3		Criterion 4.4		Criterion 4.3																																																													
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<p>Assessment: ECO-151 Critical Thinking Essay Program: AS in Accounting PLO: Apply critical thinking skills to business scenarios. GOAL: 80% of students will score ≥ 2 (out of 3) on each criteria score, and ≥ 6 (out of 10) on total score.</p> <table border="1"> <caption>AS in Accounting Performance Data</caption> <thead> <tr> <th>Criteria</th> <th>Fall 2020 (n=7)</th> <th>Spring 2021 (n=11)</th> <th>Spring 2022 (n=4)</th> </tr> </thead> <tbody> <tr> <td>Understands Problem</td> <td>85%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Presents Information</td> <td>70%</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>Makes Valid Conclusions</td> <td>85%</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>Total</td> <td>57%</td> <td>100%</td> <td>75%</td> </tr> </tbody> </table>				Criteria	Fall 2020 (n=7)	Spring 2021 (n=11)	Spring 2022 (n=4)	Understands Problem	85%	100%	100%	Presents Information	70%	100%	75%	Makes Valid Conclusions	85%	100%	75%	Total	57%	100%	75%	<p>Assessment: ECO-151 Critical Thinking Essay Program: AS in Business Administration PLO: Apply critical thinking skills to business scenarios. GOAL: 80% of students will score ≥ 2 (out of 3) on each criteria score, and ≥ 6 (out of 10) on total score.</p> <table border="1"> <caption>AS in Business Administration Performance Data</caption> <thead> <tr> <th>Criteria</th> <th>Fall 2020 (n=15)</th> <th>Spring 2021 (n=16)</th> <th>Spring 2022 (n=13)</th> </tr> </thead> <tbody> <tr> <td>Understands Problem</td> <td>80%</td> <td>78%</td> <td>80%</td> </tr> <tr> <td>Presents Information</td> <td>85%</td> <td>68%</td> <td>70%</td> </tr> <tr> <td>Makes Valid Conclusions</td> <td>93%</td> <td>88%</td> <td>80%</td> </tr> <tr> <td>Total</td> <td>73%</td> <td>78%</td> <td>60%</td> </tr> </tbody> </table>				Criteria	Fall 2020 (n=15)	Spring 2021 (n=16)	Spring 2022 (n=13)	Understands Problem	80%	78%	80%	Presents Information	85%	68%	70%	Makes Valid Conclusions	93%	88%	80%	Total	73%	78%	60%	<p>Assessment: ECO-151 Critical Thinking Essay Program: AAS in Business Management PLO: Apply critical thinking skills to business scenarios. GOAL: 80% of students will score ≥ 2 (out of 3) on each criteria score, and ≥ 6 (out of 10) on total score.</p> <table border="1"> <caption>AAS in Business Management Performance Data</caption> <thead> <tr> <th>Criteria</th> <th>Fall 2020 (n=11)</th> <th>Spring 2021 (n=16)</th> <th>Spring 2022 (n=10)</th> </tr> </thead> <tbody> <tr> <td>Understands Problem</td> <td>85%</td> <td>78%</td> <td>80%</td> </tr> <tr> <td>Presents Information</td> <td>72%</td> <td>68%</td> <td>40%</td> </tr> <tr> <td>Makes Valid Conclusions</td> <td>93%</td> <td>78%</td> <td>60%</td> </tr> <tr> <td>Total</td> <td>68%</td> <td>55%</td> <td>48%</td> </tr> </tbody> </table>				Criteria	Fall 2020 (n=11)	Spring 2021 (n=16)	Spring 2022 (n=10)	Understands Problem	85%	78%	80%	Presents Information	72%	68%	40%	Makes Valid Conclusions	93%	78%	60%	Total	68%	55%	48%
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	<p>Assessment: ECO-151 Critical Thinking Essay All Face-to-Face Students PLO: Apply critical thinking skills. GOAL: 80% of students will score <math>\geq 2</math> (out of 3) on each criteria score, and <math>\geq 6</math> (out of 10) on total score.</p> <table border="1"> <caption>Assessment: ECO-151 Critical Thinking Essay - All Face-to-Face Students</caption> <thead> <tr> <th>Criteria</th> <th>Fall 2020 (n=52)</th> <th>Spring 2021 (n=61)</th> <th>Spring 2022 (n=63)</th> </tr> </thead> <tbody> <tr> <td>Understands Problem</td> <td>~85%</td> <td>~60%</td> <td>~80%</td> </tr> <tr> <td>Presents Information</td> <td>~55%</td> <td>~60%</td> <td>~40%</td> </tr> <tr> <td>Makes Valid Conclusions</td> <td>~75%</td> <td>~60%</td> <td>~65%</td> </tr> <tr> <td>Total</td> <td>~75%</td> <td>~60%</td> <td>~40%</td> </tr> </tbody> </table>	Criteria	Fall 2020 (n=52)	Spring 2021 (n=61)	Spring 2022 (n=63)	Understands Problem	~85%	~60%	~80%	Presents Information	~55%	~60%	~40%	Makes Valid Conclusions	~75%	~60%	~65%	Total	~75%	~60%	~40%	<p>Assessment: ECO-151 Critical Thinking Essay All Online Students PLO: Apply critical thinking skills. GOAL: 80% of students will score <math>\geq 2</math> (out of 3) on each criteria score, and <math>\geq 6</math> (out of 10) on total score.</p> <table border="1"> <caption>Assessment: ECO-151 Critical Thinking Essay - All Online Students</caption> <thead> <tr> <th>Criteria</th> <th>Fall 2020 (n=52)</th> <th>Spring 2021 (n=61)</th> <th>Spring 2022 (n=63)</th> </tr> </thead> <tbody> <tr> <td>Understands Problem</td> <td>~80%</td> <td>~85%</td> <td>~80%</td> </tr> <tr> <td>Presents Information</td> <td>~85%</td> <td>~70%</td> <td>~65%</td> </tr> <tr> <td>Makes Valid Conclusions</td> <td>~95%</td> <td>~90%</td> <td>~70%</td> </tr> <tr> <td>Total</td> <td>~80%</td> <td>~70%</td> <td>~70%</td> </tr> </tbody> </table>	Criteria	Fall 2020 (n=52)	Spring 2021 (n=61)	Spring 2022 (n=63)	Understands Problem	~80%	~85%	~80%	Presents Information	~85%	~70%	~65%	Makes Valid Conclusions	~95%	~90%	~70%	Total	~80%	~70%	~70%	
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### Table 5.1.c. Standard 5: Faculty Focus

**Table 5.1.c.** The composition of faculty must include sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives.

When providing faculty information for Figure 5.1, be sure to any relevant notes or explanations for individual faculty as to why he or she is academically qualified or professionally qualified and provide necessary documentation.

Use a 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.

When justifying a qualification using column #4, provide specific and detailed information responding to the criteria in the glossary of terms for academically and professionally qualified.

<b>Table 5.1.c. Full- and Part-Time Table for Faculty Qualifications</b>				
<b>Faculty</b>	<b>Courses Taught (List the courses taught during the reporting period. Include number of credit hours.)</b>	<b>LIST ALL EARNED DEGREES (state Degree as documented on Transcript, must include Major Field)</b>	<b>DOCUMENT AT LEAST TWO OTHER SPECIFIC PROFESSIONAL QUALIFICATIONS: - Three Years Work Experience - Teaching Excellence - Professional Certifications - Research and/or Publication - Additional Coursework</b>	<b>ACBSP QUALIFICATION 1. Doctor 2. Masters 3. Bachelors 4. Exception</b>
Augustine, John	BUS-101 (Introduction to Business) - 12 Credit Hours BUS-248 (Small Business Mgt) - 6 Credit Hours	Master of Business Administration		Master's in <u>Business</u>
Brogan, Richard	ACC-111 (Principles of Accounting I) - 3 Credit Hours ACC-112 (Principles of Accounting II) - 3 Credit Hours BUS-248 (Small Business Mgt) - 3 Credit Hours BUS-251 (Human Resource Mgt) - 6 Credit Hours FIN-101 (Intro to Finance) - 3 Credit Hours	BS Business Administration-Accounting Master of Business Administration		Master's in <u>Business</u>
Czeponis, Lawrence	BUS-101 (Introduction to Business) - 3 Credit Hours BUS-231 (Principles of Management) - 3 Credit Hours	Master of Business Administration		Master's in <u>Business</u>
Dunn, Lori	ACC-111 (Principles of Accounting I) - 21 Credit Hours ACC-112 (Principles of Accounting II) - 6 Credit Hours ACC-121 (App in Micro Accounting) - 3 Credit Hours ACC-211 (Intermediate Accounting I) - 3 Credit Hours ACC-212 (Inter Accounting II) - 6 Credit Hours ACC-214 (Tax Accounting) - 3 Credit Hours BUS-231 (Principles of Management) - 6 Credit Hours FIN-101 (Intro to Finance) - 3 Credit Hours	BS Accounting MS Taxation	C.P.A. License	Master's (out of field) with 18 cr in <u>Business</u> above the principles/intro level
Hamedl, Joseph	BUS-248 (Small Business Mgt) - 3 Credit Hours BUS-261 (Business Law I) - 3 Credit Hours	BS Accounting MS Taxation	C.P.A. License	Master's (out of field) with 18 cr in <u>Business</u> above the principles/intro level
Hogan, Kimberly		BS Business Administration		

Faculty	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 SPECIFIC PROFESSIONAL QUALIFICATIONS: - Three Years Work Experience - Teaching Excellence - Professional Certifications - Research and/or Publication - Additional Coursework	ACBSP QUALIFICATION 1. Doctor 2. Masters 3. Bachelors 4. Exception
	BUS-251 (Human Resource Mgt) - 3 Credit Hours	Master of Business Administration		Master's in <u>Business</u>
Janoski, Walter	ACC-111 (Principles of Accounting I) - 6 Credit Hours ACC-112 (Principles of Accounting II) - 3 Credit Hours ACC-213 (Managerial Accounting) - 6 Credit Hours ACC-215 (Cost Accounting) - 3 Credit Hours BUS-203 (Salesmanship) - 3 Credit Hours BUS-229 (Personal Money Mgt) - 3 Credit Hours BUS-231 (Principles of Management) - 6 Credit Hours BUS-248 (Small Business Mgt) - 3 Credit Hours BUS-261 (Business Law I) - 18 Credit Hours BUS-262 (Business Law II) - 6 Credit Hours	BS Business Administration-Accounting  Master of Business Administration		Master's (out of field) with  18 cr in <u>Accounting</u> above the principles/intro level
Kisailus, Shandra	BUS-261 (Business Law I) - 3 Credit Hours LAP-100 (Introduction to Paralegal) - 3 Credit Hours LAP-201 (Tort and Criminal Law) - 3 Credit Hours LAP-203 (Corporate Law) - 3 Credit Hours LAP-205 (Family Law) - 3 Credit Hours LAP-206 (Civil Lit. for the Paralegal) - 3 Credit Hours	Juris Doctorate		Doctorate
Kulick, John	BUS-101 (Introduction to Business) - 3 Credit Hours BUS-107 (Mathematics of Finance) - 3 Credit Hours BUS-209 (Business Communications) - 6 Credit Hours BUS-248 (Small Business Mgt) - 9 Credit Hours BUS-251 (Human Resource Mgt) - 3 Credit Hours	BS Business Education  Master of Education-Business Education		Master's (out of field) with  18 cr in <u>Business</u> above the principles/intro level
Legath, Robert	BUS-101 (Introduction to Business) - 6 Credit Hours BUS-201 (Principles of Marketing) - 3 Credit Hours BUS-231 (Principles of Management) - 3 Credit Hours	Master of Science - Managerial Science		Master's in <u>Business</u>
Lenhart, Michelle	BUS-201 (Principles of Marketing) - 3 Credit Hours	BS Business Administration  Master of Business Administration		Master's in <u>Business</u>

Faculty	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 SPECIFIC PROFESSIONAL QUALIFICATIONS: - Three Years Work Experience - Teaching Excellence - Professional Certifications - Research and/or Publication - Additional Coursework	ACBSP QUALIFICATION 1. Doctor 2. Masters 3. Bachelors 4. Exception
Mrozinski, Gary	BUS-203 (Salesmanship) - 3 Credit Hours ECO-151 (Principles of Economics I) - 27 Credit Hours ECO-152 (Principles of Economics II) - 15 Credit Hours HCM-280 (Internship) - 3 Credit Hours	B.S. in Electrical Engineering Master of Business Administration  M.S. in Electrical Engineering Ed.D. in Educational Administration		Master's in <u>Business</u>
Saxe, Wendy	ACC-111 (Principles of Accounting I) - 3 Credit Hours ACC-112 (Principles of Accounting II) - 3 Credit Hours ACC-213 (Managerial Accounting) - 3 Credit Hours	BS Business Administration-Accounting  Master of Business Administration		Master's (out of field) with  18 cr in <u>Accounting</u> above the principles/intro level
Schauer, Kathryn	BUS-209 (Business Communications) - 3 Credit Hours	BS Secondary Education-English  Master of Science-Classroom Technology		Master's (out of field) with  18 cr in <u>Communication</u> above the principles/intro
Sedlak, John	BUS-101 (Introduction to Business) - 12 Credit Hours BUS-201 (Principles of Marketing) - 18 Credit Hours BUS-209 (Business Communications) - 3 Credit Hours BUS-229 (Personal Money Mgt) - 3 Credit Hours BUS-251 (Human Resource Mgt) - 12 Credit Hours	B.S. in Business Administration  Master of Business Administration		Master's in <u>Business</u>
Shina, Kimberly	ACC-110 (Survey of Accounting) - 3 Credit Hours ACC-111 (Principles of Accounting I) - 3 Credit Hours	BS Business Administration  Master of Business Administration		Master's in <u>Business</u>
Turchin, Cindy	BUS-209 (Business Communications) - 3 Credit Hours BUS-231 (Principles of Management) - 9 Credit Hours HCM-101 (Intro. to Health Care) - 3 Credit Hours HCM-201 (Medical Practice Mgt) - 3 Credit Hours	BS Business Administration  Master of Business Administration		Master's in <u>Business</u>
Vida, Christopher	BUS-215 (Digital Marketing) - 3 Credit Hours	BFA Design		Exception
Wilce, Marygrace	ACC-111 (Principles of Accounting I) - 3 Credit Hours ACC-112 (Principles of Accounting II) - 3 Credit Hours	Master of Business Administration		Master's in <u>Business</u>

**NOTE:** All above faculty are Academically Qualified (AQ) except for one who is identified as an Exception.

**Business Faculty Credit-Student Load**

Faculty	Section	Title	Start Time	Finish Time	Day(s)	# Stud	FT CR	PT CR	Cr. Hr. Production	Instructor Sem Total
Dunn, Lori	ACC-111-001	Principles of Accounting I	09:05 AM	10:00 AM	M, W, F	23	3		69	447
	ACC-111-003	Principles of Accounting I	09:30 AM	10:50 AM	T, TH	18	3		54	
	ACC-111-701	Principles of Accounting I				22	3		66	
	ACC-111-702	Principles of Accounting I				22	3		66	
	ACC-111-703L	Principles of Accounting I				11	3		33	
	ACC-211-701	Intermediate Accounting I				22	3		66	
	ACC-214-701	Tax Accounting				21	3		63	
	BUS-231-702	Principles of Management				10	3		30	
Janoski, Walter	ACC-112-701	Principles of Accounting II				22	3		66	537
	ACC-213-001	Managerial Accounting	11:15 AM	12:10 PM	M, W, F	6	3		18	
	BUS-203-701	Salesmanship				15	3		45	
	BUS-229-701	Personal Money Mgt				24	3		72	
	BUS-231-001	Principles of Management	10:10 AM	11:05 AM	M, W, F	7	3		21	
	BUS-231-701	Principles of Management				23	3		69	
	BUS-248-701	Small Business Mgt				20	3		60	
	BUS-261-001	Business Law I	09:05 AM	10:00 AM	M, W, F	9	3		27	
	BUS-261-701	Business Law I				24	3		72	
	BUS-261-702	Business Law I				16	3		48	
	BUS-262-701	Business Law II				13	3		39	
Mrozinski, Gary	ECO-151-001	Principles of Economics I	10:10 AM	11:05 AM	M, W, F	21	3		63	444
	ECO-151-002	Principles of Economics I	11:15 AM	12:10 PM	M, W, F	25	3		75	
	ECO-151-701	Principles of Economics I				24	3		72	
	ECO-151-702	Principles of Economics I				24	3		72	
	ECO-151-703	Principles of Economics I				21	3		63	
	ECO-152-701	Principles of Economics II				25	3		75	
	ECP-152-TB1	Principles of Economics II	03:00 PM	05:30 PM	T	8	3		24	
Sedlak, John	BUS-101-002	Introduction to Business	09:05 AM	10:00 AM	M, W, F	28	3		84	405
	BUS-201-001	Principles of Marketing	12:20 PM	01:15 PM	M, W, F	16	3		48	
	BUS-201-701	Principles of Marketing				24	3		72	
	BUS-201-702	Principles of Marketing				21	3		63	

## Business Faculty Credit-Student Load

Faculty	Section	Title	Start Time	Finish Time	Day(s)	# Stud	FT CR	PT CR	Cr. Hr. Production	Instructor Sem Total
	BUS-251-001	Human Resource Mgt	08:00 AM	08:55 AM	M, W, F	27	3		81	
	BUS-251-701	Human Resource Mgt				19	3		57	
Augustine, John	BUS-101-001	Introduction to Business	11:00 AM	12:20 PM	T, TH	15		3	45	144
	BUS-101-701	Introduction to Business				23		3	69	
	BUS-101-7V5	Introduction to Business	06:00 PM	08:30 PM	T	10		3	30	
Brogan, Richard	ACC-111-HA5	Principles of Accounting I	06:00 PM	08:55 PM	M	16		3	48	90
	BUS-248-NO5	Small Business Mgt	06:00 PM	08:30 PM	T	8		3	24	
	FIN-101-101	Intro to Finance	06:00 PM	08:45 PM	TH	6		3	18	
Czeponis, Lawrence	BUS-101-NO5	Introduction to Business	06:00 PM	08:55 PM	M	8		3	24	24
Kisailus, Shandra	BUS-261-WB5	Business Law I	06:00 PM	09:10 PM	W	10		3	30	93
	LAP-100-WB5	Introduction to Paralegal	06:00 PM	09:10 PM	M	7		3	21	
	LAP-203-WB5	Corporate Law	06:00 PM	08:45 PM	TH	7		3	21	
	LAP-205-WB5	Family Law	06:00 PM	08:30 PM	T	7		3	21	
Kulick, John	BUS-101-702	Introduction to Business				23		3	69	183
	BUS-209-701	Business Communications				24		3	72	
	BUS-209-702	Business Communications				8		3	24	
	BUS-251-BR5	Human Resource Mgt	06:00 PM	08:45 PM	TH	6		3	18	
Legath, Robert	BUS-101-HA5	Introduction to Business	06:00 PM	08:45 PM	W	12		3	36	66
	BUS-201-HA5	Principles of Marketing	06:00 PM	08:45 PM	TH	10		3	30	
Saxe, Wendy	ACC-111-101	Principles of Accounting I	06:00 PM	08:45 PM	TH	11		3	33	54
	ACC-213-101/-BR5	Managerial Accounting	06:00 PM	08:45 PM	M	7		3	21	
Schauer, Kathryn	BUS-209-NO5	Business Communications	06:00 PM	08:45 PM	TH	7		3	21	21
Shina, Kimberly	ACC-110-001	Survey of Accounting	08:00 AM	09:20 AM	W, F	10		3	30	30
Turchin, Cindy	BUS-231-SC5	Principles of Management	06:00 PM	08:30 PM	T	7		3	21	39
	HCM-101-101	Intro. to Health Care	06:00 PM	08:45 PM	W	6		3	18	
Wilce, Marygrace	ACC-111-SC5/-BR5	Principles of Accounting I	06:00 PM	08:45 PM	W	8		3	24	24



**Business Faculty Credit-Student Load**

Faculty	Section	Title	Start Time	Finish Time	Day(s)	# Stud	FT CR	PT CR	Cr. Hr. Production	Instructor Sem Total
Dunn, Lori	ACC-111-002	Principles of Accounting I	11:15 AM	12:10 PM	M, W, F	15	3		45	444
	ACC-111-702	Principles of Accounting I				15	3		45	
	ACC-112-001	Principles of Accounting II	10:10 AM	11:05 AM	M, W, F	13	3		39	
	ACC-112-701	Principles of Accounting II				27	3		81	
	ACC-121-701	App in Micro Accounting				10	3		30	
	ACC-212-001	Inter Accounting II	09:30 AM	10:50 AM	T, TH	5	3		15	
	ACC-212-701	Inter Accounting II				14	3		42	
	BUS-231-701	Principles of Management				26	3		78	
	FIN-101-701	Intro to Finance				23	3		69	
Janoski, Walter	ACC-111-001	Principles of Accounting I	09:05 AM	10:00 AM	M, W, F	13	3		39	408
	ACC-111-701	Principles of Accounting I				27	3		81	
	ACC-213-701	Managerial Accounting				10	3		30	
	ACC-215-701	Cost Accounting				15	3		45	
	BUS-261-001	Business Law I	10:10 AM	11:05 AM	M, W, F	13	3		39	
	BUS-261-701	Business Law I				27	3		81	
	BUS-261-702	Business Law I				14	3		42	
	BUS-262-701	Business Law II				17	3		51	
Mrozinski, Gary	BUS-203-701	Salesmanship				20	3		60	471
	ECO-151-001	Principles of Economics I	09:30 AM	10:50 AM	T, TH	15	3		45	
	ECO-151-002	Principles of Economics I	11:15 AM	12:10 PM	M, W, F	23	3		69	
	ECO-151-701	Principles of Economics I				27	3		81	
	ECO-151-702	Principles of Economics I				27	3		81	
	ECO-152-001	Principles of Economics II	12:20 PM	01:15 PM	M, W, F	15	3		45	
	ECO-152-701	Principles of Economics II				27	3		81	
	ECO-152-702	Principles of Economics II				1	3		3	
	HCM-280-099	Internship				2	3		6	
Sedlak, John	BUS-101-002	Introduction to Business	12:20 PM	01:15 PM	M, W, F	11	3		33	522
	BUS-101-701	Introduction to Business				26	3		78	
	BUS-101-702	Introduction to Business				8	3		24	
	BUS-201-001	Principles of Marketing	09:05 AM	10:00 AM	M, W, F	18	3		54	
	BUS-201-701	Principles of Marketing				26	3		78	
	BUS-201-702	Principles of Marketing				8	3		24	

**Business Faculty Credit-Student Load**

Faculty	Section	Title	Start Time	Finish Time	Day(s)	# Stud	FT CR	PT CR	Cr. Hr. Production	Instructor Sem Total
	BUS-209-701	Business Communications				23	3		69	
	BUS-229-701	Personal Money Mgt				26	3		78	
	BUS-251-001	Human Resource Mgt	12:30 PM	01:50 PM	T, TH	7	3		21	
	BUS-251-701	Human Resource Mgt				21	3		63	
Vida, Christopher	BUS-215-001	Digital Marketing	12:30 PM	01:50 PM	T, TH	9	3		27	27
Augustine	BUS-101-001	Introduction to Business	09:30 AM	10:50 AM	T, TH	8		3	24	96
	BUS-248-001	Small Business Mgt	08:00 AM	09:20 AM	T, TH	14		3	42	
	BUS-248-7V1TB	Small Business Mgt	03:00 PM	05:30 PM	T	10		3	30	
Brogan, Richard	ACC-112-HA5	Principles of Accounting II	06:00 PM	08:55 PM	M	8		3	24	72
	BUS-251-HA5	Human Resource Mgt	06:00 PM	08:45 PM	W	9		3	27	
	BUS-251-NO5	Human Resource Mgt	06:00 PM	08:45 PM	TH	7		3	21	
Czeponis, Lawrence	BUS-231-NO5	Principles of Management	06:00 PM	08:55 PM	M	12		3	36	36
Hamedl, Joseph	BUS-248-SC5	Small Business Mgt	06:00 PM	08:30 PM	T	5		3	15	39
	BUS-261-SC5	Business Law I	06:00 PM	08:45 PM	TH	8		3	24	
Hogan, Kimberly	BUS-251-WB5	Human Resource Mgt	06:00 PM	09:10 PM	W	5		3	15	15
Kisailus, Shandra	LAP-201-WB5	Tort and Criminal Law	06:00 PM	09:10 PM	W	8		3	24	45
	LAP-206-WB5	Civil Lit. for the Paralegal	06:00 PM	09:10 PM	M	7		3	21	
Kulick, John	BUS-107-701	Mathematics of Finance				10		3	30	144
	BUS-248-701	Small Business Mgt				27		3	81	
	BUS-248-702	Small Business Mgt				9		3	27	
	BUS-248-BR5	Small Business Mgt	06:00 PM	08:55 PM	M	2		3	6	
Legath, Robert	BUS-101-HA5	Introduction to Business	06:00 PM	08:45 PM	TH	6		3	18	45
	BUS-231-HA5	Principles of Management	06:00 PM	08:30 PM	T	9		3	27	
Lenhart, Michelle	BUS-201-101	Principles of Marketing	06:00 PM	08:30 PM	T	6		3	18	18
Saxe, Wendy	ACC-112-101	Principles of Accounting II	06:00 PM	08:45 PM	TH	7		3	21	21
Shina, Kimberly	ACC-111-WB5	Principles of Accounting I	06:00 PM	09:10 PM	W	17		3	51	51
Turchin, Cindy	BUS-209-001	Business Communications	09:05 AM	10:00 AM	M, W, F	7		3	21	120
	BUS-231-001	Principles of Management	10:10 AM	11:05 AM	M, W, F	12		3	36	
	BUS-231-702	Principles of Management				15		3	45	
	HCM-201-101/-7	Medical Practice Mgt	06:00 PM	08:45 PM	W	6		3	18	
Wilce, Marygrace	ACC-112-SC5/-BF	Principles of Accounting II	06:00 PM	08:45 PM	W	3		3	9	9

**FALL 2021 - SPRING 2022**  
**Faculty Credit-Student Loads**

9/1/21

Faculty	Course	Title	Courses Taught	Annual FT CR	Annual PT CR	Annual Total Studs
Augustine, John	BUS-101	Introduction to Business	BUS-101 (Introduction to Business) - 12 Credit Hours		12	56
	BUS-248	Small Business Mgt	BUS-248 (Small Business Mgt) - 6 Credit Hours		6	24
Brogan, Richard	ACC-111	Principles of Accounting I	ACC-111 (Principles of Accounting I) - 3 Credit Hours		3	16
	ACC-112	Principles of Accounting II	ACC-112 (Principles of Accounting II) - 3 Credit Hours		3	8
	BUS-248	Small Business Mgt	BUS-248 (Small Business Mgt) - 3 Credit Hours		3	8
	BUS-251	Human Resource Mgt	BUS-251 (Human Resource Mgt) - 6 Credit Hours		6	16
	FIN-101	Intro to Finance	FIN-101 (Intro to Finance) - 3 Credit Hours		3	6
Czeponis, Lawrence	BUS-101	Introduction to Business	BUS-101 (Introduction to Business) - 3 Credit Hours		3	8
	BUS-231	Principles of Management	BUS-231 (Principles of Management) - 3 Credit Hours		3	12
Dunn, Lori	ACC-111	Principles of Accounting I	ACC-111 (Principles of Accounting I) - 21 Credit Hours	21		126
	ACC-112	Principles of Accounting II	ACC-112 (Principles of Accounting II) - 6 Credit Hours	6		40
	ACC-121	App in Micro Accounting	ACC-121 (App in Micro Accounting) - 3 Credit Hours	3		10
	ACC-211	Intermediate Accounting I	ACC-211 (Intermediate Accounting I) - 3 Credit Hours	3		22
	ACC-212	Inter Accounting II	ACC-212 (Inter Accounting II) - 6 Credit Hours	6		19
	ACC-214	Tax Accounting	ACC-214 (Tax Accounting) - 3 Credit Hours	3		21
	BUS-231	Principles of Management	BUS-231 (Principles of Management) - 6 Credit Hours	6		36
	FIN-101	Intro to Finance	FIN-101 (Intro to Finance) - 3 Credit Hours	3		23
Hamedl, Joseph	BUS-248	Small Business Mgt	BUS-248 (Small Business Mgt) - 3 Credit Hours		3	5
	BUS-261	Business Law I	BUS-261 (Business Law I) - 3 Credit Hours		3	8
Hogan, Kimberly	BUS-251	Human Resource Mgt	BUS-251 (Human Resource Mgt) - 3 Credit Hours		3	5
Janoski, Walter	ACC-111	Principles of Accounting I	ACC-111 (Principles of Accounting I) - 6 Credit Hours	6		40
	ACC-112	Principles of Accounting II	ACC-112 (Principles of Accounting II) - 3 Credit Hours	3		22
	ACC-213	Managerial Accounting	ACC-213 (Managerial Accounting) - 6 Credit Hours	6		16
	ACC-215	Cost Accounting	ACC-215 (Cost Accounting) - 3 Credit Hours	3		15
	BUS-203	Salesmanship	BUS-203 (Salesmanship) - 3 Credit Hours	3		15
	BUS-229	Personal Money Mgt	BUS-229 (Personal Money Mgt) - 3 Credit Hours	3		24
	BUS-231	Principles of Management	BUS-231 (Principles of Management) - 6 Credit Hours	6		30
	BUS-248	Small Business Mgt	BUS-248 (Small Business Mgt) - 3 Credit Hours	3		20
	BUS-261	Business Law I	BUS-261 (Business Law I) - 18 Credit Hours	18		103
	BUS-262	Business Law II	BUS-262 (Business Law II) - 6 Credit Hours	6		30
Kisailus, Shandra	BUS-261	Business Law I	BUS-261 (Business Law I) - 3 Credit Hours		3	10
	LAP-100	Introduction to Paralegal	LAP-100 (Introduction to Paralegal) - 3 Credit Hours		3	7
	LAP-201	Tort and Criminal Law	LAP-201 (Tort and Criminal Law) - 3 Credit Hours		3	8

**FALL 2021 - SPRING 2022**  
**Faculty Credit-Student Loads**

9/1/21

Faculty	Course	Title	Courses Taught	Annual FT CR	Annual PT CR	Annual Total Studs
	LAP-203	Corporate Law	LAP-203 (Corporate Law) - 3 Credit Hours		3	7
	LAP-205	Family Law	LAP-205 (Family Law) - 3 Credit Hours		3	7
	LAP-206	Civil Lit. for the Paralegal	LAP-206 (Civil Lit. for the Paralegal) - 3 Credit Hours		3	7
Kulick, John	BUS-101	Introduction to Business	BUS-101 (Introduction to Business) - 3 Credit Hours		3	23
	BUS-107	Mathematics of Finance	BUS-107 (Mathematics of Finance) - 3 Credit Hours		3	10
	BUS-209	Business Communications	BUS-209 (Business Communications) - 6 Credit Hours		6	32
	BUS-248	Small Business Mgt	BUS-248 (Small Business Mgt) - 9 Credit Hours		9	38
	BUS-251	Human Resource Mgt	BUS-251 (Human Resource Mgt) - 3 Credit Hours		3	6
Legath, Robert	BUS-101	Introduction to Business	BUS-101 (Introduction to Business) - 6 Credit Hours		6	18
	BUS-201	Principles of Marketing	BUS-201 (Principles of Marketing) - 3 Credit Hours		3	10
	BUS-231	Principles of Management	BUS-231 (Principles of Management) - 3 Credit Hours		3	9
Lenhart, Michelle	BUS-201	Principles of Marketing	BUS-201 (Principles of Marketing) - 3 Credit Hours		3	6
Mrozinski, Gary	BUS-203	Salesmanship	BUS-203 (Salesmanship) - 3 Credit Hours	3		20
	ECO-151	Principles of Economics I	ECO-151 (Principles of Economics I) - 27 Credit Hours	27		207
	ECO-152	Principles of Economics II	ECO-152 (Principles of Economics II) - 15 Credit Hours	15		76
	HCM-280	Internship	HCM-280 (Internship) - 3 Credit Hours	3		2
Saxe, Wendy	ACC-111	Principles of Accounting I	ACC-111 (Principles of Accounting I) - 3 Credit Hours		3	11
	ACC-112	Principles of Accounting II	ACC-112 (Principles of Accounting II) - 3 Credit Hours		3	7
	ACC-213	Managerial Accounting	ACC-213 (Managerial Accounting) - 3 Credit Hours		3	7
Schauer, Kathryn	BUS-209	Business Communications	BUS-209 (Business Communications) - 3 Credit Hours		3	7
Sedlak, John	BUS-101	Introduction to Business	BUS-101 (Introduction to Business) - 12 Credit Hours	12		73
	BUS-201	Principles of Marketing	BUS-201 (Principles of Marketing) - 18 Credit Hours	18		113
	BUS-209	Business Communications	BUS-209 (Business Communications) - 3 Credit Hours	3		23
	BUS-229	Personal Money Mgt	BUS-229 (Personal Money Mgt) - 3 Credit Hours	3		26
	BUS-251	Human Resource Mgt	BUS-251 (Human Resource Mgt) - 12 Credit Hours	12		74
Shina, Kimberly	ACC-110	Survey of Accounting	ACC-110 (Survey of Accounting) - 3 Credit Hours		3	10
	ACC-111	Principles of Accounting I	ACC-111 (Principles of Accounting I) - 3 Credit Hours		3	17
Turchin, Cindy	BUS-209	Business Communications	BUS-209 (Business Communications) - 3 Credit Hours		3	7
	BUS-231	Principles of Management	BUS-231 (Principles of Management) - 9 Credit Hours		9	34
	HCM-101	Intro. to Health Care	HCM-101 (Intro. to Health Care) - 3 Credit Hours		3	6
	HCM-201	Medical Practice Mgt	HCM-201 (Medical Practice Mgt) - 3 Credit Hours		3	6
Vida, Christopher	BUS-215	Digital Marketing	BUS-215 (Digital Marketing) - 3 Credit Hours	3		9
Wilce, Marygrace	ACC-111	Principles of Accounting I	ACC-111 (Principles of Accounting I) - 3 Credit Hours		3	8

**FALL 2021 - SPRING 2022**  
**Faculty Credit-Student Loads**

9/1/21

<b>Faculty</b>	<b>Course</b>	<b>Title</b>	<b>Courses Taught</b>	<b>Annual FT CR</b>	<b>Annual PT CR</b>	<b>Annual Total Studs</b>
	ACC-112	Principles of Accounting II	ACC-112 (Principles of Accounting II) - 3 Credit Hours		3	3

## Table 5.2.A - Faculty Credit Hour Production

**Criterion 5.3.1. b** Provide credit hour production data by faculty member, separating full-time and part-time faculty. (See Figure 5.2)

**Figure 5.2**

Faculty Members	Fall 2021 Credit Hour Production	Spring 2022 Credit Hour Production	2021-2022 Academically Qualified Production	2021-2022 Professionally Qualified Production	2021-2022 Exception Production
<b>Full-time</b>					
Dunn, Lori	447	444	891		
Janoski, Walter	537	408	945		
Mrozinski, Gary	444	471	915		
Sedlak, John	405	522	927		
Vida, Christopher	0	27			27
<b>Part-time</b>					
Augustine, John	144	96	240		
Brogan, Richard	90	72	162		
Czeponis, Lawrence	24	36	60		
Hamedl, Joseph	0	39	39		
Hogan, Kimberly	0	15	15		
Kisailus, Shandra	93	45	138		
Kulick, John	183	144	327		
Legath, Robert	66	45	111		
Lenhart, Michelle	0	18	18		
Saxe, Wendy	54	21	75		
Schauer, Kathryn	21	0	21		
Shina, Kimberly	30	51	81		
Turchin, Cindy	39	120	159		
Wilce, Marygrace	<u>24</u>	<u>9</u>	<u>33</u>		
<b>TOTALS</b>	<b>2601</b>	<b>2583</b>	<b>5157</b>		<b>27</b>

**Table 5.2.A.1.  
Table for Faculty Coverage Summary**

During the Self-Study Year:	Undergrad Level	Graduate Level
Total Student Credit Hours in Business Program Taught by Faculty Members in the Business Unit	5,184	N/A
Total Credit Hours Taught by Masters and Doctorate -Qualified Faculty Members (include Bachelor Degree Qualified Faculty for Associate Degree programs)	5,157	N/A
Percent Credit Hours Taught by Masters and Doctorate -Qualified Faculty Members (include Bachelor Degree Qualified Faculty for Associate Degree programs)	99.48%	N/A
Percent of Total Credit Hours Taught by Doctorate -Qualified Faculty Members	2.66%	N/A

## Standard 5: Faculty Focus - Table 5.3.D.2. Associate Degree Table

The business unit provides opportunity for faculty and staff development consistent with faculty, staff, and institutional expectations. All faculty members should be involved in activities that enhance the depth, scope, and

### Table 5.3.D.2. Associate Degree Table

#### Example - Professional Development and Scholarly Activities

#### PROFESSIONAL DEVELOPMENT AND SCHOLARLY ACTIVITIES

Faculty Member	Conferences, Workshops, In-service	Committees (College-related)	Memberships (boards, commissions, etc.)	Continuing Education (classes, seminars, o
Lori Dunn	In-Service 4 each academic year			~TACTYC Conf., Fort Worth, TX ~TACTYC Conf., Fort Worth, TX ~TACTYC Conf., Fort Worth, TX ~PICPA Leadership Conf., Harrisburg ~ACBSP Conf Miami Fl ~ACBSP Conf Miami Fl ~1040 In Depth Seminar ~1040 Tax Info Seminar Prepare your Data efficiently for Excel Analysis Power BI Analyze Your data with Excel Pivot Taables Power BI Power Query to Transform Your Data Power BI Go Beyond Pivot Tables with Powerpoint Power BI Use Advanced Calculations with DAX formulas PICPA 2020 Leadership Webcast 1040 Tax In Depth Seminar 1040 Tax In Depth Seminar Cybersecurity Resources to Enhance Your Accounting Curricu Accounting Education Webcast (7/28/21) PICPA 2021 Leadership Webcast (9/9/21) PA ethics for CPA's (12/14/21) Various presentation at TACTYC Virtual (5/14/21)
Walter Janoski	In-Service 4 each academic year	Distance Education Committee (2021-Present)		
Dr. Gary Mrozinski	In-Service 4 each academic year	Academic Committee of the Senate (2006-Present) Articulation Committee (2006-2020) Chair, VPAA Search Committee (2022) Chair, VPAA Search Committee (2017) Numerous Faculty Search Committees ... and many, many more	Member, ACBSP Board of Directors (2017 - Present) Chair, ACBSP Associate's Board of Commissioners (2017-2018) Member, ACBSP Associate's Board of Commissioners (2014-2018) Chair, ACBSP Region 2 (2018-2019) Chair-elect, ACBSP Region 2 (2017-2018) Secretary, ACBSP Region 2 (2016-2017) Member, ACBSP Risk Assessment & Mgt Committee (2016 to Present) Member, Kappa Beta Delta Board of Directors (2016-Present) Member, ACBSP International Teaching Excellence Award Committee (2020-Present) Member, ACBSP International Best of Regions Committee (2020-Present) ACBSP Site Visit Evaluator (2009-2014) ACBSP Conference Planning Committee (2016, 2017, 2022)	~ACBSP Conf., Kansas City, MO ~ACBSP Chair Mtg., Kansas City, MO ~ACBSP Board Mtg., Bogata, Columbia ~ACBSP Conf., Houston, TX ~ACBSP Conf., Houston, TX ~ACBSP Conf., Houston, TX ~ACBSP Accreditation Wksp, Overland, KS ~Taken 9-20, ACBSP Accreditation Wksp, Overland, KS ~ACBSP Mtg., Albuquerque, NM ~Taken 9-27, ACBSP Mtg., Alburquerque, NM ~ACBSP Mtg., Liberty U., Lynchburg, VA ~ACBP Kansas City ~ACBSP Kansas City



Faculty Member	Conferences, Workshops, In-service	Committees (College-related)	Memberships (boards, commissions, etc.)	Continuing Education (classes, seminars, etc.)
John Sedlak	In-Service 4 each academic year	Diversity Equity and Inclusion Committee Wellness Committee	Pennsylvania Commission for Community College's Chair, Human Resources Officers Affinity Group	<p>~ACBSP Conf &amp; Board of Dir Mtg Miami FL  ~ACBSP Conf Board and Dir Meeting Miami FL  ~Taken 6/26/21: ACBSP 2021 Board of Director Mtg. Miami, FL  ~Taken 6/27/21: ACBSP 2021 Board of Director Mtg. Miami, FL  ~ACBSP 2021 Board of Director Mtg. Miami, FL  ~ACBSP Board and Director Mtg Miami FL  ~ACBSP Board of Dir Mtg Kansas City MO  ~taken 9/17/21 ACBSP Board of Dir Mtg Kansas, MO  ~taken 9/18/21 ACBSP Board of Dir Mtg Kansas City, MO  ~Taken 11/05 Virtual ACBSP Reg Fall Conf</p> <p>ALICE Training 10-21-2020  Advising via Student Planner – 8-27-2020  Title IX and Executive Leadership – 7-15-2020  TIAA - CREF Money Market Account Changes and Your Role  NEPA SHRM Supporting Substance Abuse Recovery with I  15-2020  Commonwealth of Virginia's "First in the Nation" Permanen  2021  Returning to a Transformed Workplace, Workpartners – 2-  Blackboard Digital Teaching Symposium 2021 - 4-16-202  Legal Updates: ADA, Title IX - Kelly Hodge and Steve Luc  2021  Compensation Structures – Judith Mickey, HR Consultants I  Public Safety Reform – NEPDEC – 4-23-2021  Changes to the Higher Ed Workforce in the Wake of the Pa  Fiduciary and Compliance Responsibilities Webinar – TIAA  Times Higher Education Student Success Forum 2021 - 9-  Pennsylvania Commission for Community College's Chair,  Affinity Group  The Importance of Mindfulness – SHRM – 1-19-2022</p>

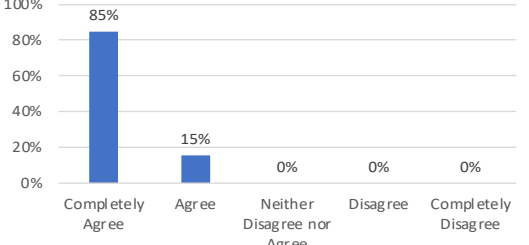
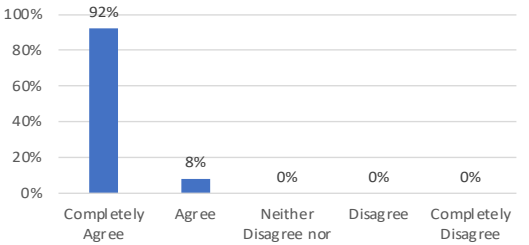
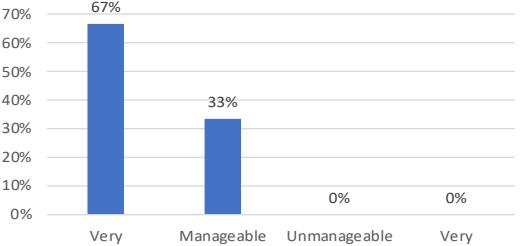
**TABLE 5.3: Faculty Focus Results (Standard 5)**

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 focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.															
		- 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															
		- For all data reported, show sample size (n=75).															
Analysis of Results																	
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 goal is for ≥ 90% of faculty to respond either "Agree" or "Completely Agree".	Full-time and part-time faculty were invited to participate in the Business Department Faculty Survey in Spring 2022. Responses were anonymous and 13 faculty participated. Question 1a asked "Please rate your level of agreement that <b>physical environment of the classroom</b> in which you have been teaching is conducive to learning."	A total of 93% responded either "Agree" or "Completely Agree" so the goal WAS met.	Only 1 of the 13 respondents is displeased with how conducive the classroom is for learning. Since this is an anonymous survey, there is no way to know the location of the classroom.	Department Chair and Center Directors will review the ergonomics of classrooms in the Spring 2023 semester. This will include the instructor space and student desk placement.	<p>Is the physical environment of your classroom conducive to learning? (n=13)</p> <table border="1"> <caption>Is the physical environment of your classroom conducive to learning? (n=13)</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Completely Agree</td> <td>62%</td> </tr> <tr> <td>Agree</td> <td>31%</td> </tr> <tr> <td>Neither Disagree nor Agree</td> <td>0%</td> </tr> <tr> <td>Disagree</td> <td>8%</td> </tr> <tr> <td>Completely Disagree</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Completely Agree	62%	Agree	31%	Neither Disagree nor Agree	0%	Disagree	8%	Completely Disagree	0%
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**Analysis of Results**

<b>Performance Measure: What is your goal? The goal should be measurable.</b>	<b>What is your measurement instrument or process? (indicate length of cycle)</b>	<b>Current Results: What are your current results?</b>	<b>Analysis of Results: What did you learn from your results?</b>	<b>Action Taken or Improvement made: What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>												
The goal is for ≥ 90% of faculty to respond either "Agree" or "Completely Agree".	Full-time and part-time faculty were invited to participate in the Business Department Faculty Survey in Spring 2022. Responses were anonymous and 13 faculty participated. Question 2a asked "Please rate your level of agreement that <b>technology available in the classrooms</b> in which you teach is up-to-date."	A total of 92% responded either "Agree" or "Completely Agree" so the goal WAS met.	Overall, the faculty have a positive opinion of the quality of the technology available to them, but 1 respondent did not believe the technology to be up-to-date.	In next survey, question faculty on specific technology needs and support levels.	<p align="center">Is the technology available in your classroom up-to-date? (n=13)</p> <table border="1"> <caption>Is the technology available in your classroom up-to-date? (n=13)</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Completely Agree</td> <td>54%</td> </tr> <tr> <td>Agree</td> <td>38%</td> </tr> <tr> <td>Neither Disagree nor Agree</td> <td>0%</td> </tr> <tr> <td>Disagree</td> <td>8%</td> </tr> <tr> <td>Completely Disagree</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Completely Agree	54%	Agree	38%	Neither Disagree nor Agree	0%	Disagree	8%	Completely Disagree	0%
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**Analysis of Results**

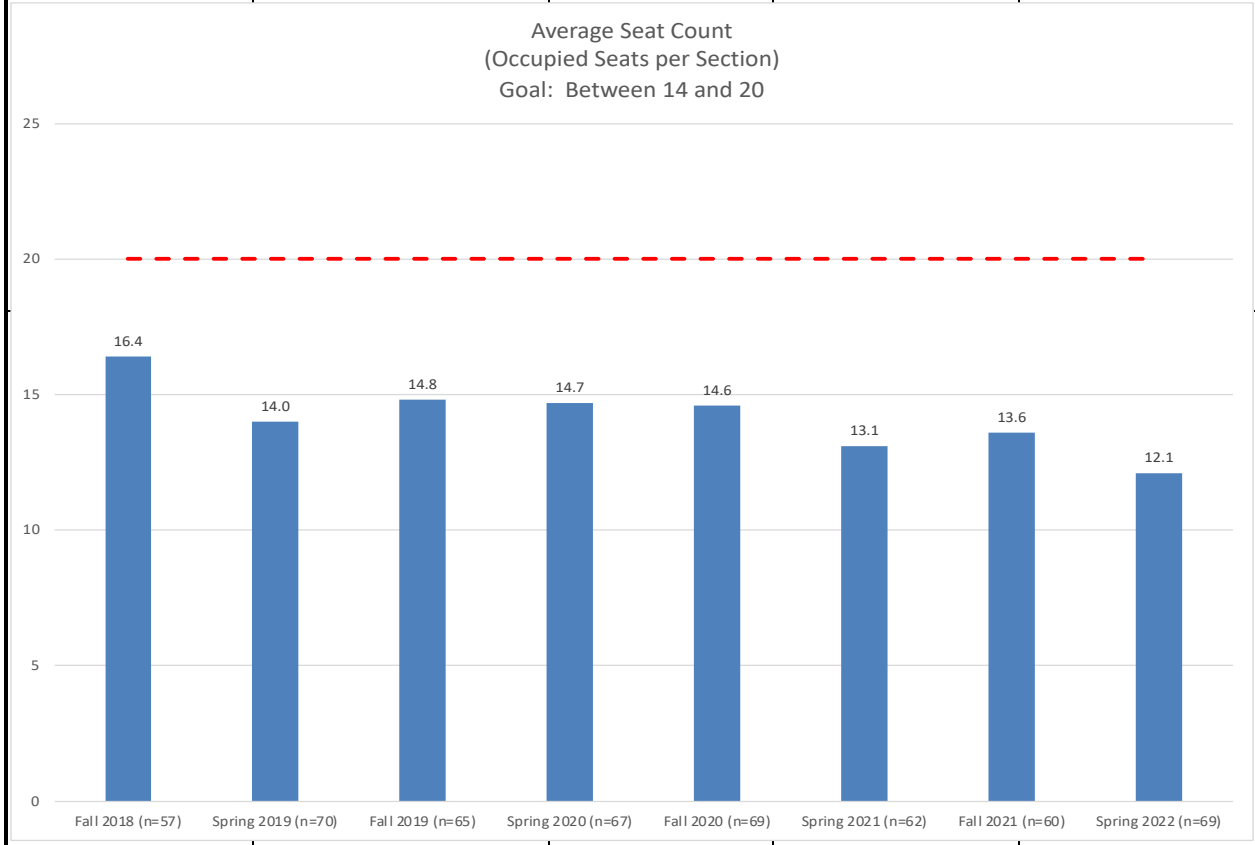
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The goal is for ≥ 90% of faculty to respond either "Agree" or "Completely Agree".	Full-time and part-time faculty were invited to participate in the Business Department Faculty Survey in Spring 2022. Responses were anonymous and 13 faculty participated. Question 4a asked "Please rate your level of agreement that your overall <b>interactions with other members of the Business Department</b> have been positive."	A total of 100% responded either "Agree" or "Completely Agree" so the goal WAS met.	This is a very positive result.	Continue to assess and strengthen the onboarding and support of faculty.	<p align="center">Have your overall interactions with other members of the Business Department been positive? (n=13)</p>  <table border="1"> <caption>Interaction with other members of the Business Department</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Completely Agree</td> <td>85%</td> </tr> <tr> <td>Agree</td> <td>15%</td> </tr> <tr> <td>Neither Disagree nor Agree</td> <td>0%</td> </tr> <tr> <td>Disagree</td> <td>0%</td> </tr> <tr> <td>Completely Disagree</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Completely Agree	85%	Agree	15%	Neither Disagree nor Agree	0%	Disagree	0%	Completely Disagree	0%
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The goal is for ≥ 90% of faculty to respond either "Agree" or "Completely Agree".	Full-time and part-time faculty were invited to participate in the Business Department Faculty Survey in Spring 2022. Responses were anonymous and 13 faculty participated. Question 4b asked "Please rate your level of agreement that the <b>leadership and support of the Business Department</b> is effective."	A total of 100% responded either "Agree" or "Completely Agree" so the goal WAS met.	This is a very positive result.	Continue to assess and strengthen the onboarding and support of faculty.	<p align="center">The leadership and support of the Business Department is effective? (n=13)</p>  <table border="1"> <caption>Leadership and support of the Business Department</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Completely Agree</td> <td>92%</td> </tr> <tr> <td>Agree</td> <td>8%</td> </tr> <tr> <td>Neither Disagree nor Agree</td> <td>0%</td> </tr> <tr> <td>Disagree</td> <td>0%</td> </tr> <tr> <td>Completely Disagree</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Completely Agree	92%	Agree	8%	Neither Disagree nor Agree	0%	Disagree	0%	Completely Disagree	0%
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The goal is for 100% of faculty to respond either "Manageable" or "Very Manageable".	Full-time and part-time faculty were invited to participate in the Business Department Faculty Survey in Spring 2022. Responses were anonymous and 13 faculty participated although only 12 answered this question. Question 5 asked " <b>How unmanageable or manageable is your teaching load</b> (# of courses) requirement at the College?"	A total of 100% responded either "Manageable" or "Very Manageable" so the goal WAS met.	This is a good result, but an even larger percentage responding "Very Manageable" is preferred.	While the percentages are positive, more detailed feedback in this area is necessary to identify specific concerns. This will be accomplished at departmental meetings.	<p align="center">How manageable is your teaching load at the College? (n=12)</p>  <table border="1"> <caption>Manageability of teaching load</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Manageable</td> <td>67%</td> </tr> <tr> <td>Manageable</td> <td>33%</td> </tr> <tr> <td>Unmanageable</td> <td>0%</td> </tr> <tr> <td>Very Unmanageable</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Very Manageable	67%	Manageable	33%	Unmanageable	0%	Very Unmanageable	0%		
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**Analysis of Results**

<b>Performance Measure: What is your goal? The goal should be measurable.</b>	<b>What is your measurement instrument or process? (indicate length of cycle)</b>	<b>Current Results: What are your current results?</b>	<b>Analysis of Results: What did you learn from your results?</b>	<b>Action Taken or Improvement made: What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>												
The goal is for ≥ 90% of faculty to respond either "Satisfied" or "Very Satisfied".	Full-time and part-time faculty were invited to participate in the Business Department Faculty Survey in Spring 2022. Responses were anonymous and 13 faculty participated. Question 7a asked "Please rate your level of satisfaction with the <b>professional development and training</b> in the Business Department."	A total of 100% responded either "Satisfied" or "Very Satisfied" so the goal WAS met.	This is a good result, but an even larger percentage responding "Very Satisfied" is preferred.	We will seek to increase the percentage who are "Very Satisfied" by adding more diverse Faculty development topics during Professional Development days. Survey Faculty on specific development topics of interest.	<div style="text-align: center;"> <p>How satisfied are you with the professional dev. and training in the Business Department? (n=13)</p> <table border="1" style="margin: 0 auto;"> <caption>Satisfaction Data</caption> <thead> <tr> <th>Satisfaction Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Satisfied</td> <td>62%</td> </tr> <tr> <td>Satisfied</td> <td>38%</td> </tr> <tr> <td>Somewhat Satisfied</td> <td>0%</td> </tr> <tr> <td>Unsatisfied</td> <td>0%</td> </tr> <tr> <td>Very Unsatisfied</td> <td>0%</td> </tr> </tbody> </table> </div>	Satisfaction Level	Percentage	Very Satisfied	62%	Satisfied	38%	Somewhat Satisfied	0%	Unsatisfied	0%	Very Unsatisfied	0%
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**Analysis of Results**

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The goal is for the Average Seat Count to be less than 20 so that faculty can give adequate personal attention to each student.	<b>Average Seat Count.</b> measures the average number of students in sections of business courses. Data from the last 8 major semesters is presented.	The average seat count met the goal comfortably each semester.	The average seat count declined in the pandemic semesters. It is expected that as students continue to return to face-to-face classes (currently our lowest enrolled sections), the average seat count will rise.	This measurement will continue to be monitored out of concern for faculty focus, student focus, and the financial stability of the college.	



(SEE BELOW)

**Analysis of Results**

<b>Performance Measure: What is your goal? The goal should be measurable.</b>	<b>What is your measurement instrument or process? (indicate length of cycle)</b>	<b>Current Results: What are your current results?</b>	<b>Analysis of Results: What did you learn from your results?</b>	<b>Action Taken or Improvement made: What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>
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The goal is for Part-time Faculty Usage to be less than 50%.

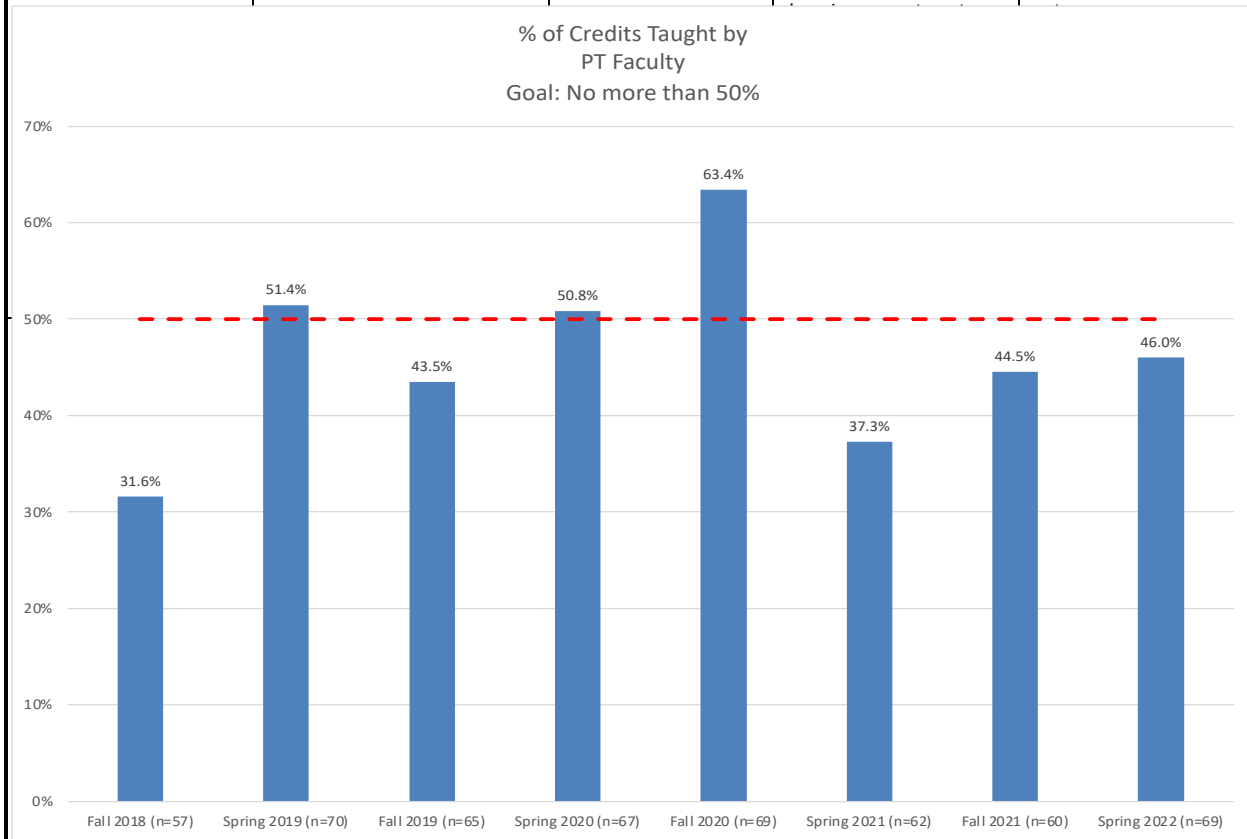
**Part-time Faculty Usage Rate** measures the % of credits taught by part-time faculty each semester. A part-time faculty member is a faculty member who teaches no more than 12 credits in a semester. Data from the last 8 major semesters is presented.

The goal was met, or very nearly met, in all but the Fall 2020 semester when a FT faculty retirement req'd the use of more adjuncts. Then the new faculty member was phased into faculty status (from administrative) causing the big drop in adjunct usage in Spring 2021.

We want to limit PT faculty usage so that there is adequate out-of-the-classroom faculty contributions (PT faculty only teach). If the PT faculty usage is too high, there is more out-of-the-classroom work to be done per full-timer, such as curriculum development, organizing activities,

The Business Department has 4 FT faculty members whose workload is more or less set. If there are no retirements, the only thing that contributes to the variation in PT faculty usage is variation in the # sections that are offered in a given semester. The biggest variation occurs at off-campus sites where sections do not always

(SEE BELOW)



**Table 6.2.b. Program Information**

<b>Program Name</b>	<b>Delivery Modality(ies)</b>	<b>Average Time for Degree Completion</b>	<b>Coverage Hours/3 Semester Hours or Equivalent</b>
Associate in Science (A.S.) in Accounting	Face-to-Face, Asynchronous Online	Two Years Full-time	63 Credits
Associate in Applied Science (A.A.S.) in Accounting Technology	Face-to-Face, Asynchronous Online	Two Years Full-time	62 Credits
Associate in Science (A.S.) in Business Administration	Face-to-Face, Asynchronous Online	Two Years Full-time	63 Credits
Associate in Applied Science (A.A.S.) in Business Management	Face-to-Face, Asynchronous Online	Two Years Full-time	62 Credits
Associate in Science (A.S.) in Health Care Management	Face-to-Face, Asynchronous Online	Two Years Full-time	61 Credits
Associate in Applied Science (A.A.S.) in Legal Assisting (Paralegal)	Face-to-Face	Two Years Full-time	62 Credits



## Table 6.2.c. for You to Complete

Program	Business Requirements	Total Credit Hours Required for Graduation
A.S. in Accounting	ACC-111, ACC-112, ACC-211, ACC-212, ACC-214, ACC-215, BUS-261, Business Elective, ECO-151, ECO-152, FIN-101 <b>Total Business Credits = 33 credits</b>	63 credits
A.A.S. in Accounting Technology	ACC-111, ACC-112, ACC-121, ACC-211, ACC-212, ACC-214, BUS-101, BUS-261, BUS-262, Business Elective, ECO-151, FIN-101 <b>Total Business Credits = 36 credits</b>	62 credits
A.S. in Business Administration	ACC-111, ACC-112, ACC-213, BUS-201, BUS-231, BUS-251, BUS-261, Business Elective, ECO-151, ECO-152, FIN-101 <b>Total Business Credits = 33 credits</b>	63 credits
A.A.S. in Business Management	ACC-111, BUS-101, BUS-201, BUS-231, BUS-248, BUS-251, BUS-261, BUS-262, Business Elective, Business Elective, Business Elective, ECO-151. <b>Total Business Credits = 36 credits</b>	62 credits
A.A.S. in Legal Assisting (Paralegal)	ACC-111, BUS-261, LAP-100, LAP-201, LAP-202, LAP-203, LAP-204, LAP-205, LAP-206, LAP-250, LAP-279, OMT-154, RET-107 <b>Total Business Credits = 39 credits</b>	62 credits
A.S. in Health Care Management	ACC-111, ACC-112, BUS-201, BUS-231, BUS-261, FIN-101, HCM-101, HCM-201, HCM-280, HIM-120 <b>Total Business Credits = 30 credits</b>	61 credits

**Table 6.2.d. - Table for External Articulation**

<b>Institution</b>	<b>Agreement in Place</b>	<b>Business Unit Process</b>	<b>Institution Process</b>
Bloomsburg University of Pennsylvania	Yes	Agreement revised every 5 years	Counselor/advisor discusses transfer options
East Stroudsburg University of Pennsylvania	Yes	Agreement revised every 5 years	Counselor/advisor discusses transfer options
Keystone College	Yes	Agreement revised every 5 years	Counselor/advisor discusses transfer options
King's College	Yes	Agreement revised every 5 years	Counselor/advisor discusses transfer options
Marywood University	Yes	Agreement revised every 5 years	Counselor/advisor discusses transfer options
Misericordia University	Yes	Agreement revised every 5 years	Counselor/advisor discusses transfer options
Pennsylvania State University	Yes	Agreement revised every 5 years	Counselor/advisor discusses transfer options
University of Scranton	Yes	Agreement revised every 5 years	Counselor/advisor discusses transfer options
Temple University	Yes	Agreement revised every 5 years	Counselor/advisor discusses transfer options
Wilkes University	Yes	Agreement revised every 5 years	Counselor/advisor discusses transfer options

## Table 6.3.a. Curriculum Summary

Name of Major/Program:

Total Number of Credit Hours in Degree

**AS in Accounting**

63

### Professional Component

Course Number	Course Title	Area of Study	Credit Hours
BUS-261	Business Law I	E	3
CIS-112	Spreadsheet Analysis w/Excel	B	3
ECO-151	Prin of Eco I (Macro)	D	3
ECO-152	Prin of Eco II (Micro)	D	3
MAT-107	Basic Statistics	C	3
MAT-121 or MAT-140	College Algebra Calculus for Business	C	3
Business Elective		A-I	<u>3</u>
Total Credit Hours			21
Percent of Total Hours			33%

### Business Major Component

Course Number	Course Title		Credit Hours
ACC-111	Principles of Accounting I	A	3
ACC-112	Principles of Accounting II	A	3
ACC-211	Intermediate Accounting I	A	3
ACC-212	Intermediate Accounting II	A	3
ACC-214	Tax Accounting	A	3
ACC-215	Cost Accounting	A	3
FIN-101	Introduction to Finance	H	<u>3</u>
Total Credit Hours			21
Percent of Total Hours			33%

## Table 6.3.a. Curriculum Summary

Name of Major/Program:

Total Number of Credit Hours in Degree

**AAS in Accounting**

62

### Professional Component

Course Number	Course Title	Area of Study	Credit Hours
BUS-101	Introduction to Business	A-I	3
BUS-261	Business Law I	E	3
BUS-262	Business Law II	E	3
CIS-110	Computer Literacy and Applications	B	3
CIS-112	Spreadsheet Analysis w/Excel	B	3
ECO-151	Prin of Eco I (Macro)	D	3
MAT-121	College Algebra	C	3
Business Elective		A-I	3
Total Credit Hours			24
Percent of Total Hours			39%

### Business Major Component

Course Number	Course Title	Area of Study	Credit Hours
ACC-111	Principles of Accounting I	A	3
ACC-112	Principles of Accounting II	A	3
ACC-121	Applications in Microcomputing Accounting	A	3
ACC-211	Intermediate Accounting I	A	3
ACC-212	Intermediate Accounting II	A	3
ACC-213	Managerial Accounting	A	3
ACC-214	Tax Accounting	A	3
FIN-101	Introduction to Finance	H	3
Total Credit Hours			24
Percent of Total Hours			39%

## Table 6.3.a. Curriculum Summary

Name of Major/Program:

Total Number of Credit Hours in Degree

**AS in Business Administration**

63

### Professional Component

<b>Course Number</b>	<b>Course Title</b>	<b>Area of Study</b>	<b>Credit Hours</b>
BUS-261	Business Law I	E	3
CIS-110	Computer Literacy and Applications	B	3
ECO-151	Prin of Eco I (Macro)	D	3
ECO-152	Prin of Eco II (Micro)	D	3
MAT-107	Basic Statistics	C	3
MAT-140	Calculus for Business	C	3
Business Elective		A-I	<u>3</u>
Total Credit Hours			21
Percent of Total Hours			33%

### Business Major Component

<b>Course Number</b>	<b>Course Title</b>	<b>Area of Study</b>	<b>Credit Hours</b>
ACC-111	Principles of Accounting I	A	3
ACC-112	Principles of Accounting II	A	3
ACC-213	Managerial Accounting	A	3
BUS-201	Principles of Marketing	F	3
BUS-231	Principles of Management	I	3
BUS-251	Human Resource Management	I	3
FIN-101	Introduction to Finance	H	<u>3</u>
Total Credit Hours			21
Percent of Total Hours			33%

# Table 6.3.a. Curriculum Summary

Name of Major/Program:

**AAS in Business Management**

Total Number of Credit Hours in Degree

62

## Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC-110 <b>or</b> ACC-111	Survey of Accounting Principles of Accounting I	A	3
BUS-261	Business Law I	E	3
CIS-110	Computer Literacy and Applications	B	3
ECO-151	Prin of Eco I (Macro)	D	3
Business Electives		A-I	6
Quantitative Elective		C	<u>3</u>
Total Credit Hours			21
Percent of Total Hours			34%

## Business Major Component

Course Number	Course Title	Area of Study	Credit Hours
BUS-101	Introduction to Business	A-I	3
BUS-201	Principles of Marketing	F	3
BUS-209	Business Communications	A-I	3
BUS-231	Principles of Management	I	3
BUS-248	Small Business Management	G	3
BUS-251	Human Resource Management	I	3
BUS-262	Business Law II	E	3
BUS-299 <b>or</b> Business Elective	Business Internship	A-I	<u>3</u>
Total Credit Hours			24
Percent of Total Hours			39%

# Table 6.3.a. Curriculum Summary

Name of Major/Program:

**AS in Health Care Management**

Total Number of Credit Hours in Degree

61

## Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC-111	Principles of Accounting I	A	3
ACC-112	Principles of Accounting I	A	3
BUS-201	Principles of Marketing	F	3
BUS-231	Principles of Management	I	3
BUS-261	Business Law I	E	3
CIS-110	Computer Literacy and Applications	B	3
MAT-140	Calculus for Business	B	<u>3</u>
Total Credit Hours			21
Percent of Total Hours			34%

## Business Major Component

Course Number	Course Title		Credit Hours
HCM-101	Introduction to Health Care Systems	I	3
HCM-201	Medical Practice Management	I	3
HCM-280	Health Care Internship	I	3
HIM-120	Medical Terminology	I	3
FIN-101	Introduction to Finance	H	<u>3</u>
Total Credit Hours			15
Percent of Total Hours			25%

## Table 6.3.a. Curriculum Summary

Name of Major/Program:

**AAS in Legal Assisting (Paralegal)**

Total Number of Credit 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 and Applications	B	3
OMT-154	Office Procedures	I	3
RET-107	Real Estate Law	E	3
Quantitative Elective		C	<u>3</u>
Total Credit Hours			18
Percent of Total Hours			29%

### Business Major Component

Course Number	Course Title		Credit Hours
LAP-100	Introduction to Paralegal Services	E	3
LAP-201	Tort and Criminal Law	E	3
LAP-202	Estate Law	E	3
LAP-203	Corporate Law	E	3
LAP-204	Bankruptcy Law	E	3
LAP-205	Family Law	E	3
LAP-206	Civil Litigation	E	3
LAP-250	Legal Research and Writing	E	3
LAP-279	Legal Assisting Internship	E	<u>3</u>
Total Credit Hours			27
Percent of Total Hours			44%



<b>Program Name</b>		<b>Professional Component</b>		<b>Business Major Component</b>	
		<b>Credits</b>	<b>%</b>	<b>Credits</b>	<b>%</b>
AS in Accounting	63 Cr	21 Cr	33%	21 Cr	33%
AAS in Acc Tech	62 Cr	24 Cr	39%	24 Cr	39%
AS in Bus Admin	63 Cr	21 Cr	33%	21 Cr	33%
AAS in Bus Mgt	62 Cr	21 Cr	34%	24 Cr	39%
AS in H.C. Mgt	61 Cr	21 Cr	34%	15 Cr	25%
AAS in Leg Assist	62 Cr	18 Cr	29%	27 Cr	44%

**Table 7.1.b - Operations and Support**

**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.**

<b>Operations and Support</b>	<p>What do you have to report to the administration? Those are mostly business operation processes. This list is comprised of examples to help you think about your own business operation processes. Some operational activities include hiring faculty, setting academic policies, overseeing the budget, fundraising, and other administrative duties. Other operational processes include: classroom teaching assignments, student advising and counseling activities, scholarly and professional activities, community and college service activities, administrative activities, business and industry interaction, special research programs and projects, thesis and dissertation supervision and direction, if applicable, non-traditional teaching. This list is only some examples to help you think about your own support services. Support services can include computer labs, structured assistance or supplemental instruction in math, reading, and English. Support can be emotional, physical, financial, academic, or spiritual. It could be computer-assisted instructional laboratories, study groups, tutoring, writing assistance, disability resources, and technology help.</p>					
<b>Analysis of Results</b>						
<b>Performance Measure</b>	<b>What is your measurement instrument or process?</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken or Improvement made</b>	<b>Insert Graphs. (3-5 data points preferred)</b>	
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?		

**Analysis of Results**

Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs. (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?	preferred)																																										
<p>The goal is for headcount enrollment to increase each academic year for each program.</p>	<p><b>Headcount Enrollment by Program</b> is measured each Fall and Spring semester for each program and then annualized for each academic year. A 5-year history is presented.</p>	<p>A long-term growth trend is observed in the new (but still small) Health Care Management program. The AAS in Accounting and AAS in Paralegal program mostly held steady. The AS in Accounting as well as the AS and AAS in Business programs experienced declines in enrollment, especially in the last two years.</p>	<p>The pandemic had a significant effect on enrollments college-wide as well as in the Business Department which can be observed in the last 2 years of the 5-year cycle. There was a decline in incoming students as well as returning students in these years.</p>	<p>Beginning with the Fall 2020 semester, the college returned to face-to-face instruction as soon as possible, and sooner than other colleges in the region, hoping that more students would feel comfortable returning to face-to-face (F2F) classes on campus. All CDC recommended precautions were instituted on campus. In the Business Department, and an increased number of online sections were made available to ensure that there was adequate capacity for students who self-selected into online classes. Focusing on retention, Business Department faculty embraced an emphasis on communicating with students in an empathetic, and on-going manner in their classes, offering assistance to struggling students, offering more flexible late work/make-up work policies, and offering pass/fail/incomplete grading options to a degree far greater than before.</p>	<p>(SEE BELOW)</p>																																										
<div style="text-align: center;"> <p>Headcount Enrollment by Program (Annualized) Five-year History</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Headcount Enrollment by Program (Annualized) Five-year History</caption> <thead> <tr> <th>Program</th> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020</th> <th>2020-2021</th> <th>2021-2022</th> </tr> </thead> <tbody> <tr> <td>AAS in Accounting</td> <td>37</td> <td>29</td> <td>28</td> <td>30</td> <td>37</td> </tr> <tr> <td>AAS in Business Management</td> <td>151</td> <td>139</td> <td>141</td> <td>107</td> <td>103</td> </tr> <tr> <td>AAS in Legal Assisting (Paralegal)</td> <td>22</td> <td>24</td> <td>27</td> <td>16</td> <td>17</td> </tr> <tr> <td>AS in Accounting</td> <td>89</td> <td>68</td> <td>83</td> <td>65</td> <td>39</td> </tr> <tr> <td>AS in Business Administration</td> <td>192</td> <td>150</td> <td>150</td> <td>121</td> <td>113</td> </tr> <tr> <td>AS in Healthcare Management</td> <td>6</td> <td>11</td> <td>20</td> <td>18</td> <td>22</td> </tr> </tbody> </table> </div>						Program	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	AAS in Accounting	37	29	28	30	37	AAS in Business Management	151	139	141	107	103	AAS in Legal Assisting (Paralegal)	22	24	27	16	17	AS in Accounting	89	68	83	65	39	AS in Business Administration	192	150	150	121	113	AS in Healthcare Management	6	11	20	18	22
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<p>The goal is for each program to experience growth in enrollment each academic year which would be represented by a positive %change.</p>	<p><b>% Change in Headcount Enrollment by Program.</b> shows, for each academic year, the percent change in headcount enrollment for each program so that comparisons can be made between programs. A 5-year history is presented.</p>	<p>The Paralegal and Health Care Management programs experienced an up-and-down percent growth rate over the 5 years which can be attributed to the small enrollment numbers. All other programs except the AAS in Accounting program experienced mostly negative growth rates over the period.</p>	<p>As mentioned above, the pandemic had a significant effect on enrollments college-wide as well as in the Business Department which can be observed in the last 2 years of the 5-year cycle. There was a decline in incoming students as well as returning students in these years.</p>	<p>As mentioned above, beginning with the Fall 2020 semester, the Business Department increased number of online sections that were available to ensure that there was adequate capacity for students who self-selected into online classes. Focusing on retention, Business Department faculty embraced an emphasis on communicating with students in an empathetic, and on-going manner in their classes, offering assistance to struggling students, offering more flexible late work/make-up work policies, and offering pass/fail/incomplete grading options to a degree far greater than before. Some of these retention measures are still being used.</p>	<p>(SEE BELOW)</p>																																										
<p><b>% Change in Headcount Enrollment by Program (Annualized) Five-year History</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for % Change in Headcount Enrollment by Program (Annualized) Five-year History</caption> <thead> <tr> <th>Program</th> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020</th> <th>2020-2021</th> <th>2021-2022</th> </tr> </thead> <tbody> <tr> <td>AAS in Accounting</td> <td>14%</td> <td>-22%</td> <td>-3%</td> <td>5%</td> <td>25%</td> </tr> <tr> <td>AAS in Business Management</td> <td>-10%</td> <td>-8%</td> <td>1%</td> <td>-24%</td> <td>-3%</td> </tr> <tr> <td>AAS in Legal Assisting (Paralegal)</td> <td>-19%</td> <td>7%</td> <td>13%</td> <td>-42%</td> <td>10%</td> </tr> <tr> <td>AS in Accounting</td> <td>16%</td> <td>-24%</td> <td>23%</td> <td>-22%</td> <td>-40%</td> </tr> <tr> <td>AS in Business Administration</td> <td>-4%</td> <td>-22%</td> <td>0%</td> <td>-19%</td> <td>-7%</td> </tr> <tr> <td>AS in Healthcare Management</td> <td>0%</td> <td>91%</td> <td>90%</td> <td>-13%</td> <td>26%</td> </tr> </tbody> </table>						Program	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	AAS in Accounting	14%	-22%	-3%	5%	25%	AAS in Business Management	-10%	-8%	1%	-24%	-3%	AAS in Legal Assisting (Paralegal)	-19%	7%	13%	-42%	10%	AS in Accounting	16%	-24%	23%	-22%	-40%	AS in Business Administration	-4%	-22%	0%	-19%	-7%	AS in Healthcare Management	0%	91%	90%	-13%	26%
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<p>The goal is for the number of graduates to increase for each program each academic year.</p>	<p><b># Graduates by Program.</b> shows the # of graduates for each fiscal year. LCCC confers degrees each year in May and in August. Data reported here show # graduates each May bundled with the previous August. A 5-year history is presented.</p>	<p>These data trends are consistent with total enrollment trends although there were significant increases in # graduates in the A.S. programs in 2022.</p>	<p>General enrollment declines in the two COVID years contributed to decreased # graduates, but there were significant increases in 2022 in 4 of the 6 programs (AAS in Paralegal, AS in Accounting, AS in Business Administration, &amp; AS in Health Care Management). This was encouraging.</p>	<p>Since performance on this measure depends on the ability to both recruit students (i.e. headcount enrollment) and retain students (i.e. retention), any initiatives in either area could lead to gains in # graduates. As a retention initiative, the Business department reactivate the Business Club with mild success in 2021-2022 and with much greater success in 2022-2023. In 2022-2023, this led to the Business Symposium which was coordinated by the Business Club. The Business Symposium was a career-oriented event that all business students benefitted from due to its educational value, and as a community building activity for the Department. A recruitment initiative that was added was the 3-day Summer Business Camp for high school students in Summer 2021 introducing students to business careers.</p>	<p>(SEE BELOW)</p>																																										
<div style="text-align: center;"> <p># Graduates by Program Five-year History</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption># Graduates by Program Five-year History</caption> <thead> <tr> <th>Program</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>AAS in Accounting</td> <td>4</td> <td>3</td> <td>7</td> <td>6</td> <td></td> </tr> <tr> <td>AAS in Business Management</td> <td>33</td> <td>37</td> <td>36</td> <td>31</td> <td></td> </tr> <tr> <td>AAS in Legal Assisting (Paralegal)</td> <td>2</td> <td>6</td> <td>1</td> <td>3</td> <td></td> </tr> <tr> <td>AS in Accounting</td> <td>14</td> <td>13</td> <td>6</td> <td>17</td> <td></td> </tr> <tr> <td>AS in Business Administration</td> <td>24</td> <td>20</td> <td>16</td> <td>24</td> <td></td> </tr> <tr> <td>AS in Healthcare Management</td> <td></td> <td></td> <td></td> <td>2</td> <td></td> </tr> </tbody> </table> </div>						Program	2018	2019	2020	2021	2022	AAS in Accounting	4	3	7	6		AAS in Business Management	33	37	36	31		AAS in Legal Assisting (Paralegal)	2	6	1	3		AS in Accounting	14	13	6	17		AS in Business Administration	24	20	16	24		AS in Healthcare Management				2	
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The goal is to exceed the college transfer rate each semester.	<b>Transfer Rates by Program</b> show the percentage of graduates in each program that transferred to a baccalaureate program within 3 years of graduating. A 5-year history is presented.	All 3 transfer programs outperformed the college in 2013 & 2014 with the opposite being true in 2015. Then, in 2016 & 2017, there were up-and-down trends in some programs, but, overall the business programs outperformed the college.	Most semesters, transfer rates for business programs are very near the college average. There are two possible approaches to improving transfer rates - better communication with students about transfer opportunities, and better articulation agreements.	Even though the Business Department knows anecdotally that our transfer institution partners like King's College, Wilkes University, Misericordia University, and Bloomsburg University treat our transfer students well, several of the formal articulation agreements were out of date. There is a benefit to the student being able to see the actual transferrability of the LCCC business courses in writing. The LCCC Business Department Chair has been reaching out to the various business deans to work on revising the agreements. This outreach led to the King's College and Wilkes University agreements being updated in 2020. Dialogue with the Bloomsburg University Dean of Business in Fall 2021 was ultimately unfruitful because a reorganization of the state system universities shortly afterwards led to campus mergers and reassignments of administrators. The Business Department Chair met with the Business Dean of Misericordia University in Fall 2022 and revision to that agreement is in process. The Temple University articulation agreement will be updated in the near future. These articulation agreements can be seen on the LCCC Transfer Services webpage.	(SEE BELOW)																														
<div style="text-align: center;"> <p><b>% Graduates Transferring to Baccalaureate Inst in 3 Years</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <caption>Transfer Rate Data (2013-2017)</caption> <thead> <tr> <th>Program</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>AS in Accounting</td> <td>50%</td> <td>71%</td> <td>0%</td> <td>38%</td> <td>86%</td> </tr> <tr> <td>AS in Business Administration</td> <td>66%</td> <td>68%</td> <td>56%</td> <td>79%</td> <td>52%</td> </tr> <tr> <td>Business Dept Transfer Rate</td> <td>63%</td> <td>69%</td> <td>53%</td> <td>67%</td> <td>61%</td> </tr> <tr> <td>College Transfer Rate</td> <td>56%</td> <td>62%</td> <td>64%</td> <td>56%</td> <td>54%</td> </tr> </tbody> </table> </div>						Program	2013	2014	2015	2016	2017	AS in Accounting	50%	71%	0%	38%	86%	AS in Business Administration	66%	68%	56%	79%	52%	Business Dept Transfer Rate	63%	69%	53%	67%	61%	College Transfer Rate	56%	62%	64%	56%	54%
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The goal is to exceed the college's 3-year average of 69.2%.	<b>Fall-to-Spring Retention Rates by Program.</b> measures the % of first-time freshmen entering the college each Fall that continue on to the following Spring. This is reported for each program. A 5-year history is presented.	The goal was exceeded in the both the AS & AAS in Business programs, and increases in retention were experienced each year. A pattern could not be detected in the other programs, but retention rates were very near the goal each year.	Analysis of this measurement combined with analysis of the next measurement reveals that the bigger retention problem for business students is Fall-to-Spring. Academic success for students who make it into their 2nd semesters is quite good. They are then retained at a clearly higher rate than the rest of students college-wide, so retention initiatives should focus on improving performance on THIS measurement.	Retention initiatives aimed at 1st semester students will include Business Department orientation sessions. These have been conducted intermittently in the past but not since the pandemic. These sessions would be held on main campus around the 3rd week of the semester. For example, accounting students would be invited to the orientation session where they would meet each of the full-time faculty, learn about their programs, learn about accounting careers, and get to meet each other. A separate session will be held for business program students. This kind of community building activity will make students feel more connected to the faculty, each other, and the college. An equivalent activity, possibly virtual, will need to be designed to reach our online students and our evening students.	(SEE BELOW)																																
<div style="text-align: center;"> <p><b>% of Students Retained Fall-to-Spring (Still Enrolled in Any Program, or Graduated From Any Program) Compared to College's 3-Year Avg for All Students</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Approximate Data from Retention Chart</caption> <thead> <tr> <th>Program</th> <th>Fa/18 (%)</th> <th>Fa/19 (%)</th> <th>Fa/20 (%)</th> </tr> </thead> <tbody> <tr> <td>AAS in Accounting</td> <td>70</td> <td>74</td> <td>69</td> </tr> <tr> <td>AAS in Business Management</td> <td>69</td> <td>74</td> <td>75</td> </tr> <tr> <td>AAS in Legal Assisting (Paralegal)</td> <td>69</td> <td>70</td> <td>66</td> </tr> <tr> <td>AS in Accounting</td> <td>78</td> <td>62</td> <td>69</td> </tr> <tr> <td>AS in Business Administration</td> <td>71</td> <td>74</td> <td>77</td> </tr> <tr> <td>AS in Healthcare Management</td> <td>70</td> <td>68</td> <td>76</td> </tr> <tr> <td>TOTAL</td> <td>72</td> <td>69</td> <td>69</td> </tr> </tbody> </table> <p>Legend: Fa/18 (Blue), Fa/19 (Red), Fa/20 (Green), College 3-Yr Avg (Red dashed line at 69.2%)</p> </div>						Program	Fa/18 (%)	Fa/19 (%)	Fa/20 (%)	AAS in Accounting	70	74	69	AAS in Business Management	69	74	75	AAS in Legal Assisting (Paralegal)	69	70	66	AS in Accounting	78	62	69	AS in Business Administration	71	74	77	AS in Healthcare Management	70	68	76	TOTAL	72	69	69
Program	Fa/18 (%)	Fa/19 (%)	Fa/20 (%)																																		
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The goal is to exceed the college's 3-year average of 49.0%.	<b>Fall-to-Fall Retention Rates by Program.</b> measures the % of first-time freshmen entering the college each Fall that continue on to the following Fall. This is reported for each program. A 5-year history is presented.	While Business Department students were retained at about the same rate as college-wide from Fall to Spring, Business Department students clearly outperformed the college-wide retention rate in each program and each year.	These data indicate that those students who "survive" to their second semesters are then academically successful (as compared to college-wide data). So, the area of focus should be Fall-to-Spring retention. Once the business student reaches the 2nd semester, he/she has a better chance of success. So, retention initiatives should focus on 1st semester students (i.e. getting them to their 2nd semesters).	Beginning in Fall 2023, the a reinvigorated Business Club with at least 10-12 active participants have already held one fundraiser (candy sale) and coordinated another department-wide event (the Business Symposium). Activities are planned for the Spring semester including other fundraisers with a goal of funding a trip to New York City to tour the New York Stock Exchange. Growing the Business Club in the future so that it includes a larger number of students, particularly 1st semester students, will work to improve Fall-to-Spring retention, while also having a positive affect on second year students.	(SEE BELOW)																																
<div style="text-align: center;"> <p><b>% of Students Retained Fall-to-Fall</b> (Still Enrolled in Any Program, or Graduated From Any Program) Compared to College's 3-Year Avg for All Students</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Retention Rates by Program and Year</caption> <thead> <tr> <th>Program</th> <th>Fa/18</th> <th>Fa/19</th> <th>Fa/20</th> </tr> </thead> <tbody> <tr> <td>AAS in Accounting</td> <td>57%</td> <td>60%</td> <td>48%</td> </tr> <tr> <td>AAS in Business Management</td> <td>52%</td> <td>68%</td> <td>65%</td> </tr> <tr> <td>AAS in Legal Assisting (Paralegal)</td> <td>54%</td> <td>54%</td> <td>48%</td> </tr> <tr> <td>AS in Accounting</td> <td>61%</td> <td>54%</td> <td>58%</td> </tr> <tr> <td>AS in Business Administration</td> <td>63%</td> <td>56%</td> <td>67%</td> </tr> <tr> <td>AS in Healthcare Management</td> <td>50%</td> <td>58%</td> <td>59%</td> </tr> <tr> <td>TOTAL</td> <td>57%</td> <td>56%</td> <td>54%</td> </tr> </tbody> </table> <p>Legend: Fa/18 (Blue), Fa/19 (Red), Fa/20 (Green), College 3-Yr Avg (Red dashed line at 49.0%)</p> </div>						Program	Fa/18	Fa/19	Fa/20	AAS in Accounting	57%	60%	48%	AAS in Business Management	52%	68%	65%	AAS in Legal Assisting (Paralegal)	54%	54%	48%	AS in Accounting	61%	54%	58%	AS in Business Administration	63%	56%	67%	AS in Healthcare Management	50%	58%	59%	TOTAL	57%	56%	54%
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<p>The goal is for the Average Seat Count to be between 14 and 20, balancing the dual concerns of too large class sizes too small class sizes.</p>	<p><b>Average Seat Count.</b> measures the average number of students in sections of business courses. Data from the last 8 major semesters is presented.</p>	<p>The average seat count met the goal all but the last three semesters where it was slightly below 14. The lower limit is established out of concern for the fiscal health of the college and the upper limit is established out of concern for students' access to the instructor.</p>	<p>The Business Department's efforts to get the students back into face-to-face (F2F) classes during the recovery from the pandemic resulted in more than the usual number of small enrollment F2F sections which lowered the Average Seat Count. Because CARES Act funding has been temporarily available to compensate for the relatively higher instructional costs of these smaller classes, the Business Department was less concerned with the effects on the college's finances.</p>	<p>CARES Act funding was available in all academic departments in 2020-2021 &amp; 2021-2022 to allow sections with 6 or 7 students to be offered with full pay for the instructor whereas 8 students had been the minimum seat count for full pay prior. While this had the effect of lowering the average seat count, those students who really needed F2F instruction to be successful had access to F2F classes, and some of these sections were small enrollment sections. Otherwise, these students would have been forced into online sections. This had a positive effect on retention. This policy of allowing low enrollment sections with a minimum of 6 students continued into the Fall 2022 semester. This will continue to be monitored, and it is expected that eventually as greater numbers of students who would naturally be attracted to F2F classes return to F2F classes, fewer low enrollment sections will exist in future semesters.</p>	<p>(SEE BELOW)</p>																		
<div style="text-align: center;"> <p>Average Seat Count (Occupied Seats per Section) Goal: Between 14 and 20</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th>Semester</th> <th>Average Seat Count</th> </tr> </thead> <tbody> <tr> <td>Fall 2018 (n=57)</td> <td>16.4</td> </tr> <tr> <td>Spring 2019 (n=70)</td> <td>14.0</td> </tr> <tr> <td>Fall 2019 (n=65)</td> <td>14.8</td> </tr> <tr> <td>Spring 2020 (n=67)</td> <td>14.7</td> </tr> <tr> <td>Fall 2020 (n=69)</td> <td>14.6</td> </tr> <tr> <td>Spring 2021 (n=62)</td> <td>13.1</td> </tr> <tr> <td>Fall 2021 (n=60)</td> <td>13.6</td> </tr> <tr> <td>Spring 2022 (n=69)</td> <td>12.1</td> </tr> </tbody> </table> </div>						Semester	Average Seat Count	Fall 2018 (n=57)	16.4	Spring 2019 (n=70)	14.0	Fall 2019 (n=65)	14.8	Spring 2020 (n=67)	14.7	Fall 2020 (n=69)	14.6	Spring 2021 (n=62)	13.1	Fall 2021 (n=60)	13.6	Spring 2022 (n=69)	12.1
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The goal is for Part-time Faculty Usage to be less than 50%.	<b>Part-time Faculty Usage Rate</b> measures the % of credits taught by part-time faculty each semester. A part-time faculty member is a faculty member who teaches no more than 12 credits in a semester. Data from the last 8 major semesters is presented.	The goal was met, or very nearly met, in all but the Fall 2020 semester. In that semester, a full-time faculty retirement necessitated the use of more adjuncts, but then the replacement faculty member was phased in to faculty status from an administrative position causing the big drop in adjunct usage in Spring 2021.	The reason the department would like to limit part-time faculty usage is so that the department and it's students can benefit from adequate out-of-the-classroom contributions of faculty, because part-time faculty only teach. Once the new full-time faculty member was fully available to teach in the Spring 2021 semester, part-time faculty usage was comfortably below the goal.	The Business Department has 4 full-time faculty members whose workload is more or less set. If there are no retirements, the only thing that contributes to the variation in part-time faculty usage is variation in the number of business sections that are offered in a given semester. The biggest variation occurs at off-campus sites where sections do not always roster, and at Main Campus at night.	(SEE BELOW)																											
<div style="text-align: center;"> <p><b>% of Credits Taught by PT Faculty</b> Goal: No more than 50%</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th>Semester</th> <th>n</th> <th>% of Credits Taught by PT Faculty</th> </tr> </thead> <tbody> <tr> <td>Fall 2018</td> <td>57</td> <td>31.6%</td> </tr> <tr> <td>Spring 2019</td> <td>70</td> <td>51.4%</td> </tr> <tr> <td>Fall 2019</td> <td>65</td> <td>43.5%</td> </tr> <tr> <td>Spring 2020</td> <td>67</td> <td>50.8%</td> </tr> <tr> <td>Fall 2020</td> <td>69</td> <td>63.4%</td> </tr> <tr> <td>Spring 2021</td> <td>62</td> <td>37.3%</td> </tr> <tr> <td>Fall 2021</td> <td>60</td> <td>44.5%</td> </tr> <tr> <td>Spring 2022</td> <td>69</td> <td>46.0%</td> </tr> </tbody> </table> </div>						Semester	n	% of Credits Taught by PT Faculty	Fall 2018	57	31.6%	Spring 2019	70	51.4%	Fall 2019	65	43.5%	Spring 2020	67	50.8%	Fall 2020	69	63.4%	Spring 2021	62	37.3%	Fall 2021	60	44.5%	Spring 2022	69	46.0%
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The goal is for no more than 50% of instruction in the Business Department to be online.	<b>Online Instruction Percentage</b> measures, for each major semester, the percentage of occupied seats in all business sections that are online occupied seats. Data from the last 8 major semesters is presented.	As expected, during the pandemic years of 2020-2021 and 2021-2022, a surge in demand for online classes occurred. The demand declined a little in 2021-2022, but the measurement is not near the goal.	The reason the department would like to limit the percentage of sections that are online is because underprepared students often lack the ability and self-discipline to succeed in online classes. Students fears of entering campus for face-to-face classes in 2020-2021, and to a lesser extent in 2021-2022 caused a greater than usual percentage of students to choose online classes.	The concern is for that segment of the student population that is either underprepared, or lacks the self-discipline that is needed to be successful in an online class. Some students need the discipline that a F2F class on M-W-F imposes on them because then they are, for example, learning about macroeconomics incrementally throughout the week. If this kind of student chooses an asynchronous online class instead (or is forced to do so because a F2F section is not available), they often wait until Sunday evening to begin doing work because chapter assignments are usually due on Sunday at midnight. Students such as these choosing online classes may not fully realize the challenges they will face until it is too late, and if they start the freshman year in only online classes, they are likely to drop out before the end of the semester with a negative perception of the college and/or damaged confidence in their ability to succeed in college.	(SEE BELOW)																		
<p align="center">Online Instruction Percentage: Asynchronous Occupied Seats / Total Occupied Seats Goal: No more than 50%</p> <table border="1"> <caption>Online Instruction Percentage Data</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 2018 (n=57)</td> <td>38.0%</td> </tr> <tr> <td>Spring 2019 (n=70)</td> <td>39.7%</td> </tr> <tr> <td>Fall 2019 (n=65)</td> <td>39.2%</td> </tr> <tr> <td>Spring 2020 (n=67)</td> <td>43.2%</td> </tr> <tr> <td>Fall 2020 (n=69)</td> <td>57.2%</td> </tr> <tr> <td>Spring 2021 (n=62)</td> <td>67.1%</td> </tr> <tr> <td>Fall 2021 (n=60)</td> <td>55.2%</td> </tr> <tr> <td>Spring 2022 (n=69)</td> <td>60.2%</td> </tr> </tbody> </table>						Semester	Percentage	Fall 2018 (n=57)	38.0%	Spring 2019 (n=70)	39.7%	Fall 2019 (n=65)	39.2%	Spring 2020 (n=67)	43.2%	Fall 2020 (n=69)	57.2%	Spring 2021 (n=62)	67.1%	Fall 2021 (n=60)	55.2%	Spring 2022 (n=69)	60.2%
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				There is no clear plan to attract more students to F2F classes and improve this measurement other than doing our best to offer the right mix of F2F classes every semester. It may be that any further efforts we might focus here would be better directed at improving retention in online classes.																			