I - Institutional Information

QA Report

Status: Not Started | **Due Date:** Not Set

Assigned To
Veronica Hibbard

Institution Response

The purpose of this section is to present: (1) accredited programs as they appear in the catalog; (2) programs that are not accredited by the ACBSP; (3) all campuses where a student could earn a business degree from Manchester Community College; (4) and the contact information for the representative completing the report.

O 4. Accredited Programs:

1. AS Accounting
2. AS Business Communications
3. AS Business Studies
4. AS Management
5. AS Marketing

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

AS Facilities Management. The reporting unit is not requesting this program be included in the accreditation process. The reporting unit does not use the ACBSP logo when displaying any promotional materials related to this program, and the program is not included in any ACBSP meetings or discussions held by the reporting unit.

O 6. List all campuses where a student can earn a business degree from your institution.

1. 1066 Front Street, Manchester NH 03102

O 7. Person completing report

Dr. Chari Henry-Wilson

Phone: 603 206 8031

Email: chwilson@ccsnh.edu

ACBSP Champion name:

Dr. Chari Henry-Wilson

Academic Catalog 2018-2019

Academic Catalog 2019-2020

Sources

There are no sources.

II - Status Report on Conditions and Notes

QA Report

Status: Not Started | **Due Date:** Not Set

Assigned To
Veronica Hibbard

Institution Response

Request to Remove Note on Overview Item I. O5:

The reporting unit is requesting to have this note removed as the 2020-2021 Academic Catalog has been updated with more specific verbiage to designate which degree programs are accredited by ACBSP. In addition, the Business Studies degree program web page has been updated to reflect ACBSP accreditation status.

Note: Due to the unexpected remote working environment caused by COVID-19 during the Spring 2020 semester, there has been a delay in posting the link to the 2020-2021 Academic Catalog on the MCC website. Therefore, at the time this report is being generated (9/9/2020), the reporting unit is not able to provide a link to the 2020-2021 Academic Catalog.

Request to Remove Condition on Overview Item III:

Unlike the example presented in the ACBSP letter dated 2/14/19, the reporting unit does not have a specific web page for the department. Therefore, to inform the public on student performance, the accreditation web page for MCC has been updated to include two PDF files with this data (Standard 3 and Standard 4) which can be found in the *Specialized Accreditations* section below the *Business Studies Department*. For example https://www.mccnh.edu/about/accreditation.

Request to Remove Note on Standard 6:

The reporting unit has submitted the appropriate ACBSP compliant tables within this QA report and has ensured compliance with 25% for each component: Standards on Professional Component, General Education, and Business Major.

Sources

- ACBSP Letter dated 2-14-19 - 2018 BOC Response to QA Report

III - Public Information

QA Report

Assigned To
Veronica Hibbard

Institution Response

The purpose of this section is to provide information pertaining to MCC's data collection and accreditation.

Through its Institutional Research Department, MCC is an active participant in the Integrated Postsecondary Education Data System (IPEDS). This system collects institutional data on students, faculty, staff, and finances. The data is used by the public to access and compare information from a variety of institutions providing services similar to that which is provided by the institution. Information about IPEDS and the data provided by the college can be found at IPEDS for MCC.

The institution provides a link on its website to the completed ACBSP QA report as well as the ACBSP 2012 Self-study report as filed. The link to the Accreditation page is MCCNH Website - Accreditation Page.

Sources:

MCC Website (www.mccnh.edu)

Sources

There are no sources.

1 - Standard 1 Leadership

QA Report

Status: Not Started | **Due Date:** Not Set

Assigned To
Michael Magoon

Institution Response

Dr. Brian Bicknell has transitioned from Vice President of Academic Affairs to President of Manchester Community College as appointed by the CCSNH Board of Trustees.

- Dr. Brian Bicknell, President of Manchester Community College
- Office of the President

Dr. Jennifer Jefferson has joined Manchester Community College as the Interim Vice President of Academic Affairs.

- College Administration

Professor Dr. Chari Henry-Wilson has been appointed the Department Chairperson and continues to serve as a full-time faculty member, Business Studies Faculty Academic Advisor and Program Coordinator in the Department of Business Studies.

- Dr. Chari Henry-Wilson, Chair of the Department of Business Studies

Sources

There are no sources.

2 - Standard 2 Strategic Planning

QA Report

Status: Not Started | **Due Date:** Not Set

Assigned To
Michael Magoon

Institution Response

The purpose of this section is to present the mission and vision of Manchester Community College and present how it served as a foundation to the 2016 - 2021 Strategic Plan, evolved from the 2010 - 2015 plan.

Manchester Community College enrolls approximately 3,500 students annually from more than 50 countries, preparing them to transfer to four-year colleges or to go directly into the workforce with the skills they need to be successful in their chosen careers. To support their path the College has established the following mission and vision:

Our Mission: We are a dynamic, student-centered, and accessible community college that promotes and fosters the intellectual, cultural, and economic vibrancy of our region.

Our Vision: To be a college that empowers our students and inspires their success through innovative education.

At its core, the College firmly believes that certain fundamental values characterize who we are and guide us in the accomplishment of our mission and goals.

As a college community, we value:

- Student and community success
- Lifelong learning
- Community service
- Scholarship
- Open, honest, and respectful communication and behavior

The 2010 - 2015 Strategic Plan provided the foundation to develop MCC's Strategic Plan in 2016. (Opportunities for continuous growth and improvement moving into the Strategic Planning process for 2016 – 2021 will be seized.) Its development, implementation, and assessment shaped the College's overall priorities for five years.

MCC's Strategic Plan was initiated by the President and presented by a faculty-staff committee. (Data was collected from faculty, staff, and students). The goals and objectives of the Strategic Plan guide the College's future direction. The Strategic Plan also assesses the progress and effectiveness of the College's efforts.

The Strategic Planning process is informed by the following questions:

- Who are we as an institution?
- Where do we want to go?
- How can we get there?
- How will we know we've arrived?

As a result of the Strategic Plan, the College has established the following Strategic Initiatives for 2016-2021:

Prioritize Student Progress. We define student success by how much progress students make toward their ultimate educational goal. In order to support this progress, we encourage students to identify their goals and set clear pathways to reach them. We strive to provide comprehensive advising. We work to ensure students receive necessary knowledge by measuring student learning outcomes. We promote active student engagement and encourage completion of each student's educational journey with us.

Maximize Faculty and Staff Success. The success of our faculty and staff has direct impact on the achievement of our students, our role in the community, and the progress of our institution. We commit to provide a comprehensive professional development program and establish a mentor system for new or transitioning faculty and staff. We endeavor to recognize academic and professional achievements. We will work to develop a holistic health and wellness program. We commit to developing leadership.
Foster College-wide Communication. The foundation of a healthy community is clear communication through which all members are well-informed and active participants. In order to ensure this, we commit to utilizing the College's Communication Plan. We strive to engage all college constituents (students, faculty, staff, administration, advisory boards, and community partners) in institutional planning processes. We will employ Best Practices for our shared Leadership model.

Strengthen Community Partnerships. We are proud of the role we serve in the community as an affordable and accessible higher education option and our commitment to preparing students for business and industry. We are equally grateful for the community partners that assist in this mission. We can strengthen these important partnerships through continuing to develop effective and diverse advisory committees. We will work to increase articulation agreements and foster collaboration with transfer institutions. We strive to expand our participation in and partnerships with non-profit and community groups. We continue our synergistic relationship with business and industry to assure we align student knowledge and skills with employer needs.

Stimulate Innovation and Growth. We recognize the dynamic environment we operate in and for which we are preparing our students to enter. In order to keep pace with ever-changing student needs, industry standards, and educational expectations, we celebrate who we are already and are excited by how we can evolve. We can ensure growth by promoting what makes us unique as a college and distinctive as academic programs. We encourage faculty and staff to stay current in their field and share advancements with our students. We strive to practice responsible financial stewardship to ensure we have the resources to support our mission and goals. We commit to optimal use of our facilities and challenge ourselves to maximize our engagement with technology.

- Manchester Community College: Strategic Initiatives

The Department of Business Studies has incorporated a number of initiatives to prioritize our student's success.

- In Summer 2018, the Community College System of New Hampshire (CCSNH) implemented a new initiative purposed to encourage faculty members (across all seven colleges) to incorporate Open Educational Resources (OER) into their academic programs. This would essentially decrease the cost students would pay on textbooks. A number of programs within Manchester Community College had integrated OER materials into their courses, including Art, Biology, Business, English & Humanities, and Mathematics. The Department of Business Studies has taken the lead in transitioning to OER and currently has ten individual courses incorporating supplemental materials, which translates to almost 28 sections of classes. System-wide, OER has saved students over $750,000 in the cost of textbooks.

  - Community College System of NH Reduces Cost of Classroom Materials for Students

- In Fall 2018, the Department of Business Studies had created its first master course shell (a meta-course) designed to offer students a similar educational experience across sections of the same course, no matter if

the course content is delivered in a live (ground) or online format. The meta-course shell is comprised of the same reading material, assignments, and the final test or semester project. We believe that this design would help the department track student learning outcomes more effectively and increase retention from Fall to Spring and Fall to Fall.

Sources

There are no sources.

3 - Standard 3 Student and Stakeholder Focus

QA Report

Status: Not Started | **Due Date:** Not Set

Assigned To
Chari Henry-Wilson

Institution Response

The purpose of this section is to present information about our students and stakeholders. The attached file provides the data trends, results, and next steps for three essential areas in the department:

1. Academic Advising
2. Career Counseling
3. Student Satisfaction
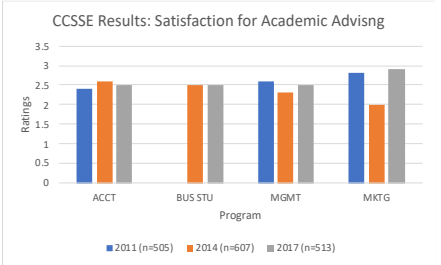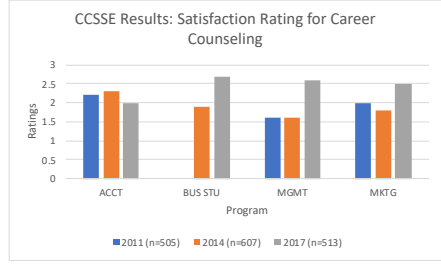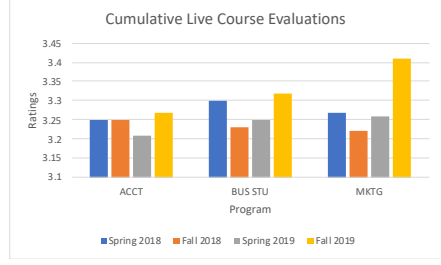
Sources

- Table1_Standard 3

TABLE 1: Student and Stakeholder Focused Results (Standard 3)				
- Student, stakeholder, and market focused results examine how well your business unit satisfies students and stakeholders key needs and expectations.				
- Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni				
Performance Measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, internship feedback, etc.				
- Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.				
- Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.				
- Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.				
- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.				
- For all data reported, show sample size (n = 75).				

			Analysis of Results		
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process? (indicate length of cycle)**	**Current Results: What are your current results?**	**Analysis of Results: What did you learn from your results?**	**Action Taken or Improvement Made: What did you improve or what is your next step?**	**Provide a graph or table of resulting trends (3-5 data points preferred)**
Business students will complete the Community College Survey of Student Engagement (CCSSE) in the MCC Essentials (FYE 100) course. Goal: Students from each business degree program would rate a 2.5 or higher on the "Academic Advising" section of the CCSSE.	The CCSSE is on a 3-point Likert Scale, ranging from 1.0 (Not Satisfied) to 3.0 (Very Satisfied). This assessment is administered every three years by the College's Institutional Research staff.	The Department of Business Studies identified patterns in the data collected between 2011 – 2017. The goal was achieved for each degree program.	Previous findings from 2011 – 2017 indicated that continuous improvement can be achieved to improve Academic Advising ratings among business students.	Since the CCSSE is administered to students every three years, we do not have data for 2018 and 2019. The CCSSE assessment is scheduled to be distributed, in 2020, to incoming students who has registered for FYE100 (MCC Essentials). To collect data on a yearly basis, the Department of Business Studies will work with the College's Institutional Research staff to create a departmental survey that would measure "Student Satisfaction". The survey will be integrated in the predetermined entry-level, mid-level, and capstone courses for each program. As we move forward, the Department of Business Studies can continue to apply the College's Strategic Plan, presented in Standard 2, to increase the effectiveness of advising for student success.	CCSSE Results: Satisfaction for Academic Advisng
Business students will complete the Community College Survey of Student Engagement (CCSSE) in the FYE100 course. Goal: Students from each business degree program would rate a 2.5 or higher on the "Career Counseling" section of the CCSSE.	The course evaluations is on a 4-point Likert scale, ranging from 1.0 (Strongly disagree) to 4.0 (Strongly agree). This assessment is administered every three years by Administration.	The Department of Business Studies has identified patterns in the data collected between 2011 – 2017. The goal was not achieved for years 2011 and 2014; however, it was achieved for 2017 for the Business Studies, Management and Marketing programs. It was not achieved for the Accounting program.	The findings indicated that continuous improvement can be achieved to improve Career Counseling ratings among business students.	Since the CCSSE is administered to students every three years, we do not have data for 2018 and 2019. The CCSSE assessment is scheduled to be distributed, in 2020, to incoming students who has registered for FYE100 (MCC Essentials). To collect data on a yearly basis, the Department of Business Studies will work with the College's Institutional Research staff to create a departmental survey that would measure "Career Counseling". The survey will be integrated in the Organizational Communications (BUS210) course since it's required for every degree program. In Fall 2019, a "Career Exploration" component was created for students to actively think about their personality and potential career choices. The Career Development Portfolio was revised to increase the exploration of careers and encourage students to participate in workshops offered by the Career and Transfer Advisor on campus. As we move forward, the Department of Business Studies can continue to apply the College's Strategic Plan, presented in Standard 2, to increase the effectiveness of advising for student success.	CCSSE Results: Satisfaction Rating for Career Counseling
Students enrolled in live (ground) courses will complete a Course Evaluation at the end of the semester. Goal: Aggregate satisfaction survey scores for live (ground) courses will be at least 3.0 out of a 4.0 in Accounting, Business, and Marketing areas.	Course evaluations is a 4-point Likert scale, ranging from 1.0 (Strongly disagree) to 4.0 (Strongly agree). Course evaluation surveys were administered by the College's Institutional Research staff every semester. The survey measured student satisfaction in key areas of academic delivery for all live (ground) class delivery.	The goal was achieved for live courses in the Accounting, Business, Economics, and Marketing areas.	Although the goal was achieved, it may be worth examining the data for online courses and compare them to the data collected for live (ground) courses.	The Department of Business Studies can continue to apply the College's Strategic Plan presented in Standard 2. This method can also be applied to online course evaluations as well.	Cumulative Live Course Evaluations

4 - Standard 4 Measurement and Analysis of Student Learning and Performance

QA Report

Status: Not Started | **Due Date:** Not Set

Assigned To
Chari Henry-Wilson

Institution Response

The purpose of this section is to present:

1. The five accredited degree programs within ACBSP shared in Section I of this report.
2. The Student Learning Outcomes (SLO) and goal for each accredited program.
3. The measurement used to assess the goal.
4. The results.
5. A brief description of the improvement made/action taken by the department.

This process has allowed the Department of Business Studies to examine and modify its current processes for the future success of each program.

Student Learning Outcomes for each accredited program:

- SLO for Accounting (A.S)
- SLO for Business Communications (A.S.)
- SLO for Business Studies (A.S.)
- SLO for Management (A.S.)
- SLO for Marketing (A.S.)

Sources

- ACBSP_Standard4_ACCT113_FinalExam
- ACBSP_Standard4_BUS114_EthicsAssignment
- ACBSP_Standard4_BUS210_StudentSample_ACCTSample
- ACBSP_Standard4_BUS210_StudentSample_PaperSubmission
- ACBSP_Standard4_BUS210_StudentSample_Presentation
- ACBSP_Standard4_BUSCOM_BUS216_Directions_FinalProject
- ACBSP_Standard4_BUSCOM_BUS216_Student Sample_PaperSubmission
- ACBSP_Standard4_MKTG125_StudentSample_PaperSubmission
- ACBSP_Standard4_MKTG125_StudentSample_Presentation
- Table 2_Standard 4

TABLE 2: Student Learning Results (Standard 4)

Use this table to supply data for Criterion 4.2.

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

Analysis of Results

Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
Program - A.S. in Accounting; SLO - Be able to prepare accurate and well-organized financial statement."; Goal - 70% of students would receive a "C-" (70%) or higher on their final exam.	In ACCT113 (Financial Accounting and Reporting I) - At the end of the semester, students were administered a 50-item cumulative exam consisting of multiple choice and accounting problems. This is a direct, summative, internal assessment.	In Spring 2018, the instructor created a cumulative exam that assessed (1) their understanding of accounting principles and (2) their ability to prepare financial statements. Although we met our goal during the Spring 2018 and Spring 2019 semesters, we did not seem to meet our goal during the Fall 2018 and Fall 2019 semesters.	During the Fall 2018 and Fall 2019 semesters, the instructor taught two sections of ACCT113 in a large lecture hall. That may not be conducive to our students learning the foundations of Accounting principles.	Our next step would be to consider reducing the class size or assessing other pedagogical approaches that would appropriately suit a larger class size.	
Program - A.S. in Business Communications; SLO - "Demonstrate excellent oral and presentation communication skills."; Goal - 70% of students would receive a "C-" (70%) or higher on their semester project .	In BUS216 (Organizational Behavior), students were asked to create an informational training guide on a topic covered in class. Topics included, Diversity, Job Attitudes and Satisfaction, Personality, Motivation, Leadership, etc. Students registered for the live (ground) section of the course presented their training in class. Students in the online section submitted a narrated PowerPoint Presentation. This is a direct, summative, internal assessment.	In Fall 2018, a meta-course (a master course) was created for this course. The meta-course shell was comprised of the same reading material, assignments, and the final semester project, including the final presentations. Two business instructors taught from the meta-course shell. The department met it's goal for every semester.	The success of meeting this goal allows for more discussion about meta-course development within the department.	Our next step would be consider creating a meta-course shell for another course within the Business Communication program.	
Program - A.S. in Managements; SLO - "Demonstrate knowledge of the foundations and importance of business ethics."; Goal - 100% students in BUS114 would be able to meet this SLO.	We assessed all live (ground) and online sections of BUS114 (Management) to learn if ethics was incorporated into their courses. This is a comparative assessment.	After reviewing course syllabi and CANVAS course shells, it was concluded that most sections of the course did not incorporate ethics into the curriculum. The sections that did assign the chapter on "Ethics and Social Responsibility" focused mostly on Social Responsibility and not on ethics. In Fall 2019, a new textbook was selected for the course. The textbook had more information, instructional resources, and discussion questions to help guide class discussions pertaining to ethics. The department did not meet this goal for the Spring 2018, Fall 2018, and Spring 2019 semesters; however, the goal was met during the Fall 2019 semester.	After reviewing the all the live (ground) and online sections of BUS114, it was apparent that most students were not exposed to business ethics.	In Fall 2019, the department concluded that a meta-course shell (a master course shell) should be created for this course. This would ensure that all students in the live (ground) and online sections would learn about the same topics, including ethics.	
Program - A.S. in Business Studies; SLO - " Narrow interests in the field of business". Goal - 80% of students would be able to meet this SLO before graduating from the program.	In BUS210 (Organizational Communications) students were asked to complete a Career Development Portfolio that consisted of a job posting they would be qualified with their associates degree and current work experience, five professional letters, a resume & cover letter, and a professional presentation addressing their academic and/or career goals after graduation. BUS210 has been the identified capstone course for the Business Studies program. This is a direct, summative, internal assessment.	Students registered for BUS210 had half of a semester to connect with their faculty advisor and/ or the Transfer and Career Advisor to discuss their academic plan (their "next steps") after MCC. At the end of the semester, most students were able to identify their desire to continue their education by transferring to a four-year institution in a specific area in business. The goal was met for every semester.	The Business Studies program was originally created for students who knew that they wanted to earn a business degree, but didn't quite know what area they should pursue. The outcome of the Career Development Portfolio further indicated the value of providing students with the time, (during the semester) to actively explore and discuss their academic plan with an advisor.	In Fall 2019, a "Career Exploration" section was added to the course which included exercises for students to learn more about their personality, core values, and mission and how each area would align with the area of business they are interested in pursing. The exercises allowed students to further examine their next steps and to ask more questions about their desired career.	
Program - A.S. in Marketing; SLO - "Create and develop an integrated marketing communication plan, including marketing objectives, strategies, and tactics. Goal - 70% of students would submit the Marketing Plan.	In MKTG125 (Principles of Marketing), students in the live (ground) and online sections were asked to submit a Marketing Plan. This is a direct, internal, comparative assessment.	After comparing the data collected for live (ground) and online sections of MKTG125, it was evident that more students in the live sections of the course submitted their marketing plan. Instructors who taught the live sections of the course divided the plan into multiple parts, each of them due at different times of the semester. The instructors who taught the online sections had students submit the full marketing plan at the end of the semester. The goal was met for all live sections of course. For the online sections, the goal was only met for the Fall 2018 semester.	After comparing the data between live and online sections of MKTG125, the data indicated two different approaches to having students complete the marketing plan.	Our next step would be to consider having live and online courses assign the Marketing Plan in segments due throughout the semester, rather than having the full plan due at the end of the semester.	

5 - Standard 5 Faculty and Staff Focus

QA Report

Assigned To
Shawn Dean

Institution Response

A. The purpose of this section is to report on the following items:

- Years of Service (for Full-Time and Part-Time faculty)
- Professional Development
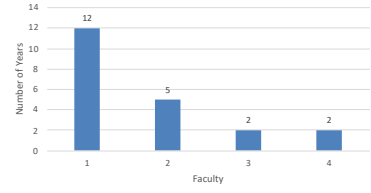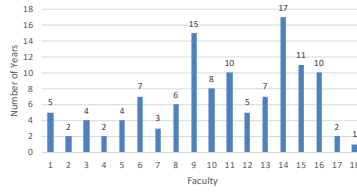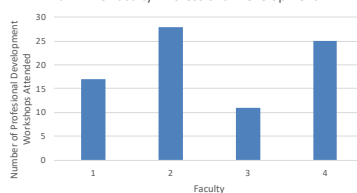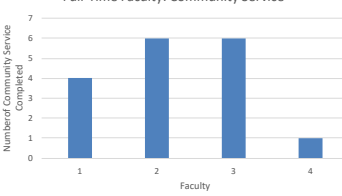- Community Services
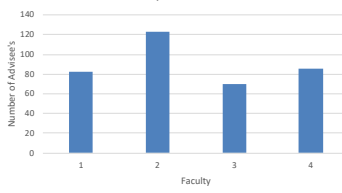- Number of Advisee's

B. The purpose of this section is to report on any new faculty hired within the Department of Business Studies.

Sources

- Table 3a_Table 3b_Standard 5

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

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

Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. *Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.*

			Analysis of Results		
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Longevity for full-time faculty.	The Human Resources Department staff prepared a report indicating the number of years each full-time faculty member has been working at Manchester Community College.	Average of 5.25 years service	Department has stabilized with four full time faculty.	In 2017, two additional full-time faculty members were hired. Each member has years of industry, training, and teaching experience.	Full-Time Faculty: Years of Service
Longevity for part-time (adjunct) faculty.	The Human Resources Department staff prepared a report indicating the number of years each part-time (adjunct) faculty member has been working at Manchester Community College.	Average of 6.6 years service	Average includes recent retirement of two full-time faculty members. More than half of the department's faculty has taught in higher education for five or more years (n= 11; 61.11%).	Hired one additional adjunct faculty with years of industry and training/teaching experience as full-time faculty. New adjunct have strong Business backgrounds. (See tab 5.2)	Part-Time Faculty: Years of Service
Professional Development for full-time faculty.	A two-item internal survey was distributed to full-time asking them to indicate the number of professional development workshops attended during 2018 - 2019.	Good Professional Development	The Academic Affairs Department has increased the number of professional development workshops. Faculty has also attended workshops hosted by the ACBSP.	As a department, we will continue to emphasize the importance of attending professional development trainings, whether it's through Academic Affairs, the ACBSP, or internally. We would also encourage our part-time faculty to participate in these trainings as well.	Full-Time Faculty: Professional Development
Community Service for full-time faculty.	A two-item internal survey was distributed to full-time asking them to indicate the number community service work completed between during 2018 - 2019.	Strong Faculty Involvement in the Community	Data is a count of activities.	As a department, we will continue to emphasize the importance of performing community service for both full-time and part-time (adjunct) faculty.	Full-Time Faculty: Community Service
Number of advisees for full-time faculty.	The Academic Affairs Department staff prepared a report indicating the number of advisees each full-time faculty were advising between 2018 - 2019.	Only one Fulltime Faculty Adviser over 100 the rest under 90.	Data is count of advisees in each major	Working to distribute the number of advisees for each full-time faculty member in a more equitable manner.	Full-Time Faculty: Number of Advisee's

Standard 5: Faculty and Staff Focus - TABLE 5.2

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

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

Table 5.2 - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

Faculty Member Name (alphabetically by Last Name)	Courses Taught (List the courses Taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, must include Major Field)	DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : Two Years Work Experience Teaching Excellence Professional Certifications Research and/or Publication Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception
Kathleen DeNicola	Acct216M Software Systems Applications (3cr S2018)	M.B. A.; Master of Accounting;	Chief Financial Office (5 years)	(1) M.B. A.; Master of Accounting;
	Acct243M Federal Income Taxes-Individual (3cr S2018)	Bachelor of Business Administration	Controller (12 years)	(3) Accounting. ACFE – Certified Fraud Examiner.
	Acct243M Federal Income Taxes-Individual (3cr Sum2018)		Finance Manager (4 years)	
	Acct243M Federal Income Taxes-Individual (3cr F2018)		Accounting. ACFE – Certified Fraud Examiner.	
	Acct216M Software Systems Applications (3cr S2019)			
	Acct243M Federal Income Taxes-Individual (3cr S2019)			
	Acct243M Federal Income Taxes-Individual (3cr Sum2019)			
	Acct243M Federal Income Taxes-Individual (3cr F2019)			

6 - Standard 6 Educational and Business Process Management

QA Report

Assigned To
Chari Henry-Wilson

Institution Response

The purpose of this section is to report on:

- Final grades for capstone courses identified for each accredited program.
- Retention Rates
- Transfer Rates

[65 by 25: Achieving Economic Prosperity Through Post-Secondary Education](#)

Sources

- Table 5_Standard 6
- Table 7_Standard 6

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program: Accounting

Total Number of Credit Hours in Degree	64

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
BUS114	Management	I	3
BUS212	Business Law I	E	3
CIS110	Microsoft Computer Applications I	B	3
ECON134	Macroeconomics	D	3
	Business Elective		3
PHIL240	Ethics	E	3
		Total Credit Hours	18
		Percent of Total Hours	28%

General Education Component

Course Number	Course Title	Educational Goal Area	Credit Hours
ENGL110	College Composition I		4
FYE100	MCC Essentials		1
MATH145	Quantitative Reasoning		4
MATH202	Probability and Statistics		4
	Science Elective		3
		Total Credit Hours	16
		Percent of Total Hours	25%

Business Major Component

Course Number	Course Title		Credit Hours
ACCT113	Accounting and Financial Reporting I		3
ACCT123	Accounting and Financial Reporting II		3
ACCT215	Cost Accounting II		3
ACCT213	Cost Accounting I		3
ACCT216	Software Systems Applications		3
ACCT220	Intermediate Accounting I		3
ACCT221	Intermediate Accounting II		3
ACCT222	Intermediate Accounting III		3
ACCT243	Federal Income Taxes - Individual		3
BUS220	Organizational Communications		3
		Total Credit Hours	30
		Percent of Total Hours	47%

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program: Business Communications

Total Number of Credit Hours in Degree — 66

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACCT113	Introduction to Accounting and Financial Reporting I	A	3
BUS114	Management	I	3
BUS216	Organizational Behavior	I	3
CIS110	Microsoft Computer Applications I	B	3
MKTG282	Marketing Research	F	3
MKTG210	Advertising	F	3
MKTG135	Global Consumer Behavior	F	3
	Business Elective		3
		Total Credit Hours	24
		Percent of Total Hours	36%

General Education Component

Course Number	Course Title	Educational Goal Area	Credit Hours
ENGL110	College Composition I		4
ENGL220	College Composition II		4
MATH132	Business Mathematics		3
FYE100	MCC Essentials		1
GDES110	Page Layout and Design		3
PHIL240	Ethics		3
PSYCH110	Introduction to Psychology		3
	Science Elective		3
		Total Credit Hours	24
		Percent of Total Hours	36%

Business Major Component

Course Number	Course Title		Credit Hours
BUS120	Introduction to Communications Media		3
BUS200	Team Building		3
BUS210	Organizational Communications		3
MKTG125	Principles of Marketing		3
ENGL113	Introduction to Public Speaking		3
ENGL203 or ENGL214	English Elective		3
		Total Credit Hours	18
		Percent of Total Hours	27%

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program: Business Studies

Total Number of Credit Hours in Degree		63	

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACCT123	Accounting and Financial Reporting II	A	3
	Business Elective		3
	Business Elective		3
	Business Elective		3
CIS110	Microsoft Computer Applications I	B	3
ECON135	Microeconomics	D	3
MATH145	Quantitative Reasoning	C	4
		Total Credit Hours	22
		Percent of Total Hours	35%

General Education Component

Course Number	Course Title	Educational Goal Area	Credit Hours
ENGL110	College Composition I		4
ENGL220	College Composition II		4
FYE100	MCC Essentials		1
MATH202	Probability and Statistics		4
	Lab Science Elective		4
	Foreign Language/Humanities/Fine Arts Elective		3
		Total Credit Hours	20
		Percent of Total Hours	32%

Business Major Component

Course Number	Course Title		Credit Hours
ACCT113	Accounting and Financial Reporting I		3
BUS110	Introduction to Business		3
BUS114	Management		3
BUS210	Organizational Communications		3
BUS212	Business Law I		3
MKTG125	Principles of Marketing		3
ECON134	Macroeconomics		3
		Total Credit Hours	21
		Percent of Total Hours	33%

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program: Management

Total Number of Credit Hours in Degree | 61

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACCT123	Accounting and Financial Reporting II	A	3
BUS212	Business Law I	E	3
	Business Elective		3
CIS110	Microsoft Computer Applications I	B	3
ECON134	Macroeconomics	D	3
ECON135	Microeconomics	D	3
MKTG125	Principles of Marketing	F	3
		Total Credit Hours	21
		Percent of Total Hours	34%

General Education Component

Course Number	Course Title	Educational Goal Area	Credit Hours
ENGL110	College Composition I		4
MATH145	Quantitative Reasoning		4
MATH202	Probability and Statistics		4
FYE100	MCC Essentials		1
	Science Elective		3
PHIL240	Ethics		3
		Total Credit Hours	19
		Percent of Total Hours	31%

Business Major Component

Course Number	Course Title		Credit Hours
ACCT113	Accounting and Financial Reporting I		3
BUS110	Introduction to Business		3
BUS114	Management		3
BUS124	Small Business Management		3
BUS210	Organizational Communications		3
BUS221	Business Finance		3
BUS224	Human Resource Management		3
		Total Credit Hours	21
		Percent of Total Hours	34%

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program: A.S. in Marketing

Total Number of Credit Hours in Degree   63

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
BUS110	Introduction to Business	E	3
BUS212	Business Law I	E	3
	Business Elective		3
ACCT113	Accounting and Financial Reporting I	A	3
ACCT123	Accounting and Financial Reporting II	A	3
CIS110	Microsoft Computer Applications I	B	3
ECON134	Macroeconomics	D	3
MKTG205	International Marketing	F	3
		Total Credit Hours	24
		Percent of Total Hours	38%

General Education Component

Course Number	Course Title	Educational Goal Area	Credit Hours
ENGL110	College Composition I		4
MATH145	Quantitative Reasoning		4
MATH202	Probability and Statistics		4
FYE100	MCC Essentials		1
	Science Elective		3
		Total Credit Hours	16
		Percent of Total Hours	25%

Business Major Component

Course Number	Course Title		Credit Hours
MKTG125	Principles of Marketing		3
MKTG135	Global Consumer Behavior		3
MKTG210	Advertising		3
MKTG205	International Marketing		3
MKTG224	Sales and Sales Management		3
MKTG282	Marketing Research		3
BUS210	Organizational Communications		3
		Total Credit Hours	21
		Percent of Total Hours	33%

TABLE 7: Business Unit Performance Results (Standard 6)					
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.					
Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, increased use of web-based technologies,				
	- Please note that data reported in this table should be business unit data and not institution-wide data.				
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.				
	- For all data reported, show sample size (n=75).				

Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process?** (indicate length of cycle)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
80% of students will earn a "C" or higher in the Business Communications program's capstone course, MKTG282 (Marketing Research).	Final grades were submitted to the Student Information System (SIS) at the end of each semester.	The goal was met for every semester.	We learned that students in the capstone course had earned at least a "C" in the capstone course.	Our next step would be to examine the entry-level course for the Business Communications program, BUS120 (Introduction to Communications Media).	Capstone Course for the Business Communications Program: MKTG282
80% of students will earn a "C" or higher in the Business Studies program's capstone course, BUS210 (Organizational Communications).	Final grades were submitted to the Student Information System (SIS) at the end of each semester.	The goal was met for every semester.	We learned that students in the capstone course had earned at least a "C" in the capstone course.	Our next step would be to examine the entry-level course for the Business Studies program, BUS110 (Introduction to Business).	Capstone Course for the Business Studies Program: BUS210
80% of students will earn a "C" or higher in the Management program's capstone course, BUS224 (Human Resource Management).	Final grades were submitted to the Student Information System (SIS) at the end of each semester.	The goal was met for every semester.	We learned that students in the capstone course had earned at least a "C" in the capstone course.	Our next step would be to examine the entry-level course for the Management program, BUS114 (Management).	Capstone Course for the Management Program: BUS224
Increase retention rates by 5% by 2020.	The College's Institutional Research staff prepared a report indicating Fall to Spring retention rates for the Accounting, Business Communication, Business Studies, Management, and Marketing degree programs. The report included the Fall 2018 to Spring 2019 and Fall 2019 to Spring 2020 academic years.	The goal was met for the Business Studies (+8%) and Marketing (+16%) degree programs. The goal was not met for Accounting (+4%), Business Communications (+1%), and Management (+0%).	Although we did not meet the goal for every degree program, there was still an increase in retention rates for all of the accredited programs, except for Management.	Our next step would be to create a departmental survey to examine the reason(s) for students to continue in our program from year to year (i.e., location of the College, tuition fees, class sizes, faculty, etc.).	Retention Rates: Fall to Spring
Most of our business students will transfer into a 4-year institution.	The College's Institutional Research staff prepared a report indicating transfer rates for students who transferred to a four-year institution between 2018 - 2019.	The goal was met. From Spring 2018 to Spring 2020, a total of 135 students graduated from our business programs. Of that amount, 86% (n=116) of our students transferred into a four-year institution. This departmental goal aligns with the CCSNH 65 by 25 Initiative states that 65% of NH adults (over the age of 25) will have some form of post-secondary education by 2025.	We learned that most of our students are transferring to SNHU	Promote the other institutions that offer similar business programs and transfer opportunities as SNHU.	Transfer Students: By Instution