

Online Portal Reporting Item I

Listing of all business & business related programs

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.

A. Business or Business Related Programs & Degree Type	B. Program in Business Unit	C. To be Accredited by ACBSP	D. Number of Degrees Conferred During Self-study Year
EXAMPLE ONE: A.S. in Accounting or Accounting, A.S. degree or Accounting, Associate of Science Degree	Yes	Yes	17
EXAMPLE TWO: A.S. with concentrations in Accounting, Management, Marketing and Human Relations Management	Yes	Yes	23
PLEASE ENTER YOUR PROGRAMS & DEGREE TYPE BELOW:			
AAS - Accounting	Yes	Yes	15
AAS - Administrative Management Technology	Yes	Yes	4
AAS - Administrative Management Technology - Medical Administrative Management Specialization	Yes	Yes	7
AS - Business Administration	Yes	Yes	52
AAS - Information System Technology	Yes	Yes	23
AAS - Information System Technology - Database & Program Developer Specialization	Yes	Yes	1
AAS - Information System Technology - Network & Security Administration Specialization	Yes	Yes	2
AAS - Information System Technology - Web Programmer Specialization	Yes	Yes	1
AAS - Management	Yes	Yes	24
AAS - Management - Marketing Specialization	Yes	Yes	0

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

Analysis of Results

Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)	Data Point 4 (year or semester)	Data Point 5 (year or semester)												
EXAMPLE Alumni Satisfaction for business programs will be at or above 80%	Annual alumni survey	Three years of positive trend data exceeding goal	Overall satisfaction exceeded the goal, but students requested additional internships & job placement assistance.	Increased the opportunities for internships and assistance with job placement.	<p>Alumni Satisfaction Results</p> <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2009</td><td>72</td></tr> <tr><td>2010</td><td>77</td></tr> <tr><td>2011</td><td>81</td></tr> <tr><td>2012</td><td>86</td></tr> <tr><td>2013</td><td>92</td></tr> </table>	Year	Score	2009	72	2010	77	2011	81	2012	86	2013	92	72	77	81	86	92
Year	Score																					
2009	72																					
2010	77																					
2011	81																					
2012	86																					
2013	92																					
Alumni Satisfaction will be at or above 4.2 on a 5.0 scale.	Annual alumni survey conducted in May-July of academic year following graduation year.	Academic program: 4.38 Prep for transfer: 4.36 Prep for employment: 3.93 Overall Satisfaction: 4.18	While the goals were met in half of the measures, scores were higher in all areas than that of the prior year (with the exception of preparation for employment). Overall satisfaction was the highest it has been in five years.	Continued input from curricular advisory committees will help to ensure that programs meet industry needs.	<p>2009 (n=75) 2010 (n=86) 2011 (n=72) 2012 (n=67) 2013 (n=70)</p>	2009 (n=75)	2010 (n=86)	2011 (n=72)	2012 (n=67)	2013 (n=70)												
Graduate satisfaction will be at or above 4.2 on a 5.0 scale.	Annual Graduation Survey conducted in May.	Academic Program: 4.57 Instruction: 4.41 Relationship w/Faculty: 4.56 Learning Resources: 4.27	The goal was met in all measures.	The program will continue to advertise and encourage the use of learning resources.	<p>2014-15 2013-14 2012-13 2011-12 2010-11</p>																	
Student evaluation of instructors will have an average response of 4.5 or higher on a 5 point scale in each subject.	Course evaluations conducted at the end of the semester.	Accounting: 4.55 Admin Bus/Fin: 4.50 Sys Tech: 4.50 IT Courses: 4.54 4.59 Marketing: 4.52	The goal was met in all areas	To address the declining trend in AST course evaluations, a detailed examination of student evaluations for AST courses has been completed. The dean is working closely with the AST faculty to address this trend. There is a one-year plan for improvement. We will continue to monitor all other programs.	<p>2015-16 2014-15 2013-14 2012-13 2011-12</p>																	

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)	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)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)	Data Point 4 (year or semester)	Data Point 5 (year or semester)										
AAS Accounting. SLO #1 Demonstrate a well-rounded understanding of financial accounting and reporting.																				
70% of students will make a 70 or higher on the assessment	Formative, internal assessment instrument utilized in ACC 211.	66% of student s received a score of 70 or higher on the assessment.	This assessment was utilized for the first time in 2014-15. While results do not meet benchmark in second year of use, there was a 2% gain in students scoring at least 70%	Faculty will meet in early Fall to discuss weaknesses (calculation of total interest, accrued interest, semi-annual bond interest) and develop a plan to address how these were asked on the assessment.	<table border="1"> <caption>% scoring 70% or above</caption> <thead> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>66%</td> </tr> <tr> <td>2014-15</td> <td>64%</td> </tr> </tbody> </table>	Year	%	2015-16	66%	2014-15	64%	*Assessment used first time in 2014-15 due to course redesign								
Year	%																			
2015-16	66%																			
2014-15	64%																			
AAS Administrative Management Technology. SLO #1 Demonstrate the knowledge of basic word processing concepts and the proficiency to apply these concepts in word processing assignments.																				
At least 75% of students score 70% or above on the assessment.	Formative, internal assessment instrument utilized in AST 141	89% of student s received a score of 70 or higher on the assessment.	This outcome has been consistently achieved.	In Fall 2016 faculty will discuss increasing benchmark rate or alteration of assignment.	<table border="1"> <caption>% scoring 70% or above</caption> <thead> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>89%</td> </tr> <tr> <td>2013-14</td> <td>90%</td> </tr> <tr> <td>2012-13</td> <td>90%</td> </tr> <tr> <td>2011-12</td> <td>75%</td> </tr> </tbody> </table>	Year	%	2014-15	89%	2013-14	90%	2012-13	90%	2011-12	75%					
Year	%																			
2014-15	89%																			
2013-14	90%																			
2012-13	90%																			
2011-12	75%																			
AAS Administrative Management Technology – Medical. SLO#2 Demonstrate the knowledge of basic spreadsheet concepts and the ability to apply these concepts in spreadsheet assignments.																				
75% of students will score 70% or better	Formative, internal assessment instrument utilized in AST 232	100% of student s received a score of 70 or higher on the assessment.	This outcome has been consistently achieved.	Program head will work to revise the outcomes for the program that are consistently being met.	<table border="1"> <caption>% scoring 70% or above</caption> <thead> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>100%</td> </tr> <tr> <td>2013-14</td> <td>100%</td> </tr> <tr> <td>2012-13</td> <td>85%</td> </tr> <tr> <td>2011-12</td> <td>85%</td> </tr> </tbody> </table>	Year	%	2014-15	100%	2013-14	100%	2012-13	85%	2011-12	85%					
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AAS Information Systems Technology. SLO #4 - Design programming algorithms to solve simple programming problems.																				

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)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)	Data Point 4 (year or semester)	Data Point 5 (year or semester)										
60% of the students will earn a score of 70 or higher on the assessment	Formative, internal assessment instrument utilized in ITP 100.	24% of the students received a 60 or higher.	Scores were consistently lower on this assessment than in previous years.	This assessment tool has proven successful in the past and will be utilized during the next year without changes. The problem with the results lie with the delivery of the material and not the actual material. The instructor for the class will be changed.	<table border="1"> <caption>% scoring 70% or above</caption> <thead> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>75%</td> </tr> <tr> <td>2013-14</td> <td>75%</td> </tr> <tr> <td>2012-11</td> <td>80%</td> </tr> <tr> <td>2011-12</td> <td>75%</td> </tr> </tbody> </table>	Year	%	2014-15	75%	2013-14	75%	2012-11	80%	2011-12	75%					
Year	%																			
2014-15	75%																			
2013-14	75%																			
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2011-12	75%																			
AAS Management. SLO # 2 Demonstrate an understanding of business vocabulary and their applications.																				
At least 75% of students will receive a score of an 80% or higher on the assessment	Formative, internal assessment instrument utilized in BUS100	79% of students scored 70% or better.	Students struggled with the subjects of economics and finance. Both of these topics are complex.	Program head plans to spend more class time for Chapter 2 (Economics) and Chapter 19 (Financing and invest opportunities).	<table border="1"> <caption>% scoring 70% or above</caption> <thead> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>75%</td> </tr> <tr> <td>2013-14</td> <td>75%</td> </tr> <tr> <td>2012-11</td> <td>80%</td> </tr> <tr> <td>2011-12</td> <td>75%</td> </tr> </tbody> </table>	Year	%	2014-15	75%	2013-14	75%	2012-11	80%	2011-12	75%					
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2013-14	75%																			
2012-11	80%																			
2011-12	75%																			
AAS Management - Marketing. SLO #1 - Demonstrate the use of the marketing mix (4 P's).																				
70% of the students will earn a score of 70 or higher on the assessment	Formative, internal assessment instrument utilized in MKT 100.	65% of students scored 70% or better.	Students continue to struggle with segmentation and target marketing. Students also struggle with applications of the concepts.	In Fall 2016, a new textbook will be used in the course. Changes in faculty and working with faculty who are assigned the class more closely.	<table border="1"> <caption>% scoring 70% or above</caption> <thead> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>80%</td> </tr> <tr> <td>2013-14</td> <td>80%</td> </tr> <tr> <td>2012-11</td> <td>70%</td> </tr> <tr> <td>2011-12</td> <td>75%</td> </tr> </tbody> </table>	Year	%	2014-15	80%	2013-14	80%	2012-11	70%	2011-12	75%					
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AS Business Administration. SLO #2 - Demonstrate a well-rounded understanding of managerial accounting.																				
70% of the students will earn a score of 70 or higher on the assessment	Formative, internal assessment instrument utilized in ACC 212.	62% of the students received a grade of 70 or higher on the assessment.	Assessment is still relatively new after course redesign. While scores do not meet benchmark there was a 10% gain in students meeting expectations.	Faculty will meet in August-September 2016 to discuss assessment questions and identify if there are any questions to omit, modify, etc.	<table border="1"> <caption>% scoring 70% or above</caption> <thead> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>60%</td> </tr> <tr> <td>2014-15</td> <td>50%</td> </tr> </tbody> </table>	Year	%	2015-16	60%	2014-15	50%	*assessment used for 1 st time in 2014-15 due to course redesign.								
Year	%																			
2015-16	60%																			
2014-15	50%																			

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

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

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

Analysis of Results

Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																									
EXAMPLE Faculty satisfaction will exceed 85%	Annual faculty satisfaction survey	Exceeded goal, however, the trend declined in 2014	Held a faculty meeting to discuss issues raised on surveys	Satisfaction increased 1%	<table border="1"> <caption>Faculty Satisfaction Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Faculty Satisfaction (%)</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>14</td> <td>90</td> </tr> <tr> <td>2014</td> <td>14</td> <td>87</td> </tr> <tr> <td>2015</td> <td>15</td> <td>88</td> </tr> </tbody> </table>	Year	Sample Size (n)	Faculty Satisfaction (%)	2013	14	90	2014	14	87	2015	15	88													
Year	Sample Size (n)	Faculty Satisfaction (%)																												
2013	14	90																												
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Faculty satisfaction will exceed 4.2 on a 5.0 scale	Employee survey conducted annually in the spring. (Schedule was biannual prior to 2013.)	Quality of Ed.: 4.30 Respect by School: 4.28 Prof. Standards: 4.23 Safe Environment: 4.69	The goal was met in each category, although opinion for Quality of Education Provided has declined slightly over time.	The college will continue to monitor future data. A new 5-year strategic plan will be developed in 2014-15. This strategic plan will focus on student success and educational quality.	<table border="1"> <caption>Quality of Education Provided Data</caption> <thead> <tr> <th>Year</th> <th>Quality of Education Provided</th> <th>Respect given to me by my school</th> <th>Professional Standards</th> <th>Safe Environment</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>4.2</td> <td>4.3</td> <td>4.3</td> <td>4.7</td> </tr> <tr> <td>2012-13</td> <td>4.3</td> <td>4.3</td> <td>4.3</td> <td>4.7</td> </tr> <tr> <td>2013-14</td> <td>4.3</td> <td>4.3</td> <td>4.3</td> <td>4.7</td> </tr> <tr> <td>2014-15</td> <td>4.2</td> <td>4.3</td> <td>4.3</td> <td>4.7</td> </tr> </tbody> </table>	Year	Quality of Education Provided	Respect given to me by my school	Professional Standards	Safe Environment	2011-12	4.2	4.3	4.3	4.7	2012-13	4.3	4.3	4.3	4.7	2013-14	4.3	4.3	4.3	4.7	2014-15	4.2	4.3	4.3	4.7
Year	Quality of Education Provided	Respect given to me by my school	Professional Standards	Safe Environment																										
2011-12	4.2	4.3	4.3	4.7																										
2012-13	4.3	4.3	4.3	4.7																										
2013-14	4.3	4.3	4.3	4.7																										
2014-15	4.2	4.3	4.3	4.7																										
All full-time, nine-month faculty members serve on at least one college committee and one project committee each academic year.	% of faculty on college committees and % of faculty on project committees each year	Every business faculty member served on at least one college committee and one project committee in 2015-16.	The goal has been met each year.	The college will continue to monitor future data.	<table border="1"> <caption>% Faculty on Committees Data</caption> <thead> <tr> <th>Year</th> <th>% Faculty on Committees</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>100</td> </tr> <tr> <td>2014-15</td> <td>100</td> </tr> <tr> <td>2015-16</td> <td>100</td> </tr> </tbody> </table>	Year	% Faculty on Committees	2013-14	100	2014-15	100	2015-16	100																	
Year	% Faculty on Committees																													
2013-14	100																													
2014-15	100																													
2015-16	100																													

year	Faculty Satisfaction	Goal
2013 (n=14)	90	85
2014 (n=14)	87	85
2015 (n=15)	88	85

Year	Quality of Education Provided	Respect given to me by my school	Professional Standards	Safe Environment
2011-12	4.2	4.3	4.3	4.7
2012-13	4.3	4.3	4.3	4.7
2013-14	4.3	4.3	4.3	4.7
2014-15	4.2	4.3	4.3	4.7

Year	% Faculty on Committees
2013-14	100
2014-15	100
2015-16	100

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)
All full-time, nine-month faculty members will attend at least one professional development conference annually.	% of faculty attending at least one professional development activity each year	8 faculty attended a professional development conference in 2015-16.	The goal was not met in 2014-15 due to budget restrictions which resulted in an elimination of all professional development funding. For academic year 15/16 we were able to get limited funding of professional development, thus allowing us to once again meet our goal.	The college will continue to monitor future data.	
At least 75% of all full-time, nine-month faculty will participate in one community service project each year.	% of faculty participating in at least one community service project each year	5 out of 8 faculty participated in at least one community service project in 2015-16.	The goal has not been met this year.	This standard has been added to the updated faculty evaluation process in 2014. All FT faculty will be encouraged and evaluated on their participation in the future.	

year Faculty Satisfaction Goal
 100 15/16 50% 14/15 1 1 0.5
 50 62.5

TABLE 5.1 - Full-time and Part-time Faculty Qualifications (Standard 5)

Complete this table for full-time and part-time faculty members.

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

TABLE 5.1 - 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 (Choose one) 1. Masters 2. Doctorate 3. Professional 4. Exception
EXAMPLE Smith, Joe	BUS 101 (Introduction to Management (6 Cr Hrs)	B.S., Business Administration		Master's qualified in Management
		M.B.A., Management		
EXAMPLE Smith, Joe	ACC 230 (Managerial Accounting (9 Cr Hrs)	B.S., Business Administration	C.P.A., State of Missouri	Professionally qualified in Accounting
		M.B.A., Management	12 years professional employment as a certified public accountant	
EXAMPLE Brown, Barb	ACC 101 Introduction to Accounting (9 Cr Hrs)	B.S., Accounting	N/A	Master's Qualified in Accounting
		M.S., Accounting		
EXAMPLE Brown, Barb	MGT 230 Operations Management (6 Cr Hrs)	B.S., Accounting	18 Cr Hrs in Management beyond the introductory principles level	Master's Qualified in Management
		M.S., Accounting		
Armentrout, Jennifer	BUS 241 Business Law	BSJ, Visual Communications JD, LAW		Doctorate Qualified in Business Law
Bamberg, Tyler	CSC 205 Computer Organization (3 Cr Hrs)	B.S.B.A., Information Technology		Master's Qualified in Information Technology

TABLE 5.1 - 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 (Choose one) 1. Masters 2. Doctorate 3. Professional 4. Exception
	ITN 112 Network Infrastructure (3 Cr Hrs)	M.S., Information Tech. Mgmt.		

Standard Five: FTE and Faculty Composition - Figure 5.2

1. List all faculty (full -time and part-time) who taught during the self -study year in alphabetic order.
2. Identify the ACBSP qualification status for each faculty member.
3. Identify the number of credit hours taught during the self-study year.
4. Calculate the FTE (Full-Time Equivalent) faculty (such as 36 hours/30 semester hours of full-time load = 1.20 FTE).
5. Calculate the total FTE for credit hours and each column of ACBSP Qualification (Master's/Doctorate, Professional, and Exceptions).
6. Calculate the percent of total hours taught for each ACBSP Qualifications

Table 5

FTE and Faculty Composition - Analysis of Results

Name	ACBSP Qualification	Credit Hours Taught	Master's/Doctorate FTE	Professional FTE	Exceptions FTE
Armentrout, Jennifer	Doctorate	12	0.40		
Bamberg, Tyler	Master's	6	0.20		
Campbell, Yvonne	Master's	3	0.10		
Farmer, William	Master's	3	0.10		
Frye, Faron	Master's	3	0.10		
Frye, Dennis	Professional	16		0.53	
Payne, William	Professional	3		0.10	
Scott, Alexander	Master's	3	0.10		
Ughetta, Raoul	Professional	3		0.10	
Wilcox, Brandon	Professional	12		0.40	
Total		40	1.00	1.13	0.00

Qualification	Total Hours taught	FTE Teaching Load	Percent of Total Hours
Master's/Doctorate qualified	741	24.7	0.93
Professionally Qualified	46	1.53	0.06
Exceptions	13	0.433	0.02
Total	800	24.663	1.01

TABLE 6: Curriculum Summary (Standard 6)

Name of Major/Program: Information Systems Technology (299)

Total Number of Credit Hours in Degree ← Enter total :

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC 211	Principles of Accounting I	A	4
BUS 100	Introduction to Business	E	3
BUS 116	Entrepreneurship	G	3
ECO 201	Principles of Macroeconomics	D	3
ITD 110	Web Page Design I	B	3
ITP 100	Software Design	B	3
Total Credit Hours			19
Percent of Total Hours			29%

General Education Component

Course Number	Course Title	Educational Goal Area	Credit Hours
CST 100	Principles of Public Speaking	1	3
ENG 111	College Composition I	1	3
HLT/PE ELE	Health and PE Electives	4	1
HUM/FA ELE	Humanities/Fine-Arts Elective	3 or 9	3
ITE 115	Intro to Computer Applications and Concepts	7	3
MTH 120	Introduction to Mathematics	6	3
SDV 100	College Success Skills	4	1
Total Credit Hours			17
Percent of Total Hours			26%

Business Major Component

Course Number	Course Title	Credit Hours
ITD 112	Designing Webpage Graphics	3
ITD 130	Database Fundamentals	3
ITD 210	Web Page Design II	3
ITD 250	Database Architecture and Administration	3
ITN 109	Internet and Network Foundation	3
ITN 110	Client Operating System (Windows 8)	3
ITN 111	Server Administration	4
ITP 120	Java Programming I	4
ITP 170	Project Management	<u>3</u>
Total Credit Hours		29
Percent of Total Hours		45%

TABLE 6: Curriculum Summary (Standard 6)

Name of Major/Program: Information Systems Technology - Database and Program developer (#299-10)

Total Number of Credit Hours in Degree ← Enter total

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC 211	Principles of Accounting I	A	4
BUS 100	Introduction to Business	E	3
BUS 116	Entrepreneurship	G	3
ECO 201	Principles of Macroeconomics	D	3
ITD 110	Web Page Design I	B	3
ITP 100	Software Design	B	3
Total Credit Hours			19
Percent of Total Hours			29%

General Education Component

Course Number	Course Title	Educational Goal Area	Credit Hours
CST 100	Principles of Public Speaking	1	3
ENG 111	College Composition I	1	3
HLT/PE ELE	Health and PE Electives	4	1
HUM/FA ELE	Humanities/Fine-Arts Elective	3 or 9	3
ITE 115	Intro to Computer Applications and Concepts	7	3
MTH 120	Introduction to Mathematics	6	3
SDV 100	College Success Skills	4	1
Total Credit Hours			17
Percent of Total Hours			26%

Business Major Component

Course Number	Course Title	Credit Hours
ITD 130	Database Fundamentals	3
ITD 250	Database Architecture and Administration	3
ITN 109	Internet and Network Foundation	3
ITP 120	Java Programming I	4
ITP 140	Client Side Scripting	3
ITP 170	Project Management	3
ITP 220	Java Programming II	4
ITP 225	Web Scripting Languages	3
ITP 246	Java-Server Side Programming	4
Total Credit Hours		30
Percent of Total Hours		45%

TABLE 6: Curriculum Summary (Standard 6)

Name of Major/Program: Information Systems Technology - Network and Security Administration (#299-11)

Total Number of Credit Hours in Degree ← Enter total :

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC 211	Principles of Accounting I	A	4
BUS 100	Introduction to Business	E	3
BUS 116	Entrepreneurship	G	3
ECO 201	Principles of Macroeconomics	D	3
ITD 110	Web Page Design I	B	3
ITP 100	Software Design	B	3
Total Credit Hours			19
Percent of Total Hours			29%

General Education Component

Course Number	Course Title	Educational Goal Area	Credit Hours
CST 100	Principles of Public Speaking	1	3
ENG 111	College Composition I	1	3
HLT/PE ELE	Health and PE Electives	4	1
HUM/FA ELE	Humanities/Fine-Arts Elective	3 or 9	3
ITE 115	Intro to Computer Applications and Concepts	7	3
MTH 120	Introduction to Mathematics	6	3
SDV 100	College Success Skills	4	1
Total Credit Hours			17
Percent of Total Hours			26%

Business Major Component

Course Number	Course Title	Credit Hours
ITD 130	Database Fundamentals	3
ITN 109	Internet and Network Foundation	3
ITN 110	Client Operating System (Windows 8)	3
ITN 111	Server Administration	4
ITN 170	Linux System Administration	3
ITN 260	Network Security Basics	3
ITP 170	Project Management	3
TEL 150	Internetworking I	4
TEL 151	Internetworking II	4
	Total Credit Hours	30
	Percent of Total Hours	45%

TABLE 6: Curriculum Summary (Standard 6)

**Name of Major/Program: Information Systems Technology - Web Programmer
(#299-12)**

Total Number of Credit Hours in Degree 66 ← Enter total :

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC 211	Principles of Accounting I	A	4
BUS 100	Introduction to Business	E	3
BUS 116	Entrepreneurship	G	3
ECO 201	Principles of Macroeconomics	D	3
ITD 110	Web Page Design I	B	3
ITP 100	Software Design	B	3
Total Credit Hours			19
Percent of Total Hours			29%

General Education Component

Course Number	Course Title	Educational Goal Area	Credit Hours
CST 100	Principles of Public Speaking	1	3
ENG 111	College Composition I	1	3
HLT/PE ELE	Health and PE Electives	4	1
HUM/FA ELE	Humanities/Fine-Arts Elective	3 or 9	3
ITE 115	Intro to Computer Applications and Concepts	7	3
MTH 120	Introduction to Mathematics	6	3
SDV 100	College Success Skills	4	1
Total Credit Hours			17
Percent of Total Hours			26%

Business Major Component

Course Number	Course Title	Credit Hours
ITD 112	Designing Webpage Graphics	3
ITD 115	Web Page Design and Site Management	3
ITD 120	Design Concepts for Mobile Applications	3
ITD 130	Database Fundamentals	3
ITD 210	Web Page Design II	3
ITD 220	E-Commerce Administration	3
ITN 109	Internet and Network Foundation	3
ITP 140	Client Side Scripting	3
ITP 170	Project Management	3
ITP 225	Web Scripting Languages	<u>3</u>
	Total Credit Hours	30
	Percent of Total Hours	45%

TABLE 7: Business Unit Performance Results (Standard 6)

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

Organizational Effectiveness Results																													
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)																								
Increase Headcount (UDT) by 2% over by 2018.	Unduplicated headcount numbers reported by the IE office.	Headcount for all ACBSP programs was steady for the 2015-16 academic year (0%)	There is slightly negative trend in headcount over the past four years, however not as much as the college as a whole.	We are implementing the "Meta-Major" program which should help enrollment. We will continue to monitor and may adjust the goal if the college continues to see a negative trend in enrollment patterns.	<table border="1"> <caption>Unduplicated Headcounts</caption> <thead> <tr> <th>Year</th> <th>Headcount</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>1000</td> </tr> <tr> <td>2013-14</td> <td>1000</td> </tr> <tr> <td>2014-15</td> <td>1000</td> </tr> <tr> <td>2015-16</td> <td>1000</td> </tr> </tbody> </table>	Year	Headcount	2012-13	1000	2013-14	1000	2014-15	1000	2015-16	1000														
Year	Headcount																												
2012-13	1000																												
2013-14	1000																												
2014-15	1000																												
2015-16	1000																												
Increase success rates to 70% for all ACBSP accredited programs by 2018	Success rates reported by IE office by program	Current rate is 67.9% for all ACBSP programs for 2014-15 (Last year available).	There is a positive trend over the last three academic years.	We are continuing to integrate the use of our program coordinator into our advising model and we are planning our new "Meta-Major" program that should help student success and completion.	<table border="1"> <caption>Success Rates</caption> <thead> <tr> <th>Year</th> <th>Success Rate</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>0.65</td> </tr> <tr> <td>2013-14</td> <td>0.6</td> </tr> <tr> <td>2014-15</td> <td>0.68</td> </tr> </tbody> </table>	Year	Success Rate	2012-13	0.65	2013-14	0.6	2014-15	0.68																
Year	Success Rate																												
2012-13	0.65																												
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Increase graduation rates in each ACBSP program.	ACBSP graduation cohort rates reported by IE office. Cohort starting in Fall 2011-2012-2013 results measured 2014-2015-2016.	All programs are seeing a three year increase in graduation rates except for AMT (which saw a decline over the two years measured)	All programs saw an increase in graduation rates except for the AMT program, which saw a decline. This decline was largely attributed to the fact the program was tied to a tuition paid grant that expired.	We will continue to monitor for all programs, paying special attention to the AMT trends.	<table border="1"> <caption>Graduation Rates</caption> <thead> <tr> <th>Program</th> <th>Fall 2011</th> <th>Fall 2012</th> <th>Fall 2013</th> </tr> </thead> <tbody> <tr> <td>Business...</td> <td>15%</td> <td>18%</td> <td>22%</td> </tr> <tr> <td>Accounting</td> <td>25%</td> <td>15%</td> <td>35%</td> </tr> <tr> <td>AMT (incl...)</td> <td>10%</td> <td>32%</td> <td>12%</td> </tr> <tr> <td>IST</td> <td>12%</td> <td>15%</td> <td>20%</td> </tr> <tr> <td>Managem...</td> <td>10%</td> <td>12%</td> <td>15%</td> </tr> </tbody> </table>	Program	Fall 2011	Fall 2012	Fall 2013	Business...	15%	18%	22%	Accounting	25%	15%	35%	AMT (incl...)	10%	32%	12%	IST	12%	15%	20%	Managem...	10%	12%	15%
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Managem...	10%	12%	15%																										

Retention of Business Program 2012-2013 (n=112) 2013-2014 (n=125) 2014-2015 (n=120)

ACBSP Cohort Graduation Rates

9/12/2016

Degree	Description	# Students in Cohort			# Graduates			Graduation Rate		
		Cohort starting in:			Cohort starting in:			Cohort starting in:		
		Fall 2011	Fall 2012	Fall 2013	Fall 2011	Fall 2012	Fall 2013	Fall 2011	Fall 2012	Fall 2013
AS	Business Administration	108	87	116	16	16	25	14.8%	18.4%	21.6%
AAS	Accounting	15	15	14	4	2	5	26.7%	13.3%	35.7%
	AMT (incl specialties)	8	15	8		5	1	0.0%	33.3%	12.5%
	IST	59	67	57	8	7	11	13.6%	10.4%	19.3%
	Management (incl specialties)	39	40	32	6	4	5	15.4%	10.0%	15.6%
Grand Total		229	224	227	34	34	47	14.8%	15.2%	20.7%

Definitions

Cohort: All students entering the listed program in the given term. Includes both first-time students and transfers.

Graduates: Cohort students who earned a degree in any program of study within three years (150% of normal time) of cohort starting semester.

