

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

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

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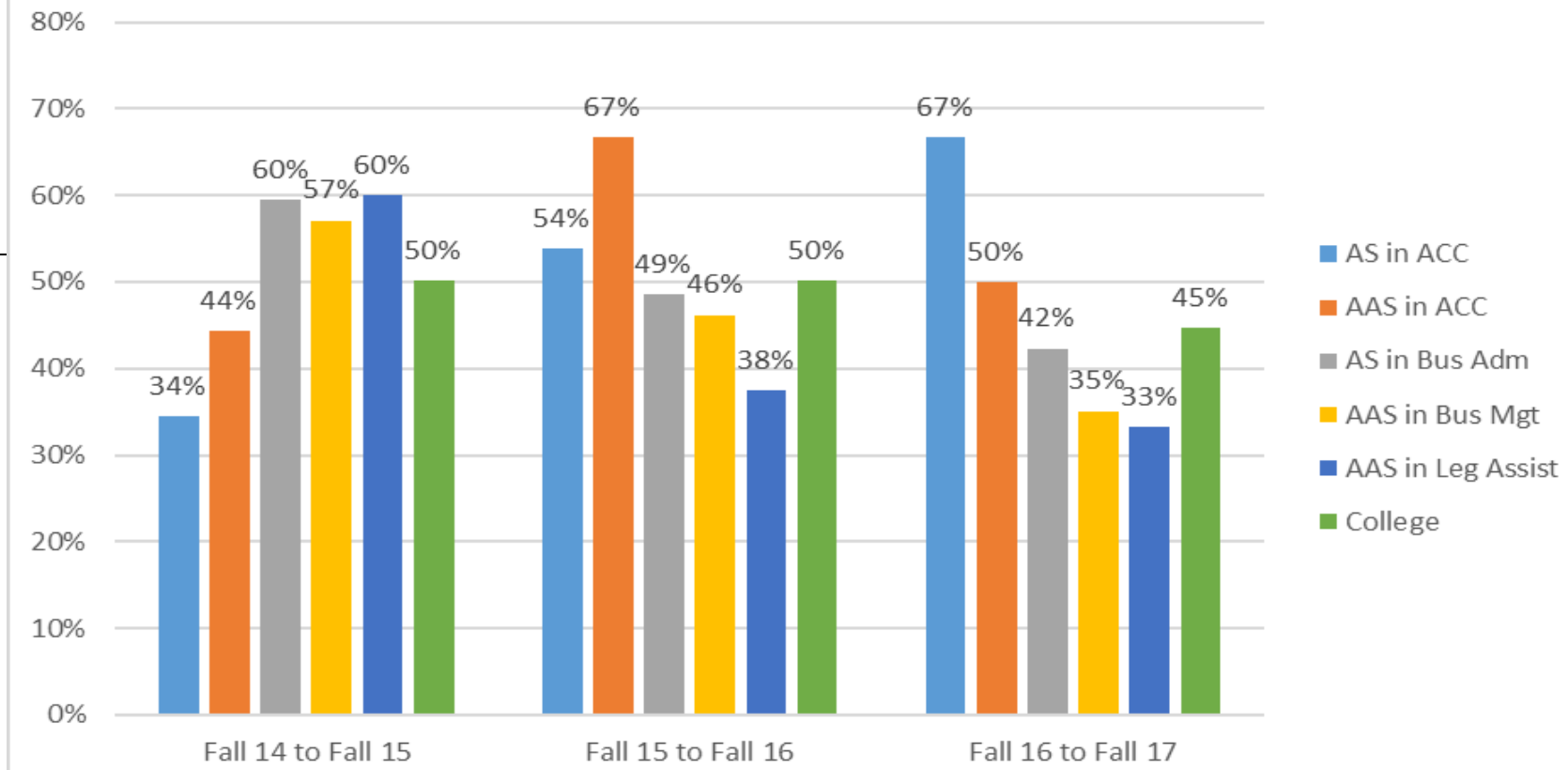
- Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.
- Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.
- Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to
- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.
- For all data reported, show sample size (n = 75).

Analysis of Results

Measure: What is your performance measure? What is your goal? (The goal should be	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)
<u>Fall-to-Fall retention rate</u> of first-time, full-time business students by program. <u>Goal</u> is for retention rate to exceed that of the college.	Measurement is recorded each year by the Institutional Research Office. Most recent data available is for Fall '16 to Fall '17.	Over a 3-year cycle, accounting student retention was below the college retention from '14 to '15 but above during '15 to '16 and '16 to '17. Legal Assisting was also below the college rate of retention from '15 to '16 and '16 to '17, but above college retention for '14-'15. The business program students consistently were retained at a higher rate than the college retention rate for '14 to '15 but slightly below for '15 to '16 and '16 to '17.	A retention strategy focused on accounting students was needed. Beginning in the Fall 2015 and continuing each Fall the department has invited accounting students to an orientation session where they meet all department instructors & each other, and learn about the program & accounting careers. After conducting these orientations, the student retention rate for the accounting programs has consistently been above the college retention rate. There has been a steady decrease in retention in the Business Management and Business Administration programs. There appears to be consistent retention within the legal assisting program or a slight decline.	The department will continue to monitor the accounting student's retention rates to determine if further actions are needed. An orientation session for new business administration and business management students will be conducted in the Fall 2018 semester modelled after the accounting orientation session. To improve retention of students in the legal assisting program, the college has created a new Program Coordinator position for the program beginning in the Fall 2018 semester, who will be meeting with program students and faculty each semester to enhance the cohort experience and strengthen students' connections to the department and to each other. She will also lead a review and update of the program curriculum.	(SEE BELOW)

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



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Three-year transfer rates for the department's 2 transfer programs was measured. Goal is to exceed the three-year transfer rate for all of the college's transfer programs.

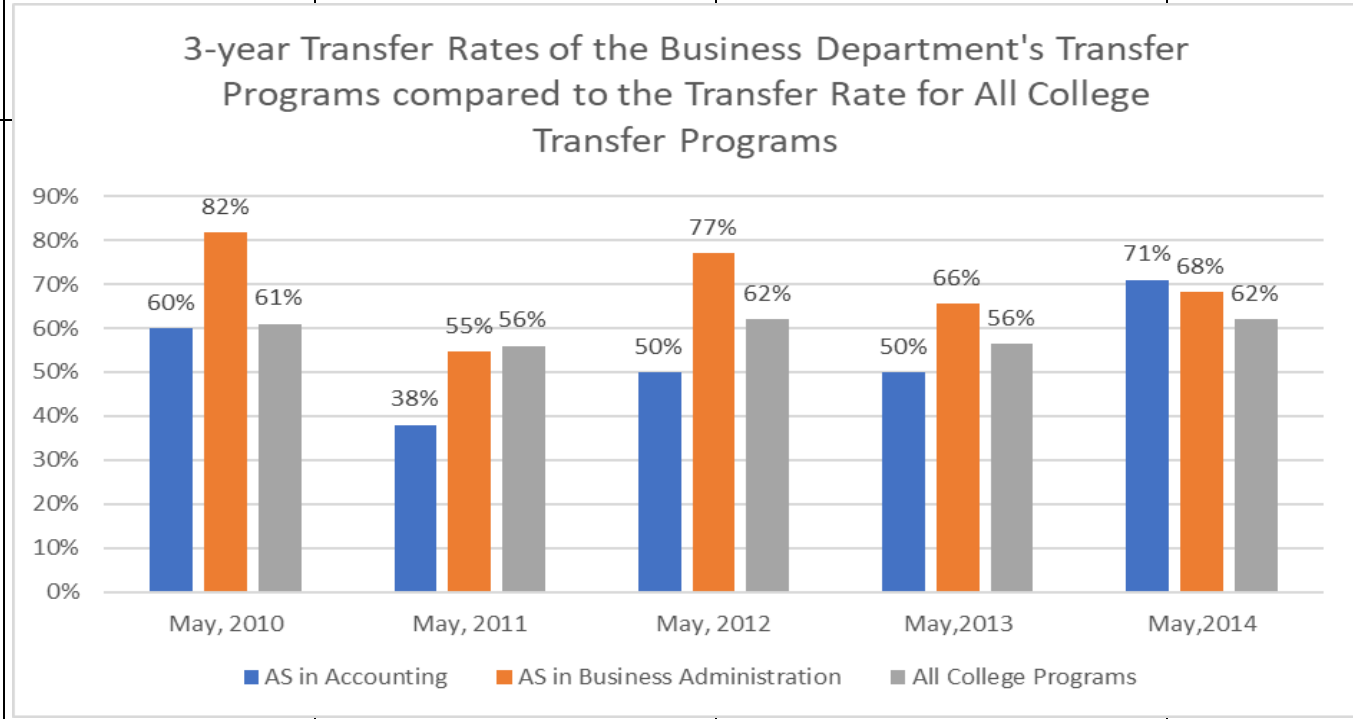
Three-year transfer rate is measured each year and is reported here for a five-year period. The most recently available data is for students who graduated in May 2014 since their three-year transfer period would have ended in Fall 2017.

AS in Business Administration students performed well on this measure 4 out of the 5 years as compared to the college, but accounting students were well below the college average 4 of the 5 years.

The accounting transfer program's transfer rate has improved due to dual admissions agreements with King's College, Wilkes University and Misericordia University which were signed in 2014.

We will continue to track the transfer rates of the business and accounting programs to determine consistency in the early years of these articulation agreements. Since these dual admissions transfer agreements are now 5 years old, the department will contact each accounting department at the transfer institutions, and coordinate a visit to discuss updating the transfer agreements. This Fall 2018 semester, one such meeting the King's College Accounting Department has already been scheduled.

(SEE BELOW)



Measure: What is your performance measure? What is your goal? (The goal should be	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)
<u>Overall student satisfaction</u> with the education they received in their business program. <u>Goal</u> is for 50% of graduates to rate their overall satisfaction as "Excellent".	Each year, the Institutional Research Office administers a graduate survey. The data reported below are from responses from business department graduates.	Students consistently rated their satisfaction above the department's goal during 2013-2015. In each of those years, over 50% of the respondents rated their satisfaction as excellent. However, those rating their satisfaction as excellent decreased significantly though from 2015 to 2016, and then there was small improvement in 2017.	After examining the results of the survey, it was determined that the combined excellent and good ratings for all years has been consistently over 90% for business students. Still, initiatives and discussions must be conducted to determine why the overall satisfaction is not meeting the department's goal.	The department will implement an improvement to this assessment process by using open ended questions in the survey to determine more specific reasons as to why a student may rate their satisfaction at something other than excellent. Based on these findings the department will make appropriate changes to improve the experience of the business student.	(SEE BELOW)

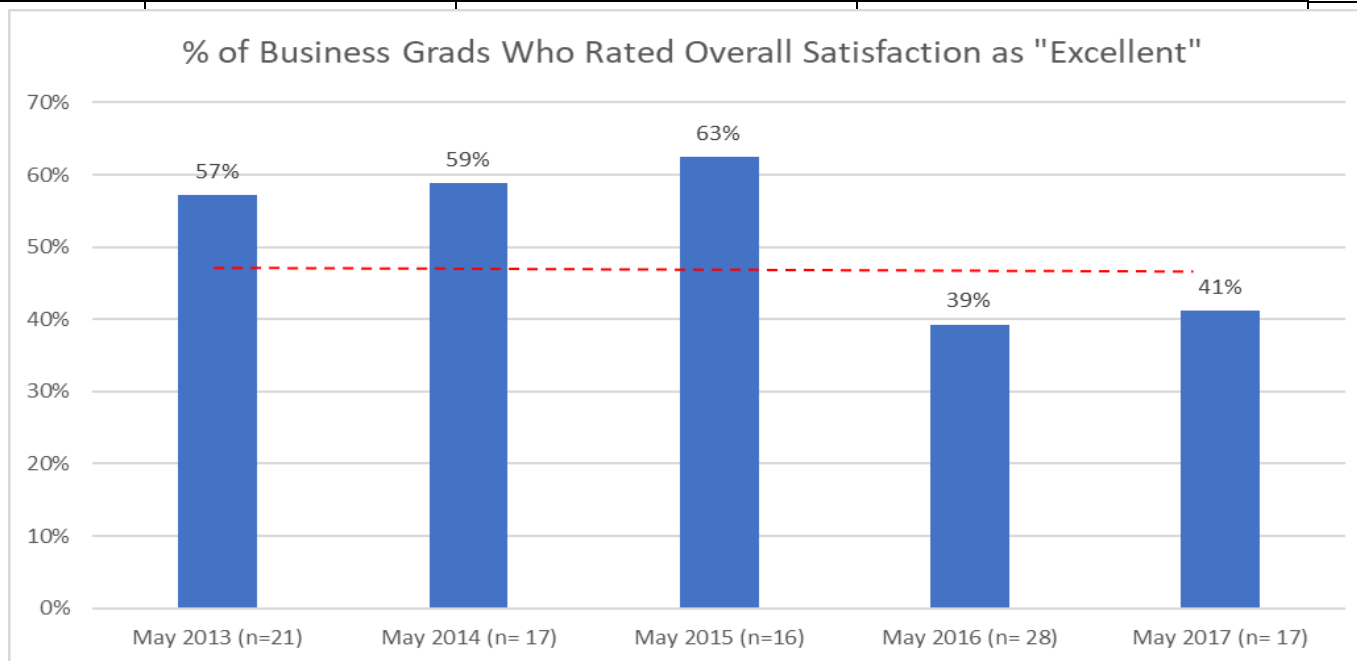


TABLE 2: Student Learning Results (Standard 4)

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.
	- For all data reported, show sample size (n=75).

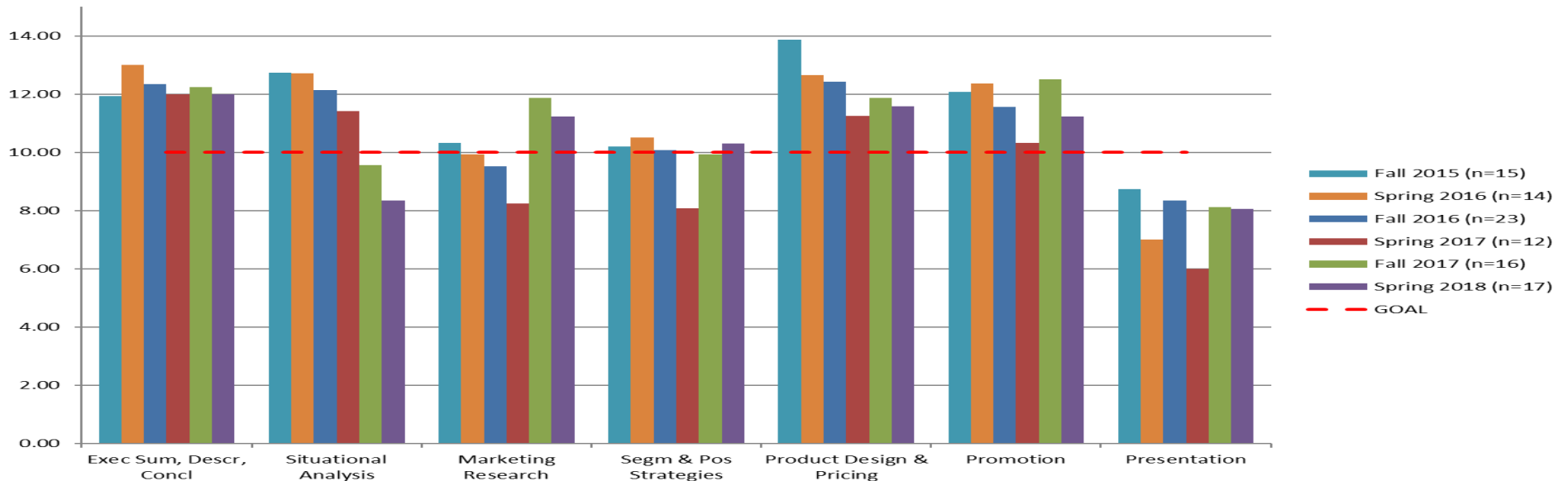
Analysis of Results

Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	<u>Current Results:</u> What are your current results?	<u>Analysis of Results:</u> What did you learn from your results?	<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)

Analysis of Results

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Program - AS in Business Administration; PLO - "Demonstrate an understanding of business principles through written and oral reports"; Goal - average scores exceeding 10 points on each assignment section.	Marketing Plan capstone assignment in BUS-201 (Principles of Marketing) scored using a rubric. This is a direct, summative, internal assessment.	Trend data from Fall & Spring semesters from the last 3 academic years indicates that after declining, marketing research scores improved in 2017-2018. Situational analysis scores have decreased steadily.	Beginning last year (2017-2018), one whole class period has been dedicated to a demonstration of collecting secondary data for an example marketing plan, and this led to improved marketing research scores. Students struggle identifying external trends that are favorable (opportunities) and this has negatively affected situational analysis scores.	Although several in-class SWOT exercises give students practice with situational analysis, greater emphasis on identifying opportunities is needed. Also, a review of certain marketing plan concepts later in the semester would improve overall performance on the assignment.	(See column chart below)

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

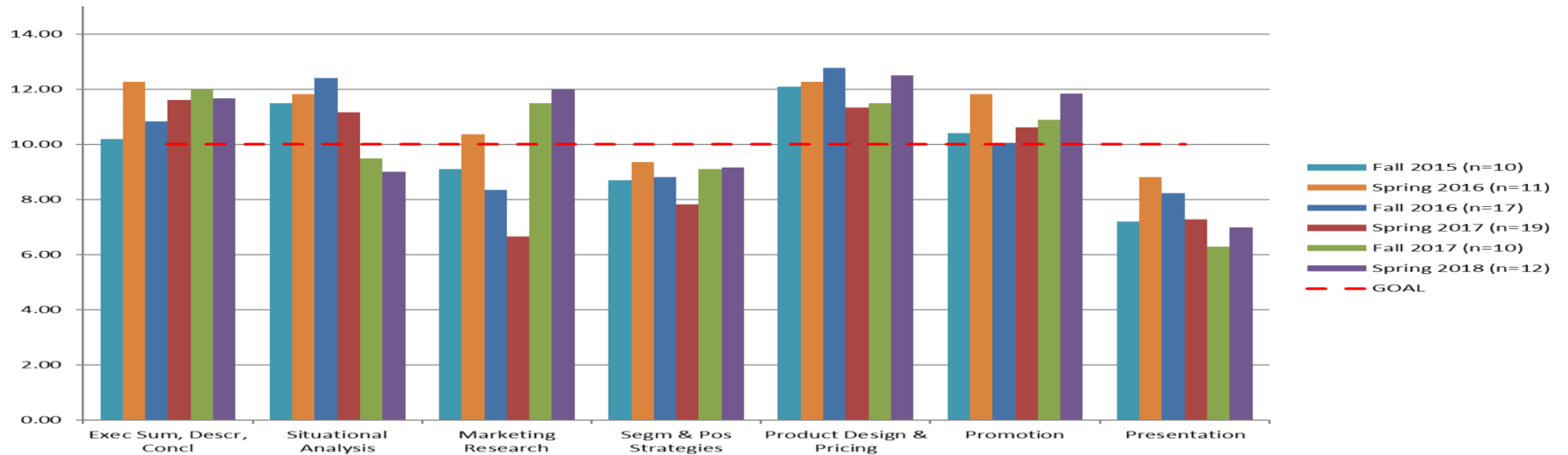


Analysis of Results

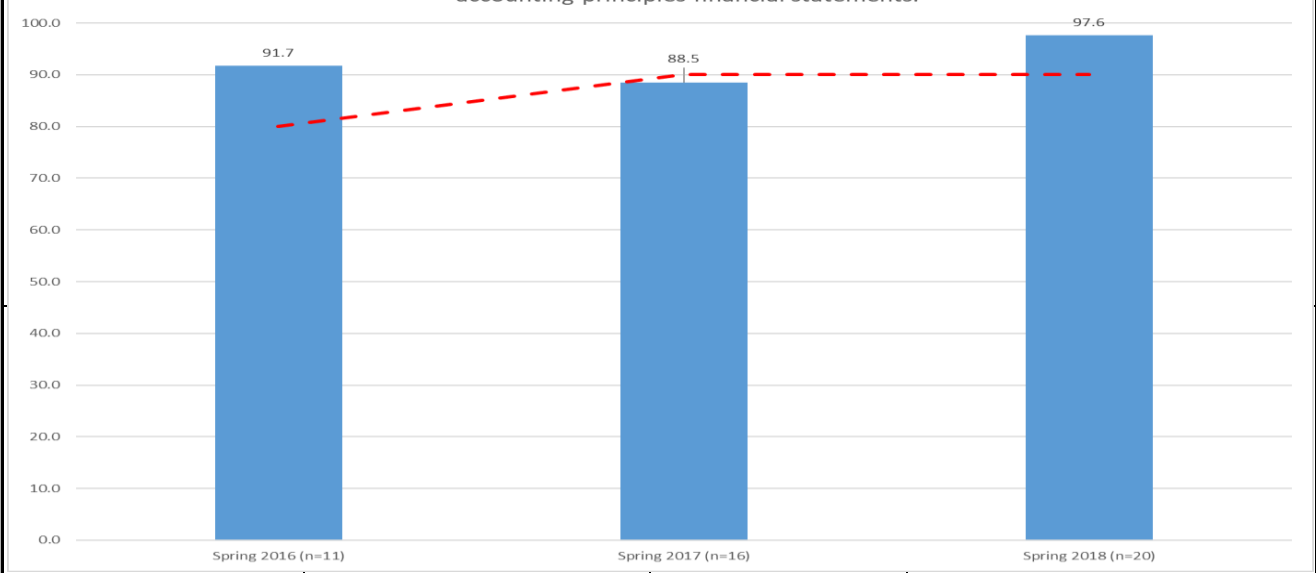
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<p>Program - AAS in Business Management;</p> <p>PLO - "Demonstrate effective managerial communication skills";</p> <p>Goal - average scores exceeding 10 points on each assignment section.</p>	<p>Marketing Plan capstone assignment in BUS-201 (Principles of Marketing) scored using a rubric. This is a direct, summative, internal assessment.</p>	<p>Trend data from Fall & Spring semesters from the last 3 academic years indicates that, like the AS students, the AAS students have done better at marketing research recently (2017-2018), and they have struggled with situational analysis. However, for the AAS students, scores on the segmentation strategies section have been well below the goal every semester.</p>	<p>Market segmentation and positioning strategies are the most complex concepts in this introductory marketing course. Students struggle to understand what a segmentation variable is (e.g. income level, age, gender), which segmentation variables should be important to the market for their products, and which segment(s) should be targeted.</p>	<p>Several demonstrations of market segmentation based on example marketing plans are presented in class, but it has not been enough for the AAS students to sufficiently understand segmentation. Additional examples of segmentation based on students' actual marketing plans in class (i.e. for every student who is willing to have his/her marketing plan discussed in class) should improve student performance. This will be time consuming, but it should improve student performance in this area.</p>	<p align="center">(See column chart below)</p>

**BUS 201 Marketing Plan Assignment
AAS in Business Management**

PLO: Demonstrate effective managerial communication skills.



Analysis of Results

Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)													
<p>Program - AS in Accounting; PLO - Prepare and analyze U.S. generally accepted accounting principles financial statements; Goal - 80 for Spring 2016, then 90 for Spring 2017 & Spring 2018</p>	<p>ACC 212 (Intermediate Accounting II) is a capstone course for accounting students. In ACC-212, student performance on the Financial Statement Analysis Project was scored using a rubric. The project required students to analyze the financial statement using various techniques such as ratio analysis, vertical and horizontal analysis, and analysis methods through their Intermediate Accounting I & II experience. This is a direct, summative, internal assessment.</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 & Spring 2016 semesters, lesson plans were changed in Intermediate Accounting I & II placing greater emphasis on using the correct analysis techniques and demonstration of how to form the required opinion on the financial health of a company based on the results of these techniques. Student performance improved slightly. In the future, a goal of 90% on this assessment will be used for the AS in Accounting students. 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>	<p align="center">(See column chart below)</p>													
<p align="center">ACC-212 Financial Statement Analysis Project Program: AS in Accounting PLO: Prepare and analyze U.S. generally accepted accounting principles financial statements.</p>  <table border="1"> <caption>ACC-212 Financial Statement Analysis Project Scores</caption> <thead> <tr> <th>Semester</th> <th>Score</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>91.7</td> <td>11</td> </tr> <tr> <td>Spring 2017</td> <td>88.5</td> <td>16</td> </tr> <tr> <td>Spring 2018</td> <td>97.6</td> <td>20</td> </tr> </tbody> </table>					Semester	Score	Sample Size (n)	Spring 2016	91.7	11	Spring 2017	88.5	16	Spring 2018	97.6	20	<p>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.</p>	
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<p>Program - AAS in Accounting Technology;</p> <p>PLO - Prepare and analyze U.S. generally accepted accounting principles financial statements;</p> <p>Goal - 80 for Spring 2016 & Spring 2017, and then 90 for Spring 2018</p>	<p>ACC 212 (Intermediate Accounting II) is a capstone course for accounting students. In ACC-212, student performance on the Financial Statement Analysis Project was scored using a rubric. The project required students to analyze the financial statement using various techniques such as ratio analysis, vertical and horizontal analysis, and analysis methods through their Intermediate Accounting I & II experience. This is a direct, summative, internal assessment.</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 & Spring 2016 semesters, lesson plans were changed in Intermediate Accounting I & II placing greater emphasis on using the correct analysis techniques and demonstration of how to form the required opinion on the financial health of a company based on the results of these techniques. Student performance improved slightly. This assessment 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>	<p align="center">(See column chart below)</p>												
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Program - AAS in Legal Assisting (Paralegal);
SLO - "Apply fundamental legal concepts and principles";
Goal - average student scores of at least 4.5 on each criterion.

In LAP-279 (Legal Assisting Internship), the internship supervisors' evaluations are collected for each student. This is a capstone course for students who are about to graduate from the program. This is an indirect, summative, internal assessment.

Overall, results were very good with student performance in most criteria meeting the goal each year, however, two areas of improvement are evident: "Ability to Work with Clients" and "Ability to Coordinate with Others".

Assessments during the last two years 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 which triggered this program for study under the college's Research & Revitalization Process. The business unit is responsible for developing and implementing a Revitalization Plan.

A Revitalization Plan is being developed and will be implemented in 2018-2019 and 2019-2020. A Program Coordinator has been assigned this year to the program (previously, there was none). Two stakeholder meetings will be scheduled: one for Fall 2018 (faculty, students, Wilkes-Barre Center staff) and one for Spring 2019 (faculty, Advisory Board) to discuss strategies for recruitment, retention, and possible program revision.

(SEE BELOW)

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

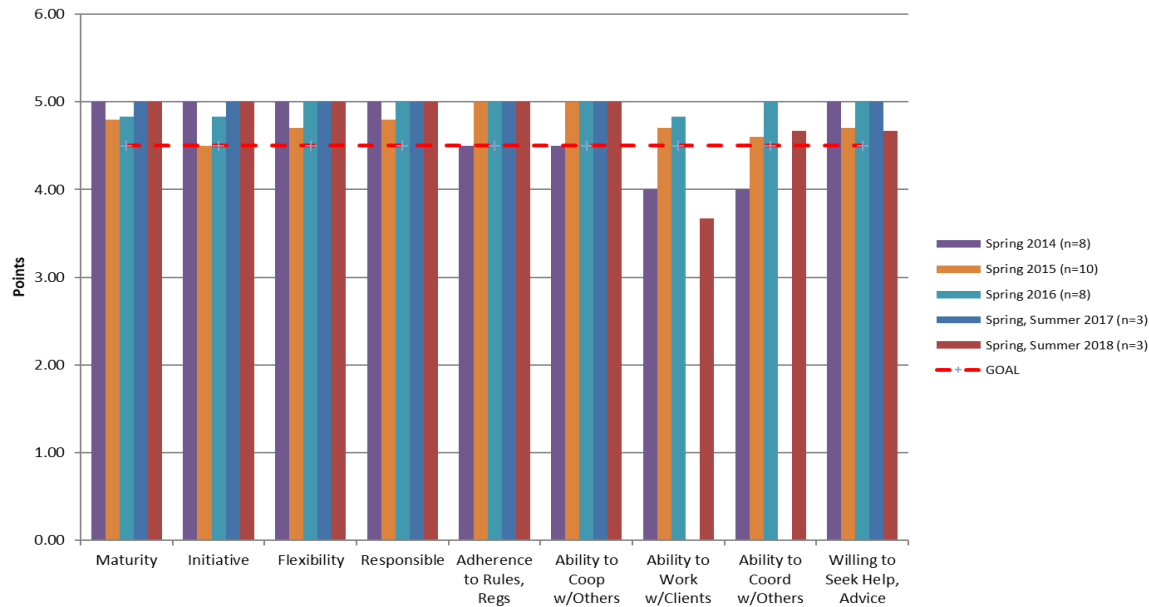


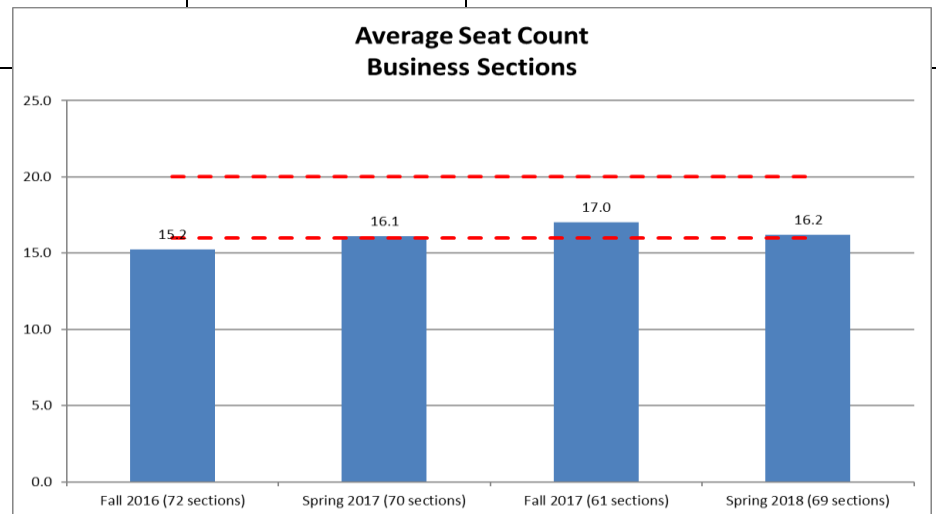
TABLE 3a: Faculty and Staff Focus Results (Standard 5)

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

Faculty and Staff Focused Results	<p>Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.</p> <p><i>Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.</i></p> <p>- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.</p> <p>- For all data reported, show sample size (n=75).</p>
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Analysis of Results

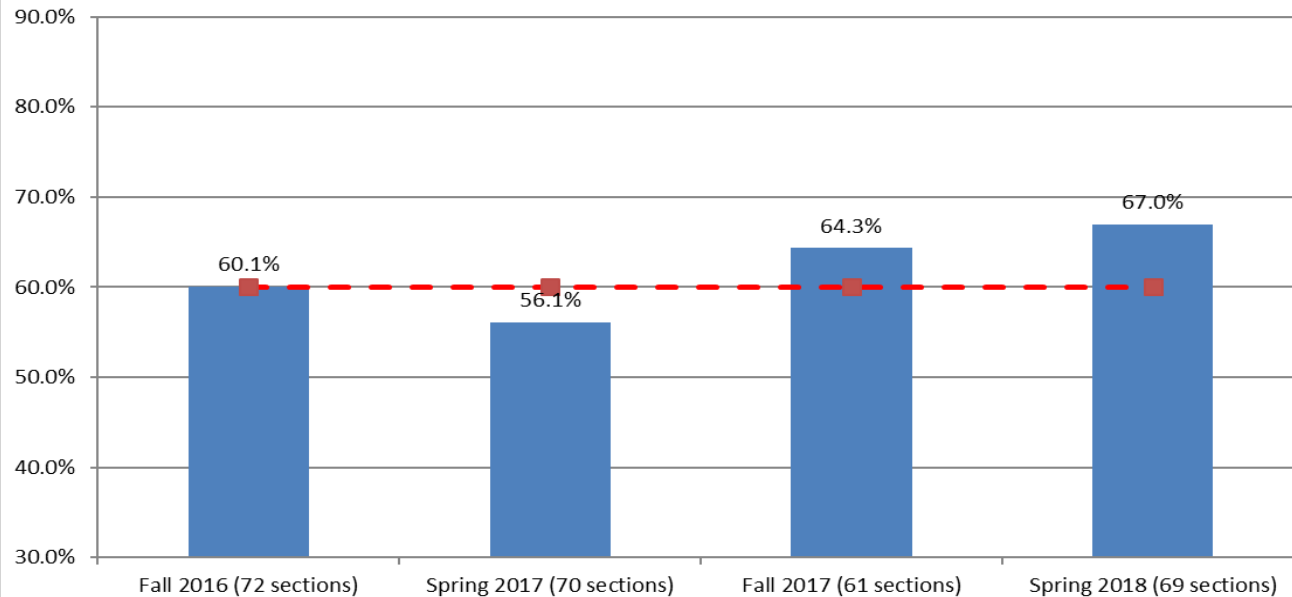
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
<p><u>Average class size</u> (seat count) for business sections is calculated each semester. <u>Goal</u> is to remain in the range 16 to 20 to balance the concerns of instructional costs (larger class sizes desired) and student contact with/access to faculty (smaller class sizes desired).</p>	<p>Average seat count is a student-to-teacher ratio that is measured each semester. The capacity for most business sections is 30 students as dictated by classroom size. A smaller average seat count provides a better learning environment for the students while a larger average seat count contributes to the financial stability of the college.</p>	<p>Average seat count was within the range for 3 of the 4 periods under study, however, we seem to be lingering at the lower end of the target range. This raises financial concerns of high instructional costs in the business department.</p>	<p>In reaction to declining enrollment, a significant number of Fall sections were removed from the schedule from Fall 2016 to Fall 2017 which improved average seat count considerably in Fall 2017.</p>	<p>The department should review Spring course offerings to identify low enrolled sections to remove. This must be done so as to not negatively affect students' ability to complete their programs within 2 years.</p>	<p>(SEE BELOW)</p>



Analysis of Results

Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
<u>Full-time faculty usage rate</u> measured as a percentage of credits taught by full-time faculty. <u>Goal</u> is for at least 60% of business credits to be taught by full-time faculty.	The percentage of credits taught by full-time faculty and by part-time faculty is measured each semester. Four semesters of data are reported here.	During the 2016-2017 school year, full-time faculty usage was just above, then just below the goal. In 2017-2018, full-time faculty usage rose fairly dramatically to the point that the goal is being exceeded comfortably.	As enrollment has declined, the number of business sections has declined. While this happened, the number of full-time faculty and the number of sections they teach has remained constant. Therefore, the number of sections taught by part-timers has dropped.	It is likely that when the three full-time faculty members who are scheduled to retire in the next two years depart, at least one of the three will not be replaced. This will lower the full-time faculty usage rate. Still, the department will fight to replace all three retiring faculty members.	<p align="center">(SEE BELOW)</p>

Percentage of Credits Taught by FT Faculty in Business Sections



Analysis of Results

Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
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Exception Rate - Percentage of FTE Faculty who's qualification status is "Exception". Goal is to have 0% exception rate each semester.

The qualification status of all business department faculty is determined at the time of hiring and updated as additional qualifications are documented. The exception percentage is calculated at the end of each academic year as the % of total credits taught by faculty of exception status. Four academic years of data are presented here.

Prior to initial accreditation in 2012, the business unit's exception rate was > 10%. By the time of the self-study year, it had declined to below 10%. Since that time, some faculty of exception status were employed by the business unit each year up until 2016-2017. Now for the second year in a row, the business unit's exception rate is 0%.

Finding adjuncts who are available to teach during the day is difficult, particularly at off-campus sites in less populated areas (e.g. the Shamokin Center). Once the last remaining adjuncts of exception status left the college voluntarily, the business unit replaced them with master's qualified faculty.

Past actions have led to a 0% exception rate which the business unit has been able to maintain for two consecutive academic years now. Satisfied with these results, the business unit will move on to other ways to assess faculty focus.

(SEE BELOW)

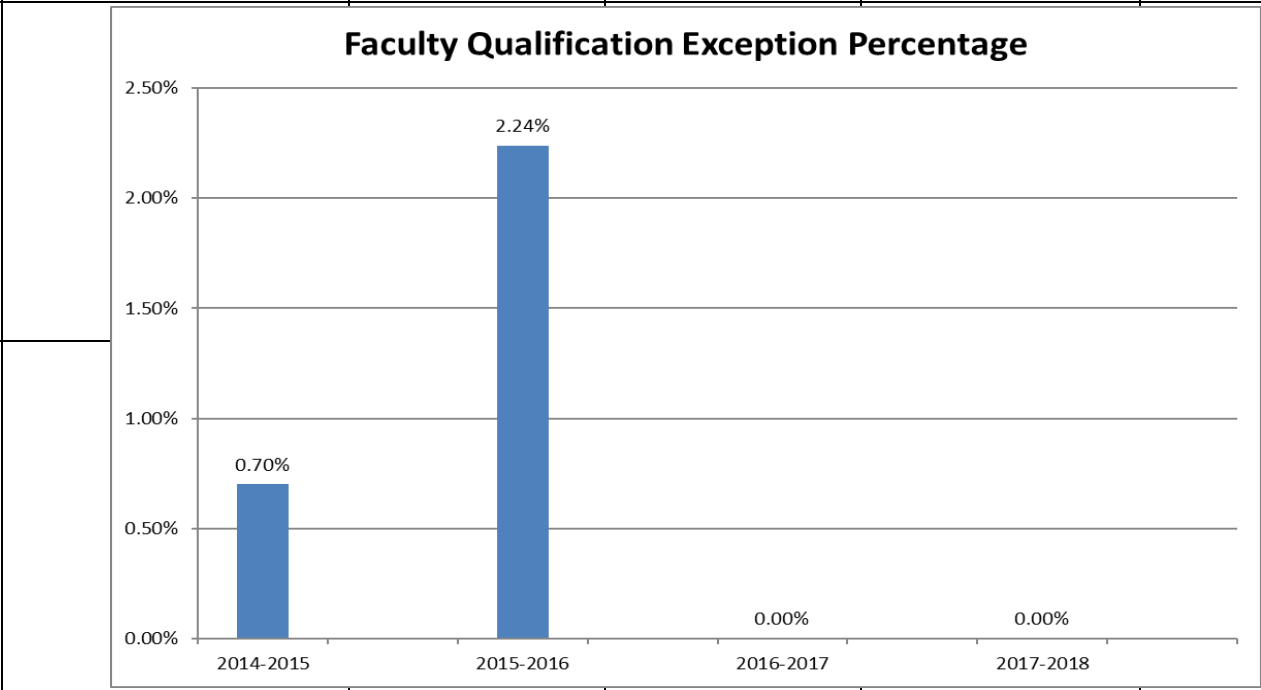


TABLE 3b: Full-time and Part-time Faculty Qualifications (Standard 5)

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

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

TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

FACULTY MEMBER NAME (alphabetically by Last Name)	COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)	DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
DeCosmo, Nina	BUS 261 (Business Law I) (9 Cr Hrs) LAP 206 (Family Law) (3 Cr Hrs)	BBA in Accounting (2009) Juris Doctorate (2013)		Doctorate
Kisailus, Shandra	LAP 100 (Intro to Paralegal Studies) (6 Cr Hrs) LAP 202 (Estate Law) (3 Cr Hrs) LAP 206 (Civil Litigation for the Paralegal) (6 Cr Hrs)	B.S. in Business Management (2010) Juris Doctorate (2013)		Doctorate
Merwine, Connie	ACC 111 (Principles of Accounting I) (3 Cr Hrs)	B.S. in Accounting (1985) Master of Laws in Taxation (1990) Masters in Liberal Arts in Women's Studies (1997) Juris Doctorate (1988)	18 Cr Hrs in Accounting above the introductory principles level	Master's Out-of-Field
Saporito, Joseph	LAP 203 (Corporate Law) (3 Cr Hrs)	B.S. in Political Science (2014) Juris Doctorate (2017)		Doctorate

TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

FACULTY MEMBER NAME (alphabetically by Last Name)	COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)	DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
Saxe, Wendy	ACC 111 (Principals of Accounting I) (3 Cr Hrs)	B.S. in Business Administration (Accounting) (1990) Masters in Business Administration (2012)	18 Cr Hrs in Accounting above the introductory principles level	Master's Out-of-Field
Walsh, Leila	BUS 201 (Principles of Marketing) (3 Cr Hrs) BUS 209 (Business Communications) (3 Cr Hrs)	B.S. in International Business/Spanish (1994) Masters in Business Administration (1995)		Master's

TABLE 7: Business Unit Performance Results (Standard 6)

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

<p>Organizational Effectiveness Results</p>	<p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and</p> <p>- Please note that data reported in this table should be business unit data and not institution-wide data.</p> <p>- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.</p> <p>- For all data reported, show sample size (n=75).</p>				
<p>Analysis of Results</p>					
<p>Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)</p>	<p>What is your measurement instrument or process? (indicate length of cycle)</p>	<p>Current Results: What are your current results?</p>	<p>Analysis of Results: What did you learn from your results?</p>	<p>Action Taken or Improvement Made: What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>
<p>FTE student enrollment in the business department is measured and then % change from the prior year is compared to the % change in college enrollment from the prior year. <u>Goal</u> is for the business department enrollment change to be better than (or no worse than) the college change in total enrollment.</p>	<p>Total department enrollment is measured each semester in FTE students. Total annualized FTE enrollment averages enrollments from Fall & Spring semesters of each school year. Annualized enrollments are compared to prior years to get a % change. Five years of data are provided below. Total enrollment data is also provided below for comparison purposes.</p>	<p>In each of the last 5 years, Business Department enrollment changes were more favorable than college enrollment changes. In 2017-2018, college enrollment declined 5.95% while Business Department enrollment declined only 0.91%. Although business student enrollment declined by almost 1%, it was much less than the college decline of almost 6%.</p>	<p>Declines in college enrollments are believed to be primarily due to demographic changes in the region (i.e. fewer high school graduates each year) combined with strengthening economic conditions (i.e. demand for community college education is counter cyclical). College-wide decreases are worse than business department decreases each year in part because the college-wide student population includes many students who are in the General Studies major and students who are undecided. Retention rates are lower for those students.</p>	<p>Several recruitment initiatives are planned or are underway such as a Career Exploration program funded by a grant from Prudential where current business students will be introduced to various careers and industries in which they could be employed. The program will also include a networking event at Prudential, Also, the creation of a Business Metamajor to transition some General Studies majors into business programs is being studied. In Fall 2018, a new program coordinator position was created for the Legal Assisting program to focus on recruitment and retention of students in that program.</p>	<p>(SEE BELOW)</p>

Analysis of Results

Performance Measure:
 What is your performance measure?
 What is your goal?
 (The goal should be measurable.)

What is your measurement instrument or process?
 (indicate length of cycle)

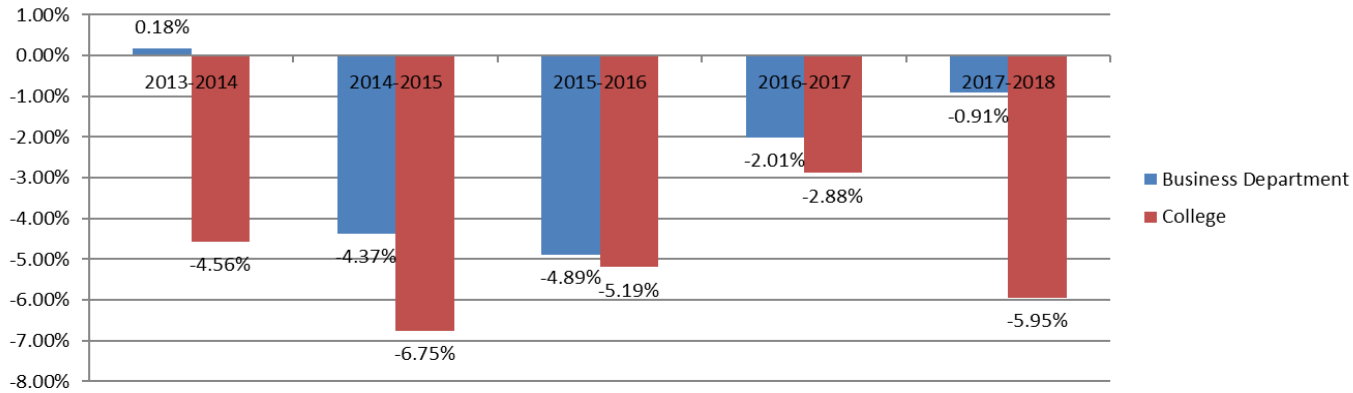
Current Results:
 What are your current results?

Analysis of Results:
 What did you learn from your results?

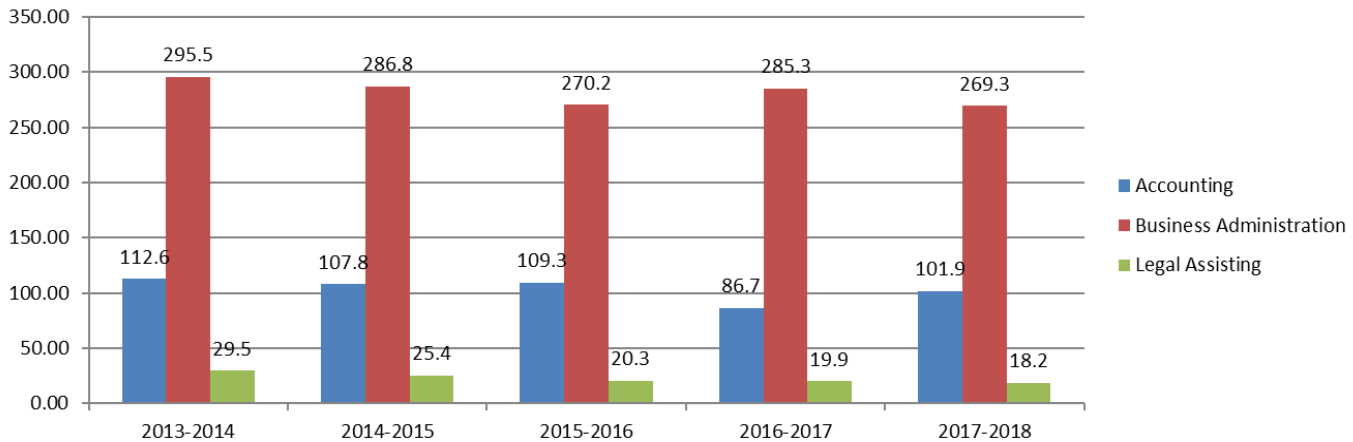
Action Taken or Improvement Made: What did you improve or what is your next step?

Provide a graph or table of resulting trends (3-5 data points preferred)

% Change in Business Department Enrollment Compared to % Change in College Enrollment 2013-2014 to 2017-2018



Total FTE Program Enrollment



Analysis of Results																	
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)												
The <u>graduation percentage</u> of business students. <u>Goal</u> is to be higher than the college's graduation percentage each academic year.	The graduation percentage of business students is determined by dividing the number of business graduates each academic year by the number of FTE students in the Business Department that academic year. The college's student graduation percentage is calculated the same way. Three years of data was used to determine a trend.	The graduation percentage of business students has been consistently higher than the college's graduation percentage except for the 2017-2018 academic year. Even in that academic year the difference was slight.	The business department is able to maintain a graduation percentage either very close to, or above the overall college graduation percentage. One reason for this is that over the last few years more business students have taken advantage of dual admissions agreements with four year colleges. This requires them to earn an associate's degree in order to satisfy the requirements of the program they are transferring into.	The department will continue to promote the dual admissions programs and seek additional opportunities in this area. Existing dual admissions agreements will be reviewed and updated by contacting the corresponding business departments at the transfer institutions and visiting their campuses to discuss. A meeting with the King's College Accounting Department in September 2018 has already been made for this purpose.	(SEE BELOW)												
<p style="text-align: center;">Graduation Percentage (# Graduates / FTE Enrollment)</p> <table border="1"> <caption>Graduation Percentage Data</caption> <thead> <tr> <th>Academic Year</th> <th>Business Department (%)</th> <th>College (%)</th> </tr> </thead> <tbody> <tr> <td>2015 to 2016</td> <td>23.86%</td> <td>20.40%</td> </tr> <tr> <td>2016 to 2017</td> <td>22.91%</td> <td>21.23%</td> </tr> <tr> <td>2017 to 2018</td> <td>19.78%</td> <td>20.81%</td> </tr> </tbody> </table>						Academic Year	Business Department (%)	College (%)	2015 to 2016	23.86%	20.40%	2016 to 2017	22.91%	21.23%	2017 to 2018	19.78%	20.81%
Academic Year	Business Department (%)	College (%)															
2015 to 2016	23.86%	20.40%															
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Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
<p>First-time student enrollment growth percentage is the percentage increase in first-time students enrolled in Fall semesters by program area. The growth percentage is compared to the college's percent growth in first time students enrolled. <u>Goal</u> is for first time student enrollment growth in Fall semesters in each program area to exceed that of the college.</p>	<p>The percentage change in each program area as well as the college is presented below. Note: "ACC" includes accounting students in the AS and AAS programs, and "BUS" includes business administration students in the AS and AAS programs. "LEG" refers to students in the AAS in Legal Assisting program.</p>	<p>Though the college showed a consistent decline in first time student enrollment from Fall to Fall semesters, the department has shown increases in some of the periods presented. There were increases in Accounting, Legal Assisting and Business above the college's change over some of the intervals.</p>	<p>Although the college's trend is showing a decrease in first time students, the Business Department has been able to attract more first-time students in some of the years as compared to prior years. However, there is a still a concern that there has been an overall decrease in first-time students in the Business Department throughout the years.</p>	<p>Several new recruitment initiatives are planned or underway such as a Business Camp for high school students during the summer of 2019. Students will be exploring the different majors offered in the business department and will be exposed to the various jobs and industries they could find employment in. Part of this camp will have students learning through hands on activities and meeting with local business professionals. Also, there has been an assignment of a Program Coordinator for Legal Assisting to focus on recruitment of first-time students in that program.</p>	<p>(SEE BELOW)</p>

Percentage Change of First Time Students from Fall to Fall Semester

