

Self-Study

For Demonstrating Excellence in Associate Degree Schools and Programs

Prepared for:
The Accreditation Council for Business Schools and Programs (ACBSP)

Department of Business Studies
Manchester Community College
1066 Front Street
Manchester, NH 03102

Self-Study Year: 2010-2011

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**Accreditation Council for Business Schools and Programs
(ACBSP)
Self-Study Title Page**

SELF-STUDY YEAR: 2010-2011

NAME OF INSTITUTION: Manchester Community College

PRESIDENT'S NAME: Dr. Susan Huard

CHIEF ACADEMIC OFFICER'S NAME: Dr. Mary Scerra

BUSINESS DEPARTMENT CHAIRPERSON: Professor Michael Magoon, M.S.B.E.

PRIMARY INSTITUTIONAL CONTACT DURING THE ACCREDITATION PROCESS:

Name: Michael Magoon

Title: Department Chairperson

Address: 1066 Front Street

City: Manchester **State:** NH **Zip:** 03102 **Phone:** (603) 608-5444 cell

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DATE OF SUBMISSION OF THE SELF-STUDY: January 15, 2012

Listing of all business and 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 program is administered by the business unit.

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.

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

Business or Business Related Programs	Program in Business Unit	To be Accredited by ACBSP	Number of Degrees Conferred During Self-Study Year
Accounting	Yes	Yes	14
Business Communications	Yes	Yes	0
Liberal Arts Business	Yes	Yes	3
Management	Yes	Yes	24
Marketing	Yes	Yes	9

COMMENT: _____

OVERVIEW AND ORGANIZATIONAL PROFILE FOR ACCREDITATION

This section of the self-study document is used to provide general information about the institution and its business program.

Institution Response:

- A. Self-Study Preparers: Identify those individuals who prepared the self-study.

Names:

Professor Raymond Godin, Liberal Arts Business Program Coordinator

Professor Michael Magoon, Department Chairperson, Business Communications /

Marketing Program Coordinator

Professor Micheline West, Accounting and Finance Program Coordinator

- B. Self-Study Purpose: State your institution's purposes for the self-study.

The purpose of the self-study is to review the procedures, processes, data, and results used by the Department of Business Studies to engage in continuous improvement of business education as prescribed by the Accreditation Council for Business Schools & Programs.

- C. Self-Study Timeline: Include the timeline used for the self-study.

September, 2010 – December, 2010 - Begin planning for self-study, receive input from the DBS Advisory Board and other DBS constituents, such as the Office of Institutional Research.

January, 2011 – May, 2011 - Collect data and information from department and college records.

June, 2011 – September, 2011 – Attend ACBSP Annual Conference in June, 2011, continue to collect data and information.

October, 2011 – January, 2012 Finalize data collection and analysis, compose and submit self-study report.

February, 2012 – Site visit.

- D. Regional Accrediting Body: State which regional accrediting body has provided your institution with regional accreditation. Enclose a copy of the letter of affirmation or reaffirmation of regional accreditation.

Manchester Community College is accredited by the New England Association of

Schools & Colleges (NEASC), Commission on Institutions of Higher Education. A copy of the letter of reaffirmation is included in the appendix.

- E. Profile of the Institution: Provide a profile of the institution, including the business unit, service area, and student composition.

Since 1945, Manchester Community College has been the choice for thousands of students seeking a better life for themselves and their families. Originally named the State Trade School at Manchester, the school was founded to provide technical career training to returning World War II soldiers, sailors and airmen. Now, after several names and in its third location, it has evolved to Manchester Community College, the second largest of the seven colleges in the [Community College System of New Hampshire](#).

Located on 57 acres near the banks of the Merrimack River, north of the city center, MCC offers classes and programs in three major connected buildings and a separate Automotive Training Center, and has ample room for future growth while retaining more than adequate green space and parking. As part of New Hampshire's largest city, MCC is actively engaged in community outreach, and plays an integral role in the increasing ethnic and cultural diversity of the area.

MCC enrolls about 3,300 students per semester from more than 50 countries, preparing them to transfer to four-year colleges to complete their bachelor degrees, or to go directly into the workforce with the skills they need to be successful in their chosen careers.

Students choose from more than 50 [degree and certificate programs](#) as well as [workshops](#) and [professional development programs](#) on the campus; dozens of courses are also offered online. (www.manchestercommunitycollege.edu)

The Department of Business Studies is comprised of 412 matriculated students, three full-time faculty, and a variety of adjunct teaching faculty. (During the first half of the self-study year, there were four full-time faculty in the Department of Business Studies, however Professor Kathleen Hoben retired in May, 2011 with over twenty years of service to the institution. Adjunct faculty Professor Carol Rodrigues has been retained on a contract basis to provide academic advising to the management program students until a full-time faculty can be hired. The Department of Business Studies realizes the hiring of a full-time faculty is instrumental to the success of the program and to the requirements of excellence set forth by ACBSP.)

Associate of Science (AS) degrees are offered in the disciplines of Accounting, Business Communications, Management, and Marketing. An Associate of Arts (AA) degree is offered in Liberal Arts Business. During the self-study year the certificates offered were in Accounting, Bookkeeping, Business Communications, Executive Corporate Finance, Management, Marketing, Personal Finance, and Small Business Management. In the fall of 2011 a Human Resources certificate was added to the business certificate offerings.

- F. Organizational Chart: Include a copy of the institution's organizational chart and the business school or program organizational chart.

A partial copy of the organizational chart is included in the appendix.

- G. Legal Authorization: Cite the legal authorization your institution has to operate and confer degrees.

Manchester Community College has received legal authorization to operate and confer degrees under the CSSNH through the State of New Hampshire Legislature RSA 188-F:1 which states, "The colleges of the community college system of New Hampshire are authorized to grant and confer in the name of the colleges all such degrees, literary titles, honors, and distinctions as other community colleges may of right do." More information regarding the legal authorization can be found at:

<http://www.ccsnh.edu/documents/188-FrevisedAugust202010.pdf>

- H. Governing Board: Describe the governing body legally responsible for the institution's activities and how it represents the public interest (e.g., names of board members, meeting schedule, etc.).

The CCSNH Board of Trustees - The 23 voting members of the CCSNH Board of Trustees are appointed by the Governor and confirmed by the Executive Council. The members represent business & industry, education, health care, law enforcement, career and technical education, labor, technology, CCSNH students and alumni, the community service sector, and the public. The Board sets [Strategic Goals](#) for the System and provides oversight at the policy level for the colleges within the System.

Ex-officio members of the Board of Trustees include the Governor of the State of New Hampshire, the [Chancellor](#) and Vice Chancellor of the CCSNH, the Commissioner of the NH Department of Education, the Commissioner of the NH Department of Resources and

Economic Development, the Commissioner of the NH Department of Employment Security, and the [Presidents](#) of each Community College.

(www.ccsnh.edu/boardoftrustees.html)

The MCC Advisory Board - The MCC Advisory Board consist of business professionals, community leaders, and educators all dedicated to the success of the institution. Members provide input and direction to the institution regarding strategic and operational decisions on a regular basis. MCC Advisory Board Members include:

Kathy Cook, Chair

Grant Manager, Bean Foundation

David Bellman

President, Bellman Jewelers, Inc.

Thomas Champagne

VP, Community Outreach, St. Mary's Bank

Michael Dunican

President, North American Equipment Upfitters

Cynthia Gray

Clinical Leader, Elliot Health System

Meena Gyawali

Jerome Duval and Associates Real Estate

Patricia Isopo-Croteau

Guidance Director, Manchester West High School

Chris Norwood

NAI Norwood Group

Karen White

Principal, Manchester School of Technology

Bill Wood

Retired, Career & Technical Education Director

(<http://www.mccnh.edu/community/advisory-boards>)

The DBS Advisory Board - Similar to the MCC Advisory Board, the DBS Advisory Board consists of business professionals, community leaders, and educators all dedicated to the success of the institution. Members provide input and direction to the department mainly regarding curriculum decisions, as well as strategic decisions that impact our students. The DBS Advisory Board officially meets twice per year in the fall and spring semesters. The DBS also communicates with the Advisory Board on a regular basis via e-mail during the semester as necessary. The DBS Advisory Board Members include:

Wendy Dorval

Business Teacher / Academic Dean, Pelham High School

Eric Frank

Branch Manager, Robert Half International

Wayne Geher

CPA, Nathan Wechsler & Company

Tony Hanscome

Retired, Business Teacher, Timberlane Regional High School

Suzanne Judd

Retired, Business Teacher, Timberlane Regional High School

Burt Kaliski

Retired, Business Professor, Southern New Hampshire University

Brendan Licata

Director, Strategic Talent

Christopher Marzoli

Master Claims Representative, Nationwide Insurance

Vera Peaslee Haus

Business Teacher, Portsmouth High School

Scott Rich

President & CEO, Marketing International

Scott Roger

CFO, Warner Power

Paul Schneiderman

Business Professor, Southern New Hampshire University

Richard West

CPA

Craig Zamzow

Business Professor, Plymouth State University

- I. Institution Mission: Provide the statement of mission for your institution and indicate whether it is listed in your institution's catalog of program offerings.

The mission of CCSNH states, “The Community College System of New Hampshire will provide comprehensive, market-driven, accessible, quality programs of higher education and services that respond to the changing needs of students, businesses and communities.”

MCC’s mission can be found on page 2 of the 2010-2011 college academic catalog and states, “Being responsive to the diverse communities we serve, our mission at MCC is to be an accessible, student-centered, comprehensive community college that promotes and fosters the intellectual, cultural, and economic vibrancy of our region.”

- J. Business Unit Mission: State the mission and objectives of the business program(s) for which you are seeking accreditation. Describe how the programs in business are compatible with the institution's mission and whether the business program is accomplishing its purpose.

Accounting:

Mission - The student will be able to transfer to a four-year college or university with a solid accounting and overall business studies foundation to continue their accounting education in a seamless manner, or become employed in an entry-level accounting position.

Objectives - Graduates with an A.S. degree in Accounting will:

- Have a practical working knowledge of financial and managerial accounting.
- Know how to operate at least one accounting software program.
- Know how to prepare a complex individual tax return.
- Be able to prepare accurate and well-organized financial statements.
- Be able to make the adjustments needed to create financial statements in accordance with generally accepted accounting principles.
- Demonstrate proficiency in analytical thinking, oral and written communication, and applied mathematical skills.

- Be able to transfer to a four-year college or university with a solid accounting and overall business studies foundation to continue their accounting education in a seamless manner.

Business Communications:

Mission - The mission of the Business Communications degree is to prepare students for transfer to a four-year college or university or become employed in an entry-level business communications position. Students will possess a solid business communications and business studies foundation.

Objectives - Students who graduate from this program will be able to:

- Demonstrate knowledge of various advertising mediums such as print, radio, television, e-commerce, etc.
- Develop integrated marketing communication skills in the areas of product, place, price and promotion.
- Demonstrate excellent written communication skills to be applied to business settings.
- Demonstrate team work principles and techniques.
- Demonstrate excellent oral and presentation communication skills.
- Articulate global business communications perspectives.

Liberal Arts Business:

Mission - The student will be able to transfer to a four-year college or university with an overall business studies foundation or become employed in an entry-level position in business.

Objectives - Graduates of the AA Degree in Liberal Arts/Business Studies will:

- Possess the framework necessary for successful careers in: banking, communications, health care, high-tech industries, management, manufacturing, marketing, service industries, and non-profit organizations.
- Articulate the fundamentals of accounting, economics, management and marketing.
- Demonstrate a command of English composition.
- Demonstrate a command of business communications.
- Demonstrate a command of team work.

Management:

Mission - The student will be able to transfer to a four-year college or university with a solid management and overall business studies foundation or become employed in an entry-level management position.

Objectives - Graduates with a degree in Management will:

- Articulate the fundamentals of management theory and practices.
- Demonstrate written and oral proficiency in business communications.
- Demonstrate knowledge of the foundations and importance of business ethics.
- Demonstrate competency in fundamental areas of business: accounting, marketing, human resources, finance, computers, economics, and business law.
- Articulate the necessity for a commitment to life-long learning to ensure employability.

Marketing:

Mission - The students will be able to transfer to a four-year college or university with a solid marketing and overall business studies foundation or become employed in an entry-level marketing position.

Objectives - Graduates with a degree in Marketing will:

- Identify the marketing mix variables: product, price, place, and promotion.
- Create and develop an integrated marketing communication plan, including marketing objectives, strategies, and tactics.
- Analyze consumer decision making as it relates to consumer buying behavior and marketing decisions.
- Analyze the decision-making process in marketing products internationally and understand the role marketing plays in a global economy.
- Identify the components of a successful advertising campaign and implement the campaign; create and develop an advertising brief.
- Demonstrate knowledge of various advertising media such as print, radio, television, outdoor advertising, direct response, etc.
- Apply the strategic selling model to personal selling activities.

The programs in the Department of Business Studies are in alignment with the institution's mission in terms of being responsive to our students' needs by providing high-quality education that will allow students to transfer to another institution, or become employed in entry-level positions in business and industry which will foster the intellectual, cultural, and economic vibrancy of our region.

- K. Business Programs: Identify the business programs in your institution (e.g., Accounting, Banking) to be evaluated for accreditation. Identify and provide justification for any business program(s) to be excluded.

Business programs to be evaluated for accreditation include:

Associate of Science (AS) degree in Accounting

Associate of Science (AS) degree in Business Communications

Associate of Arts (AA) degree in Liberal Arts Business

Associate of Science (AS) degree in Management

Associate of Science (AS) degree in Marketing

- L. Academic Degrees: List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year. If you offer or confer nontraditional business degrees, explain how they relate to your overall business unit. Include in your response the extent to which it is (or is not) possible to earn a degree entirely through alternative methods of instructional delivery or at locations other than the main campus.

See “Listing of all business and business related programs” on page 4 for list of each academic degree offered.

It is possible to earn the Associate of Science (AS) degree in Accounting and the Associate of Science (AS) degree in Management through 100% on-line delivery.

According to the MCC Office of Online Learning, “Online courses offer flexibility and convenience while maintaining the same academic standards as on-campus courses. Our online degree programs are accredited by the New England Association of Schools and Colleges' Commission on Higher Education, and are taught with rigor by highly qualified faculty.” (<http://www.mccnh.edu/academics/online-learning>)

- M. Class Time: Provide documentation that all business courses have classroom meetings of 50 minutes per week per one hour of credit (e.g., a 3 credit hour course meets 150 minutes per week during the semester or quarter. Describe how classes delivered with alternative methods of instruction are structured to ensure equivalent credit hour coverage.

The CCSNH Policy #650.01 states the following regarding class time:

“A credit hour shall be the equivalent of one (1) hour of work per week for a 15/16 week semester.”

AND

“One instructional hour shall be equal to fifty (50) minutes.”

Additional information regarding policy #650.01 is available at:

<http://www.ccsnh.edu/documents/AcademicSectionssystempolicies-7-14-11WITHTABLE.pdf>

- N. Course Delivery: List the delivery modality of business courses (i.e., hybrid, on-ground, online, web-enhanced, video conferencing, etc.)

The delivery modality of business courses include on campus and online.

- O. Credit Hours: The associate degree system requires a minimum of two academic years of full-time course work. State how your institution awards credit hours (e.g., semester or quarter hours) and how these credit hours are calculated.

The CCSNH Policy #650.01 states the following regarding class time:

“A credit hour shall be the equivalent of one (1) hour of work per week for a 15/16 week semester.”

AND

“A credit hour shall be allocated based on the below:”

Category	Contact Hours per Week	Contact Hours per Sem. (based on minimum 15 week semester)
Class	1	15
Laboratory	2 or 3	30-45
Clinical	3 to 5	45-75
Practicum, Fieldwork	3	45
Internship	3 to 6	45-90
Co-op	Variable by Dept.	Variable by Dept.

Additional information regarding policy #650.01 is available at:

<http://www.ccsnh.edu/documents/AcademicSectionssystempolicies-7-14-11WITHTABLE.pdf>

- P. Student Communication: Identify how and where the business program requirements, tuition and fees, student policies, and academic credentials of the faculty are communicated to students.

The college academic catalog contains the business program requirements, tuition and fees, student policies, and academic credentials of the faculty. The college academic catalog can be accessed through the college website at:

<http://www.mccnh.edu/academics/academic-catalogs>

Additional program-specific information can also be found on the college website at: <http://www.mccnh.edu/academics/programs>

MCC also utilizes other means to communicate information to students on a regular basis. Some of these means include the student e-mail system, the Student Information System (SIS), Blackboard, and the student handbook.

STANDARD 1: LEADERSHIP

Business Unit administrators and faculty should lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. Values and expectations should be integrated into the business unit's leadership system to enable the business unit to continuously learn, improve, and address its societal responsibilities and community involvement.

Criterion 1.1 - Leadership Strategies

Institution Response

- A. Explain the business unit leadership strategies or systems to foster a high-performance work environment that results in meeting the mission of the business unit.

The Department of Business Studies leadership consists of a Department Chairperson and Program Coordinators. These individuals also serve as full-time faculty members in the department. In order to foster a high-performance work environment, the members of the department are responsive to students' needs through teaching excellence and academic advising. Another important strategic area to the department is development of faculty members, both full-time and adjunct faculty. The department leadership makes a significant investment in recruiting, training, developing, and retaining high-quality faculty. This is achieved through on-going communication and support for faculty. This enables the department to achieve the primary mission of providing real-world, career-focused education to our students so they can be contributing members of our society and economy.

- B. Explain how the business unit maintains effective communications and develops participation throughout the business unit.

The members of the department engage in open, effective communications on a regular basis. We utilize e-mail, phone calls, and face-to-face meetings as the primary means of communication. The physical location of the Department of Business Studies supports on-going dialog and discussion regarding student matters, curriculum, strategic direction, and other department business. The members of the department meet bi-weekly, or as needed, to discuss department items. These meetings are important to maintain open and effective communications and are intended to provide an opportunity for dialog and department updates. These on-going meetings are generally informal and include the full-time members of the department. At least once per semester the full-time members

of the department hold a formal meeting to discuss semester goals and objectives. At the beginning of the fall semester we have a department-wide meeting which includes all faculty, full-time and adjunct faculty, to allow for an interactive discussion for faculty to share thoughts and ideas for improvement, best practices, and other teaching resources. The meeting also allows for department faculty to collaborate and get to know one another which encourages involvement and participation in the department. Communication and sharing of resources is also supported by a department Blackboard website.

Criterion 1.2 – Leadership Measures of Performance

Institution Response

Explain how the business unit leadership ensures the establishment, deployment, and evaluation of performance measures and ensures that the results are used to improve performance.

The department uses several performance measures to ensure continuous improvement. One of the primary tools to measure department performance is student evaluations. Student evaluations are administered each semester and the results are reviewed with the faculty member and suggestions for improvement are provided. Another tool to evaluate performance is classroom and on-line visits by department leadership. These visits can be informal or formal and contribute to collaboration and sharing of teaching ideas to ensure excellence in the learning environment. If it is an official observation, a classroom observation form is completed and shared with the faculty member to review performance and allow for continuous improvement of teaching. Full-time faculty complete a professional growth and development plan that serves as a working document to guide performance development. The last formal tool used to measure performance is annual, or bi-annual, full-time faculty reviews. These are more formal, comprehensive reviews of faculty in terms of teaching performance, service to students, service to department, service to institution, and other formal criteria. These formal reviews are maintained in the Office of Academic Affairs.

Criterion 1.3 – Leadership and Community

Institution Response

Explain how the business unit addresses its responsibilities to the environment and practices good citizenship.

The Department of Business Studies supports college-wide initiatives that contribute to local and national environments. Members of the department encourage students to participate in events and activities that support our environment, such as Habitat for Humanity and on-campus recycling. One of the college's fundamental values is civic knowledge, responsibility, and action. This is demonstrated through student involvement in civic activities such as organizing holiday toy drives or participating in Service-Learning opportunities that support local organizations and communities. In the Department of Business Studies the primary vehicles for students to engage in civic involvement is through the clubs and organizations. For example, over the years members of the Accounting Club have been instrumental in fundraising to support holiday toy drives and families in need. Members of Kappa Beta Delta (KBD) encourage academic excellence among their peers. Members of Phi Beta Lambda (PBL) - a student leadership organization, have devoted time and energy to mentor other MCC students, reach out to high school students, sponsor leadership events, and assist in college-wide events that support civic engagement.

Summary of Standard 1 - Leadership

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 1 - Leadership.

Strengths:

- Resources of CCSNH and MCC leadership
- On-going and open communications among department faculty
- Value faculty in the teaching process
- Leadership in developing and enhancing curriculum
- Involvement in civic events and activities

Opportunities for Improvement:

- Sharing of more timely information to make better decisions
- Seeking out additional opportunities for program development
- Integrate new and innovative performance measures into leadership process

STANDARD 2: STRATEGIC PLANNING

The business unit has a process for setting strategic directions to address key student and program performance requirements. The strategic development process leads to an action plan for deploying and aligning key plan performance requirements. The strategic planning process should ensure that there are adequate resources in the area of finance, facilities, and equipment. This should create an environment that encourages and recognizes innovation and creativity.

Criterion 2.1 Strategic Planning Process

Institution Response

- A. Describe the business unit's strategic planning process to address key student and program performance requirements; include the key steps and participants.

The Department of Business Studies engages in strategic planning as a means to ensure curriculum is current and student success is taking place. Through the strategic planning process business programs are revised and updated and new programs are created that will satisfy consumer demand. The strategic planning process takes place at the organizational level and initially involves all members of the college community. Specific strategic committees further develop plans that impact individual departments. For example Information Technology is guided and deployed by the organization's strategic plan.

In the Department of Business Studies the key steps include: environmental scanning and analysis to determine needs that exist in our marketplace; research and collaboration with various constituents, such as other institutions to determine feasibility and advisory boards for input; development of new courses, programs, or initiatives based on research; implementation of new courses, programs, or initiatives; evaluation of implementation. This strategic planning process involves the Department Chairperson and Program Coordinators, all whom are full-time faculty members of the department.

- B. Identify the key strategic initiatives included in the business unit's strategic plan and describe how the business unit decides upon these initiatives.

The key strategic initiatives in the Department of Business Studies primarily consist of program development and enhancement. Each Program Coordinator is responsible for developing new initiatives in their programs. This may include updating course content, textbooks, teaching materials, or other resources. Some of the resources in the past have included guest speakers, employment opportunities for students, Service-Learning

opportunities, and increased relationships with four-year institutions. With many of the strategic initiatives that impact a specific program in the department, the Program Coordinator will present the topic for discussion and the members of the department will collaborate and discuss the initiative and further pursue the initiative if feasible. While the Program Coordinator acts as the champion of program-specific strategic initiatives, all members of the department contribute to the overall process to better the department. Several examples of this process being successfully implemented include the creation of the Business Communications Degree Program, as well as the Human Resources Certificate.

- C. Describe how the business unit communicates and deploys the strategic plan throughout the business unit.

The strategic plan is part of our culture in the Department of Business Studies and provides the basis for our decision making. During departmental meetings we reiterate important strategic initiatives relative to the overall plan and frame discussions and decisions around those initiatives. The plan is deployed by each Program Coordinator constantly and consistently investigating methods to improve the program offering.

- D. Describe how the business unit evaluates and improves the strategic planning process.

Each semester we meet as a department to review goals and objectives. We identify the initiatives that worked well and build upon those strategies. For example, we found that investing time in strategically developing our relationship with Southern New Hampshire University (SNHU) provided transfer opportunities for our students. We improved our strategic planning process by taking into consideration the needs of our students in terms of transferring to other institutions.

Criterion 2.2 Current Strategic Plan

Institution Response

A. Describe the business unit's key strategic objectives.

The Department of Business Studies key strategic objectives focus on improving program quality, increasing enrollment, retention, and graduation rates, and developing strategic relationships and articulations with other institutions.

B. Describe the business unit's action plans that address key strategic objectives, including who, what, when, where, and how.

Specifically, each program will be reviewed, and updated as necessary, on an annual basis by the respective Program Coordinator to ensure the content is current and meets the needs of our students and employers. Input will come from the MCC Center for Teaching and Learning, student feedback, the DBS Advisory Board, employers from business & industry, and other program stakeholders. A comprehensive program review will take place under the direction and support of the MCC Center for Teaching and Learning over a longer time period. In terms of increasing enrollment, our department will continue to work with the MCC Office of Admissions each semester to assist with open houses and other events for new, prospective students. Each semester, we will also continue to participate in the MCC Running Start Program which offers college credit to high school students (dual enrollment). The Department of Business Studies has been an active participant in the program and will continue to do so in the future to increase enrollments and develop relationships with local high schools. Faculty from the Department of Business Studies will serve as faculty partners to the high school teachers. A continued emphasis on academic advising in the Department of Business Studies will support student retention and graduation objectives. This academic advising will take place throughout the academic year by each Program Coordinator. The MCC Center for Academic Placement & Support (CAPS) will also be utilized as a student support mechanism to assist with student retention and graduation. Working with the Office of Academic Affairs throughout the academic year, the Department of Business Studies Chairperson and Program Coordinators will maintain and develop articulation agreements with other institutions to support our students' goals of continuing their education at four-year institutions.

C. Describe the performance measures used to assess the business unit's action plans.

The primary performance measure used to assess the success of the Department of Business Studies' action plans will consist of a quantitative analysis including student satisfaction indicators, enrollment statistics, retention and graduation rates, Running Start counts, and articulations.

Criterion 2.3 Finances

Adequate financial resources should be budgeted and allocated to the business school or program to support a high-quality teaching faculty and create an environment consistent with its mission and objectives. This includes the necessary technology, program support, and professional development of faculty.

Institution Response

A. Describe how the business unit links finances to strategic planning.

The Department of Business Studies links finances to the strategic planning of the college in several ways. First, our departments' budget is prepared using a template that is set forth by the college budget committee. That template outlines the different items that we need to estimate, primarily any supply expenses, capital expenditures, professional development expenditures, and accreditation expenditures. The colleges' strategic plan is to meet the needs of our students and the community in the most financially efficient manner possible. Our department consistently comes in under budget in terms of spending as our effort to assist the college in controlling expenditures. We only purchase the essential supplies, limit capital expenditures, and seek funding through Perkins funding to meet our professional development needs.

B. Report and graph the following financial information for the past three years (two years plus the self-study year):

1. The total student credit hours (SCHs) generated for the institution and each business unit program being considered for accreditation.

Total Student Credit Hours	Accounting	Admin. Professional	Business Comm.	Management	Marketing	Liberal Arts Business	Total Depart	Total College	% Dept. To College
07/08-06/09	1,942	89	0	2,457	649	561	5,698	40,173	14.18%
07/09-06/10	2,166	48	0	2,700	683	1,184	6,781	45,602	14.87%
07/10-06/11	2,113	12	76	2,818	1,070	1,256	7,345	45,042	16.31%
Totals	6,221	149	76	7,975	2,402	3,001	19,824	130,817	15.15%

2. The business unit budget and actual expenditures.

	July 2008-June 2009	July 2009-June 2010	July 2010-June 2011
Department budget (expenditures only, not labor for adjunct or full time)	\$3,836.91	\$9,685.00	\$4,649.48
Department actual expenditures (expenditures only, not labor for adjunct or full time)	<u>319.49</u>	<u>4,367.81</u>	<u>2,189.80</u>
Over/(under)	(3,517.42)*	(5,317.19)	(2,459.68)

*The \$1,850 for ACBSP membership dues was not paid in FY2009, rather it was paid beginning of FY2010. Thus, FY2010 has two years of accreditation payments

3. The business unit budget and actual expenditures as a percent of the institution's academic budget and actual expenditures.

	July 2008-June 2009	July 2009-June 2010	July 2010-June 2011
Department budgeted expenses	\$449,765	\$521,482	\$588,674
College budgeted expenses	<u>\$13,045,468</u>	<u>\$14,803,141</u>	<u>\$15,333,182</u>
% Department to college	<u>3.4%</u>	<u>3.5%</u>	<u>3.8%</u>
Department actual expenses	\$448,256	\$518,175	\$588,225
College actual expenses	\$13,141,513	\$14,574,174	\$14,939,186
% Department to college	3.4%	3.5%	3.9%

Department Contribution to College

	July 2008- June 2009	July 2009- June 2010	July 2010- June 2011	
Department Revenue	\$888,082	\$1,077,867	\$1,146,045	
Department Expenses	<u>448,256</u>	<u>518,175</u>	<u>588,225</u>	
Department contribution to profit	<u>\$439,826</u>	<u>\$559,692</u>	<u>\$557,820</u>	

- C. Describe the adequacy of the budget to support changing technology, program improvement, and professional development of faculty.

The Department of Business Studies' budget adequately supports general expenditures and program improvement; however it does not adequately support changing technology or professional development of faculty. The support for these expenditures has generally come from Perkins funding in the past and the concern is that these funds are limited and distributed on a case-by-case basis. The faculty in the Department of Business Studies are grateful for the funding that has been received in the past through the Perkins grant which has allowed them to attend professional development events and procure new technology used to improve the learning environment.

Criterion 2.4 Facilities

The physical facilities must be adequate to support business programs. Classrooms must be adequate in number and size to accommodate all classes, and classroom functionality must relate to the program. Limiting class size promotes learning and classrooms should be assigned to implement this philosophy. Appropriate space must be available to faculty to create a professional atmosphere in which to work. Laboratory space must be adequate to support both day and evening programs with state-of-the-art equipment, including computer hardware and software, to meet student needs.

Institution Response

- A. Describe how the business unit links facility planning to strategic planning.

Facility planning is a major strategic initiative at MCC. The Department of Business Studies has been actively involved in this initiative and will continue to be involved since it has a major impact on the delivery of quality education. The Department of Business Studies works closely with the Registrar's Office in class scheduling to ensure as many

business classes as possible are scheduled in adequate classrooms. This includes classrooms with state-of-the-art equipment such as Smartboards, LCD projector units, computer hardware and software, and innovative seating arrangements (such as tables that move rather than stationary desks) conducive to dynamic and interactive business classroom learning environments. One concern overall with the facilities is the antiquated heating and ventilation system. The college administration, as well as the facilities department, share in this concern and have placed the facilities as a top priority. The Department of Business Studies has been pleased with the progress of facility updates, but realizes that much more needs to be done to adequately satisfy the needs of students.

- B. Describe how the business unit classrooms, laboratories, and office space meet the needs of students and faculty.

As discussed in 2.4A above, generally the classrooms utilized by the Department of Business Studies adequately meet the needs of students and faculty. There is an opportunity for improvement in terms of overall facilities and the college's strategic plan addresses many of these concerns. Several years ago the Department of Business Studies' faculty offices were relocated to their current location. This new location is a significant improvement and more conducive to servicing students in terms of academic advising. Furthermore the area allows for better communications with students by offering a space for bulletin boards, an information rack, and ample student seating while waiting for academic advising. The office areas provide adequate room for department meeting space and department faculty academic resources. As with some of the classroom space, the only major concern in the office space is with the heating and ventilation issues. This concern has been recognized by the facilities department and is part of the college's strategic plan to improve.

Criterion 2.5 Equipment

Equipment adequate to the mission of the business unit must be provided, including adequate computers and software to support the integration of computer applications into the curriculum. The institution must have procured and must maintain state-of-the-art instructional equipment, including computer equipment and software, to support the business unit.

Institution Response

A. Describe how the business unit links equipment planning to strategic planning.

Equipment planning is an important part of the strategic plan. The MCC Information Technology department is extremely responsive to the equipment needs of the Department of Business Studies as well as other departments and plans for the needs in the college's strategic plan. As an example of the Information Technology department's responsiveness, they work closely with the accounting program coordinator to ensure the latest version of accounting software is available in the accounting classroom labs. Furthermore there is a systematic process in place by the Information Technology department which allows them to provide IT support in an efficient and effective manner. While most of the equipment hardware and software supports the mission of the Department of Business Studies, there are some opportunities for improvement with overall equipment. For example there continues to be a concern among faculty with the reliability of certain pieces of equipment, such as the faculty photocopier or outdated projection units, that are necessary for the adequate delivery of instructional material.

B. Explain the business unit's plan for acquisition, upgrade, and maintenance of equipment which reflects current technology.

The Department of Business Studies' general equipment needs are addressed by the Information Technology department. Specific equipment needs that are directly related to student learning have also been supported by the Perkins grant funding. The Department of Business Studies will continue to work with the Information Technology department and the Center for Teaching and Learning (which administers Perkins funding), to ensure equipment reflects current technology and supports student learning.

- C. Describe how well current equipment meets the instructional needs of the business unit, including students, staff, and faculty.

Generally the current equipment meets the instructional needs of the Department of Business Studies. There are some areas of improvement which continue to be addressed through working with the Information Technology department and the Center for Teaching and Learning.

Summary of Standard 2 - Strategic Planning

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 2 - Strategic Planning.

Strengths:

- Strategic planning process supports the Department of Business Studies
- Budget adequately supports strategic planning
- Department of Business Studies finances and contribution to support strategic plan
- State-of-the-art equipment supports education process

Areas of Improvement:

- More systematic approach to strategic planning in the Department of Business Studies
- Additional full-time faculty member needed
- Improved facilities to support high-quality teaching and learning

STANDARD 3: STUDENT, STAKEHOLDER, AND MARKET FOCUS

The business unit examines how it determines requirements, expectations, and preferences of its students and stakeholders. Also examined is how the business unit builds relationships with students and stakeholders and determines their satisfaction. Additionally, practitioners serve as role models and counselors for students regarding business careers. They also provide faculty with information to update professional skills, make curriculum changes, and serve as classroom speakers.

Criterion 3.1 Stakeholders

Institution Response

A. List the business unit's key stakeholders.

The Department of Business Studies' key stakeholders consist of current students, prospective students, graduates, faculty, employers, advisory board members, business community partners, and other educational institutions.

B. Explain how the business unit determines key stakeholder requirements and expectations.

The Department of Business Studies engages in frequent discussions with key stakeholders to determine stakeholder requirements and expectations. For example each semester the Department of Business Studies Advisory Board meets to provide input to the department and also identify specific needs they have that relate to business and industry. Based on these needs the Department of Business Studies can better prepare students to fulfill the needs of employers in business and industry. Tools such as surveys and evaluations are also utilized to determine specific stakeholder requirements and expectations. Through the use of student surveys new needs and requirements are determined and addressed. For example students expressed their concern of having to buy one comprehensive, hardcover textbook to be used in the Macroeconomics and Microeconomics courses. The concern was if the textbook changed they would have to buy a new textbook and also the textbook was relatively expensive. Based on this newly discovered student requirement the Liberal Arts Business Program Coordinator responded by researching alternative options to address stakeholder requirements and expectations. The solution was two softcover textbooks, one for the Macroeconomics course and one for the Microeconomics course.

Criterion 3.2 Stakeholder Satisfaction

Institution Response

A. Explain how the business unit builds relationships to attract and retain students.

The Department of Business Studies engages in many different activities to build relationships to attract and retain students. Some of the activities include involvement in the MCC Running Start Program which builds relationships with high school students and teachers, participation in MCC Open House sessions, new-student orientations and luncheons, advising student clubs & organizations, as well as acting as a mentor and academic advisor to students. The Department of Business Studies faculty also invest a significant amount of time building relationships with students by providing career opportunities, guest speaker sessions, workshops, and offering time outside of dedicated office hours for academic advising and support. New students are also attracted to MCC through partnerships and articulation agreements with other institutions. Relationships are also developed and maintained in the learning environment by engaging and challenging students to succeed.

B. Explain how the business unit delivers services that satisfy students and stakeholders.

The primary delivery method used to satisfy students and stakeholders is through teaching excellence, advising, and involvement in other business education activities that benefit students and stakeholders. Some of these activities include involvement in career fairs, student events, professional development workshops, conferences, and other sessions that enhance and support the delivery of services.

- C. Describe how the business unit learns from former and current students to determine and anticipate changing needs and expectations.

Members of the Department of Business Studies consistently engage in conversation with current and former students to determine and anticipate changing needs and expectations of these stakeholders. Through the support of the MCC Office of Alumni & Civic Engagement, relationships with former students are maintained and their input is solicited and valued. Department of Business Studies Faculty also invite former students to remain connected to the college and the department and provide opportunities for these graduates. For example Department of Business Studies graduates have been invited to guest speak to classes, participate as graduate mentors in clubs & organizations, and become members of the advisory board, as well as benefit from other departmental opportunities. Through graduate involvement and input new needs and expectations are discovered, researched, and capitalized on. For example graduates and other stakeholders have expressed a need for current students to learn better interviewing skills. In response to this need the Department of Business Studies researched methods to address this need and offered several different workshops involving interviewing skills. One of these workshops was presented by an advisory board member and was well-received by students and now happens on a regular basis. Another interviewing skills workshop was presented to classes by the MCC Academic Advising Counselor. Lastly another workshop was offered by students, graduates, and business professionals to members of the student leadership organization in the Department of Business Studies.

Current students often express needs and expectations during academic advising sessions with their academic advisors. The newly discovered student needs and expectations are discussed and addressed as appropriate during departmental meetings. Current students are also surveyed to determine changing needs and expectations. Through the use of survey data decisions can be made to refine the delivery of instructional material, or provide new learning opportunities. For example through favorable input gathered from student course evaluations, the Marketing Program Coordinator has responded by continuing to incorporate Service-Learning opportunities in several of the marketing-based courses. The Accounting Program Coordinator records class lectures and makes them available to students on the course Blackboard website. Student feedback continues to indicate this activity is beneficial to them and addresses their need of improved learning.

- D. Explain the process for utilizing stakeholder feedback in program development and enhancement.

The Department of Business Studies continually utilizes stakeholder feedback in program development by reviewing survey results and input from students, graduates, institution partners, advisory board members, and other stakeholders. This input provides a basis for program development and enhancement and is taken into consideration during the strategic planning process. As a department we highly value input from the various stakeholders and, for example, any significant program developments or enhancements are shared with the advisory board for input, discussion, and approval.

Criterion 3.3 Student Support

Institution Response

- A. Describe the support services available to business students, including admissions, financial aid, and advising.

Support services for business students are available through various outlets at MCC. The primary method of student support is through faculty academic advising. Each matriculated business student is assigned an academic advisor based on their program of study. According to the college academic catalog, “the role of the faculty advisor is to help students form accurate perceptions and have realistic expectations to enhance their college experience. Advisors will provide information to help students make informed choices about their academic experience.” The Academic Advising Center is also a resource for all non-matriculated students and for matriculated students when their faculty academic advisors are not available. Another significant support service for students is the Center for Academic Placement & Support (CAPS). Student support services through CAPS include peer and professional tutoring, computerized instruction, workshops, disability and ESL/ESOL support services, and assessment. The Office of Online Learning (OLL) provides support and guidance to students taking online courses and is located in the college library. The Student HUB is home to other student support services including Admissions, Financial Aid, the Bursar’s Office, and the Registrar’s Office. All of these resources are now conveniently located in one centralized area on campus.

- B. Describe the policies that govern student relationships with the business unit, including the procedures used to resolve student concerns.

The College Academic Catalog, Academic Policies, Student Code of Conduct, and the Student Handbook are the major documents that describe policies and procedures that govern student relations with the Department of Business Studies (copies of these documents will be provided in the resource room during the site visit). Generally the first procedure to resolve any student concerns is for the student to meet with their faculty member. If the concern can not be addressed the student is encouraged to meet with their Program Coordinator, followed by the Department Chairperson, then the Vice President of Academic Affairs if necessary.

Criterion 3.4 Stakeholder Results

Institution Response

- A. Describe how the business unit measures student utilization of offerings and services.

The Department of Business Studies measures student utilization of student services and offerings primarily through surveys. The Community College Student Satisfaction and Engagement (CCSSE) survey is administered on a regular basis by the MCC Office of Institutional Research. The Department of Business Studies works closely with the Office of Institutional Research to determine trends and patterns in student utilization of services and offerings.

- B. Report and graph the following student and stakeholder satisfaction results for the past three years (two years plus the self-study year):

- Course evaluations
- Student satisfaction surveys
- Alumni satisfaction surveys
- Employer satisfaction surveys
- Other student/stakeholder measures

Student and stakeholder results can be found in Table 1. The student and stakeholder satisfaction results indicate solid levels of satisfaction overall, with opportunities for improvement in specific areas such as academic advising. Additional tools and methods to gather student and stakeholder satisfaction data will be investigated and implemented in the future as appropriate.

Criterion 3.5 BUSINESS/INDUSTRY RELATIONS

Each academic unit must demonstrate linkages to business practitioners and identify organizations which are current and significant, including advisory boards. Examples of linkages include, but are not limited to, executives in residence; guest speakers; partnerships and cooperative agreements with organizations; student organizations (societies) in various business disciplines related to major fields of study; internship programs; cooperative education programs; and student organizations with business leaders as members.

Institution Response

- A. Describe the business unit's partnerships and processes that link the business unit's business programs to business and industry.

The Department of Business Studies highly values the partnerships it has formed with various business and industry organizations over time. The partnerships have provided opportunities for business professional to guest speak to business classes, offer workshops, interview and career opportunities, and become involved in other college-related events, activities, and initiatives. The most formal process that links the Department of Business Studies programs to business and industry is through our advisory board. Several members of our advisory board are from business and industry and take an interest in our students' success. The other process that links our department to business and industry is our college and faculty members' ties and relations with business and industry professionals. For example, as appropriate, in every business class taught by the Business Communications and Marketing Program Coordinator, guest speakers are invited to the class to share their experiences, and interact with students. Also, on a regular basis business students have the opportunity to take a class Educational Excursion to a business to experience first-hand what they are learning in the curriculum. Finally a Service-Learning component is integrated into some of the business courses which allows students to apply what they are learning to a real business client. Student feedback indicates that these opportunities are beneficial and contribute to their learning experience. The Department of Business Studies believes these processes contribute to a high-performance learning environment.

- B. Describe the impact or results of business and industry linkages.

As alluded to in 3.5A above, the impact of these business and industry linkages on the Department of Business Studies and business students is significant. As a department the input and resources provided by business and industry are extremely valuable in

delivering high-quality curriculum. Business students benefit from the linkages through real-world education, simulations, and potential career opportunities. These opportunities come from business and industry events that are created, developed, and sponsored by various support services at MCC. One long-time business event that has benefited business students is the business luncheon. This event is hosted by the Academic Advising Counselor and allows a structured, yet relatively informal, format for students to interact and interview with business professionals. Student résumés and portfolios are critiqued by business professionals and opportunities for improvement are offered to business students.

Summary of Standard 3 - Student, Stakeholder, and Market Focus

Complete Table I Student and Stakeholder-Focused Results for Standard 3.

See Table 1 – Student and Stakeholder-Focused Result beginning on page T1-1.

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 3 - Student, Stakeholder, and Market Focus.

Strengths:

- The depth and breadth of partnerships developed in business and industry by the Department of Business Studies
- The ability for business students to transfer to other institutions as a result of the articulation agreements developed
- The opportunities provided to business students as a result of the linkages to business and industry professionals
- The input, guidance, and direction provided by business and industry professionals to the Department of Business Studies in terms of program development and enhancement
- Dedicated full-time and adjunct business faculty who are student-centered and focused on student success through academic advising teaching excellence
- Benefit of new ideas, and current business practices offered by business and industry professionals to ensure business curriculum is current and meeting the needs of business and industry

Areas of Improvement:

- Development of a Career Services function to assist students in career planning
- Investing more time, energy, and department resources into the relationships with business and industry professionals
- Creation of a more formalized business and industry guest speaker panel to ensure longevity and consistency of guest speakers
- The ability to better track our graduates' success and transfer results

STANDARD 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

The business unit must have an outcomes assessment process for each program, correlated with initial assessment, measuring student achievement of stated learning goals in general education and in program areas. The process must be developed, deployed, and document how the business unit collects, analyzes, and uses performance data and information to enhance and improve academic programs and student learning.

Criterion 4.1 Student Learning Outcomes Assessment

Institution Response

A. Describe the current student learning outcomes assessment plan.

The student learning outcome assessment plan consists of various elements to measure the program objectives which align with the department's mission, as well as the college's mission. One element includes analyzing pre- and –post assessments in selected courses to document student improvement. Another element includes measuring and assessing the results of a student portfolio completed in the Organizational Communications course to demonstrate student proficiency. Another element includes using third-party assessment tools to compare business students' results with benchmarks. The Department of Business Studies has utilized the services of Educational Testing Service (ETS) Major Field Tests (MFT). This is a relatively new initiative procured as a result of our participation in the ACBSP annual conference and the third-party resources offered at the conference. The last element includes analyzing grade distributions relative to program objectives. This process has been updated based on input and guidance from the MCC Center for Teaching and Learning. The initiative is to collect, analyze, and report data each semester that relates back to the achievement of program objectives.

B. Describe the student learning outcomes assessment process and include information about the following:

- What student learning data is collected and why
- How the business unit uses student-learning data to improve the business program and enhance student learning
- How comparative or benchmark data is used to enhance and improve of student learning
- How the business unit improves, refines, or enhances the student outcomes assessment process

The student learning data being collected was discussed in 4.1A and consists of various forms of data to ensure program objectives are being met and if not that plans for improvement are implemented.

The Department of Business Studies uses student-learning data as a basis for program review and enhancement. As curriculum is being developed and program objectives evolve, a focus on student-learning data allows for more strategic decision making. For example, based on a trend of student-learning data, curriculum in the accounting program was appropriately updated to be more student-learning focused.

The Department of Business Studies has not had the opportunity to utilize a significant amount of comparative and benchmark data in the past and as a department we included this need in our strategic plan and investigated options to fulfill this need. Through involvement at the annual ACBSP Conferences, third-party vendors we researched and recommendations were made by other institutions. As a department we decided to retain the services of Educational Testing Service (ETS). We implemented this process in the spring of 2010 and are pleased with the services offered and plan to continue the process. We will need to continue to evaluate the effectiveness of the process and the affordability of the service.

The Department of Business Studies will need to continually refine the process of student assessment with the input from the MCC Center for Teaching and Learning. Other resources such as new student outcomes assessment methodologies presented at ACBSP conferences and other workshops will also be utilized to enhance the process. This is an area that has not had as much emphasis as other initiatives relative to our reporting.

C. List the student learning outcomes for each program seeking accreditation or re-affirmation.

Accounting:

Student Learning Outcomes - Graduates with an A.S. degree in Accounting will:

- Have a practical working knowledge of financial and managerial accounting.
- Know how to operate at least one accounting software program.
- Know how to prepare a complex individual tax return.
- Be able to prepare accurate and well-organized financial statements.
- Be able to make the adjustments needed to create financial statements in accordance with generally accepted accounting principles.
- Demonstrate proficiency in analytical thinking, oral and written communication, and applied mathematical skills.
- Be able to transfer to a four-year college or university with a solid accounting and overall business studies foundation to continue their accounting education in a seamless manner.

Business Communications:

Student Learning Outcomes - Students who graduate from this program will be able to:

- Demonstrate knowledge of various advertising mediums such as print, radio, television, e-commerce, etc.
- Develop integrated marketing communication skills in the areas of product, place, price and promotion.
- Demonstrate excellent written communication skills to be applied to business settings.
- Demonstrate team work principles and techniques.
- Demonstrate excellent oral and presentation communication skills.
- Articulate global business communications perspectives.

Liberal Arts Business:

Student Learning Outcomes - Graduates of the AA Degree in Liberal Arts/Business Studies will:

- Possess the framework necessary for successful careers in: banking, communications, health care, high-tech industries, management, manufacturing, marketing, service industries, and non-profit organizations.
- Articulate the fundamentals of accounting, economics, management and marketing.
- Demonstrate a command of English composition.
- Demonstrate a command of business communications.
- Demonstrate a command of team work.

Management:

Student Learning Outcomes - Graduates with a degree in Management will:

- Articulate the fundamentals of management theory and practices.
- Demonstrate written and oral proficiency in business communications.
- Demonstrate knowledge of the foundations and importance of business ethics.
- Demonstrate competency in fundamental areas of business: accounting, marketing, human resources, finance, computers, economics, and business law.
- Articulate the necessity for a commitment to life-long learning to ensure employability.

Marketing:

Student Learning Outcomes - Graduates with a degree in Marketing will:

- Identify the marketing mix variables: product, price, place, and promotion.
- Create and develop an integrated marketing communication plan, including marketing objectives, strategies, and tactics.
- Analyze consumer decision making as it relates to consumer buying behavior and marketing decisions.
- Analyze the decision-making process in marketing products internationally and understand the role marketing plays in a global economy.
- Identify the components of a successful advertising campaign and implement the campaign; create and develop an advertising brief.
- Demonstrate knowledge of various advertising media such as print, radio, television, outdoor advertising, direct response, etc.
- Apply the strategic selling model to personal selling activities.

- D. Complete **Table 2 – Student Learning Results**, at the end of this section, for each program seeking initial accreditation or re-affirmation.
- Results of current levels and trends in key measures of student learning, such as nationally-normed or locally-prepared tests, portfolios, and other assessments
 - Three to five years of trend data—two to four years plus the self-study year
(Candidates with less than three years of data are eligible for accreditation with conditions.)

See Table 2 – Student Learning Results beginning on page T2-1.

- E. Provide a comparison of the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.

Students in the Organizational Communications class prepare a Career Development Portfolio (CDP) as a capstone course project. The portfolios of online students have been evaluated by advisory board members and student performance increased to over 80% in 2010-2011. As a comparison of student achievement, future data will also be collected regarding students receiving instruction through traditional delivery methods and compared to students receiving instruction through alternative methods, such as online. This methodology will also be considered for the pre- and post-assessment data collection process. Previous studies have not been conducted and this is an opportunity for improvement.

Criterion 4.2 Program Evaluation

A systematic program evaluation (including evaluation of courses from the supporting disciplines) is required to maintain academic excellence and meet changing needs.

Institution Response

- A. Describe how the business unit conducts each program evaluation (i.e, DACCUM, program review, etc.)

The Department of Business Studies conducts program evaluations on a regular basis with input from the MCC Center for Teaching and Learning. This is an on-going process to ensure programs are updated and curriculum is current.

- B. Describe faculty involvement in the program evaluation process.

The Program Coordinator for each program is involved in the program evaluation process and input is discussed at the departmental meetings. Each full-time faculty in the department is a Program Coordinator.

- C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).

Data is collected using surveys from current students, graduates, and educational partners at transfer institutions. Additional input is gained from potential employers through The Department of Business Studies Advisory Board.

- D. Describe how program evaluation data and information is shared with internal and external stakeholders.

Program evaluation data and reports are shared with internal and external stakeholders by The Department of Business Studies, Academic Affairs, The Center for Teaching and Learning, and the Office of Institutional Research. The Office of Institutional Research acts as the primary clearinghouse to share data with internal and external stakeholders.

- E. Describe the improvements that have been implemented as a result of the program evaluation.

Some of the improvements that have been implemented as a result of program evaluation include, but are not limited to: updated Course Content Outlines, improved instructional material, procurement of new technologies for the learning environment, and updated program resources. The updated Course Content Outlines reflect refined and updated course objectives, current textbook and instructional materials, updated course outline, required methods of assessment, cognitive levels, and connection to college core attributes.

Criterion 4.3 Student Assessment

Each institution must have a validated means of assessing student needs for developmental assistance, providing courses or systems that assist students to improve identified deficiencies, and demonstrating the development of assessed deficiencies.

Each institution must explain the means of assessing student ability for advanced placement, if applicable.

Each institution 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 and degree satisfaction.

Institution Response

- A. Explain the process for identifying student needs for developmental assistance.

The process for identifying student needs for developmental assistance occurs in the Center for Academic Placement and Support (CAPS). Each student is required to complete the Accuplacer assessment tool in an effort to identify any needs for developmental assistance. Once identified, the student works with their academic advisor to select the appropriate developmental courses for success.

- B. Explain the process for determining and awarding advanced placement, if applicable.

The college awards advanced placement based on several methods including Transfer of Credit from another Institution, High School Advanced Placement Coursework, College Level Examination Program (CLEP), Credit by Examination, and Credit for Prior Learning – Experiential Learning. A complete description of each method can be found in the 2010-2011 Academic Catalog beginning on page 14 or at <http://www.mccnh.edu/pdf/academics/Catalog2010-2011.pdf>. (A copy of the Academic Catalog will be provided in the resource room during the site visit.)

- C. Explain the student advisement process, including the use of remedial assessment information.

Each matriculated business student is assigned an academic advisor. Students are encouraged to meet with their academic advisor on a regular basis. As stated in 3.3A, According to the college academic catalog, “the role of the faculty advisor is to help students form accurate perceptions and have realistic expectations to enhance their college experience. Advisors will provide information to help students make informed choices about their academic experience.” In terms of the use of remedial assessment information, each academic advisor has access to student assessment data, student transcript, and other student record information through the advisor section of the password-protected Student Information System (SIS).

- D. Report data that correlates assessment scores to retention and improved academic skills as a result of developmental offerings.

In many of the introductory business courses, pre- and post-assessments are administered and the data is analyzed to determine if student scores increase from the beginning to the end of the course. Results strongly indicate that students score higher on the post-assessment than the pre-assessment. The goal in the Department of Business Studies is to experience at least a 20 point increase in pre- and post-assessment scores.

- E. Complete **Table 3 – Organizational Performance Results**. For each business program report results tracked by the business unit such as enrollment patterns, student retention, graduation rates, student placement, academic success, and/or other characteristics reflecting student performance and degree satisfaction (items suggested herein are intended to be suggestive, not prescriptive, although the business unit should document student performance and degree satisfaction using several key indicators). Results should be illustrated by graphs, tables, or figures. Provide three to five years of trend data —two to four years plus the self-study year. (Candidates with less than three years of data are eligible for accreditation with conditions.)

See Table 3 – Organizational Performance Results beginning on page T3-1.

- F. Describe how you routinely provide reliable information to the public on your performance, including student achievement.

Performance information, including student achievement, is provided to the public through several outlets including the MCC Marketing Department, the Center for Teaching and Learning, and the Office of Institutional Research.

Summary of Standard 4 - Measurement, Analysis, and Knowledge Management

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 4 - Measurement, Analysis, and Knowledge Management.

Strengths:

- The use of new measurement tools as a result of program review and involvement at professional development conferences and workshops, such as the annual ACBSP Conference
- The support and assistance provided by the Center for Teaching and Learning and the Office of Institutional Research as it relates to measurement, analysis, and knowledge management
- A better understanding of the assessment process and required information and resources
- Program review and evaluation to ensure The Department of Business Studies remains current, maintains academic excellence, and meets the changing needs of students

Areas of Improvement:

- Use and implementation of additional assessment methods to support the measurement, analysis, and knowledge management standards of our department
- Involvement of more department constituents in the assessment of stakeholders, for example include adjunct faculty in the process if possible and appropriate
- Additional assessment result reporting systems and use of benchmark data

STANDARD 5: FACULTY AND STAFF FOCUS

The ability of a business unit to effectively fulfill its mission and meet its objectives is dependent upon the quality, number, and deployment of the faculty and staff. Each business unit: (1) develops and implements policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives, (2) evaluates the faculty based on defined criteria and objectives, (3) provides opportunities for faculty development and ensures scholarly productivity to support department and individual faculty development plans and program objectives; and (4) fosters an atmosphere conducive to teaching and learning.

Criterion 5.1 Human Resource Planning

Institution Response

- A. Describe the business unit's criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.

The Department of Business Studies has enjoyed a stable and robust pool of adjunct business faculty over the years. The business faculty recruited and selected have excellent academic credentials as is indicated in Table 4 and Table 5. The business faculty generally represent a diverse workforce and students benefit from this diversity in the classroom. Most business faculty are also practitioners in the field and have extensive experience, knowledge, and skill sets to share with students in the different learning environments. For example the adjunct business faculty who taught the Introductions to Communications Media course provided several opportunities for students to travel off campus to various communication organizations, such as a local major television station, radio station, and communications firm so students could experience the curriculum first hand. These opportunities were made available to students because of the business faculty's background, diversity, and professional experience.

Within the last academic year The Department of Business Studies has experienced a decrease in the number of available business adjunct faculty due to various reasons including: new system requirements that limit the number of courses adjunct faculty teach, new full-time career opportunities for faculty, relocation (the faculty member will still teach online, but also taught many traditional classes), new family obligations, military duties, and other unforeseen transitions. The Department of Business Studies continues to recruit new adjunct faculty as part of its strategic plan and has requested support from the college in this initiative. The best form of recruitment still tends to be referrals from current faculty, other institutions, business education graduate programs and faculty, advisory board members, and business professionals.

- B. Describe how the business unit's work environment, compensation, career progression, and workload assignments support recruitment of high-performance faculty.

Based on survey data and regular conversations with faculty, MCC and The Department of Business Studies affords a quality work environment where faculty enjoy teaching. The compensation is set by the CCSNH and while it is lower than other regions in the country, it is adequate to attract high quality faculty. Generally survey data and fact finding does not indicate any major concerns with compensation. As an adjunct business faculty member, career progression into a full-time faculty is rather stagnated due budget constraints and open positions remaining unfilled. Opportunities have existed for adjunct faculty and should continue to in the future as full-time positions need to be filled to ensure compliance with ACBSP standards and overall academic excellence. Promotions of full-time faculty are governed by the Collective Bargaining Agreement (CBA) and the CCSNH Board of Trustee policies (copies of the CBA and policies will be provided in the resource room during the site visit). The retirement of a full-time faculty has impacted the department and program, however as a department we have made the best arrangements possible under the current situation by having other full-time faculty assist where possible, retaining a core adjunct faculty on a contract basis to advise program students, and filling classes formally taught by the full-time faculty with adjunct faculty who also taught those classes. Because of the shortage of a full-time faculty in the department, and other changing conditions, workload assignments for full-time faculty have been rigorous. Despite the changing conditions, the full-time faculty remain committed to teaching excellence and student success. The human resource needs, both full-time and part-time, of the department has become an important new part of the strategic plan and effort will continue to be devoted to this area.

- C. Describe how the business unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff.

One of the college's fundamental values is, "open, honest, and civil communication" and The Department of Business Studies subscribes to this value statement. All of the full-time faculty work closely together to accomplish college and department goals and objectives. Program Coordinators champion their program areas and experience a high-level of autonomy in the department. We have instilled a sense of team work and collaboration among the department. This is exemplified in all we do from assisting with college open

house events, commencement exercises, to advising students. We also value adjunct business faculty and provide support and resources to ensure their satisfaction and motivation to teach in The Department of Business Studies.

D. Report evidence of business unit faculty and staff well-being and satisfaction.

According to data in Table 1 – Stakeholder-Focused Results, over 80% of faculty surveyed expressed satisfaction with the department. At least 80% of faculty also expressed satisfaction with being integrated into the department. Room for improvement exists with faculty satisfaction efforts and initiatives have been developed to assist in this process.

Criterion 5.2 Faculty Qualifications

Employee qualifications and credentials are a critical foundation for business success. Qualified faculty must teach all class sections taught within the business unit. Faculty qualifications in the business unit are defined as Master's or Doctorate Degree Qualified, Professionally Qualified, or as Exceptions.

Master's or Doctorate Degree Qualified

A Master's or Doctorate Degree Qualified faculty member meets at least one of the following criteria:

1. Doctorate in teaching field—The institution must provide documentation.
2. Juris Doctorate—Qualified to teach law courses. The institution must provide documentation.
3. MBA—The institution must provide documentation. Qualified to teach any introductory or principle level business courses.
4. Master's degree in teaching field—The institution must provide documentation.
5. Related or out-of-field master's or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level – The institution must provide documentation.
6. Related or out-of-field master's or doctorate degree with documentation in two or more of the following areas:
 - a. In-field professional certification (national, regional, or state)—The institution must provide documentation.
 - b. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
 - c. Teaching excellence—The institution must provide documentation.
 - d. In-field research and publication—The institution must provide documentation.
 - e. Relevant additional training equivalent to 18 semester/27 quarter credit hours of CEU's, military training, vendor training, etc.—The institution must provide documentation.

Professionally Qualified

A Professionally Qualified faculty member possesses a bachelor's degree in the teaching field with documentation in two or more of the following areas:

- a. Professional certification (national, regional, or state)—The institution must provide documentation.
- b. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
- c. Teaching excellence—The institution must provide documentation.
- d. In-field research and publication—The institution must provide documentation.
- e. Relevant additional coursework beyond the bachelor's degree equivalent to 18 semester/27 quarter credit hours or equivalent subject matter coursework, CEU's, military training, vendor training, etc.—The institution must provide documentation.

Exceptions

The institution should provide an explanation of qualifications for faculty who do not meet the criteria for Master's or Doctorate Degree Qualified or Professionally Qualified.

Note: Criterion 5.3 provides that at least 90 percent of the faculty FTE should be Master's or Doctorate Degree Qualified or Professionally Qualified, allowing a maximum of 10 percent exceptions.

NOTE: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation which clearly states the qualification.

Institution Response

Complete **Table 4 – Faculty Qualifications** for the self-study year to provide clear evidence that characteristics of full-time and part-time faculty match program objectives.

- Identify all full-time and part-time faculty members who taught during the self-study year in alphabetic order.
- List the major teaching field for each faculty member.
- List courses taught during self-study year; do not duplicate if taught both fall and spring semesters.
- List the highest qualifying degree earned—state the degree as documented on the transcript, including the major field.
- For Professionally Qualified faculty, Exception faculty, and faculty with related or out-of-field master's or doctorate degrees, list ALL professional certifications and supporting areas of documentation beyond the academic credential as defined in Criterion 5.2.
- List the ACBSP qualification of each faculty member – Master's/Doctorate Degree, Professional, or Exception.

See Table 4 – Faculty Qualifications beginning on page T4-1.

Criterion 5.3 Faculty Composition

In order to teach at the associate degree level, at least 50 percent of the full-time equivalent (FTE) faculty should be Master's or Doctorate Degree Qualified and at least 90 percent of the FTE faculty should be Master's or Doctorate Degree Qualified or be Professionally Qualified.

Full-time equivalent (FTE) faculty members are typically measured by dividing workload during the academic year by the definition of full-time load in credit and/or contact hours. Calculation considerations:

- **Semester system:** one full-time faculty member teaching 30 semester credit hours in the academic year typically equals 1.00 FTE faculty. (A part-time faculty member teaching 6 semester hours equals .20 FTE faculty).
- **Quarter system:** one full-time faculty member teaching 45 quarter credit hours in the academic year typically equals 1.00 FTE faculty. (One part-time faculty member teaching 18 quarter credit hours equals .40 FTE faculty).

Institution Response

- A. Explain the business unit's method of calculating FTE teaching loads for full-time and part-time instructors.

Full-time teaching loads are based on 30 credit hours per academic year, or 15 credit hours per semester.

- B. Complete **Table 5 – FTE and Faculty Composition**. List all full-time and part-time faculty members for the self-study year in alphabetic order.

See Table 5 – FTE and Faculty Composition beginning on page T5-1.

- C. Report the following:
- | | |
|-----------|-------------------------------|
| __99.07__ | % Masters/Doctorate qualified |
| __0.00__ | % Professionally Qualified |
| __0.03__ | % Exceptions |

- D. If exceptions exceed 10%, provide a detailed plan to improve and meet Criterion 5.A.2.

Exceptions do not exceed 10%

Criterion 5.4 Faculty Deployment

Each school or program must have a minimum of one (1) full-time, professionally-qualified faculty member in each program in which a business degree is offered.

Institution Response

- A. For the self-study year, report how each program deploys full-time faculty resources among the disciplines, units, courses, departments, and major fields in such a way that every student attending classes regardless of delivery method (on- or off-campus, day or night, online, etc.) has an opportunity to receive instruction from full-time faculty.

The Department of Business Studies has made a concerted effort to ensure that the various student populations in the department receive equity in terms of day, evening, weekend, and on-line delivery. The Department of Business Studies has a diverse composition of full-time faculty who enjoy teaching various schedules. A significant amount of discussion and effort is devoted within the department to the scheduling of full-time faculty so that all students have an opportunity to interact with the full-time faculty. For example, Professor Raymond Godin has devoted day, evening, and weekend hours to teach classes, hold office hours, and meet with students. The weekend student population appreciates the weekend office hours and respects Professor Raymond Godin for allocating some of his weekend to students. Professor Micheline West has agreed to focus much of her time and energy on the day and on-line populations, and makes herself available in the evening for student-related events such as Open House, advising sessions, and club activities. In response to evening student demand, Professor Michael Magoon has focused his energies on teaching primarily night classes to ensure that the night student population receives the same level of student services as the day students. Professor Michael Magoon also offers students office hours or tutoring time after night classes, sometimes until 11:00pm, since many of these students work during the day and can not make the day-time office hour time schedule. He also offers office hours during the day, and is the Phi Beta Lambda (PBL) club advisor during the day, as a means to connect with the day student population. On occasion, Professor Michael Magoon also has the opportunity to teach on-line classes, often during the summer semester as a way to interact with online students and to stay current with the on-line learning platform, Blackboard. All Department of Business Studies faculty devote time to communicating with students outside of scheduled office hours via phone and e-mail and this effort is well-received, and appreciated, by students. In terms of specific office hours, The Department of Business Studies faculty makes every effort to offer the broadest office hour coverage

possible by strategically scheduling full-time faculty office hours throughout the week.

While it is encouraged that students meet with their official academic advisor, students may meet with any full-time faculty member for academic advice. Students have commented that they are pleased with the availability of The Department of Business Studies faculty.

Adjunct Professor Carol Rodrigues has been hired on a contract basis to provide academic advising to the management program students and has been more than generous in offering many extra office hours than required. She often meets with students on her free time and contacts them via phone and e-mail from her home office. While Adjunct Professor Carol Rodrigues efforts are generous and appreciated, there is a concern that since the management program is the largest program, students need a full-time faculty dedicated to the program. This is also a requirement of ACBSP to ensure a high-quality learning environment.

- B. For any program not meeting this criterion, provide a detailed plan to improve and meet the criterion.

With the recent retirement of Professor Kathleen Hoben, there is an open full-time faculty position within The Department of Business Studies. The Department of Business Studies responded to the vacancy immediately by hiring an adjunct faculty member on a contract basis to provide academic advising and support to management program students. Initial discussions have taken place with the Vice President of Academic Affairs and the College President to ensure that this position be filled in a timely manner to provide students with the best service possible and to meet ACBSP standards. This need is a priority and will be monitored and responded to as soon as possible.

Criterion 5.5 Faculty Load

Excellent teaching requires that a full-time faculty member should not be expected to have teaching, committee, advising, or other assignments which exceed a normal workweek as defined by the institution. Faculty workloads tend to vary among institutions according to actions of state legislatures, trustees, and administrative policies. However, an appropriate faculty workload is critical to an institution's ability to provide an effective and positive education. Limits of normal teaching responsibilities should be considered with respect to:

- **The number of course preparations**
- **Administrative or coordination assignments**
- **Student advising and/or counseling activities**
- **Institutional and community program service activities**
- **Business and industry interaction**
- **Scholarly activities**
- **Curriculum development activities**
- **Instructional technology efforts**

Institution Response

- A. Describe the business unit's faculty load management policy for full-time and part-time faculty; include policies related to teaching load (credit/semester/quarter hour), released time, class size, number of preparations, delivery mode, and other related factors.

Based on information within the Collective Bargaining Agreement (CBA), a full-time faculty member is expected to teach 15 - 18 contact hours for the fall and spring semesters for a total of 30 -36 contact hours for the academic year. Adjunct faculty may teach up to 9 contact hours per semester.

Each full-time faculty is assigned to at least one college committee. Other assignments may include professional development activities, college meetings and workshops, and academic advising. Full-time faculty are expected to hold five scheduled office hours per week.

Faculty workload is officially assigned by the Vice President of Academic Affairs, with input and recommendations from the Department Chairperson. Faculty receive a written workload letter by November 15th for the spring semester workload assignment and May 15th for the fall semester workload assignment. These assignments are subject to change based on enrollment numbers.

- B. For the self-study year, explain the circumstances for any faculty member exceeding the institution's maximum teaching load.

Not applicable.

Criterion 5.6 Faculty Evaluation

Each institution must have a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contracts, award of tenure, and/or of promotion. Any special criteria for the evaluation of faculty who utilize alternative methods of instructional delivery must be included and described in detail.

Institution Response

- A. Describe the formal system of faculty evaluation used by the business unit for full-time and part-time faculty.

All full-time faculty members have a performance appraisal described in the Collective Bargaining Agreement. Faculty are evaluated by their immediate supervisor using a classroom observation form, performance appraisal, and student evaluations. Student evaluations are completed at the end of each semester, for classes taught by full-time and part-time faculty, and include areas of interests such as course content and delivery, classroom facilities, organization, and faculty performance. The performance appraisal is also used to document faculty participation in college committees, student advising, support to the department, involvement in the community, etc. Copies of these evaluation tools are in the Office of Academic Affairs.

- B. Describe how the results of the evaluation are shared with the faculty member.

Each semester the results of the previous semester evaluations are shared with the faculty member. The feedback is in summary paper form. An investment is being made by the college to automate this process and have students use technology (laptops) to complete the course evaluation.

- C. Describe how the faculty evaluation is used in making decisions.

The faculty evaluations are primarily used to make decisions surrounding course assignments, and as a continuous improvement tool for faculty to improve course design and teaching methods.

Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

The business unit provides opportunity for faculty and staff development consistent with faculty, staff, and institutional expectations. All faculty members should be involved in activities that enhance the depth, scope, and currency of their knowledge related to their discipline and instructional effectiveness. The business unit should demonstrate balanced participation of scholarly and professional activities by all faculty. Scholarly and professional development activities may include:

- Graduate courses
- Special awards and recognition
- Conferences, workshops, in-service (attendance, etc.)
- Community (service activities, presentations, committee work, etc.)
- Presentations
- Committees (college-related)
- Business and Industry (guest speakers, internships, partnerships, etc.)
- Instructional (develop or update curriculum, learn new skill/technique, accreditation, etc.)
- Multicultural and Diversity Initiatives (note on-campus or off-campus)
- Memberships (boards, commissions, etc.)
- Research and Publication
- Grants (list the awarding agency and funded allocations)
- Continuing Education (classes, seminars, certification, etc.)
- Other

Institution Response

- A. Describe the business unit's faculty and staff development policies and processes for activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and other activities that contribute to continuous performance improvement of faculty and staff.

The Department of Business Studies strongly encourages and supports faculty development. Faculty attend workshops, seminars, and conferences on a regular basis to remain current in the business field. Many of these professional development activities are personally funded and are a result of the faculty member's own effort to seek out the opportunity and attend. Due to severe college budget constraints, professional development funding is a concern of the department. However, funding for professional develop for The Department of Business Studies can be obtained through the Perkins grant as funds are available.

B. Report the participation of business unit faculty and staff in professional development and scholarly activities. Provide three years of data —two years plus self-study year.

Professor Raymond Godin		
2010-2011 (Self-Study Year)	2009-2010	2008-2009
<p>Conferences/Workshops</p> <ul style="list-style-type: none"> • MCC Workshops <p>Committees</p> <ul style="list-style-type: none"> • MCC Curriculum Governance Committee • Kappa Beta Delta (KBD) Advisor <p>Membership</p> <ul style="list-style-type: none"> • National Business Education Association • Delta Pi Epsilon <p>Community</p> <p>Member at Pembroke Congregational Church</p>	<p>Conferences/Workshops</p> <ul style="list-style-type: none"> • MCC Workshops <p>Committees</p> <ul style="list-style-type: none"> • MCC Curriculum Governance Committee • Kappa Beta Delta (KBD) Advisor <p>Membership</p> <ul style="list-style-type: none"> • National Business Education Association • Delta Pi Epsilon <p>Community</p> <p>Member at Pembroke Congregational Church</p>	<p>Conferences/Workshops</p> <ul style="list-style-type: none"> • MCC Workshops <p>Committees</p> <ul style="list-style-type: none"> • MCC Curriculum Governance Committee • Kappa Beta Delta (KBD) Advisor • MCC Master Teacher Promotional Committee <p>Membership</p> <ul style="list-style-type: none"> • National Business Education Association • Delta Pi Epsilon <p>Community</p> <p>Member at Pembroke Congregational Church</p>
Professor Michael Magoon		
2010-2011 (Self-Study Year)	2009-2010	2008-2009
<p>Conferences/Workshops</p> <ul style="list-style-type: none"> • NHBEA (NH Business Education Association) Annual Conference • ACBSP Annual Conference 	<p>Conferences/Workshops</p> <ul style="list-style-type: none"> • NHBEA Annual Conference • ACBSP Annual Conference 	<p>Conferences/Workshops</p> <ul style="list-style-type: none"> • NHBEA Annual Conference • ACBSP Annual Conference

<p>Committees</p> <ul style="list-style-type: none"> • External Relations Committee • Phi Beta Lambda (PBL) Advisor • Alternative Career Education Student (ACES) Advisor <p>Business & Industry</p> <ul style="list-style-type: none"> • Service-Learning Faculty Partner • Guest Speaker in Marketing & Management-based courses <p>Instructional</p> <ul style="list-style-type: none"> • In-Service Training on Blackboard 9.1 <p>Awards</p> <ul style="list-style-type: none"> • CCSNH Chancellor's Award for Teaching Excellence <p>Membership</p> <ul style="list-style-type: none"> • NHBEA Board of Director Member • ACBSP Business and Industry Relations Committee Member <p>Community</p> <ul style="list-style-type: none"> • Running Start Faculty Partner • Judge for MAO Scholarship Program • Member & Deacon at Northwood Congregational Church 	<p>Committees</p> <ul style="list-style-type: none"> • Marketing Team • Phi Beta Lambda (PBL) Advisor • Alternative Career Education Student (ACES) Advisor <p>Business & Industry</p> <ul style="list-style-type: none"> • Service-Learning Faculty Partner • Guest Speaker in Marketing & Management-based courses <p>Instructional</p> <ul style="list-style-type: none"> • In-Service Training on Core Attributes <p>Membership</p> <ul style="list-style-type: none"> • NHBEA Board of Director Member • ACBSP Business and Industry Relations Committee Member <p>Community</p> <ul style="list-style-type: none"> • Running Start Faculty Partner • Member & Deacon at Northwood Congregational Church • Judge for MAO Scholarship Program 	<p>Committees</p> <ul style="list-style-type: none"> • Marketing Team • Student Evaluation Task Force • Phi Beta Lambda (PBL) Advisor • Alternative Career Education Student (ACES) Advisor <p>Business & Industry</p> <ul style="list-style-type: none"> • Service-Learning Faculty Partner • Guest Speaker in Marketing & Management-based courses <p>Instructional</p> <ul style="list-style-type: none"> • In-Service Training on Student Learning Styles <p>Multicultural & Diversity Initiative</p> <ul style="list-style-type: none"> • Alternative Spring Break Faculty Representative / Habitat for Humanity <p>Membership</p> <ul style="list-style-type: none"> • NHBEA Board of Director Member • Delta Phi Epsilon (DPE) <p>Community</p> <ul style="list-style-type: none"> • Running Start Faculty Partner • Member at Northwood Congregational Church • Judge for MAO
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		Scholarship Program
Professor Micheline West		
2010-2011 (Self-Study Year)	2009-2010	2008-2009
<p>Committees</p> <ul style="list-style-type: none"> • Online Learning Committee • IT planning committee • Accounting club Advisor <p>Business & Industry</p> <ul style="list-style-type: none"> • Judge for High School Senior Project • Treasurer for Non-Profit organization <p>Instructional</p> <ul style="list-style-type: none"> • Focus Student Engagement 2 hours • Financial Numbers Game 16 hours • Ethics & Professional Conduct 4 hours • Personal Financial Planning for Accountants 20 hours • Boy Scout Youth Protection Training <p>Membership</p> <ul style="list-style-type: none"> • NH CPA License • CMA License <p>Community</p> <ul style="list-style-type: none"> • Boy Scout Leader • Merit Badge Counselor 	<p>Committees</p> <ul style="list-style-type: none"> • Online Learning Committee • IT planning committee • Accounting club Advisor • NEASC committee <p>Business & Industry</p> <ul style="list-style-type: none"> • Treasurer for Non-Profit organization <p>Instructional</p> <ul style="list-style-type: none"> • Accounting for Managerial Concepts & Tools 10 hours • The Right Side of the Equation 6 hours • Ethics & Professional Conduct for NH CPA's 4 hours • Assessment training 2 hours • Boy Scout Youth Protection Training <p>Membership</p> <ul style="list-style-type: none"> • NH CPA License • CMA License • NH Society of CPA's <p>Community</p> <ul style="list-style-type: none"> • Boy Scout Leader • Merit Badge Counselor • Girl Scout Chaperone 	<p>Committees</p> <ul style="list-style-type: none"> • Online Learning Committee • Accounting club Advisor <p>Instructional</p> <ul style="list-style-type: none"> • Focus Student Engagement 2 hours • Financial Numbers Game 16 hours • Ethics & Professional Conduct 4 hours • Personal Financial Planning for Accountants 20 hours • Boy Scout Youth Protection Training <p>Membership</p> <ul style="list-style-type: none"> • NH CPA License • CMA License • NH Society of CPA's <p>Community</p> <ul style="list-style-type: none"> • Boy Scout Leader • Merit Badge Counselor • Girl Scout Chaperone • High School Parents committee • Soccer Boosters Club

<ul style="list-style-type: none"> • Girl Scout Chaperone • Committee to select new Middle School Principal • High School Parents committee • Soccer Boosters Club 	<ul style="list-style-type: none"> • High School Parents committee • Soccer Boosters Club 	
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- C. Provide examples of how the professional development and scholarly activities of the business unit have supported the achievement of the business unit's mission, including building faculty and staff knowledge, skills, and capabilities that contribute to high performance.

Through professional development activities, The Department of Business Studies faculty are able to remain current in business education topics as well as the general business field. Specifically, Professor Raymond Godin has achieved Master Teacher status through on-going professional development and has also been recognized for his participation in business education related associations. He is also a long-time member of the curriculum committee. This professional development has allowed Professor Godin to promote a quality learning environment. Professor Michael Magoon has contributed to program review and enhancement as a result of his involvement in professional development activities. Professor Michael Magoon has attended numerous conferences and workshops on behalf of The Department of Business Studies in an effort to learn new techniques and strategies for achieving departmental goals and excellence. He is a dedicated member and Southern Region Vice President of the New Hampshire Business Education Association (NHBEA) and also serves on the Board of Directors. This involvement has provided a wealth of resources to The Department of Business Studies. Professor Micheline West is a Certified Public Accountant (CPA) and a Certified Management Accountant (CMA) and her professional development activities allow her to remain current in the field. She also belongs to the Institute for Management Accountants (IMA). Her professional development contributes to a high-quality learning environment.

Criterion 5.8 Faculty Instructional Development

The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit.

Institution Response

- A. Describe the instructional developmental opportunities for business unit faculty to:
1. Improve teaching skills which may include mentoring, orientations, in-service programs, and other activities.

The Department of Business Studies faculty have opportunities to attend in-service programs offered through the Center for Teaching and Learning. Furthermore before the start of every semester there are two weeks devoted to workshops, trainings, and meetings offered by the college that enhance and improve teaching skills. The Center for Teaching and Learning publishes a “Teaching Tips” handout on a regular basis with tips for faculty to improve teaching skills.

2. Acquire skills in the use of alternative methods of instructional delivery.

The Office of Online Learning offers an extensive schedule of workshops for faculty to acquire skills in the use Blackboard and online learning tools. Through the Center for Teaching and Learning workshops have been offered in mediated technologies to allow faculty to learn more about such technologies as: laptops, LCD projectors, Camtasia, Smartboard, Clicker, and other multimedia tools. Due to budget constraints and reorganization efforts, a limited number of workshops are offered and faculty would benefit from seeking out additional workshops.

- B. Describe the instructional development opportunities for business unit faculty to improve knowledge of curriculum development. Provide examples of how instructional development activities of the business unit have supported the achievement of the business unit's mission, including building faculty knowledge, skills, and capabilities that contribute to high performance.

Through the efforts and support of the Center for Teaching and Learning, the Department of Business Studies has been involved in program review which supports the mission of the department in terms of enhancing and improving the curriculum. Through previous review processes the Course Content Outlines were updated, courses have been modified, and new programs and courses have been developed. All of these initiatives have been in an effort to remain current in business education and contribute to high quality, and high performance.

Criterion 5.9 Faculty Operational Policies, Procedures, and Practices

Each institution should develop and use a written system of procedures, policies, and practices for the management and professional growth of faculty members. Written information should be available to faculty members concerning the system. These procedures, policies, and practices normally include:

- **Faculty development**
- **Tenure and promotion policies**
- **Evaluation procedures and criteria**
- **Workload policies**
- **Service policies**
- **Professional expectations**
- **Scholarly expectations**
- **Termination policies**

Institution Response

- A. Explain how the business unit faculty and staff access the operational policies and procedures manual.

The operational policies and procedures are contained within the Collective Bargaining Agreement (CBA) booklet and the Faculty Handbook.

- B. Provide a copy of the faculty operational policies and procedures manual to the peer review evaluation team in the resource room. (Do not include in the self-study.)

Copies of these documents will be provided in the resource room during the site visit.

Summary of Standard 5 – Faculty and Staff Focus

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 5 - Faculty and Staff Focus.

Strengths:

- Diversity, skills sets, knowledge, and professional backgrounds of the Department of Business Studies faculty
- Dedication of the Department of Business Studies faculty to student success, department achievement, and college mission
- New location of Department of Business Studies faculty offices to better serve students
- Effective communications among Department of Business Studies faculty
- Department of Business Studies faculty involvement in professional development activities

Areas of Improvement:

- Staff the management program with a full-time faculty member
- Research and attend additional professional development opportunities
- Increased institutional financial commitment to professional development

STANDARD 6: PROCESS MANAGEMENT

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of a global society. The institution must also provide adequate support services and resources to facilitate student success. All business graduates are expected to be competent in the following:

- Knowledge of essential elements and operations of a business
- Knowledge of business ethics
- Computer literacy
- Global business awareness
- Critical thinking and research skills

Business programs require at least the following: 25 percent professional component, 25 percent general education component, and 25 percent business major component (courses for the associate degree beyond the professional component devoted appropriately to the student's area of concentration). For transfer degree programs with documented justification, the business major component and/or the professional component may be satisfied by non-business courses.

Criterion 6. 1 Curriculum

Institution Response

- A. Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.

The Department of Business Studies consists of five degree programs: A.S. in Accounting; A.S. in Business Communications; A.A. in Liberal Arts Business; A.S. in Management; and A.S. in Marketing. The department also offered eight certificates during the self-study year. The Program Coordinator of each program is responsible for keeping the program current. Any changes or revisions to the program are brought forward and discussed at a departmental meeting. If a new course is being added a Course Content Outline (CCO) is created. Any significant changes or revisions to a program are presented to the Department of Business Studies Advisory Board for input, discussion, and voting. The Department of Business Studies prepares a Curriculum Committee Proposal Form and presents the proposal to the Curriculum Committee for approval.

- B. Describe how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

The Course Content Outlines (CCOs) are the primary tool for ensuring that courses taught by full-time and part-time faculty are of comparable quality and consistency. Program Coordinators are instrumental in the process for ensuring comparable quality and consistency among part-time faculty. Each Program Coordinator is a mentor to part-time faculty teaching in the respective program. The Program Coordinator reviews the part-time faculty member's syllabus and provides resources throughout the semester.

Criterion 6.2 Professional Component

At least 25 percent of the business curriculum must consist of a professional component including four of the following areas of study:

- A. Accounting**
- B. Computer information applications**
- C. Quantitative methods of analysis**
- D. Principles of economics**
- E. Business in society - the international environment, legal/political environment, and ethical business behavior**
- F. Marketing**
- G. Entrepreneurship/free enterprise**
- H. Finance**
- I. Management**

Specific courses are not mandated and equal time is not expected to be allocated to each area. Courses taught outside of the business unit may be used to fulfill the professional component. It is the responsibility of the business faculty to monitor such courses to ensure that they provide the competencies implicit in the professional component.

Courses that satisfy the professional component cannot be used to satisfy the general education component or the business major component.

Institution Response

- A. Complete the Professional Component portion of **Table 6 Curriculum Summary** for each program.

See Table 6 – Curriculum Summary Sheet beginning on page T6-1.

- B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

Each program meets the 25% standard.

Criterion 6.3 - General Education Component

The general education component must include at least 25 percent of the credits required for the associate degree and must consist of courses which contribute to the following educational goals:

(Note: All ten areas do not have to be included.)

1. Written, interpretive, and oral facility with the English language
2. An historical perspective
3. An understanding of the role of the humanities in human experience
4. A personal ethical foundation
5. An understanding of social institutions and the obligations of citizenship
6. Knowledge of science or mathematics and its applications
7. An understanding of contemporary technology
8. An understanding of the principles as well as the investigative strategies of the social sciences
9. An appreciation of the fine and performing arts
10. A global perspective

The content of general education courses may include more than one of the foundation objectives listed above. Some business courses, if conceived and taught in relation to the institution's definition of general education, may be used to satisfy the general education component.

Courses that satisfy the general education component cannot be used to satisfy the professional component or the business major component.

Institution Response

- A. Complete the General Education Component portion of **Table 6 Curriculum Summary** for each program.

See Table 6 – Curriculum Summary Sheet beginning on page T6-1.

- B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

Each program meets the 25% standard.

Criterion 6.4 - Business Major Component

At least 25 percent of the associate degree or associate of applied science degree must be devoted to courses appropriate to the student's business major beyond the professional component.

Programs that lead to an associate degree in business should be able to demonstrate that the programs include appropriate courses to prepare students for transfer or employment. Institutions offering degrees in business should have content-specific courses that build upon the professional component, have appropriate prerequisite courses, and offer students opportunities to expand knowledge in the major area of study. The curricular goals of each program/option should be reflected in the sequential arrangement of courses and the learning experiences provided to develop the competencies essential to practice in the areas of study.

A specialized business major should provide the following:

- **Areas of specialization that build and/or organize knowledge dealing with specific aspects of business and its environment with interactions between these elements**
- **The ability to increase knowledge, understanding, and skills in prerequisite and concurrent courses and to integrate and apply these gains to subsequent business courses in the major**
- **The depth and breadth of knowledge, understanding, and skills in the content area of specialization beyond that which is in the professional component**
- **Application of knowledge that is utilized by internships, field experiences and cooperative education, simulations, and/or similar activities which enhance the professional education experience**

Courses that satisfy the business major component cannot be used to satisfy the professional component or the general education component.

Institution Response

- A. Complete the Business Major Component portion of **Table 6 Curriculum Summary** for each program.

See Table 6 – Curriculum Summary Sheet beginning on page T6-1.

- B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

Each program meets the 25% standard.

Criterion 6.5 Off-Campus Operations and Unique Items

The accreditation process includes a review of all business program academic activities at all levels. If an institution has a branch campus or campuses where an entire degree can be earned, then the accreditation process will include all locations and alternative instructional deliveries at one time unless otherwise agreed upon prior to conducting the self-study.

Institution Response

- A. Provide the number of business student credit hours produced along with the total number of student credit hours generated for each campus.

Total Student Credit Hours	Accounting	Admin. Professional	Business Comm.	Management	Marketing	Liberal Arts Business	Total Depart	Total College	% Dept. To College
07/08-06/09	1,942	89	0	2,457	649	561	5,698	40,173	14.18%
07/09-06/10	2,166	48	0	2,700	683	1,184	6,781	45,602	14.87%
07/10-06/11	2,113	12	76	2,818	1,070	1,256	7,345	45,042	16.31%
Totals	6,221	149	76	7,975	2,402	3,001	19,824	130,817	15.15%

- B. Identify any branch campus at which it is possible for students to complete a degree program.

Not Applicable.

- C. Explain other unique situations, if any, present at the institution requiring special understanding during the accreditation process (i.e., grading, credit hours of courses, etc).

Not Applicable.

Criterion 6.6 Minimum Grade Requirement

Business students must achieve a minimum grade average of “C” for graduation in business. This standard is intended to assure the quality of effective learning and minimum competency in the view of the faculty who assess student performances. The quality of effective learning is reflected in grade consistency and student learning performance outcomes. The business unit should continually monitor grade distribution and student learning outcomes and demonstrate that faculty are informed and involved in improving the evaluation process.

Institution Response

- A. Provide evidence that business students from an associate degree program have a minimum grade average of “C”, such as a letter of certification from the registrar or a catalog statement.

Grading is discussed beginning on page 11 of the 2010-2011 college catalog and on page 15 it states, “Commencement occurs once a year in May. Students must complete all degree requirements with a CGPA of 2.0 before being awarded a degree.”

(See <http://www.mccnh.edu/pdf/academics/Catalog2010-2011.pdf> for more information.)

- B. Describe how the institution ensures compliance regarding minimum grade requirements.

Minimum grade point averages are discussed on page 15 and include the following information:

IX. Academic Standards

Students falling below the following standards will be designated as not meeting satisfactory academic progress. Failure to meet satisfactory progress will result in either Academic Probation or Academic Suspension.

Academic Probation Definition: A warning which indicates the student may not be on track to graduate because of poor academic performance. The student may remain in the program, but his/her academic progress will be monitored. Students will be required to reduce their course load to part time and meet regularly with their academic advisor. Additionally students will develop a Personal Study plan to support future academic success.

Students meeting the criteria below will be placed on Academic Probation.

0-13 Credits Accumulated: below 1.50 CGPA

14-27 Credits Accumulated: below 1.70 CGPA

28-40 Credits Accumulated: below 1.80 CGPA

41+ Credits Accumulated: below 2.00 CGPA

Academic Suspension Definition: Suspension may be from the program or the college and is usually for one semester. Suspension from the program means that a student may continue to take courses as a nonmatriculated student and will not be eligible for Financial Aid. Suspension from the college prohibits a student from taking classes during the period of suspension. In addition students will be required to register for College Success Seminar (if they have not already done so); develop a Personal Study Plan to support their future academic success; meet monthly with their academic advisor and seek academic support and tutoring.

Students meeting the criteria below will be put on Academic Suspension.

0-13 Credits Accumulated: below .50 CGPA

14-27 Credits Accumulated: below 1.10 CGPA

28-40 Credits Accumulated: below 1.25 CGPA

41+ Credits Accumulated: below 1.50 CGPA

A student who does not meet satisfactory progress for Academic Probation for three consecutive semesters will be placed on Academic Suspension. Financial aid may be in jeopardy if a student fails to achieve satisfactory academic progress as defined above.

Criterion 6.7 Learning and Academic Resources

Comprehensive and current learning resources should be available to students and faculty which includes library services, tutorial support, open labs, media services, instructional technology support, etc. Students receiving instruction at remote sites should have access to learning and academic resources. Library holdings should be sufficient in size and scope to complement the total instructional program of the business unit, to provide incentive for individual learning, and to support research appropriate for the faculty.

Institution Response

- A. Describe the business unit faculty's participation in the library's acquisitions program to ensure the availability of current business learning resources.

The Department of Business Studies faculty participates in the library's acquisitions program whenever there is a new course or program being developed that require library resources. Faculty also make suggestions to the library director regarding acquisition of business resources on a regular, and as needed, basis.

- B. Describe how off-campus students have access to the same research and reading assignments as on-campus students. This may include evidence of library resources at other locations in the community or by electronic access or inter-library loans.

According to the college website, "the Library catalog provides information on books and audiovisual materials available at the libraries of the Community College System of New Hampshire. You can also access several journal and newspaper article databases, ebooks and medical reference sources online. The online library databases can be accessed with your EasyLogin." (<http://www.mccnh.edu/services/library/frequently-asked-questions>)

The library also offers inter-library loans and students can contact a library staff member in person or through an e-mail request.

- C. Describe the availability and utilization of other learning and academic resources (tutorial services, instructional technology support, open labs, etc.)

The Center for Academic Placement and Support (CAPS) provides peer and professional tutoring, computerized instruction, and workshops. Academic planning and support services are available to both Manchester Community College students and community members.

Criterion 6.8 Support Services

The business unit should have adequate institutional support services such as administrative, clerical, technical, laboratory, and advising support to meet the needs of its programs.

Institution Response

A. Describe the level of institutional support services available to the business unit.

The Office of Academic Affairs provides support services to the Department of Business Studies. This support includes housing adjunct faculty folders and information, providing assistance to department students, and administrative support in terms of faculty human resource needs. The Academic Advising Center supports the Department of Business Studies with advising business students when department faculty are not available in a reasonable amount of time to advise students, such as summer break. The Information Technology Department provides on-going technical support to the Department of Business Studies. Other support services are received from the Office of Online Learning, as well as the Center for Teaching and Learning.

B. Describe how the business unit manages support services to promote student success and achieve the mission of the business unit.

The Department of Business Studies faculty utilizes the support services as needed. Input and guidance is provided by support services to better serve students and ensure their success. In addition, students are highly encouraged to utilize the academic support services offered through the college.

Criterion 6.9 Educational Innovation

All business schools and programs should provide an environment that encourages and recognizes innovation and creativity in the education of business students.

Institution Response

- A. Describe how the business unit encourages and recognizes faculty and staff innovation and creativity.

The Department of Business Studies encourages faculty innovation and creativity by offering faculty opportunities to teach new courses, use dynamic teaching methods, and integrate resources from college and community offerings. For example the college provides various academic opportunities to students, such as Service-Learning, and the Department of Business Studies faculty embraces these opportunities.

- B. Provide evidence of innovations and creativity that have been implemented by the business unit.

Many Department of Business Studies faculty now utilize mediated technology in the classroom as a result of new equipment being acquired. Faculty use the Smartboard technology to enhance the learning environment in a creative and innovation fashion. Faculty invite guest speakers to class and take trips to area businesses to give students first-hand experiences of the business world. Service-Learning has been incorporated into several business courses which give students the opportunity to combine community service with academic instruction.

Criterion 6.10 Articulation and Transfer Relationships

For the purpose of defining roles, relationships, and procedures which promote the interests of transfer students, the business school or program must provide evidence of articulation and/or course transfer arrangement. On-going communication is the key to effective articulation. A product of this communication process should be a course equivalency document that specifies the type and amount of credit that an institution accepts in transfer. Institutions are encouraged to implement articulation agreements whereby associate degree graduates can obtain junior status and the equivalent of two years' credit toward specified baccalaureate degrees.

Institution Response

- A. List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.

According to information from the Director of Institution Research at MCC, a majority business students transfer from MCC to Southern New Hampshire University (SNHU). During the 2009-2011 timeframe, of the business students who transferred, 84% transferred to SNHU. Other transfer institutions include: NHTI – Concord's Community College, Hesser College- Manchester, Rivier College, Keene State College, University of New Hampshire, Franklin Pierce University, Granite State College, Plymouth State University, Franklin University, and New England College.

- B. Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study.)

(Copies of these documents will be provided in the resource room during the site visit).

- C. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.

When a student transfers to MCC their official transcripts are analyzed by the Office of Academic Affairs Special Projects Coordinator / Associate Vice President of Academic Affairs. A communication is sent to the student explaining the coursework that received transfer credit. This information is also used by the academic advisors when providing academic advice to advisees to ensure students do not duplicate course work completed at another institution.

- D. Describe the student advisement process that counsels students as to the transferability of course work.

The primary process involves the academic advisor who counsels students as to the transferability of coursework using tools such as www.nhtransfer.org and information provided by other institutions. Another part of the process is transfer advising. A Career / Transfer Counselor works with students who are considering continuing their education at four-year institutions. There are always areas of improvement with the advising process and the institution has made an investment in academic advising. The Department of Business Studies continually discusses new processes and resources to best advise students in terms of transfer services. A recent discussion included creating a handbook for business faculty to use when advising students about transferring to another institution.

Summary of Standard 6 – Process Management

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 6 - Process Management.

Strengths:

- Depth and breadth of business programs offered that meet professional, general education, and business major components
- Availability of learning and academic resources
- College's academic advising resources
- Quality of articulation agreements with four-year institutions (some institutions transfer up to 90 credits)
- Promotional efforts of transfer options

Areas of Improvement:

- Processes surrounding academic advising
- High ratio of advisees to advisor
- Procurement of additional resources to support teaching creativity, innovation, and excellence
- Communication of academic policies and procedures to students

SELF-STUDY SUMMARY

1. Provide a brief summary of the self-study that includes an overview of the strengths and opportunities for improvement identified at the end of each standard.

The Department of Business Studies has been successful in developing and enhancing the curriculum through on-going and open communication among the department faculty.

The department works well together to achieve goals and objectives. The strategic planning process supports the department initiatives. The Department of Business Studies has focused on students and other stakeholders by building relationships in business and industry with business professionals, as well as relationships with other institutions. Measurement, analysis, and knowledge management has been supported by other college departments, such as the Center for Teaching and Learning, and the Office of Institutional Research. This support has allowed the use of new measurement tools as a result of program review. The diversity, skill sets, knowledge, and professional backgrounds of the faculty have contributed to student success.

The major opportunity of improvement includes filling the full-time management program coordinator / faculty position. Other opportunities for improvement include seeking out additional opportunities for program development and growth, using a more systematic approach to strategic planning within the department, utilizing additional data collection and analysis tools to focus on areas not currently analyzed, and using additional assessment methods to support the measurement and knowledge standards of our department. Additional professional development funding and support would contribute to faculty focus.

2. Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification.

There are no known circumstances that prevent compliance with any standard.

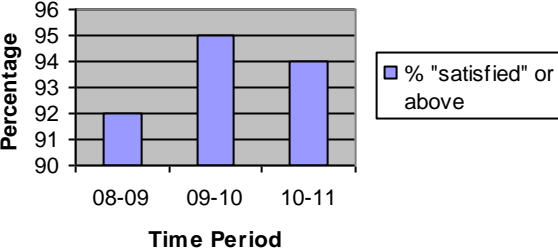
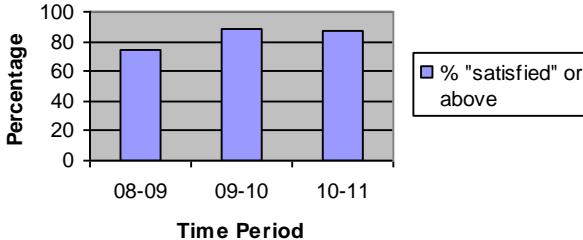
3. Explain how student achievement will be made public.

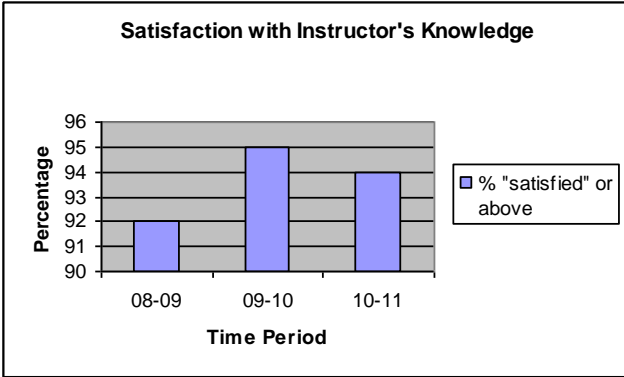
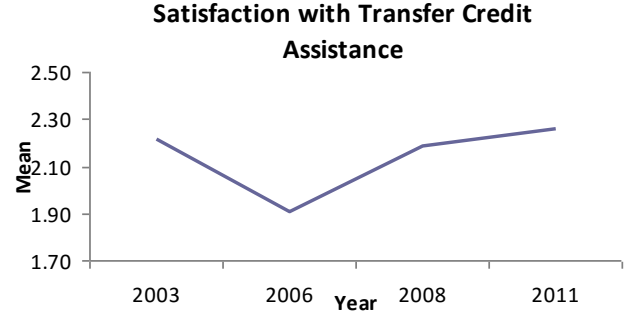
Student achievement will be made public primarily through the efforts of the MCC Marketing Department in the form of press releases, college communications, and marketing materials. Additional communications will come from the Office of Institutional Research and the Center for Teaching and learning, as well as from the Department of Business Studies.

Table 1 - Student and Stakeholder-Focused Results

- a. Student and stakeholder-focused results examine how well your organization satisfies key needs and expectations of students and other stakeholders. Key indicators 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.
- b. Periodic surveys should be collected from graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions. Key indicators may include: satisfaction and dissatisfaction of graduates, retention and/or average grades of transfer students, job performance of graduates, etc..

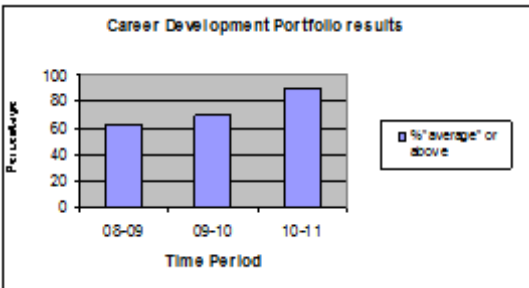
		Analysis of Results											
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (during the following year)	Insert Graph or Chart of Resulting Trends (graph up to five years of data)								
At least 80% of Department of Business Studies students surveyed will indicate that their satisfaction with Academic Experience is “satisfied” or above.	Written survey	Over 80% of students surveyed expressed satisfaction	Since over 80% of students surveyed expressed satisfaction with Academic Experience, continue to invest resources into enhancing academic experience.	Satisfaction scores remained above 80% being satisfied.	<div><p>Satisfaction with Academic Experience</p><table><thead><tr><th>Time Period</th><th>% "satisfied" or above</th></tr></thead><tbody><tr><td>08-09</td><td>95</td></tr><tr><td>09-10</td><td>92</td></tr><tr><td>10-11</td><td>92</td></tr></tbody></table></div>	Time Period	% "satisfied" or above	08-09	95	09-10	92	10-11	92
Time Period	% "satisfied" or above												
08-09	95												
09-10	92												
10-11	92												

At least 80% of Department of Business Studies students surveyed will indicate that their satisfaction with Teaching Quality of Business Faculty is “satisfied” or above.	Written survey	Over 80% of students surveyed expressed satisfaction	Since over 80% of students surveyed expressed satisfaction with Teaching Quality of Business Faculty, continue to invest in resources to support quality teaching	Satisfaction scores remained above 80% being satisfied.	<div>Teaching Quality of Business Faculty</div>  <table><thead><tr><th>Time Period</th><th>% "satisfied" or above</th></tr></thead><tbody><tr><td>08-09</td><td>92</td></tr><tr><td>09-10</td><td>95</td></tr><tr><td>10-11</td><td>94</td></tr></tbody></table>	Time Period	% "satisfied" or above	08-09	92	09-10	95	10-11	94
Time Period	% "satisfied" or above												
08-09	92												
09-10	95												
10-11	94												
At least 80% of Department of Business Studies students surveyed will indicate that their satisfaction with Academic Advising is “satisfied” or above.	Written survey	Over 80% of students surveyed expressed satisfaction in 2009-2010 and 2010-2011	Only 74% were satisfied in 2008-2009, additional emphasis was put on academic advising	Satisfaction scores increased above 80% being satisfied.	<div>Quality of Academic Advising</div>  <table><thead><tr><th>Time Period</th><th>% "satisfied" or above</th></tr></thead><tbody><tr><td>08-09</td><td>74</td></tr><tr><td>09-10</td><td>88</td></tr><tr><td>10-11</td><td>88</td></tr></tbody></table>	Time Period	% "satisfied" or above	08-09	74	09-10	88	10-11	88
Time Period	% "satisfied" or above												
08-09	74												
09-10	88												
10-11	88												

At least 80% of Department of Business Studies students surveyed will indicate that their satisfaction with “Instructor’s Knowledge” is “satisfied” or above.	Written survey	Over 80% of students surveyed expressed satisfaction	Since over 80% of students surveyed expressed satisfaction with Instructor’s Knowledge, continue to attract knowledgeable instructors.	Satisfaction scores remained above 80% being satisfied.	<div><p>Satisfaction with Instructor's Knowledge</p><table><caption>Satisfaction with Instructor's Knowledge</caption><thead><tr><th>Time Period</th><th>% "satisfied" or above</th></tr></thead><tbody><tr><td>08-09</td><td>92</td></tr><tr><td>09-10</td><td>95</td></tr><tr><td>10-11</td><td>94</td></tr></tbody></table></div>	Time Period	% "satisfied" or above	08-09	92	09-10	95	10-11	94		
Time Period	% "satisfied" or above														
08-09	92														
09-10	95														
10-11	94														
Department of Business Studies students surveyed will indicate that the mean satisfaction score with “Transfer Credit Assistance” is 2.0 or above.	Community College Survey of Student Engagement (CCSSE) Written Survey	Mean satisfaction score increased from 2006.	Opportunity exists for more effort with transfer credit assistance. Partnerships developed with other institutions to assist students with transfer credit options.	Satisfaction scores increased during recent time periods.	<div><p>Satisfaction with Transfer Credit Assistance</p><table><caption>Satisfaction with Transfer Credit Assistance</caption><thead><tr><th>Year</th><th>Mean</th></tr></thead><tbody><tr><td>2003</td><td>2.20</td></tr><tr><td>2006</td><td>1.90</td></tr><tr><td>2008</td><td>2.15</td></tr><tr><td>2011</td><td>2.25</td></tr></tbody></table></div>	Year	Mean	2003	2.20	2006	1.90	2008	2.15	2011	2.25
Year	Mean														
2003	2.20														
2006	1.90														
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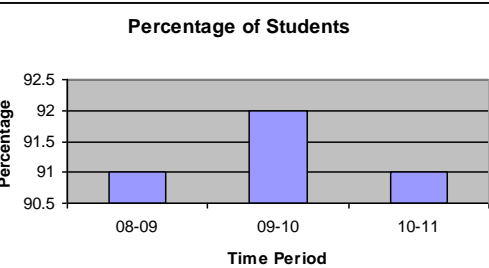
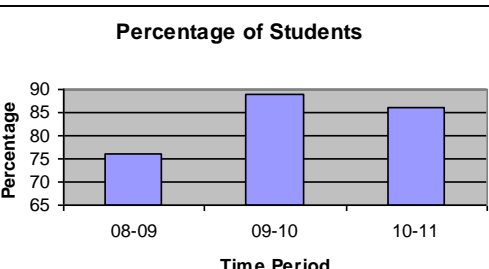
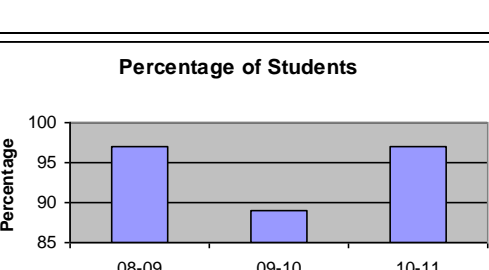
At least 80% of Department of Business Studies faculty surveyed will indicate that their satisfaction with Department is “satisfied” or above.	Written survey	Over 80% of faculty surveyed expressed satisfaction	Since over 80% of faculty surveyed expressed satisfaction with Department, continue efforts within department.	Satisfaction scores remained above 80% being satisfied.	<div><p>Satisfaction with Department</p><table><thead><tr><th>Time Period</th><th>% "satisfied" or above</th></tr></thead><tbody><tr><td>08-09</td><td>88</td></tr><tr><td>09-10</td><td>88</td></tr><tr><td>10-11</td><td>100</td></tr></tbody></table></div>	Time Period	% "satisfied" or above	08-09	88	09-10	88	10-11	100
Time Period	% "satisfied" or above												
08-09	88												
09-10	88												
10-11	100												
At least 80% of Department of Business Studies faculty surveyed will indicate that their satisfaction with “Integration into Department” is “satisfied” or above.	Written survey	Over 80% of faculty surveyed expressed satisfaction.	There is room for improvement: research and implement additional methods to ensure faculty are more integrated into the department.	Satisfaction scores increased above 80% being satisfied in 2010-2011.	<div><p>Satisfaction with Integration into Dept.</p><table><thead><tr><th>Time Period</th><th>% "satisfied" or above</th></tr></thead><tbody><tr><td>08-09</td><td>79.5</td></tr><tr><td>09-10</td><td>79.5</td></tr><tr><td>10-11</td><td>82</td></tr></tbody></table></div>	Time Period	% "satisfied" or above	08-09	79.5	09-10	79.5	10-11	82
Time Period	% "satisfied" or above												
08-09	79.5												
09-10	79.5												
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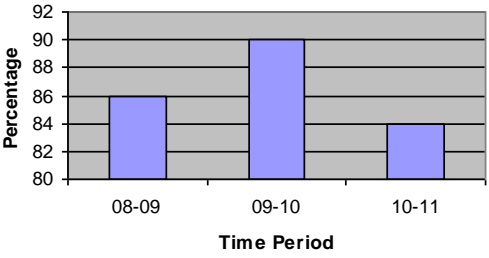
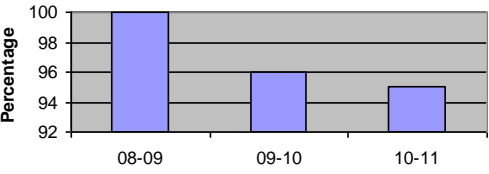
Table 2 - Student Learning Results (Required for each accredited program)

Performance Indicator		Definition											
1. Student Learning Results (Required for each accredited program)		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> To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs.											
Analysis of Results – Department of Business Studies													
Performance Measure (Competency)	Description of Measurement Instrument to include Formative or Summative, Internal or External, and Descriptive or Comparative	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)								
Department of Business Studies students in Organizational Communication course create and develop a Career Development Portfolio to demonstrate proficiency in career exploration and development. 80% of students will earn a score of “average” or above.	Department of Business Studies Advisory Board reviews and evaluates Portfolios. (summative, internal, comparative).	2010-2011 scores increased	The results were slightly below the goal. Ensure additional planning resources and instructions are available to students while developing the portfolios.	Performance increased to over 80% in 2010-2011	<div><p>Career Development Portfolio results</p><table><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>60</td></tr><tr><td>09-10</td><td>70</td></tr><tr><td>10-11</td><td>85</td></tr></tbody></table></div>	Time Period	Percentage	08-09	60	09-10	70	10-11	85
Time Period	Percentage												
08-09	60												
09-10	70												
10-11	85												

Department of Business Studies students will demonstrate overall pre-and post-course improvement in knowledge, comprehension, and application	Pre- and post-course assessment. (summative, internal, comparative). The goal is to realize at least a 20 point increase in overall scores from pre- to post-assessment.	Increase in overall scores from the pre-course assessment to the post-course assessment	Continue administering the pre- and post-course assessments by standardizing the testing method and procedure. Updating questions as necessary.	There was at least a 20 point increase in overall scores from the pre-course assessment to the post-course assessment	
Department of Business Studies students will complete the Educational Testing Service (ETS) Major Field Test (MFT) as an external comparative tool.	Educational Testing Service (ETS) Major Field Test (MFT) (summative, external, comparative)	New assessment tool	Majority of students scored in the 140-154 range. Administer test in future to use as comparative tool.	To be determined in future years.	

Analysis of Results – Accounting Degree					
Performance Measure (Competency)	Description of Measurement Instrument to include Formative or Summative, Internal or External, and Descriptive or Comparative	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)

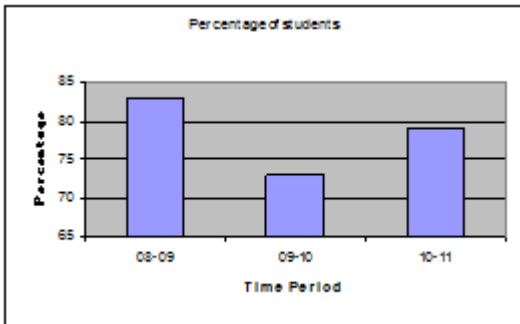
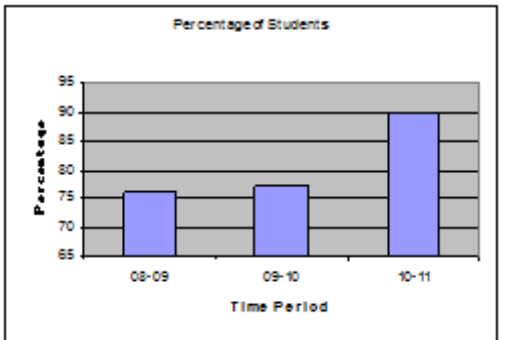
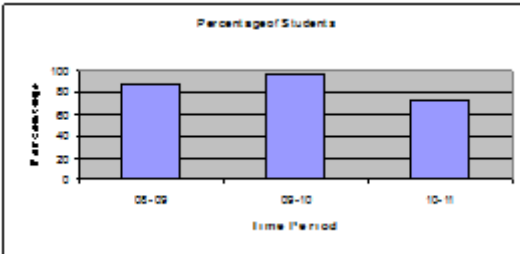
At least 80% of the students will have a practical working knowledge of financial and managerial accounting	Quizzes, projects, examinations in Acct213, Acct215, Acct220, Acct221, Acct222 grade of 70 or better (formative , internal, and singular)	At least 80% of students scored 70 or better.	There is a sufficient pass rate indicating that the students understand the material. Maintain progress.	Grades continue to meet performance measure.	<div><p>Percentage of Students</p><table><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>91.0</td></tr><tr><td>09-10</td><td>92.0</td></tr><tr><td>10-11</td><td>91.0</td></tr></tbody></table></div>	Time Period	Percentage	08-09	91.0	09-10	92.0	10-11	91.0
Time Period	Percentage												
08-09	91.0												
09-10	92.0												
10-11	91.0												
At least 80% of the students will demonstrate their understanding of the Peachtree and Quickbooks software through practice projects.	Acct216 practice projects grade of 70 or better (formative, internal, singular)	2009 and 2010 showed better results than 2008	Every year we review the workload of the projects to find a balance of outcome and workload.	In 2008 we determined that we had too many projects and the course was too demanding. We revised the workload following years.	<div><p>Percentage of Students</p><table><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>75</td></tr><tr><td>09-10</td><td>88</td></tr><tr><td>10-11</td><td>85</td></tr></tbody></table></div>	Time Period	Percentage	08-09	75	09-10	88	10-11	85
Time Period	Percentage												
08-09	75												
09-10	88												
10-11	85												
At least 80% of the students will demonstrate their ability to produce accurate and well-organized financial statements through practical application of projects.	Acct220, Acct221, Acct222 practical projects grade of 70 or better. (formative, internal, singular)	At least 80% of students scored 70 or better	There is a sufficient pass rate indicating that the students are able to adequately apply the material.	Grades continue to meet performance measure.	<div><p>Percentage of Students</p><table><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>97</td></tr><tr><td>09-10</td><td>89</td></tr><tr><td>10-11</td><td>97</td></tr></tbody></table></div>	Time Period	Percentage	08-09	97	09-10	89	10-11	97
Time Period	Percentage												
08-09	97												
09-10	89												
10-11	97												

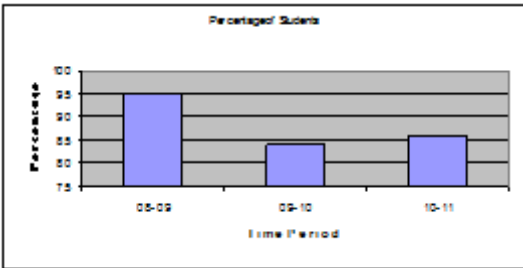
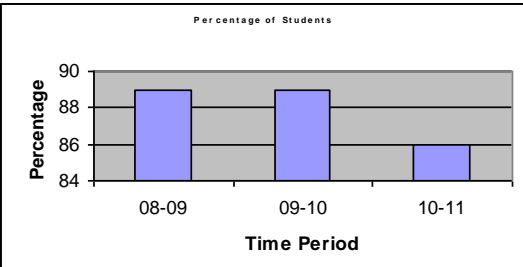
At least 80% of the students will demonstrate their ability to correctly create adjusting journal entries needed to adhere to generally accepted accounting principles through practical application on the midterm and final exams.	Acct220, Acct221, Acct222 exams grade of 70 or better. (formative, internal, singular)	At least 80% of students scored 70 or better	There is a sufficient pass rate indicating that the students are able to adequately apply the material.	Grades continue to meet performance measure.	<div><p>Percentage of Students</p><table><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>86</td></tr><tr><td>09-10</td><td>90</td></tr><tr><td>10-11</td><td>84</td></tr></tbody></table></div>	Time Period	Percentage	08-09	86	09-10	90	10-11	84
Time Period	Percentage												
08-09	86												
09-10	90												
10-11	84												
At least 80% of the students will demonstrate their proficiency in analytical thinking, oral and written communication and applied mathematical skills through an intensive capstone research project.	Acct213, Acct215, capstone project grade of 80 or better. (summative, internal, singular)	At least 80% of students scored 70 or better	There is a sufficient pass rate indicating that the students are able to adequately apply the material.	Grades continue to meet performance measure.	<div><p>Percentage of Students</p><table><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>100</td></tr><tr><td>09-10</td><td>96</td></tr><tr><td>10-11</td><td>95</td></tr></tbody></table></div>	Time Period	Percentage	08-09	100	09-10	96	10-11	95
Time Period	Percentage												
08-09	100												
09-10	96												
10-11	95												

Analysis of Results – Liberal Arts Business Degree					
Performance Measure (Competency)	Description of Measurement Instrument to include Formative or Summative, Internal or External, and Descriptive or Comparative	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)

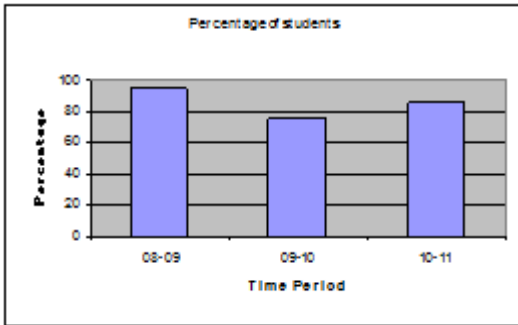
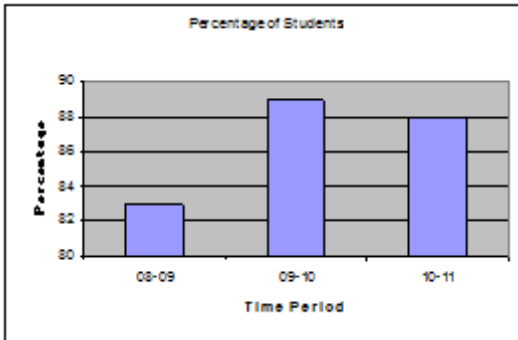
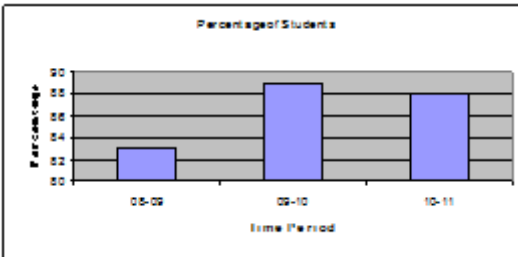
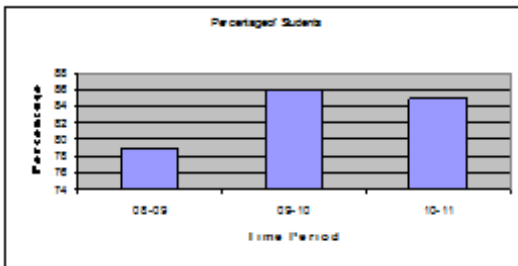
At least 80% of the students will articulate the fundamentals of accounting, economics, management and marketing.	BUS-124 course grades, grade of 70 or better (formative, internal, singular)	At least 80% of students scored 70 or better	Grades meet performance measure, maintain progress	Grades continue to meet performance measure.	<table border="1"><caption>Percentage of Students</caption><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>95</td></tr><tr><td>09-10</td><td>85</td></tr><tr><td>10-11</td><td>88</td></tr></tbody></table>	Time Period	Percentage	08-09	95	09-10	85	10-11	88
Time Period	Percentage												
08-09	95												
09-10	85												
10-11	88												
At least 80% of the students will demonstrate a command of English composition.	MKTG-125 & BUS-210 term paper and project, grade of 70 or better (summative, internal, singular)	08-09 results met performance measure	Grades do not meet performance measure in 09-10, 10-11, “Read-through” offered	Grades increased from 09-10 to 10-11	<table border="1"><caption>Percentage of Students</caption><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>85</td></tr><tr><td>09-10</td><td>60</td></tr><tr><td>10-11</td><td>70</td></tr></tbody></table>	Time Period	Percentage	08-09	85	09-10	60	10-11	70
Time Period	Percentage												
08-09	85												
09-10	60												
10-11	70												
At least 80% of students will demonstrate a command of business communications.	BUS-124 & BUS-210 course grades, grade of 70 or better (formative, internal, singular)	At least 80% of students scored 70 or better	Grades meet performance measure, maintain progress	Grades continue to meet performance measure.	<table border="1"><caption>Percentage of Students</caption><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>92</td></tr><tr><td>09-10</td><td>85</td></tr><tr><td>10-11</td><td>84</td></tr></tbody></table>	Time Period	Percentage	08-09	92	09-10	85	10-11	84
Time Period	Percentage												
08-09	92												
09-10	85												
10-11	84												
At least 80% of students will demonstrate a command of team work.	BUS-124 & BUS-224 course grades, grade of 70 or better (formative, internal, singular)	At least 80% of students scored 70 or better	Grades meet performance measure, maintain progress	Grades continue to meet performance measure.	<table border="1"><caption>Percentage of Students</caption><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>89</td></tr><tr><td>09-10</td><td>89</td></tr><tr><td>10-11</td><td>86</td></tr></tbody></table>	Time Period	Percentage	08-09	89	09-10	89	10-11	86
Time Period	Percentage												
08-09	89												
09-10	89												
10-11	86												

Analysis of Results – Management Degree					
Performance Measure (Competency)	Description of Measurement Instrument to include Formative	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)

	or Summative, Internal or External, and Descriptive or Comparative			year)									
At least 80% of students will be able to successfully articulate the fundamentals of management theory and practices.	BUS-114 course exam results, grade of 70 or better (formative, internal, singular)	2008-2009 results met performance measure	Grades do not meet performance measure in 2009-2010, areas of concern identified and addressed through review session.	Grades increased from 2009-2010 to 2010-2011	 <table><caption>Percentage of students</caption><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>83</td></tr><tr><td>09-10</td><td>73</td></tr><tr><td>10-11</td><td>79</td></tr></tbody></table>	Time Period	Percentage	08-09	83	09-10	73	10-11	79
Time Period	Percentage												
08-09	83												
09-10	73												
10-11	79												
At least 80% of students will demonstrate written and oral proficiency in business communications.	BUS-124 course project results, grade of 70 or better (summative, internal, comparative)	Performance increased in 2010-2011.	Grades do not meet performance measure in 2008-2009 and 2009-2010, areas of concern identified and addressed through additional practice	Grades increased from 2009-2010 to 2010-2011	 <table><caption>Percentage of Students</caption><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>75</td></tr><tr><td>09-10</td><td>76</td></tr><tr><td>10-11</td><td>89</td></tr></tbody></table>	Time Period	Percentage	08-09	75	09-10	76	10-11	89
Time Period	Percentage												
08-09	75												
09-10	76												
10-11	89												
At least 80% of students will demonstrate knowledge of the foundations and importance of business ethics.	BUS-124 & BUS-224 exam and project, grade of 70 or better (formative, internal, singular)	At least 80% of students scored 70 or better	Grades meet performance measure, maintain progress	Grades continue to meet performance measure.	 <table><caption>Percentage of Students</caption><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>85</td></tr><tr><td>09-10</td><td>90</td></tr><tr><td>10-11</td><td>85</td></tr></tbody></table>	Time Period	Percentage	08-09	85	09-10	90	10-11	85
Time Period	Percentage												
08-09	85												
09-10	90												
10-11	85												

At least 80% of the students will demonstrate competency in fundamental areas of business: accounting, marketing, human resources, finance, computers, economics, and business law.	BUS-124 course grades, grade of 70 or better (formative, internal, singular)	At least 80% of students scored 70 or better	Grades meet performance measure, maintain progress	Grades continue to meet performance measure.	 <table><caption>Percentage of Students</caption><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>95</td></tr><tr><td>09-10</td><td>85</td></tr><tr><td>10-11</td><td>88</td></tr></tbody></table>	Time Period	Percentage	08-09	95	09-10	85	10-11	88
Time Period	Percentage												
08-09	95												
09-10	85												
10-11	88												
At least 80% of the students will articulate the necessity for a commitment to life-long learning to ensure employability.	BUS-124 & BUS-224 course grades, grade of 70 or better (formative, internal, singular)	At least 80% of students scored 70 or better	Grades meet performance measure, maintain progress	Grades continue to meet performance measure.	 <table><caption>Percentage of Students</caption><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>89</td></tr><tr><td>09-10</td><td>89</td></tr><tr><td>10-11</td><td>86</td></tr></tbody></table>	Time Period	Percentage	08-09	89	09-10	89	10-11	86
Time Period	Percentage												
08-09	89												
09-10	89												
10-11	86												

Analysis of Results – Marketing Degree					
Performance Measure (Competency)	Description of Measurement Instrument to include Formative or Summative, Internal or External, and Descriptive or Comparative	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 80% of the students will identify the marketing mix variables: product, price, place, and promotion.	MKTG-125 exams, grade of 70 or better (formative, internal, singular)	At least 80% of students scored 70 or better	Grades meet performance measure, maintain progress	Grades continue to meet performance measure.	 <table><caption>Percentage of students</caption><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>95</td></tr><tr><td>09-10</td><td>75</td></tr><tr><td>10-11</td><td>85</td></tr></tbody></table>	Time Period	Percentage	08-09	95	09-10	75	10-11	85
Time Period	Percentage												
08-09	95												
09-10	75												
10-11	85												
At least 80% of students will analyze consumer decision making as it relates to consumer buying behavior and marketing decisions.	MKTG-135 project, grade of 70% or better (summative, internal, singular)	At least 80% of students scored 70 or better	Grades meet performance measure, maintain progress	Grades continue to meet performance measure.	 <table><caption>Percentage of Students</caption><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>83</td></tr><tr><td>09-10</td><td>89</td></tr><tr><td>10-11</td><td>88</td></tr></tbody></table>	Time Period	Percentage	08-09	83	09-10	89	10-11	88
Time Period	Percentage												
08-09	83												
09-10	89												
10-11	88												
At least 80% of the students will identify the components of a successful advertising campaign and implement the campaign; create and develop an advertising brief.	MKTG-210 Project, grade of 70 or better (summative, internal, singular)	At least 80% of students scored 70 or better	Grades meet performance measure, maintain progress	Grades continue to meet performance measure.	 <table><caption>Percentage of Students</caption><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>83</td></tr><tr><td>09-10</td><td>89</td></tr><tr><td>10-11</td><td>88</td></tr></tbody></table>	Time Period	Percentage	08-09	83	09-10	89	10-11	88
Time Period	Percentage												
08-09	83												
09-10	89												
10-11	88												
At least 80% of students will demonstrate knowledge of various advertising media such as print, radio, television, outdoor advertising, direct response, etc.	MKTG-210 exam, grade of 70 or better (formative, internal, singular)	Performance increased in 09-10 and 10-11.	Grades do not meet performance measure in 2008-2009, areas of concern identified and addressed through use of examples of media	Grades increased from 2009-2010 to 2010-2011	 <table><caption>Percentage of Students</caption><thead><tr><th>Time Period</th><th>Percentage</th></tr></thead><tbody><tr><td>08-09</td><td>78</td></tr><tr><td>09-10</td><td>85</td></tr><tr><td>10-11</td><td>84</td></tr></tbody></table>	Time Period	Percentage	08-09	78	09-10	85	10-11	84
Time Period	Percentage												
08-09	78												
09-10	85												
10-11	84												

At least 80% of students will apply the strategic selling model to personal selling activities.	MKTG-224 project, grade of 70 or better (summative, internal, singular)	At least 80% of students scored 70 or better	Grades meet performance measure, maintain progress	Grades continue to meet performance measure.	<div><p>Percentage of Students</p><table><tr><th>Time Period</th><th>Percentage</th></tr><tr><td>08-09</td><td>85</td></tr><tr><td>09-10</td><td>92</td></tr><tr><td>10-11</td><td>93</td></tr></table></div>	Time Period	Percentage	08-09	85	09-10	92	10-11	93
Time Period	Percentage												
08-09	85												
09-10	92												
10-11	93												

Table 3 - Organizational Performance Results

Organizational 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. Key indicators may include: improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, partnerships, graduation and retention rates by program, etc..

		Analysis of Results																															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (during the following year)	Insert Graph or Chart of Resulting Trends (graph up to five years of data)																												
Increase enrollment in programs by 10% during three-year period	College enrollment data and reports.	The Department of Business Studies total enrollment increased by 28.55% during three-year period	Each program increased in enrollments. Accounting 4.37% Business Comm. (13 students as of 2010-2011) Liberal Arts Business 108.47% Management 13.75% Marketing 79.31%	An increase in program marketing efforts led to an increase in enrollments.	<div><p>Enrollment by Major</p><table><caption>Enrollment by Major Data (Estimated)</caption><thead><tr><th>Major</th><th>08-09</th><th>09-10</th><th>10-11</th></tr></thead><tbody><tr><td>Accounting</td><td>200</td><td>220</td><td>210</td></tr><tr><td>Business Communications</td><td>10</td><td>10</td><td>20</td></tr><tr><td>Liberal Arts</td><td>50</td><td>100</td><td>120</td></tr><tr><td>Business</td><td>50</td><td>60</td><td>100</td></tr><tr><td>Management</td><td>250</td><td>270</td><td>300</td></tr><tr><td>Marketing</td><td>10</td><td>50</td><td>100</td></tr></tbody></table></div>	Major	08-09	09-10	10-11	Accounting	200	220	210	Business Communications	10	10	20	Liberal Arts	50	100	120	Business	50	60	100	Management	250	270	300	Marketing	10	50	100
Major	08-09	09-10	10-11																														
Accounting	200	220	210																														
Business Communications	10	10	20																														
Liberal Arts	50	100	120																														
Business	50	60	100																														
Management	250	270	300																														
Marketing	10	50	100																														
Increase Running Start business course enrollment by 10% during three-year period	College enrollment data and “Running Start” reports.	Running Start business course enrollment increased by 38% during three-year period	The Department of Business Studies will continue to participate heavily in the Project Running Start Program by working closely with the Project	An increase in faculty effort with Running Start led to an increase in Running Start business course enrollment.	<div><p>"Running Start" Business Course Enrollments</p><table><caption>"Running Start" Business Course Enrollments Data</caption><thead><tr><th>Time Period</th><th># of Students</th></tr></thead><tbody><tr><td>08-09</td><td>200</td></tr><tr><td>09-10</td><td>233</td></tr><tr><td>10-11</td><td>276</td></tr></tbody></table></div>	Time Period	# of Students	08-09	200	09-10	233	10-11	276																				
Time Period	# of Students																																
08-09	200																																
09-10	233																																
10-11	276																																

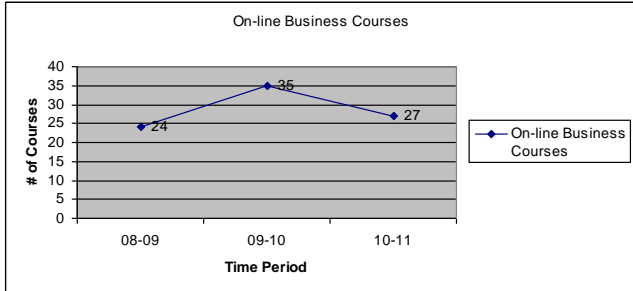
			Running Start Program Coordinator and high school teacher partners.										
Increase the number of on-line business courses offered by 10% during three-year period	College enrollment data and reports	Online business courses offered increased by 12.5%	The Department of Business Studies will continue to support online course offerings and work with the Office of Online Learning to train new faculty to teach online courses.	An increase in efforts to offer more courses online and train new business faculty to teach online courses led to an increased online enrollment.	<div><p>On-line Business Courses</p><table><thead><tr><th>Time Period</th><th># of Courses</th></tr></thead><tbody><tr><td>08-09</td><td>24</td></tr><tr><td>09-10</td><td>35</td></tr><tr><td>10-11</td><td>27</td></tr></tbody></table></div>	Time Period	# of Courses	08-09	24	09-10	35	10-11	27
Time Period	# of Courses												
08-09	24												
09-10	35												
10-11	27												

Table 4- Faculty Qualifications

Name	Major Teaching Field	Course Taught (# of credit hours taught)	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualification
Mack Bean	-Economics	-Econ135 Microeconomics (3)	-Doctorate - Education		Doctorate
Ronald Budway	-Accounting	-Acct113 Acct & Financial Reporting I (6) -Acct123 Acct & Financial Reporting II (9)	-MBA-Business Administration		Masters
Edward Caito	-Accounting -Finance	-Acct243 Federal Income Tax- Individuals (3) -Bus221 Business Finance(3)	-MS Finance	CPA	Masters
Jean Camire	-Accounting	-Acct213 Cost Accounting I (3) -Acct220 Intermediate Accounting I (3) -Acct221 Intermediate Accounting II (3) -Acct222 Intermediate Accounting III (3)	-MBA-Business Administration		Masters
Alan Dobrowolski	-Accounting -Economics -Marketing	-Acct113 Acct & Financial Reporting I (3) -Acct123 Acct & Financial Reporting II (6) -Econ135 Microeconomics (6) -Mktg205 International Marketing (3)	-MBA-Business Administration		Masters
James Dowding	-Economics -Human Resource	-Bus224 Human Resource Management (3) -Econ134 Macroeconomics (12)	-MBA-Business Administration		Masters
Raymond Godin	-Business -Economics	-Bus210 Organizational Communications (6) -Bus212 Business Law I (12) -Bus213 Business Law II (3) -Econ134 Macroeconomics (6) -Econ135 Microeconomics (6)	-MBA-Business Administration		Masters
Nikki Grassis	-Business	-Bus110 Introduction to Business (3) -Bus124 Small Business Management (3)	-MBA-Business Administration		Masters
Vera Haus	-Business -Economics	-Bus210 Organizational Communications (3) -Bus212 Business Law (3) -Econ134 Macroeconomics (3)	-Juris Doctor		-Doctorate
Kathleen Hoben	-Business Management -Marketing	-Bus110 Introduction to Business (6) -Bus114 Management (15) -Bus210 Organizational Communications (3) -Mktg125 Principles of Marketing— Global Perspective (18)	-MBA		-Masters
Christopher Kelleher	-Accounting -Business	-Acct113 Acct & Financial Reporting I (3) -Bus212 Business Law I (3)	-Juris Doctor		-Doctorate
Ann Laforce	-Administrative	-Admn111 Keyboarding (6) -Admn122 Executive Keyboarding (3)		Years of work & teaching experience	-Exception
Mary Beth Lufkin	-Business	-Bus114 Management (3)	-MA-Student Personnel Admin		-Masters
Michael	-Business	-Bus124 Small Business	M.S-Business		-Masters

Magoon	-Human Resource -Marketing	Management (3) -BUS155 Retail Management (3) -Bus224 Human Resource (6) -Bus282 Marketing Research (9) -Mktg135 Global Consumer Behavior (3) -Mktg210 Advertising (3) -Mktg224 Sales & Sales Management (3)	Education		
Germano Martins	-Business -Economics	-Bus114 Management (3) -Econ134 Macroeconomics (3)	-MBA-Business Administration		-Masters
Susan Paul	-Accounting	-Acct100 Bookkeeping for Small Business (3) -Acct216 Software Systems Applications (6) -Acct243 Federal Income Tax- Individuals (3)	-MBA-Business Administration W Adv Certificate in Taxation	E.A. –Enrolled Agent	-Masters
Paul Puzzo	-Accounting	-Acct113 Acct & Financial Reporting I (3) -Acct123 Acct & Financial Reporting II(3) -Acct213 Cost Accounting I (3) -Acct215 Cost Accounting II (3)	-MBA-Business Administration	CPA	-Masters
Monique Ring	-Accounting	-Acct100 Bookkeeping for Small Business (3)	-DBA-Management	CPA	-Doctorate
Carol Rodrigues	-Accounting -Administrative	-Acct113 Acct & Financial Reporting I (3) -Admn122 Executive Keyboarding(6)	-M.Ed		-Masters
David Rovelto	-Business -Marketing	-Bus110 Introduction to Business (6) -Mktg125 Principles of Marketing-A Global Perspective (9)	-MBA-Business Administration		-Masters
Jeanne Roy	-Accounting	-Acct113 Acct & Financial Reporting I (3)	-MBA-Business Administration -CAGS Principal certification		-Masters
Joanne Shurbert	-Accounting -Business	-Acct105 Managerial Accounting (3) -Bus114 Management (3)	-MS-Accounting		-Masters
Colleen Vokey	-Accounting	-Acct220 IntermediateAccounting I (3)	-MBA-Business Administration		-Masters
Scott Weldon	-Accounting -Business -Economics -Finance	-Acct113 Acct & Financial Reporting I (3) -Acct123 Acct & Financial Reporting II (3) -Bus124 Small BusinessManagement (3) -Econ135 Microeconomics (3) -Finc120 Personal Financial Management (3)	-MBA-Business Administration, advanced certificate Finance		-Masters
Micheline West	-Accounting -Finance	-Acct113 Acct& Financial Reporting I (6) -Acct123 Acct & Financial Reporting II (6) -Acct213 Cost Accounting I (3) -Acct215 Cost Accounting II (3) -Acct220 Intermediate Accounting I (3) -Acct221 Intermediate Accounting II (3) -Acct222 Intermediate Accounting III (3) -Bus221 Business Finance (6)	-MBA-Business Administration, advanced certificate Finance	CPA, CMA	-Masters

Table 5-FTE and Faculty Composition

Full Time load = 30 credit hours					
Name	ACBSP Qualification	Credit Hours Taught	Master's/Doctorate FTE	Professional FTE	Exceptions FTE
Mack Bean	Doctorate	3	.10		
Ronald Budway	Master's	15	.50		
Edward Caito	Master's	6	.20		
Jean Camire	Master's	12	.40		
Alan Dobrowolski	Master's	18	.60		
James Dowding	Master's	15	.50		
Raymond Godin	Master's	33	1.10		
Nikki Grassis	Master's	6	.20		
Vera Haus	Doctorate	9	.30		
Kathleen Hoben	Master's	42	1.40		
Christopher Kelleher	Doctorate	6	.20		
Ann Laforce	Exception	9			<u>.30</u>
Mary Beth Lufkin	Master's	3	.10		
Michael Magoon	Master's	30	1.00		
Germano Martins	Master's	6	.20		
Susan Paul	Master's	12	.40		
Paul Puzzo	Master's	12	.40		
Monique Ring	Doctorate	3	.10		
Carol Rodrigues	Master's	9	.30		
David Rovelto	Master's	15	.50		
Jeanne Roy	Master's	3	.10		
Joanne Shurbert	Master's	6	.20		
Colleen Vokey	Master's	3	.10		
Scott Weldon	Master's	15	.50		
Micheline West	Master's	<u>33</u>	<u>1.10</u>		
TOTALS		324	10.50		.30

Table 5-FTE and Faculty Composition Summary

Qualifications	Total Hours Taught During the Self-Study Year	FTE Teaching Load (Based on 30 credit hours)	Percent of Total Hours Taught		
Master's/Doctorate	321	10.50	99.07%		
Professional	0	0.00	0.00%		
Exception	<u>9</u>	<u>.30</u>	<u>.03%</u>		
TOTALS	324	10.80	100.00%		

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Ronald Budway	Master's	15	.50		
Edward Caito	Master's	6	.20		
Jean Camire	Master's	12	.40		
Alan Dobrowolski	Master's	18	.60		
James Dowding	Master's	15	.50		
Raymond Godin	Master's	33	1.10		
Nikki Grassis	Master's	6	.20		
Vera Haus	Doctorate	9	.30		
Kathleen Hoben	Master's	42	1.40		
Christopher Kelleher	Doctorate	6	.20		
Ann Laforce	Exception	9			<u>.30</u>
Mary Beth Lufkin	Master's	3	.10		
Michael Magoon	Master's	30	1.00		
Germano Martins	Master's	6	.20		
Susan Paul	Master's	12	.40		
Paul Puzzo	Master's	12	.40		
Monique Ring	Doctorate	3	.10		
Carol Rodrigues	Master's	9	.30		
David Rovelto	Master's	15	.50		
Jeanne Roy	Master's	3	.10		
Joanne Shurbert	Master's	6	.20		
Colleen Vokey	Master's	3	.10		
Scott Weldon	Master's	15	.50		
Micheline West	Master's	<u>33</u>	<u>1.10</u>		
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Exception	<u>9</u>	<u>.30</u>	<u>.03%</u>		
TOTALS	324	10.80	100.00%		

Table 6**Curriculum Summary**Name of Major/Program: BUSINESS COMMUNICATIONSTotal Number of Hours for Degree: 68List courses appropriate for each area¹:

A. Professional Component:

<u>Course Title</u>	<u>Areas of Study²</u>
1) <u>Accounting & Fin. Report. I</u>	<u>a</u>
2) <u>Managerial Accounting</u>	<u>a</u>
3) <u>Business Math</u>	<u>c</u>
4) <u>Microsoft Computer Applications</u>	<u>b</u>
5) <u>Electronic Publishing I</u>	<u>b</u>
6) <u>Organizational Communications</u>	<u>e</u>
7) <u>Management</u>	<u>i</u>
Area total credit hours <u>21</u>	
% of total program hours <u>30.89%</u>	

B. General Education:

<u>Course Title</u>	<u>Educational Goal Area³</u>
1) <u>College Composition</u>	<u>1</u>
2) <u>Oral Communications</u>	<u>1</u>
3) <u>Introduction to Psychology</u>	<u>8</u>
4) <u>Journalism or Creative Nonfiction</u>	<u>1</u>
5) <u>Science Elective</u>	<u>6</u>
6) <u>College Success Seminar</u>	<u>1</u>
7) <u>Liberal Arts Elective</u>	<u>1</u>
8) <u>Ethics</u>	<u>4</u>
Area total credit hours <u>23</u>	
% of total program hours <u>33.82%</u>	

C. Business Major:

<u>Course Title</u>	
1) <u>Advertising</u>	5) <u>Principles of Marketing: Global Pers.</u>
2) <u>Team Building</u>	6) <u>Marketing Research</u>
3) <u>Organizational Behavior</u>	7) <u>International Marketing</u>
4) <u>Global Consumer Behavior</u>	8) <u>Introduction to Communications Media</u>
Area total credit hours <u>24</u>	
% of total program hours <u>35.29%</u>	

(NOTE: Each course may not be listed in more than one of the above categories).

¹ List every course in the program under one of the following areas.² According to the standards of ACBSP identify which area of study the course satisfies (i.e., a, b, h, i, etc.).³ According to the standards of ACBSP identify which general education goal(s) are achieved (i.e., 1,2,3,4 etc.).

Table 6

Curriculum Summary

Name of Major/Program: LIBERAL ARTS BUSINESS

Total Number of Hours for Degree: 68

List courses appropriate for each area⁴:

A. Professional Component:

<u>Course Title</u>	<u>Areas of Study</u> ⁵
1) <u>Accounting & Fin. Report. I</u>	<u>a</u>
2) <u>Accounting & Fin. Report. II</u>	<u>a</u>
3) <u>Finite Mathematics</u>	<u>c</u>
4) <u>College Algebra I</u>	<u>c</u>
5) <u>Microsoft Computer Applications</u>	<u>b</u>
6) <u>Macroeconomics</u>	<u>d</u>
7) <u>Microeconomics</u>	<u>d</u>
Area total credit hours <u>22</u>	
% of total program hours <u>32.35%</u>	

B. General Education:

<u>Course Title</u>	<u>Educational Goal Area</u> ⁶
1) <u>College Composition</u>	<u>1</u>
2) <u>Creative Nonfiction</u>	<u>1</u>
3) <u>Lab Science Elective</u>	<u>6</u>
4) <u>Lab Science Elective</u>	<u>6</u>
5) <u>Ethics</u>	<u>4</u>
6) <u>College Success Seminar</u>	<u>1</u>
7) <u>Social Science Elective</u>	<u>8</u>
8) <u>Foreign Lang./Huma. Elect./ Fine Arts Elective</u>	<u>3/9</u>
9) <u>Foreign Lang./Huma. Elect./ Fine Arts Elective</u>	<u>3/9</u>
Area total credit hours <u>28</u>	
% of total program hours <u>41.18%</u>	

C. Business Major:

<u>Course Title</u>	
1) <u>Management</u>	5) <u>Principles of Marketing: Global Pers.</u>
2) <u>Introduction to Business</u>	6) <u>Business Elective</u>
3) <u>Business Elective</u>	
4) <u>Business Elective</u>	
Area total credit hours <u>18</u>	
% of total program hours <u>26.47%</u>	

⁴ List every course in the program under one of the following areas.

⁵ According to the standards of ACBSP identify which area of study the course satisfies (i.e., a, b, h, i, etc.).

⁶ According to the standards of ACBSP identify which general education goal(s) are achieved (i.e., 1,2,3,4 etc.).

Table 6

Curriculum Summary

Name of Major/Program: LIBERAL ARTS BUSINESS

Total Number of Hours for Degree: 68

List courses appropriate for each area⁷:

A. Professional Component:

<u>Course Title</u>	<u>Areas of Study⁸</u>
1) <u>Accounting & Fin. Report. I</u>	<u>a</u>
2) <u>Accounting & Fin. Report. II</u>	<u>a</u>
3) <u>Finite Mathematics</u>	<u>c</u>
4) <u>College Algebra I</u>	<u>c</u>
5) <u>Microsoft Computer Applications</u>	<u>b</u>
6) <u>Macroeconomics</u>	<u>d</u>
7) <u>Microeconomics</u>	<u>d</u>
Area total credit hours <u>22</u>	
% of total program hours <u>32.35%</u>	

B. General Education:

<u>Course Title</u>	<u>Educational Goal Area⁹</u>
1) <u>College Composition</u>	<u>1</u>
2) <u>Creative Nonfiction</u>	<u>1</u>
3) <u>Lab Science Elective</u>	<u>6</u>
4) <u>Lab Science Elective</u>	<u>6</u>
5) <u>Ethics</u>	<u>4</u>
6) <u>College Success Seminar</u>	<u>1</u>
7) <u>Social Science Elective</u>	<u>8</u>
8) <u>Foreign Lang./Huma. Elect./ Fine Arts Elective</u>	<u>3/9</u>
9) <u>Foreign Lang./Huma. Elect./ Fine Arts Elective</u>	<u>3/9</u>
Area total credit hours <u>28</u>	
% of total program hours <u>41.18%</u>	

C. Business Major:

<u>Course Title</u>	
1) <u>Management</u>	5) <u>Principles of Marketing: Global Pers.</u>
2) <u>Introduction to Business</u>	6) <u>Business Elective</u>
3) <u>Business Elective</u>	
4) <u>Business Elective</u>	
Area total credit hours <u>18</u>	
% of total program hours <u>26.47%</u>	

⁷ List every course in the program under one of the following areas.

⁸ According to the standards of ACBSP identify which area of study the course satisfies (i.e., a, b, h, i, etc.).

⁹ According to the standards of ACBSP identify which general education goal(s) are achieved (i.e., 1,2,3,4 etc.).

Table 6

Curriculum Summary

Name of Major/Program: _____

MARKETING

Total Number of Hours for Degree: 66

List courses appropriate for each area¹⁰:

A. Professional Component:

<u>Course Title</u>	<u>Areas of Study¹¹</u>
1) <u>Accounting & Fin. Report. I</u>	<u>a</u>
2) <u>Accounting & Fin. Report. II</u>	<u>a</u>
3) <u>Probability & Statistics</u>	<u>c</u>
4) <u>College Algebra I</u>	<u>c</u>
5) <u>Microsoft Computer Applications</u>	<u>b</u>
6) <u>Electronic Publishing I</u>	<u>b</u>
7) <u>Organizational Communications</u>	<u>e</u>
Area total credit hours <u>22</u>	
% of total program hours <u>33.33%</u>	

B. General Education:

<u>Course Title</u>	<u>Educational Goal Area¹²</u>
1) <u>College Composition</u>	<u>1</u>
2) <u>Oral Communications</u>	<u>1</u>
3) <u>Science Elective</u>	<u>6</u>
4) <u>Macroeconomics</u>	<u>8</u>
5) <u>Microeconomics</u>	<u>8</u>
6) <u>College Success Seminar</u>	<u>1</u>
7) <u>Foreign Lang./Huma. Elect./ Fine Arts Elective</u>	<u>3/9</u>
Area total credit hours <u>20</u>	
% of total program hours <u>30.30%</u>	

C. Business Major:

<u>Course Title</u>	
1) <u>Advertising</u>	5) <u>Principles of Marketing: Global Pers.</u>
2) <u>Retail Management</u>	6) <u>Marketing Research</u>
3) <u>Business Law I</u>	7) <u>International Marketing</u>
4) <u>Global Consumer Behavior</u>	8) <u>Sales & Sales Management</u>
Area total credit hours <u>24</u>	
% of total program hours <u>36.36%</u>	

(NOTE: Each course may not be listed in more than one of the above categories).

¹⁰ List every course in the program under one of the following areas.

¹¹ According to the standards of ACBSP identify which area of study the course satisfies (i.e., a, b, h, i, etc.).

¹² According to the standards of ACBSP identify which general education goal(s) are achieved (i.e., 1,2,3,4 etc.).

TABLES

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