

**Accreditation Council for Business Schools and Programs
Associate Degree Commission Accredited Institutions
Quality Assurance (QA) Report**

Baton Rouge Community College
February 27, 2011

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ACBSP Champion name: Andrea Vidrine
ACBSP Co-Champion name: Monique Cross

09. Conditions / Notes / Opportunity for Improvement (OFI) to be Addressed: N/A

O10. The business unit must routinely provide reliable information to the public on their performance, including student achievement. Describe how you do this.

The Baton Rouge Community College Office of Institutional Advancement publishes an annual Fact Book that provides information on completion by degree. Also, CAAP (Graduate Achievement Test) results are available to the public on request (with identifying student data removed). BRCC CCCSE data is also available on the CCCSE website (<http://www.ccsse.org>). Additionally, the Business Advisory Board represents all segments of BRCC publics and is updated regularly on the progress of business students. Furthermore, since the Business Department is a recipient of Perkins federal grant funds, regular reports on the retention and completion of business students are submitted to the Louisiana Community and Technical College System, which in turn submits reports to the federal office. Finally, the BRCC Department of Public Relations highlights student accomplishments as well as departmental successes, such as ACBSP accreditation.

Standard #1 Leadership

Organization

A. List any organizational or administrative personnel changes within the business unit since your last report.

In July 2009, at the beginning of academic year 2009-2010, a major reorganization of Baton Rouge Community College's Academic Affairs area occurred. The business unit (Business, Accounting, and Economics Departments), which were previously housed in the College's Division of Business and Technology, were moved into the Business Department of the newly created Division of Business and Social Sciences. The coordinator for the Division of Business and Technology, Ms. Rita Wilson, moved to serve as the coordinator for Business and Social Sciences. Monique Cross, Assistant Professor and Department Chair in the Business Department, was promoted to the position of Dean for Business and Social Sciences. Andrea Vidrine, Associate Professor in the Business Department, was promoted to the position of Associate Dean for Business and Social Sciences.

B. List all new sites where students can earn an accredited business degree (off-campus or on campus, on-line) that have been added since your last report?

No new sites were added.

Standard #2 Strategic Planning – N/A (Not To Be Addressed in QA Report)

Standard #3 Student and Stakeholder-Focused Results

Performance Indicator		Definition													
Student- and Stakeholder-Focused Results		Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.													
		Analysis of Results													
Performance Measure (Competency)	Description of Measurement Instrument to include	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)										
At least 75% of current business students will respond either "Strongly Agree" or "Agree" to satisfaction in the areas of instruction in business courses, content in business courses, instruction in general education courses, and content in general education courses.	Survey of currently enrolled business students administered during fall 2010 by the Office of Institutional Research	The performance standard was met in all areas. Current business students were generally very satisfied with their general education and business course instruction and content, with at least 86% of students responding either "Strongly Agree" or "Agree" to satisfaction in those areas.	A survey specific to business students needs to be done more frequently so trend analysis can be performed.	N/A	<p style="text-align: center;">% of Bus Students Surveyed Responding to "Strongly Agree" or "Agree" to Satisfaction in the Following:</p> <table border="1"> <caption>Satisfaction Data from Chart</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Instruction in gen ed courses</td> <td>86</td> </tr> <tr> <td>Content in gen ed courses</td> <td>86</td> </tr> <tr> <td>Instruction in business courses</td> <td>86</td> </tr> <tr> <td>Content in business courses</td> <td>95</td> </tr> </tbody> </table>	Category	Percentage	Instruction in gen ed courses	86	Content in gen ed courses	86	Instruction in business courses	86	Content in business courses	95
Category	Percentage														
Instruction in gen ed courses	86														
Content in gen ed courses	86														
Instruction in business courses	86														
Content in business courses	95														

<p>Business faculty's ratings from Student Evaluations of Instruction will equal or exceed the College's average.</p>	<p>Completed student evaluation of instruction surveys administered through the Office of Institutional Research every fall and spring.</p>	<p>This standard has generally been met. Except for fall 2008, business faculty's average student rating of instructor has been over the College's average.</p>	<p>In addition to the quantitative data, all instructors are given access to the qualitative comments given by students as part of their student evaluations of instruction. Since fall 2009, an online system has been used which allows faculty more immediate access to student evaluations than paper evaluations used in the past.</p>		<table border="1"> <caption>Student Eval of Faculty Data</caption> <thead> <tr> <th>Semester</th> <th>Busn Average</th> <th>BRCC Average</th> </tr> </thead> <tbody> <tr> <td>Fall 2007</td> <td>4.42</td> <td>4.52</td> </tr> <tr> <td>Spring 2008</td> <td>4.46</td> <td>4.52</td> </tr> <tr> <td>Fall 2008</td> <td>4.33</td> <td>4.41</td> </tr> <tr> <td>Spring 2009</td> <td>4.44</td> <td>4.48</td> </tr> <tr> <td>Fall 2009</td> <td>4.30</td> <td>4.70</td> </tr> <tr> <td>Spring 2010</td> <td>4.40</td> <td>4.40</td> </tr> <tr> <td>Fall 2010</td> <td>4.40</td> <td>4.60</td> </tr> </tbody> </table>	Semester	Busn Average	BRCC Average	Fall 2007	4.42	4.52	Spring 2008	4.46	4.52	Fall 2008	4.33	4.41	Spring 2009	4.44	4.48	Fall 2009	4.30	4.70	Spring 2010	4.40	4.40	Fall 2010	4.40	4.60
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Fall 2009	4.30	4.70																											
Spring 2010	4.40	4.40																											
Fall 2010	4.40	4.60																											

<p>90% of Business Advisory Board members will report that they are involved in areas of review of current curriculum and development of new programs.</p>	<p>Survey of Business Advisory Board Members</p>	<p>An overall score of 90% was reached and the criterion was met. (80% of members surveyed believed that they were involved in the reviewing of current curriculum content. 100% of members surveyed believed they were involved in the development of new programs.)</p>	<p>Although all members indicated involvement in new program development, reviewing current curriculum content is an area in which more focus is needed. This is something the Business Department will include in future meetings and communication. The business department will develop an advisory board electronic newsletter with interactive surveys to keep communication open between meetings. This newsletter would spotlight parts of the existing curriculum along with other important items like future programs and news.</p>	<p>N/A</p>	<div data-bbox="1386 154 1900 771" data-label="Figure"> <p style="text-align: center;">Advisory Board Perception of Role</p> <table border="1"> <caption>Advisory Board Perception of Role Data</caption> <thead> <tr> <th>Role</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Involved in Review of Curriculum Content</td> <td>80%</td> </tr> <tr> <td>Involved in Development of New Programs</td> <td>100%</td> </tr> </tbody> </table> </div>	Role	Percentage	Involved in Review of Curriculum Content	80%	Involved in Development of New Programs	100%
Role	Percentage										
Involved in Review of Curriculum Content	80%										
Involved in Development of New Programs	100%										

<p>Business graduates will have a placement rate of 75% in a business-related field of employment.</p>	<p>Survey of business students who graduated in academic years 07/08, 08/09, and 09/10</p>	<p>This criterion was met. Of the sample surveyed, 84.6% are currently employed. 76.9% of the sample surveyed indicated that they are employed in a business-related field. Furthermore, 66.7% of those surveyed indicated that they are currently in school working on an additional program of study.</p>	<p>Although the business survey provided basic information, more detailed information about graduates and placements is needed. BRCC has recently established the Center for Career and Job Placement which includes an expanded Career Counselor role and new positions of Assistant Director for College Internships and Assistant Director for Workforce Readiness. This newly-formed center with its full staff will track graduate placement rates and employer satisfaction and provide necessary data to departments.</p>	<p>N/A</p>	<div data-bbox="1386 155 1900 727" data-label="Figure"> <p style="text-align: center;">Business Graduate Employment Survey Results</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Percent Currently Employed</td> <td>84.6</td> </tr> <tr> <td>Percent Currently Employed in Related Field</td> <td>76.9</td> </tr> </tbody> </table> </div>	Category	Value	Percent Currently Employed	84.6	Percent Currently Employed in Related Field	76.9
Category	Value										
Percent Currently Employed	84.6										
Percent Currently Employed in Related Field	76.9										

Standard #4 Measurement and Analysis of Student Learning and Performance

A. Program Outcomes

Associate of Applied Science (AAS) in Business Technology Program Outcomes

The AAS in Business Technology is specifically designed to meet the employment needs of the business community of the Greater Baton Rouge metropolitan area. This program of study is not intended for college transfer. It provides general education and work skills needed for employment. Specific student learning outcomes for the degree are as follows:

Students will:

1) be able to apply accounting terms and concepts to make business decisions.
2) be able to apply economic theory in business decisions.
3) be able to solve mathematical problems relating to business applications
4) be able to identify legal considerations applicable in a business.
5) be able to use oral and written business communication skills appropriate to targeted audiences.
6) be able to use theoretical perspectives to explain real-life business situations and develop solutions for business problems.
7) demonstrate tenets of professionalism including professional image, teamwork, and customer relations.
8) apply strategies for personal financial planning.

Associate of Science (AS) in Business Program Outcomes

The AS in Business degree offers courses, objectives, materials and instruction to enable students to enter a four-year college as a business major. The overall goal of the degree program is to place well-prepared students in four-year colleges and universities. Specific student learning outcomes for the degree are as follows:

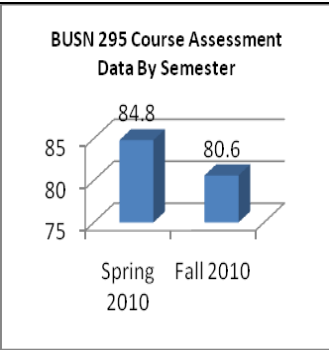
Students will

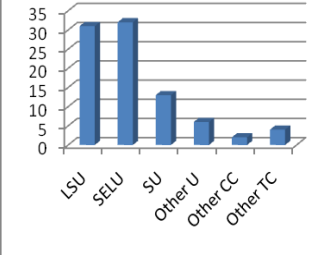
1) be able to apply accounting terms and concepts to make business decisions.
2) be able to apply economic theory in business decisions.
3) be able to organize, analyze, and make information useful by employing mathematic principles.
4) be able to use oral and written communication skills appropriate to targeted audiences.
5) be able to use theoretical perspectives to explain real-life business situations and develop solutions for business problems.

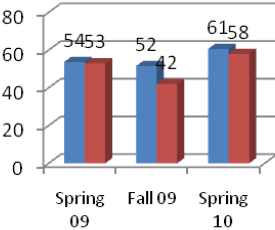
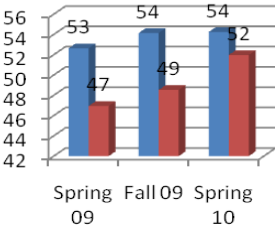
B. Performance Results

Standard 4 Student Learning Results

Performance Indicator		Definition			
Student Learning Results		A student learning outcome is one that measures a specific competency attainment.			
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Each of the eight AAS program outcomes (as embedded in related courses) will be met. To determine whether the entire outcome has been met, an average of the overall course rating of linked courses will be calculated. A minimum average of 70% is the acceptable threshold for success of an individual outcome.	Individual Course Assessment Summary Reports (internal, formative), See Appendix A	For each of the eight program level outcomes for the AAS in Bus Tech, students have achieved above the 70% threshold on average. For three of these outcomes students measured above 80% on average. Students finished strongest in the areas of personal financial planning, communication, and professionalism. This is important because those areas reflect "soft skills" students need to be successful in the working world. The Business Advisory Board has indicated that soft skills	The Business Department at BRCC has embraced regular assessments as a tool for improvement. Although the 70% threshold has been met for each outcome overall, there are still individual classes that are below 70%. Based on each semester's assessment results, faculty discuss and implement changes as needed. These changes could include implementing different teaching methods, revising assessments, and even revising learning outcomes.	N/A	Graphs showing individual course data by outcome are found in Appendix A.

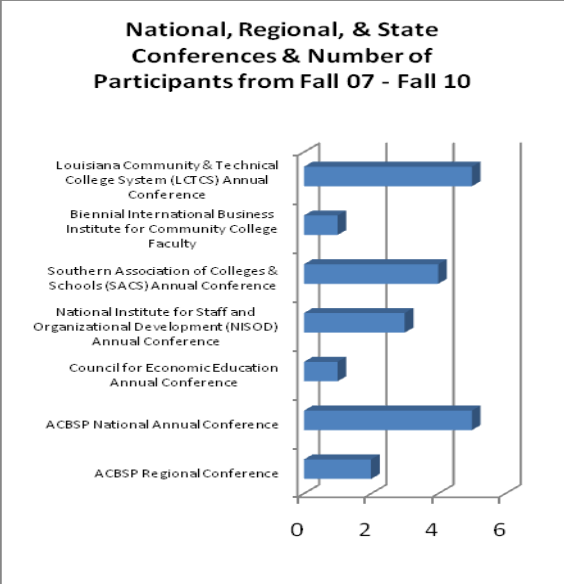
		are critical for students hoping to secure and keep employment.									
The eight AAS program outcomes are embedded in the capstone course's course learning outcomes. A minimum average of 70% for the entire course score is the acceptable threshold for success.	Student achievement of learning outcomes for capstone course, BUSN 295 (Professional Success Skills), which mirror AAS in Business Technology Program Outcomes (internal, summative)	This threshold has been met. Beginning spring 2010, course learning outcomes for BUSN 295 were aligned with overall AAS in Business Technology program outcomes. BUSN 295 now includes a computerized business simulation and a section on soft skills. Assessment results are very good (over 80%) and students are exposed to key areas needed for future job placement.	Although students have performed well on the course learning objectives assessment, the Business team is interested in a stronger, more objective assessment of student learning in the program. To that end, standardized testing (ETS Major Field Test) is currently being examined as a measure of student learning and will be given to all students completing BUSN 295 beginning in the fall 2011 semester. This will provide a more consistent measure of how students are performing and will compare them to other students nationwide.		 <p>BUSN 295 Course Assessment Data By Semester</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>84.8</td> </tr> <tr> <td>Fall 2010</td> <td>80.6</td> </tr> </tbody> </table>	Semester	Score	Spring 2010	84.8	Fall 2010	80.6
Semester	Score										
Spring 2010	84.8										
Fall 2010	80.6										
Each of the five AS program outcomes (as embedded in related courses) will be met. To determine whether the entire outcome has been met, an average of the overall course rating of linked courses will be	Individual Course Assessment Summary Reports (internal, formative), See Appendix B	Of the five program outcomes in the AS in Business, students met the 70% threshold (on average) in only two of the program outcomes. These outcomes are related to economic theory and students' ability to use theoretical perspectives to explain	In three of the five program outcomes, the 70% threshold was not met. One unmet outcome relates to accounting concepts; accounting faculty continue to use the assessment process to look at student progress and how learning can be improved. The score for this outcome is 68.6%, and faculty are	N/A	Graphs showing individual course data by outcome are found in Appendix B.						

<p>calculated. A minimum average of 70% is the acceptable threshold for success of an individual outcome.</p>		<p>real-life business situations. These two program outcomes are measured by course level outcome assessment based on business and economics courses (see Appendix B).</p>	<p>committed to meeting the 70% threshold. The remaining two program outcomes are based in general education courses. As evidenced in Appendix B, the culture of assessment is still being built in other areas of the College. In several instances, only one semester of assessment data is being used to measure student mastery of course level learning outcomes. These other areas of the College are working to increase and improve their assessment process and once that data is available, a determination can be made whether action is needed.</p>																
<p>Data from Louisiana Board of Regents</p>	<p>Data report acquired by BRCC's Office of Institutional Research from Louisiana Board of Regents (external, summative)</p>	<p>BRCC's business graduates are successfully transferring to other schools to continue their studies. From fall 2005 - fall 2009, 88 of 171, or about 51.5% of business graduates were found to have enrolled in state public institutions. It can also be assumed that some students may be enrolled in private or proprietary schools not</p>	<p>Part of the mission of BRCC is to prepare students for transfer to other schools to continue their education. As mentioned, BRCC business graduates are successfully transferring to other schools with the largest number going to Southeastern Louisiana University. Other popular schools are Louisiana State University and Southern University.</p>	<p>N/A</p>	<p style="text-align: center;">BRCC Business Grads Subsequent Enrolling School</p>  <table border="1" data-bbox="1627 966 1942 1218"> <caption>BRCC Business Grads Subsequent Enrolling School</caption> <thead> <tr> <th>Enrolling School</th> <th>Number of Graduates</th> </tr> </thead> <tbody> <tr> <td>LSU</td> <td>32</td> </tr> <tr> <td>SELU</td> <td>32</td> </tr> <tr> <td>SU</td> <td>15</td> </tr> <tr> <td>Other U</td> <td>8</td> </tr> <tr> <td>Other CC</td> <td>3</td> </tr> <tr> <td>Other TC</td> <td>5</td> </tr> </tbody> </table>	Enrolling School	Number of Graduates	LSU	32	SELU	32	SU	15	Other U	8	Other CC	3	Other TC	5
Enrolling School	Number of Graduates																		
LSU	32																		
SELU	32																		
SU	15																		
Other U	8																		
Other CC	3																		
Other TC	5																		

<p>Collegiate Assessment of Academic Proficiency (CAAP) scores of business students (AS and AAS)</p>	<p>CAAP scores from test administered to graduates by the Office of Institutional Research (external, summative) [CAAP (by ACT) assesses academic achievement in general education, generally at the end of the sophomore year.]</p>	<p>included in this count. BRCC's business graduates are scoring successfully in the areas of writing and math as compared to other BRCC students as well as other college students. The latest available semester data, Spring 10, shows that business students are above average in these areas.</p>	<p>Business student average scores have improved in writing from 54th percentile to 61st percentile locally and from 53rd percentile to 58th percentile nationally from spring 09 to spring 10. Modest improvements were also seen in math scores as the business student average moved from 53rd to 54th percentile compared to other BRCC students and from 47th to 52nd percentile compared to national test-takers. The business department will continue to monitor student progress in the critical areas of writing and math through this valuable tool.</p>	<p>N/A</p>	<p>The following graphs show the average of BRCC business student scores for the semester as compared to other BRCC students as well as national test-takers.</p> <div data-bbox="1625 440 1955 857"> <p>CAAP Writing (Essay) Test Scores</p>  <table border="1"> <thead> <tr> <th>Semester</th> <th>% of BRCC Students at or Below Score</th> <th>% of Students Nationwide at or Below Score</th> </tr> </thead> <tbody> <tr> <td>Spring 09</td> <td>54</td> <td>53</td> </tr> <tr> <td>Fall 09</td> <td>52</td> <td>42</td> </tr> <tr> <td>Spring 10</td> <td>61</td> <td>58</td> </tr> </tbody> </table> </div> <div data-bbox="1625 894 1955 1299"> <p>CAAP Math Test Scores</p>  <table border="1"> <thead> <tr> <th>Semester</th> <th>% of BRCC Students at or Below Score</th> <th>% of Students Nationwide at or Below Score</th> </tr> </thead> <tbody> <tr> <td>Spring 09</td> <td>53</td> <td>47</td> </tr> <tr> <td>Fall 09</td> <td>54</td> <td>49</td> </tr> <tr> <td>Spring 10</td> <td>54</td> <td>52</td> </tr> </tbody> </table> </div>	Semester	% of BRCC Students at or Below Score	% of Students Nationwide at or Below Score	Spring 09	54	53	Fall 09	52	42	Spring 10	61	58	Semester	% of BRCC Students at or Below Score	% of Students Nationwide at or Below Score	Spring 09	53	47	Fall 09	54	49	Spring 10	54	52
Semester	% of BRCC Students at or Below Score	% of Students Nationwide at or Below Score																											
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Semester	% of BRCC Students at or Below Score	% of Students Nationwide at or Below Score																											
Spring 09	53	47																											
Fall 09	54	49																											
Spring 10	54	52																											

Standard #5 Faculty- and Staff-Focused Results

Performance Indicator		Definition									
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.									
		Analysis of Results									
Performance Measure (Competency)	Description of Measurement Instrument to include	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)						
Employee turnover can be a reflection of employee job satisfaction and commitment to the college. Therefore the business department will strive for a "low turnover" in faculty and staff due to job dissatisfaction.	Annual review of employment of faculty and staff	In the past three years (fall 2007 through spring 2011), of the 11 full-time faculty in the business department, two faculty members (18%) left the College for employment elsewhere. During these three years, two full-time faculty members were promoted to Dean and Associate Dean positions after a reorganization.	The department will continue to monitor any turnover activity and investigate any occurrences of such.	N/A	<p>Business Faculty Turnover 2008 - Present</p> <table border="1"> <caption>Business Faculty Turnover 2008 - Present</caption> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Left College</td> <td>2</td> </tr> <tr> <td>Total Faculty</td> <td>11</td> </tr> </tbody> </table>	Category	Count	Left College	2	Total Faculty	11
Category	Count										
Left College	2										
Total Faculty	11										

		Four adjunct faculty members were hired as full-time faculty members to replace the two promoted faculty and two faculty who left. Staff has experienced no turnover over the past two and 1/2 years.																			
100% of the business department faculty and staff will participate in at least one professional development activity each academic year.	Faculty portfolio and staff's annual evaluation instrument	Review of business faculty portfolios indicates all faculty have participated in at least one professional development activity for the past three academic years. Staff evaluations do not have any specific professional development requirements. However, the Dean, Associate Dean, and	The department will continue to monitor and investigate any deviations from this benchmark.	N/A	<p>Over the past three academic years, BRCC business faculty and staff have participated in the following national, regional, and state conferences:</p>  <table border="1"> <caption>National, Regional, & State Conferences & Number of Participants from Fall 07 - Fall 10</caption> <thead> <tr> <th>Conference</th> <th>Number of Participants</th> </tr> </thead> <tbody> <tr> <td>Louisiana Community & Technical College System (LCTCS) Annual Conference</td> <td>5</td> </tr> <tr> <td>Biennial International Business Institute for Community College Faculty</td> <td>1</td> </tr> <tr> <td>Southern Association of Colleges & Schools (SACS) Annual Conference</td> <td>4</td> </tr> <tr> <td>National Institute for Staff and Organizational Development (NISOD) Annual Conference</td> <td>3</td> </tr> <tr> <td>Council for Economic Education Annual Conference</td> <td>1</td> </tr> <tr> <td>ACBSP National Annual Conference</td> <td>5</td> </tr> <tr> <td>ACBSP Regional Conference</td> <td>2</td> </tr> </tbody> </table>	Conference	Number of Participants	Louisiana Community & Technical College System (LCTCS) Annual Conference	5	Biennial International Business Institute for Community College Faculty	1	Southern Association of Colleges & Schools (SACS) Annual Conference	4	National Institute for Staff and Organizational Development (NISOD) Annual Conference	3	Council for Economic Education Annual Conference	1	ACBSP National Annual Conference	5	ACBSP Regional Conference	2
Conference	Number of Participants																				
Louisiana Community & Technical College System (LCTCS) Annual Conference	5																				
Biennial International Business Institute for Community College Faculty	1																				
Southern Association of Colleges & Schools (SACS) Annual Conference	4																				
National Institute for Staff and Organizational Development (NISOD) Annual Conference	3																				
Council for Economic Education Annual Conference	1																				
ACBSP National Annual Conference	5																				
ACBSP Regional Conference	2																				

		Coordinator actively participate in internal as well as external professional development sessions.											
100% of the business department faculty and staff will earn a minimum of "Meets Expectations" on their individual employee evaluation performance each year.	Faculty portfolio and staff's annual evaluation instrument	This criterion was met in academic years 07/08 and 08/09.	This criterion was met in 07/08 and 08/09. However, in academic year 09/10, one faculty member earned a score of less than "meet expectations." College policy is to work with the employee on a performance improvement plan (PIP). The development of a PIP had begun, but, the employee found employment elsewhere starting fall 2010.	N/A	<p>Percent of Bus. Fac & Staff with at least "Meets Expectations"</p> <table border="1"> <caption>Percent of Bus. Fac & Staff with at least "Meets Expectations"</caption> <thead> <tr> <th>Acad yr</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Acad yr 07/08</td> <td>100%</td> </tr> <tr> <td>Acad yr 08/09</td> <td>100%</td> </tr> <tr> <td>Acad yr 09/10</td> <td>93%</td> </tr> </tbody> </table>	Acad yr	Percent	Acad yr 07/08	100%	Acad yr 08/09	100%	Acad yr 09/10	93%
Acad yr	Percent												
Acad yr 07/08	100%												
Acad yr 08/09	100%												
Acad yr 09/10	93%												

Faculty Qualifications

Standard 5 – NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

Name	Major Teaching Field	Courses Taught	Highest Degree		Professional Certification	ACBSP Qualification	Exceptions
			Type	Field			
Kameny, Marla	Business	BUSN 110	Ph.D.	Business		Doctorate	No
		BUSN 201					
		MANG 231					
Pursley, Angela	Business	BUSN 110	M.B.A.	Business		Master	No
		BUSN 121					
		MANG 201					
		MANG 222					
Rice, Erin	Business	BUSN 110	M.B.A.	Business		Master	No
		BUSN 220					
		BUSN 240					
Tillotson, Mattie	Accounting	ACCT 200	M.S., M.B.A.	Accounting, Business		Master	No
		ACCT 231					
Bryant, Natalie	Business	BUSN 110	M.B.A.	Business		Master	No
		MANG 201					
Buckner, Lee	Economics	ECON 203	M.S.	Economics		Master	No
Koray, Tulin	Economics	ECON 201	M.S.	Economics		Master	No
Saltz, Louis	Business Law	BUSN 220	J.D.	Law		Master	No

Standard #6 Educational and Business Process Management

A. Curriculum

1. List any existing accredited associate degree programs/curricula that have been **substantially revised** since your last report and attach a Table VII – Curriculum Summary for each program.

None have been **substantially revised**.

2. List any **new** degree programs that have been developed and attach a Table VII – Curriculum Summary for each new program since your last report.

Since Baton Rouge Community College's initial accreditation self-study, an Associate of Applied Science in Accounting Technology has been added. This program began in spring 2009. **At this time, not enough data has been collected nor enough graduates obtained to make an accurate assessment of this program, so information about this degree has not been included in this report.** The addition of data on this program and its graduates will be included in the next QA report. This program is not listed as accredited by ACBSP on either the BRCC website or in the catalog. The BRCC website and catalog clearly state that the only accredited business degrees are as follows: Associate of Applied Science (AAS) in Business Technology, Associate of Science (AS) in Business. The AAS in Accounting Technology Curriculum Summary is shown on the next two pages.

3. List any accredited programs that have been terminated since your last report.

None have been terminated.

TABLE 6 Curriculum Summary for new program, AAS in Accounting Technology

AAS In Accounting Technology

Total Number of Hours for Degree: 63 hours

a. Professional Component

<u>Course Title</u>		<u>Area of Study</u>	<u>Credit Hours</u>
ACCT 200	Financial Accounting I	a	3
BUSN 110	Introduction to Business	e	3
BUSN 240	Business Communication	e	3
BUSN 295	Professional Success Skills	e	3
CIST 150	Spreadsheets I	b	3
CSCI 190	Microcomputer Applications in Business	b	3
Area total credit hours			18
% of total program hours			29%

b. General Education

<u>Course Title</u>		<u>Educational Goal Area</u>	<u>Credit Hours</u>
ECON 203	Economic Principles	8	3
ENGL 101	English Composition I	1	3
ENGL 102	English Composition II	1	3
	General Education Speech Course	1	3
	General Education Mathematics Course	6	3
	General Education Natural/Physical Science Course	6	3
	General Education Humanities Course	1, 2, 3, 10	3
Area total credit hours			21
% of total program hours			33%

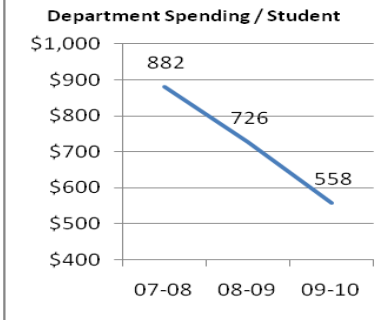
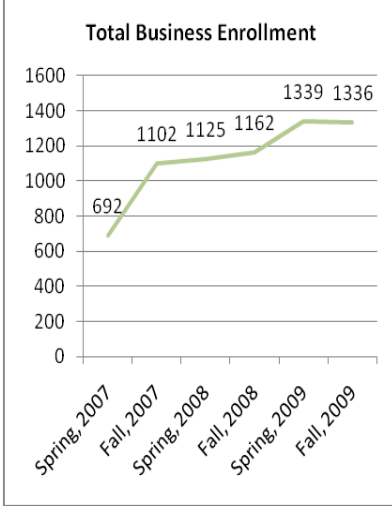
AAS In Accounting Technology CONTINUED
 Total Number of Hours for Degree: 63 hours

c. Business Major Component

<u>Course Title</u>	<u>Credit Hours</u>
ACCT 201 Financial Accounting II	3
ACCT 210 Introduction to Auditing	3
ACCT 211 Introduction to Managerial Accounting	3
ACCT 220 Introduction to Federal Taxation	3
ACCT 231 Intermediate Accounting I	3
ACCT 235 Accounting Information Systems	3
ACCT Elective Choose 1 from:	3
ACCT 212 Introduction to Governmental & Not-for-Profit Accounting	
ACCT 218 Payroll Accounting	
ACCT 221 Computer-Based Accounting	
ACCT 240 Advanced Accounting	
BUSN Elective Choose 1 from:	3
BUSN 121 Business Math	
BUSN 130 Customer Service for Business Professionals	
BUSN 201 Principles of Marketing	
BUSN 220 Business Law	
Area total credit hours	24
% of total program hours	38%

Standard #6 Budgetary, Financial and Market Results

Performance Indicator		Definition											
Budgetary, Financial, and Market Performance Results		Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities.											
		Analysis of Results											
Performance Measure (Competency)	Description of Measurement Instrument to include	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)								
The business department will be allocated sufficient college funds to carry out its mission and pursue its goals.	Annual budget from the Office of Accounting and Finance	The Business Department saw a 6% total decrease in expenditures from academic year 07/08 to 09/10.	Due to Louisiana state budget uncertainties the Business Department cannot predict whether the department budget will increase or decrease in coming years. However, the Business Department is taking aggressive steps to increase the number of business graduates, which in turn funds the school and ultimately the Business Department. More individualized advising practices and other retention and completion strategies are constantly being developed and implemented by the Business Department.	N/A	<table border="1"> <caption>Business Dept. Budget Data</caption> <thead> <tr> <th>Year</th> <th>Budget</th> </tr> </thead> <tbody> <tr> <td>07-08</td> <td>790,000</td> </tr> <tr> <td>08-09</td> <td>830,000</td> </tr> <tr> <td>09-10</td> <td>745,000</td> </tr> </tbody> </table>	Year	Budget	07-08	790,000	08-09	830,000	09-10	745,000
Year	Budget												
07-08	790,000												
08-09	830,000												
09-10	745,000												

<p>Spending per business student will be sufficient to provide the necessary services.</p>	<p>Annual budget from the Office of Accounting and Finance</p>	<p>Spending per business student declined by 37% from academic year 07/08 to 09/10.</p>	<p>Due to Louisiana state budget uncertainties the Business Department cannot predict whether the department budget will increase or decrease in coming years. However, the Business Department is taking aggressive steps to increase the number of business graduates, which in turn funds the school and ultimately the Business Department. More individualized advising practices and other retention and completion strategies are constantly being developed and implemented by the Department.</p>	<p>N/A</p>	 <p>Department Spending / Student</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Spending (\$1,000)</th> </tr> </thead> <tbody> <tr> <td>07-08</td> <td>882</td> </tr> <tr> <td>08-09</td> <td>726</td> </tr> <tr> <td>09-10</td> <td>558</td> </tr> </tbody> </table>	Year	Spending (\$1,000)	07-08	882	08-09	726	09-10	558						
Year	Spending (\$1,000)																		
07-08	882																		
08-09	726																		
09-10	558																		
<p>The business department will strive to increase program enrollment in line with the college growth.</p>	<p>Enrollment report (count by majors) provided by the Office of Institutional Advancement</p>	<p>Overall, business enrollment increased 93% between spring 2007 and fall 2009.</p>	<p>Business enrollment has seen a dramatic jump since spring 2007, most probably due to the overall increase in BRCC's enrollment as well as the addition of the AS in business. The addition of the AS in Business (transfer degree) in 2006 proved to be extremely popular and is expected to continue in popularity as BRCC works closely with area universities such as LSU to ensure a seamless transition for business students.</p>	<p>N/A</p>	 <p>Total Business Enrollment</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>Spring, 2007</td> <td>692</td> </tr> <tr> <td>Fall, 2007</td> <td>1102</td> </tr> <tr> <td>Spring, 2008</td> <td>1125</td> </tr> <tr> <td>Fall, 2008</td> <td>1162</td> </tr> <tr> <td>Spring, 2009</td> <td>1339</td> </tr> <tr> <td>Fall, 2009</td> <td>1336</td> </tr> </tbody> </table>	Year	Enrollment	Spring, 2007	692	Fall, 2007	1102	Spring, 2008	1125	Fall, 2008	1162	Spring, 2009	1339	Fall, 2009	1336
Year	Enrollment																		
Spring, 2007	692																		
Fall, 2007	1102																		
Spring, 2008	1125																		
Fall, 2008	1162																		
Spring, 2009	1339																		
Fall, 2009	1336																		

Standard #6 Organizational Performance Results

Performance Indicator		Definition																		
Organizational Effectiveness Results		Organization effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting student performance.																		
		Analysis of Results																		
Performance Measure (Competency)	Description of Measurement Instrument to include	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)															
The Business Department programs will have a year to year retention rate of 40% or greater.	Year to year retention rates are measured by the Office of Institutional Effectiveness. This is based on the entire credit population in the cohort term and the number of students who graduate or are enrolled in the succeeding	Retention rates for the AAS in Business have increased since spring 2008 and are higher than the BRCC general population year to year retention rate of 40%.	Retention rates for the AAS in Business have increased since spring 2008 and are higher than the BRCC general population year to year retention rate of 40%. However, the AS in Business retention rates have declined from spring 2008 and are slightly lower (39%) than the BRCC general population year to year retention rate. Since the AS is designed for transfer, it could be that many students transfer before completing the degree. Overall, the graduation rate for the AS continues to grow, so students are clearly seeing the	N/A	<p>Year to Year Retention Rates By Program</p> <table border="1"> <caption>Year to Year Retention Rates by Program</caption> <thead> <tr> <th>Year</th> <th>AAS (%)</th> <th>AS (%)</th> </tr> </thead> <tbody> <tr> <td>Spring 08</td> <td>40%</td> <td>43%</td> </tr> <tr> <td>Fall 08</td> <td>43%</td> <td>42%</td> </tr> <tr> <td>Spring 09</td> <td>43%</td> <td>39%</td> </tr> <tr> <td>Fall 09</td> <td>43%</td> <td>39%</td> </tr> </tbody> </table>	Year	AAS (%)	AS (%)	Spring 08	40%	43%	Fall 08	43%	42%	Spring 09	43%	39%	Fall 09	43%	39%
Year	AAS (%)	AS (%)																		
Spring 08	40%	43%																		
Fall 08	43%	42%																		
Spring 09	43%	39%																		
Fall 09	43%	39%																		

	year term.		benefit of getting the degree. However, since the retention rate has dropped, perhaps even more effort should be made in touting the value of getting the degree before moving on.																													
The Business Department will increase the number of sections offered as well as different course offerings by at least 10% from fall 2007.	Banner generated report	This standard was met in both the number of sections offered from fall 07 to spring 11 (increased by 14%) as well as different course offerings from fall 07 to spring 11 (increased by 13%).	Although the standard was met in both the number of sections offered as well as different course offerings from fall 07 to spring 11, with recent budget cuts, the courses and sections offered has decreased since spring 10 by 19%. The Business Department will continue to work to make the most efficient use of its budget while offering students a variety of courses that meet current workforce and transfer needs.	N/A	<table border="1"> <caption>Business Courses and Sections Data</caption> <thead> <tr> <th>Term</th> <th>Business courses</th> <th>Business courses+sections</th> </tr> </thead> <tbody> <tr> <td>F07</td> <td>21</td> <td>75</td> </tr> <tr> <td>Sp08</td> <td>21</td> <td>78</td> </tr> <tr> <td>F08</td> <td>20</td> <td>80</td> </tr> <tr> <td>Sp09</td> <td>22</td> <td>82</td> </tr> <tr> <td>F09</td> <td>25</td> <td>86</td> </tr> <tr> <td>Sp10</td> <td>22</td> <td>72</td> </tr> <tr> <td>F10</td> <td>23</td> <td>79</td> </tr> <tr> <td>Sp11</td> <td>24</td> <td>72</td> </tr> </tbody> </table>	Term	Business courses	Business courses+sections	F07	21	75	Sp08	21	78	F08	20	80	Sp09	22	82	F09	25	86	Sp10	22	72	F10	23	79	Sp11	24	72
Term	Business courses	Business courses+sections																														
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F09	25	86																														
Sp10	22	72																														
F10	23	79																														
Sp11	24	72																														

<p>To ensure a favorable instructor to student ratio and enhance the educational experience, the Business Department will strive to maintain an average class size not to exceed 30 students. According to the American Association of Community College's website, the average community college class size is between 25 and 35 students¹</p>	<p>Banner generated</p>	<p>The Business Department has met this criterion.</p>	<p>Although the average business class size has increased from 28 students to 29 students since academic year 07-08, the class size is still under the threshold of 30 students. The increase in average class size over this time period occurred in the overall BRCC class size as well due to an increasingly constrained budget (average BRCC class size increased from 26 to 27). Average class size for business courses should be continually monitored to ensure quality is not compromised even in difficult financial times.</p>	<p>N/A</p>	<table border="1"> <caption>Average Class Size</caption> <thead> <tr> <th>Year</th> <th>Business</th> <th>BRCC</th> </tr> </thead> <tbody> <tr> <td>Yr 07-08</td> <td>28</td> <td>26</td> </tr> <tr> <td>Yr 08-09</td> <td>28</td> <td>25</td> </tr> <tr> <td>Yr 09-10</td> <td>29</td> <td>27</td> </tr> <tr> <td>Yr 10-11</td> <td>29</td> <td>27</td> </tr> </tbody> </table>	Year	Business	BRCC	Yr 07-08	28	26	Yr 08-09	28	25	Yr 09-10	29	27	Yr 10-11	29	27
Year	Business	BRCC																		
Yr 07-08	28	26																		
Yr 08-09	28	25																		
Yr 09-10	29	27																		
Yr 10-11	29	27																		

¹AACC Website, 2011. <http://www.aacc.nche.edu/Resources/aaccprograms/international/Pages/ccuniqueopportunity.aspx> (accessed February 1, 2011).

<p>In order to provide more flexibility for students, the percent of business courses offered online will increase to at least 10% of offerings.</p>	<p>Banner generated report</p>	<p>This criterion has been met. The number of business courses offered online has grown from six to eleven since the academic year 07/08. The percent of business courses offered online has grown from 8% to 11% in the same time frame. The percent of full-time business faculty trained to teach online has increased from 36% in academic year 07/08 to 73% in academic year 10/11.</p>	<p>Although the number of different courses offered online increased, total business online courses offered still only account for about 11% of available business courses. However, an increased number of full-time business faculty have become qualified for online teaching (73% are now qualified) so the number of online offerings should continue to increase. Additionally, in spring 2011 one course (FINA 110) is being offered as a hybrid course (online and face-to-face). The College is piloting a limited number of hybrid courses to be able to offer additional alternative delivery means to meet student needs.</p>	<p>N/A</p>	<div data-bbox="1480 162 1869 625"> <p>Percent Of Business Courses Offered Online</p> <table border="1"> <thead> <tr> <th>Acad Yr</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>07-08</td> <td>8%</td> </tr> <tr> <td>08-09</td> <td>7%</td> </tr> <tr> <td>09-10</td> <td>8%</td> </tr> <tr> <td>10-11</td> <td>11%</td> </tr> </tbody> </table> </div> <div data-bbox="1480 698 1869 1161"> <p>Percent Of Full-Time Business Faculty Approved for Online Teaching</p> <table border="1"> <thead> <tr> <th>Acad Yr</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>07-08</td> <td>36%</td> </tr> <tr> <td>08-09</td> <td>45%</td> </tr> <tr> <td>09-10</td> <td>55%</td> </tr> <tr> <td>10-11</td> <td>73%</td> </tr> </tbody> </table> </div>	Acad Yr	Percent	07-08	8%	08-09	7%	09-10	8%	10-11	11%	Acad Yr	Percent	07-08	36%	08-09	45%	09-10	55%	10-11	73%
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10-11	73%																								

<p>The Business Department will provide a safe and secure campus environment.</p>	<p>Annual security report filed by the College</p>	<p>The number of incidents reported has increased from the academic year 07 to year 09 from 11 to 23, with the highest increase in burglary, perhaps due increased enrollment and also awareness / availability of means of reporting.</p>	<p>Many security measures were implemented such as installing emergency phone in every classroom, solar-powered emergency phones on campus grounds, and emergency call boxes in the parking garage. Swipe card locks have been installed in all classrooms and swipe card access is only given to teachers who teach there. To notify students, faculty and staff, the College has implemented emergency text-message notification system and webpage and Facebook.com postings. The College has put in place an extensive emergency preparedness plan that includes procedures to ensure an immediate response to crisis situations. This plan is posted in every building and every classroom.</p>	<table border="1"> <caption>Crimes Reported to BRCC Public Safety</caption> <thead> <tr> <th>Crime Category</th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>Robbery</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>Aggravated Assault</td> <td>1</td> <td>0</td> <td>2</td> </tr> <tr> <td>Burglary</td> <td>3</td> <td>0</td> <td>10</td> </tr> <tr> <td>Motor Vehicle Theft</td> <td>1</td> <td>0</td> <td>2</td> </tr> <tr> <td>Illegal Weapons...</td> <td>1</td> <td>1</td> <td>2</td> </tr> <tr> <td>Drug law violations</td> <td>0</td> <td>0</td> <td>3</td> </tr> <tr> <td>Liquor law violations</td> <td>0</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	Crime Category	2007	2008	2009	Robbery	2	0	0	Aggravated Assault	1	0	2	Burglary	3	0	10	Motor Vehicle Theft	1	0	2	Illegal Weapons...	1	1	2	Drug law violations	0	0	3	Liquor law violations	0	1	1
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Liquor law violations	0	1	1																																	

<p>The Business Department will strive to maintain a growth rate of at least 20% from year to year for number of graduates.</p>	<p>Enrollment report provided by the Office of Institutional Research</p>	<p>This standard was met. The number of business degrees awarded has seen stellar growth over the past four year (an increase of 240%), with the most recent growth rate in graduates from academic year 08/09 to 09/10 at 37%, Most growth is a result of the skyrocketing popularity of the AS in Business degree.</p>	<p>As mentioned earlier, addition of the AS in Business (transfer degree) in 2006 proved to be extremely popular and is expected to continue in popularity as BRCC works closely with area universities such as LSU to ensure a seamless transition for business students. In September 2010, BRCC and LSU signed an academic partnership called “Bears 2 Tigers” which allows students in several degree programs, including business, to transfer seamlessly to LSU. This highly anticipated partnership provides for students who get associate degrees in business to be admitted to LSU as juniors in the program. The business department is thrilled to have LSU as a partner in an arrangement that will greatly benefit students. Although still popular, the AAS in Business Technology has not experienced the rapid growth seen in the AS in Business degree. The AAS in Business degree should continue to be promoted as a worthy option for developing immediate workforce skills as an employee or an entrepreneur.</p>	<p>N/A</p>	<div data-bbox="1501 162 1848 527"> <p>Total Associate Degrees in Business Awarded</p> <table border="1"> <thead> <tr> <th>Acad Yr</th> <th>Acad Yr</th> <th>Acad Yr</th> <th>Acad Yr</th> <th>Acad Yr</th> </tr> </thead> <tbody> <tr> <td>05/06</td> <td>06/07</td> <td>07/08</td> <td>08/09</td> <td>09/10</td> </tr> <tr> <td>25</td> <td>38</td> <td>42</td> <td>62</td> <td>85</td> </tr> </tbody> </table> </div> <div data-bbox="1501 552 1848 885"> <p>Associate Degree in Business Growth Rate from Previous Year</p> <table border="1"> <thead> <tr> <th>Acad Yr</th> <th>Acad Yr</th> <th>Acad Yr</th> <th>Acad Yr</th> </tr> </thead> <tbody> <tr> <td>06/07</td> <td>07/08</td> <td>08/09</td> <td>09/10</td> </tr> <tr> <td>52%</td> <td>11%</td> <td>48%</td> <td>37%</td> </tr> </tbody> </table> </div> <div data-bbox="1501 909 1848 1323"> <p>Degrees awarded - AAS & AS</p> <table border="1"> <thead> <tr> <th>Acad Yr</th> <th>Acad Yr</th> <th>Acad Yr</th> <th>Acad Yr</th> <th>Acad Yr</th> </tr> </thead> <tbody> <tr> <td>05/06</td> <td>06/07</td> <td>07/08</td> <td>08/09</td> <td>09/10</td> </tr> <tr> <td>AS in Busn</td> <td>23</td> <td>24</td> <td>42</td> <td>57</td> </tr> <tr> <td>AAS in Busn Tech</td> <td>25</td> <td>18</td> <td>20</td> <td>28</td> </tr> </tbody> </table> </div>	Acad Yr	Acad Yr	Acad Yr	Acad Yr	Acad Yr	05/06	06/07	07/08	08/09	09/10	25	38	42	62	85	Acad Yr	Acad Yr	Acad Yr	Acad Yr	06/07	07/08	08/09	09/10	52%	11%	48%	37%	Acad Yr	Acad Yr	Acad Yr	Acad Yr	Acad Yr	05/06	06/07	07/08	08/09	09/10	AS in Busn	23	24	42	57	AAS in Busn Tech	25	18	20	28
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**Appendix A: AAS Program Outcomes Data
Course Data Collected by Semester**

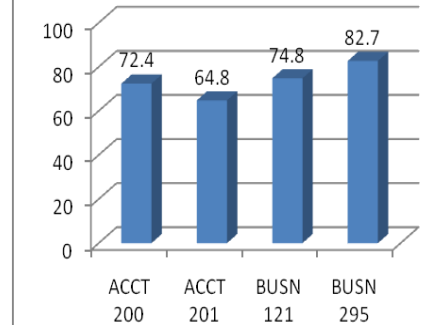
	SPRING 08	FALL 08	SPRING 09	FALL 09	SPRING 10	FALL 10
ACCT 200	X	X	X	X	X	X
ACCT 201	X	X	X	X	X	X
BUSN 110		X	X	X	X	X
BUSN 121		X	X		X	X
BUSN 201		X	X	X		X
BUSN 220	X	X			X	X
BUSN 240	X	X	X		X	X
BUSN 295					X	X
ECON 201	X		X	X	X	X
ECON 202	X		X	X	X	X
ECON 203	X		X	X	X	X
FINA 110	X	X			X	X
MANG 201	X	X	X		X	X

Prior to fall 2010, course assessment reports were sent and stored with the College's Assessment Committee Chair. Technology and storage difficulties occurred during fall 2009; therefore, some reports were lost. Furthermore, the Assessment Committee Chair resigned from the College in November 2010 and a replacement has just recently been named. In order to prevent future loss of data, the Division of Business and Social Sciences has created a SharePoint site to house all shared files such as advising files and course assessment files. Course assessment files are now placed on this site in addition to being sent to the College's Assessment Committee.

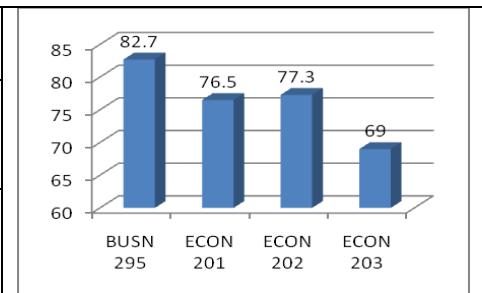
AAS Program Outcomes Linkage to Individual Courses and Results

An overall course rating of 70% is the standard used to determine acceptable student achievement. To determine whether the entire outcome has been met, an average of the overall course rating of linked courses will be calculated. A minimum average of 70% is the acceptable threshold for success of the outcome.

Performance Domain	Course Linkage	Data Source	Results
Students will be able to apply accounting terms and concepts to make business decisions.	ACCT 200	Assessment Course Summary Form - 6 terms (25 sections total)	72.4% of students met the standard.
	ACCT 201	Assessment Course Summary Form - 6 terms (16 sections total)	64.8% of students met the standard.
	BUSN 121	Assessment Course Summary Form - 4 terms (9 sections total)	74.8% of students met the standard.
	BUSN 295	Assessment Course Summary Form - 2 terms (3 sections total)	82.7% of students met the standard.
<p>This program outcome is measured by student achievement of course outcomes of the four courses listed above. The average of these four course success rates is 73.7%. Therefore, the outcome has been successfully met.</p>			

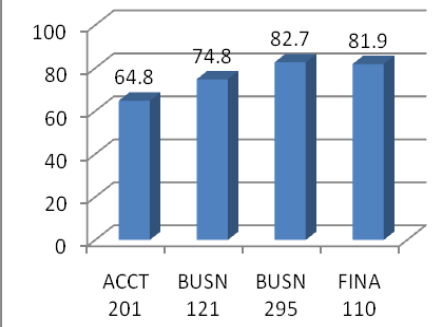


Performance Domain	Course Linkage	Data Source	Results
Students will be able to apply economic theory in business decisions.	BUSN 295	Assessment Course Summary Form - 2 terms (3 sections total)	82.7% of students met the standard.
	ECON 201	Assessment Course Summary Form - 5 terms (51 sections total)	76.5% of students met the standard.
	ECON 202	Assessment Course Summary Form - 5 terms (24 sections total)	77.3% of students met the standard.

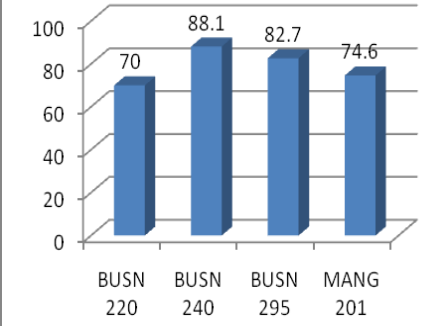


	ECON 203	Assessment Course Summary Form - 5 terms (16 sections total)	69.0% of students met the standard.
<p>This program outcome is measured by student achievement of course outcomes of the four courses listed above. The average of these four course success rates is 76.4%. Therefore, the outcome has been successfully met.</p>			

Performance Domain	Course Linkage	Data Source	Results
Students will be able to solve mathematical problems relating to business applications	ACCT 201	Assessment Course Summary Form - 6 terms (16 sections total)	64.8% of students met the standard.
	BUSN 121	Assessment Course Summary Form - 4 terms (9 sections total)	74.8% of students met the standard.
	BUSN 295	Assessment Course Summary Form - 2 terms (3 sections total)	82.7% of students met the standard.
	FINA 110	Assessment Course Summary Form - 4 terms (13 sections total)	81.9% of students met the standard.
<p>This program outcome is measured by student achievement of course outcomes of the four courses listed above. The average of these four course success rates is 76.1%. Therefore, the outcome has been successfully met.</p>			

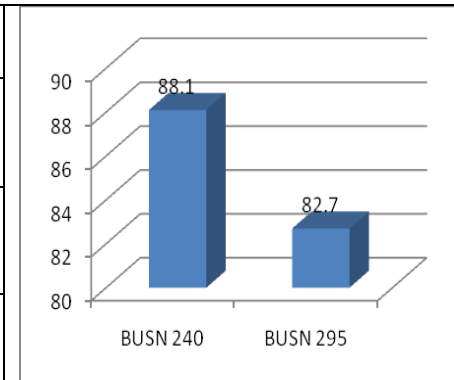


Performance Domain	Course Linkage	Data Source	Results
Students will be able to identify legal considerations applicable in a business.	BUSN 220	Assessment Course Summary Form - 4 terms (11 sections total)	70.0% of students met the standard.
	BUSN 240	Assessment Course Summary Form - 5 terms (13 sections total)	88.1% of students met the standard.
	BUSN 295	Assessment Course Summary Form - 2 terms (3 sections total)	82.7% of students met the standard.
	MANG 201	Assessment Course Summary Form - 5 terms (12 sections total)	74.6% of students met the standard.



This program outcome is measured by student achievement of course outcomes of the four courses listed above. The average of these four course success rates is 78.9%. Therefore, the outcome has been successfully met.

Performance Domain	Course Linkage	Data Source	Results
Students will be able to use oral and written business communication skills appropriate to targeted audiences.	BUSN 240	Assessment Course Summary Form - 5 terms (13 sections total)	88.1% of students met the standard.
	BUSN 295	Assessment Course Summary Form - 2 terms (3 sections total)	82.7% of students met the standard.
This program outcome is measured by student achievement of course outcomes of the two courses listed above. The average of these two course success rates is 85.4%. Therefore, the outcome has been successfully met.			

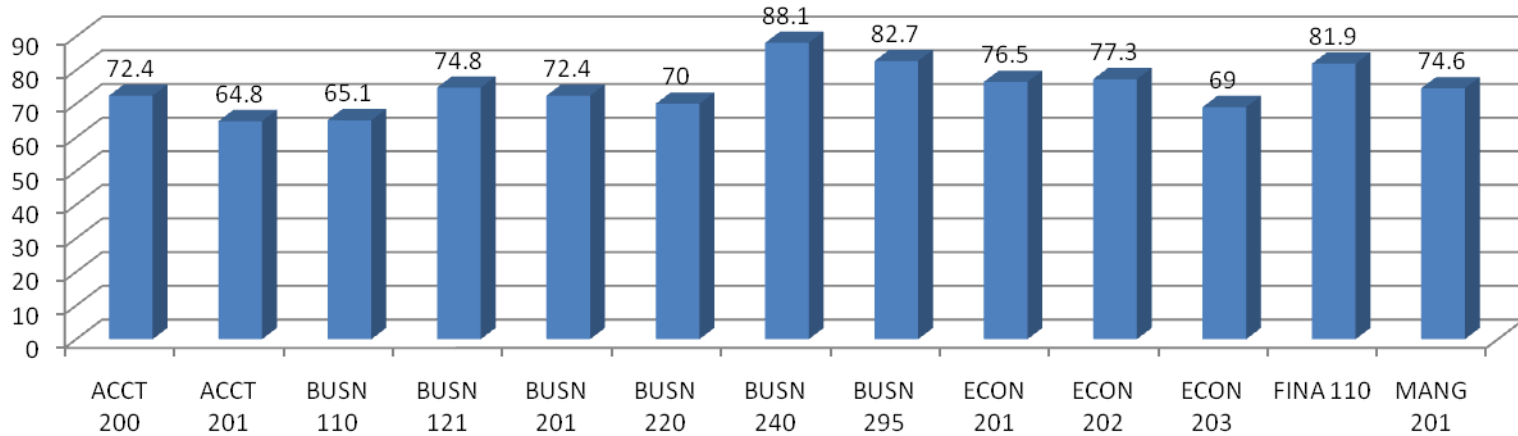


Performance Domain	Course Linkage	Data Source	Results
Students will be able to use theoretical perspectives to explain real-life business situations and develop solutions for business problems.	ACCT 200	Assessment Course Summary Form - 6 terms (25 sections total)	72.4% of students met the standard.
	ACCT 201	Assessment Course Summary Form - 6 terms (16 sections total)	64.8% of students met the standard.
	BUSN 110	Assessment Course Summary Form - 5 terms (48 sections total)	65.1% of students met the standard.
	BUSN 121	Assessment Course Summary Form - 4 terms (9 sections total)	74.8% of students met the standard.
	BUSN 201	Assessment Course Summary Form - 4 terms (7 sections total)	72.4% of students met the standard.
	BUSN 220	Assessment Course Summary Form - 4 terms (11 sections total)	70.0% of students met the standard.
	BUSN 240	Assessment Course Summary Form - 5 terms (13 sections total)	88.1% of students met the standard.
	BUSN 295	Assessment Course Summary Form - 2 terms (3 sections total)	82.7% of students met the standard.
	ECON 201	Assessment Course Summary Form - 5 terms (51 sections total)	76.5% of students met the standard.
	ECON 202	Assessment Course Summary Form - 5 terms (24 sections total)	77.3% of students met the standard.
	ECON 203	Assessment Course Summary Form - 5 terms (16 sections total)	69.0% of students met the standard.
	FINA 110	Assessment Course Summary Form - 4 terms (13 sections total)	81.9% of students met the standard.

MANG 201

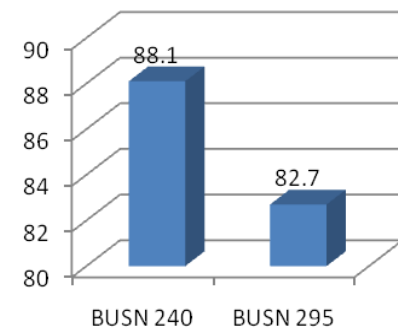
Assessment Course Summary Form - 5 terms (12 sections total)

74.6% of students met the standard.



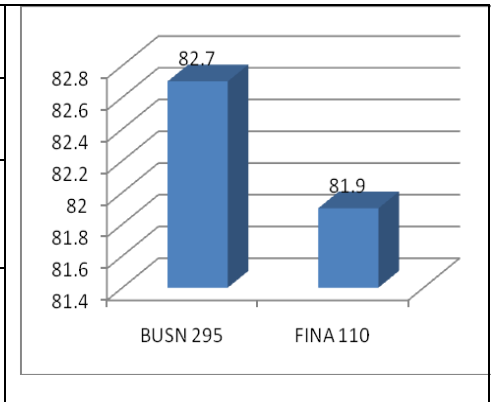
This program outcome is measured by student achievement of course outcomes of the 13 courses listed above. The average of these 13 course success rates is 74.6%. Therefore, the outcome has been successfully met.

Performance Domain	Course Linkage	Data Source	Results
Students will demonstrate tenets of professionalism including professional image, teamwork, and customer relations.	BUSN 240	Assessment Course Summary Form - 5 terms (13 sections total)	88.1% of students met the standard.
	BUSN 295	Assessment Course Summary Form - 2 terms (3 sections total)	82.7% of students met the standard.



This program outcome is measured by student achievement of course outcomes of the two courses listed above. The average of these two course success rates is 85.4%. Therefore, the outcome has been successfully met.

Performance Domain	Course Linkage	Data Source	Results
Students will apply strategies for personal financial planning.	BUSN 295	Assessment Course Summary Form - 2 terms (3 sections total)	82.7% of students met the standard.
	FINA 110	Assessment Course Summary Form - 4 terms (13 sections total)	81.9% of students met the standard.
<p>This program outcome is measured by student achievement of course outcomes of the two courses listed above. The average of these two course success rates is 82.3%. Therefore, the outcome has been successfully met.</p>			



Appendix B: AS Program Outcomes Data
Course Data Collected by Semester

	SPRING 08	FALL 08	SPRING 09	FALL 09	SPRING 10	FALL 10
ACCT 200	X	X	X	X	X	X
ACCT 201	X	X	X	X	X	X
BUSN 110		X	X	X	X	X
BUSN 220	X	X			X	X
BUSN 240	X	X	X		X	X
ECON 201	X		X	X	X	X
ECON 202	X		X	X	X	X
ECON 205	X		X	X	X	X

Non- Business Courses

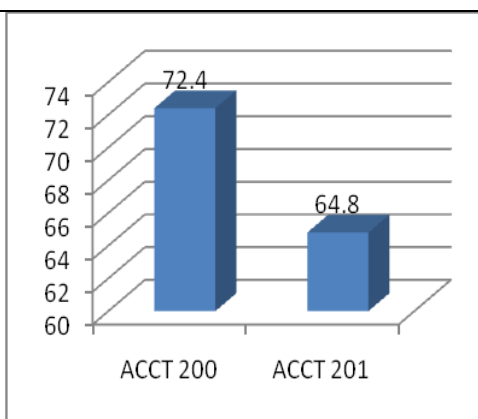
	SPRING 08	FALL 08	SPRING 09	FALL 09	SPRING 10	FALL 10
ENGL 101		X			X	
ENGL 102					*	X
SPCH 120	X				X	
MATH 110					X	X
MATH 201					X	X
MATH 202					X	X

*Assessment was attempted, but valid sample could not be obtained

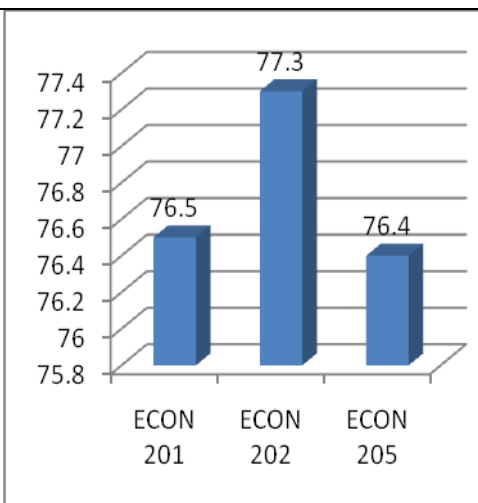
AS Program Outcomes Linkage to Individual Courses and Results

An overall course rating of 70% is the standard used to determine acceptable student achievement. To determine whether the entire outcome has been met, an average of the overall course rating of linked courses will be calculated. A minimum average of 70% is the acceptable threshold for success of the outcome.

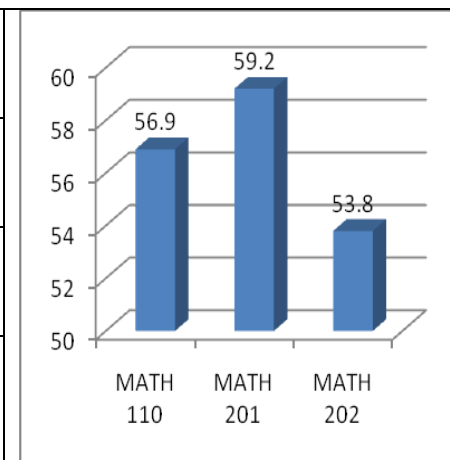
Performance Domain	Course Linkage	Data Source	Results
Students will be able to apply accounting terms and concepts to make business decisions.	ACCT 200	Assessment Course Summary Form - 6 terms (25 sections total)	72.4% of students met the standard.
	ACCT 201	Assessment Course Summary Form - 6 terms (16 sections total)	64.8% of students met the standard.
<p>This program outcome is measured by student achievement of course outcomes of the two courses listed above. The average of these two course success rates is 68.6%. Therefore, the outcome has NOT been successfully met.</p>			



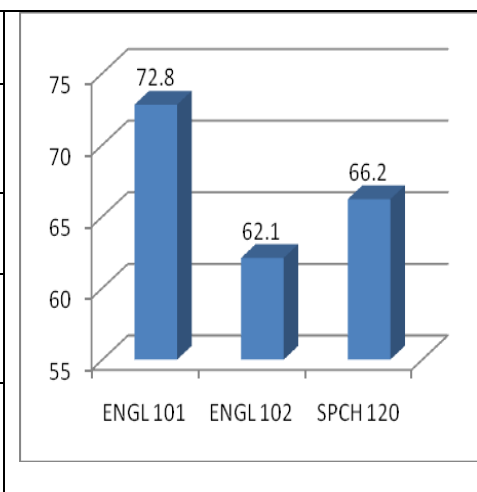
Performance Domain	Course Linkage	Data Source	Results
Students will be able to apply economic theory in business decisions.	ECON 201	Assessment Course Summary Form - 5 terms (51 sections total)	76.5% of students met the standard.
	ECON 202	Assessment Course Summary Form - 5 terms (24 sections total)	77.3% of students met the standard.
	ECON 205	Assessment Course Summary Form - 5 terms (9 sections total)	76.4% of students met the standard.
<p>This program outcome is measured by student achievement of course outcomes of the three courses listed above. The average of these three course success rates is 76.7%. Therefore, the outcome has been successfully met.</p>			



Students will be able to organize, analyze, and make information useful by employing mathematical principles.	MATH 110	Assessment Course Summary Form - 2 terms (40 sections total)	56.9% of students met the standard.
	MATH 201	Assessment Course Summary Form - 2 terms (12 sections total)	59.2% of students met the standard.
	MATH 202	Assessment Course Summary Form - 2 terms (12 sections total)	53.81% of students met the standard.
This program outcome is measured by student achievement of course outcomes of the four courses listed above. The average of these three course success rates is 56.6%. Therefore, the outcome has NOT been successfully met.			



Performance Domain	Course Linkage	Data Source	Results
Students will be able to use oral and written communication skills appropriate to targeted audiences.	ENGL 101	Assessment Course Summary Form - 2 terms (86 sections total)	72.8% of students met the standard.
	ENGL 102	Assessment Course Summary Form - 1 term (40 sections total)	62.1% of students met the standard.
	SPCH 120	Assessment Course Summary Form - 2 terms (30 sections total)	66.2% of students met the standard.
This program outcome is measured by student achievement of course outcomes of the three courses listed above. The average of these three course success rates is 67.0%. Therefore, the outcome has NOT been successfully met.			



Performance Domain	Course Linkage	Data Source	Results
Students will be able to use theoretical perspectives to explain real-life business situations and develop solutions for business problems.	ACCT 200	Assessment Course Summary Form - 6 terms (25 sections total)	72.4% of students met the standard.
	ACCT 201	Assessment Course Summary Form - 6 terms (16 sections total)	64.8% of students met the standard.
	BUSN 110	Assessment Course Summary Form - 5 terms (48 sections total).	65.1% of students met the standard.
	BUSN 220	Assessment Course Summary Form - 4 terms (11 sections total)	70.0% of students met the standard.
	BUSN 240	Assessment Course Summary Form - 5 terms (13 sections total)	88.1% of students met the standard.
	ECON 201	Assessment Course Summary Form - 5 terms (51 sections total)	76.5% of students met the standard.
	ECON 202	Assessment Course Summary Form - 5 terms (24 sections total)	77.3% of students met the standard.
	ECON 205	Assessment Course Summary Form - 5 terms (9 sections total)	76.4% of students met the standard.

This program outcome is measured by student achievement of course outcomes of the eight courses listed above. The average of these eight course success rates is 73.8%. Therefore, the outcome has been successfully met.

