

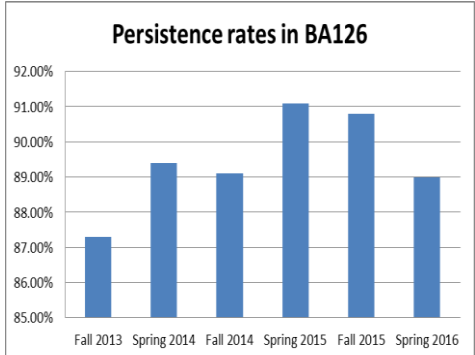
**TABLE 1: Student and Stakeholder Focused Results (Standard 3)**

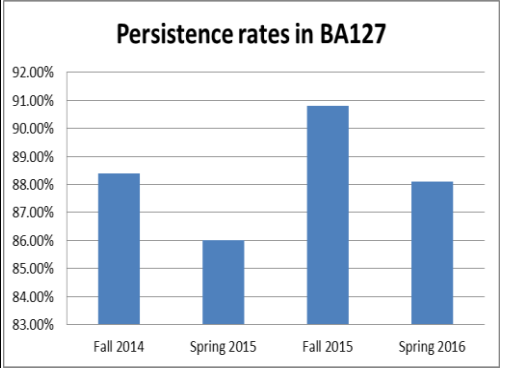
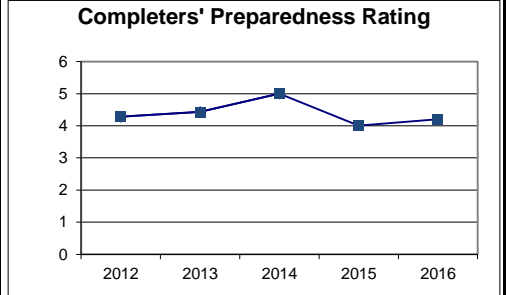
- Student, stakeholder, and market focused results examine how well your business unit satisfies students and stakeholders key needs and expectations.
- Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence,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

**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
- 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**

<b>Performance Measure:</b> <b>What is your performance measure?</b> <b>What is your goal?</b> <b>(The goal should be measurable.)</b>	<b>What is your measurement instrument or process?</b> <b>(indicate length of cycle)</b>	<b>Current Results:</b> <b>What are your current results?</b>	<b>Analysis of Results:</b> <b>What did you learn from your results?</b>	<b>Action Taken or Improvement Made:</b> <b>What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends</b> <b>(3-5 data points preferred)</b>														
<p>Business Administration and Accounting will focus on increasing student persistence in Accounting I. The goal is 90% persistence</p>	<p>Data from Office of Institutional Research showing number of students that were enrolled on 20<sup>th</sup> day and remained in the class until the end of semester.</p>	<p>Goal achieved in all years. However, there has been a downward trend.</p>	<p>In the Spring of 2015, you made a concerted effort to increase persistence rates. We had a great improvement but the rates have started to drop again.</p>	<p>Instructors will work on intervening earlier in the semester when a student appears to be at risk of dropping.</p>	 <table border="1"> <caption>Persistence rates in BA126</caption> <thead> <tr> <th>Term</th> <th>Persistence Rate</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>87.5%</td> </tr> <tr> <td>Spring 2014</td> <td>89.5%</td> </tr> <tr> <td>Fall 2014</td> <td>89.5%</td> </tr> <tr> <td>Spring 2015</td> <td>91.0%</td> </tr> <tr> <td>Fall 2015</td> <td>90.5%</td> </tr> <tr> <td>Spring 2016</td> <td>89.0%</td> </tr> </tbody> </table>	Term	Persistence Rate	Fall 2013	87.5%	Spring 2014	89.5%	Fall 2014	89.5%	Spring 2015	91.0%	Fall 2015	90.5%	Spring 2016	89.0%
Term	Persistence Rate																		
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<b>Performance Measure:</b> <b>What is your performance measure?</b> <b>What is your goal?</b> <b>(The goal should be measurable.)</b>	<b>What is your measurement instrument or process?</b> <b>(indicate length of cycle)</b>	<b>Current Results:</b> <b>What are your current results?</b>	<b>Analysis of Results:</b> <b>What did you learn from your results?</b>	<b>Action Taken or Improvement Made:</b> <b>What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends</b> <b>(3-5 data points preferred)</b>												
Business Administration and Accounting will focus on increasing student persistence in Accounting I. The goal is 90% persistence	Data from Office of Institutional Research showing number of students that were enrolled on 20 <sup>th</sup> day and remained in the class until the end of semester.	Goal was achieved in Fall 2015 but has dropped slightly.	The improvement in the persistence rates in Spring 2015 for BA126 carried forward when those students took BA127 in Fall 2015.	Instructors will work on intervening earlier in the semester when a student appears to be at risk of dropping.	 <table border="1"> <caption>Persistence rates in BA127</caption> <thead> <tr> <th>Term</th> <th>Persistence Rate</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>88.5%</td> </tr> <tr> <td>Spring 2015</td> <td>86.0%</td> </tr> <tr> <td>Fall 2015</td> <td>91.0%</td> </tr> <tr> <td>Spring 2016</td> <td>88.0%</td> </tr> </tbody> </table>	Term	Persistence Rate	Fall 2014	88.5%	Spring 2015	86.0%	Fall 2015	91.0%	Spring 2016	88.0%		
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Marketing Management program completers will average 4.5 on a 5 point scale on the completers' survey regarding how well the program "prepared them for the workforce"	Survey of recent completers of the Marketing Management program. (# responding: 2012 - 8; 2013 - 7; 2014 - 5; 2015 - 5; 2016 - 5)	The standard has not been met, however low response rates make it difficult to know for sure.	Work is needed to increase responses	We propose contacting all students in business classes to determine their major, i.d. students working towards business degrees, attempt to build relationships in hopes that they will respond to future survey attempts.	 <table border="1"> <caption>Completers' Preparedness Rating</caption> <thead> <tr> <th>Year</th> <th>Preparedness Rating</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>4.2</td> </tr> <tr> <td>2013</td> <td>4.4</td> </tr> <tr> <td>2014</td> <td>5.0</td> </tr> <tr> <td>2015</td> <td>4.0</td> </tr> <tr> <td>2016</td> <td>4.2</td> </tr> </tbody> </table>	Year	Preparedness Rating	2012	4.2	2013	4.4	2014	5.0	2015	4.0	2016	4.2
Year	Preparedness Rating																
2012	4.2																
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2014	5.0																
2015	4.0																
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**TABLE 2: Student Learning Results (Standard 4)**

Use this table to supply data for Criterion 4.2.

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

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)												
BA126  1. Accounting program 2. Completion of each step of the accounting cycle 3. Goal is average score of 85% or better.	Faculty-prepared project. (Summative, Internal, Comparative)	Average score of 88.3%	Goal has been met	For FY15-16, the instructors focused on proper financial statement preparation which previously had been an area that was commonly missed by students.	<p><b>Accounting I (5 year trend)</b></p> <table border="1"> <caption>Accounting I (5 year trend)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>87.2</td> </tr> <tr> <td>2012-13</td> <td>84.5</td> </tr> <tr> <td>2013-14</td> <td>83.5</td> </tr> <tr> <td>2014-15</td> <td>83.8</td> </tr> <tr> <td>2015-16</td> <td>88.2</td> </tr> </tbody> </table>	Year	Score	2011-12	87.2	2012-13	84.5	2013-14	83.5	2014-15	83.8	2015-16	88.2
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BA127  1. Accounting program 2. Journalize transactions and prepare financial statements for a corporation 3. Goal is average score of 85% or better.	(Summative, Internal, Comparative)	Average student score in 2014 was 74.5%.	There has been a downward trend.	We will continue to look at ways to improve this. One instructor who had significantly low scores is no longer teaching for us.	<p><b>Accounting II (5 year trend)</b></p> <table border="1"> <caption>Accounting II (5 year trend)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>86.5</td> </tr> <tr> <td>2012-13</td> <td>85.5</td> </tr> <tr> <td>2013-14</td> <td>87.5</td> </tr> <tr> <td>2014-15</td> <td>78.0</td> </tr> <tr> <td>2015-16</td> <td>74.5</td> </tr> </tbody> </table>	Year	Score	2011-12	86.5	2012-13	85.5	2013-14	87.5	2014-15	78.0	2015-16	74.5
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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)												
BA204	Faculty-prepared final. (Summative, Internal, Comparative)	Average score is 89.4%	Goal has been met	None at this time.	<table border="1"> <caption>Managerial Accounting (5 year trend)</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>85.8</td> </tr> <tr> <td>2012-13</td> <td>86.5</td> </tr> <tr> <td>2013-14</td> <td>83.8</td> </tr> <tr> <td>2014-15</td> <td>88.0</td> </tr> <tr> <td>2015-16</td> <td>89.2</td> </tr> </tbody> </table>	Year	Score	2011-12	85.8	2012-13	86.5	2013-14	83.8	2014-15	88.0	2015-16	89.2
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1. Accounting program 2. Compute and analyze contribution margin, break-even, margin of safety, variances, relevant costing, and budgets 3. Goal is average score of 85% or better.																	
Program "Success Rate"	We have defined "success" as students who finish their Marketing/Management course with a grade of "C" or better.	We are meeting this performance measure.	Using this to add another dimension to our other indicators which are based on rubrics. We can then compare the "traditional" success indicators with other types.	None at this time.	<table border="1"> <caption>Student Success Rate</caption> <thead> <tr> <th>Term</th> <th>Success Rate</th> </tr> </thead> <tbody> <tr> <td>Spg 14</td> <td>0.838</td> </tr> <tr> <td>Fall 14</td> <td>0.908</td> </tr> <tr> <td>Spg 15</td> <td>0.832</td> </tr> <tr> <td>Fall 15</td> <td>0.812</td> </tr> <tr> <td>Spg 16</td> <td>0.888</td> </tr> </tbody> </table>	Term	Success Rate	Spg 14	0.838	Fall 14	0.908	Spg 15	0.832	Fall 15	0.812	Spg 16	0.888
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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)																																				
1. Business Systems Technology Program 2. BA102 Students success rate 3. Goal is 85% or greater.	<p>We have defined "success" as students who finish the course with a grade of "C" or better.</p> <p>Direct; Summative; Internal</p>	We are meeting this performance measure.	Using this to add another dimension to our other indicators which are based on rubrics. We can then compare the "traditional" success indicators with other types.	None at this time.	<p>BE102 Success Rate</p> <table border="1"> <caption>BE102 Success Rate Data</caption> <thead> <tr> <th>Term</th> <th>Success Rate %</th> <th>Success Potential Rate%</th> <th>F + Withdrawal Rate %</th> </tr> </thead> <tbody> <tr> <td>Fall 2012</td> <td>0.95</td> <td>0.05</td> <td>0.00</td> </tr> <tr> <td>Spring 2013</td> <td>0.60</td> <td>0.00</td> <td>0.40</td> </tr> <tr> <td>Fall 2013</td> <td>0.85</td> <td>0.00</td> <td>0.15</td> </tr> <tr> <td>Spring 2014</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>Fall 2014</td> <td>0.80</td> <td>0.05</td> <td>0.15</td> </tr> <tr> <td>Spring 2015</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>Fall 2015</td> <td>1.00</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>Spring 2016</td> <td>0.95</td> <td>0.00</td> <td>0.05</td> </tr> </tbody> </table>	Term	Success Rate %	Success Potential Rate%	F + Withdrawal Rate %	Fall 2012	0.95	0.05	0.00	Spring 2013	0.60	0.00	0.40	Fall 2013	0.85	0.00	0.15	Spring 2014	0.00	0.00	0.00	Fall 2014	0.80	0.05	0.15	Spring 2015	0.00	0.00	0.00	Fall 2015	1.00	0.00	0.00	Spring 2016	0.95	0.00	0.05
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1. Business Systems Technology Program 2. BA120 Students success rate 3. Goal is 85% or greater.	<p>We have defined "success" as students who finish the course with a grade of "C" or better.</p> <p>Direct; Summative; Internal</p>	We are meeting this performance measure.	Using this to add another dimension to our other indicators which are based on rubrics. We can then compare the "traditional" success indicators with other types.	None at this time.	<p>BE120 Success Rate</p> <table border="1"> <caption>BE120 Success Rate Data</caption> <thead> <tr> <th>Term</th> <th>Success Rate %</th> <th>Success Potential Rate%</th> <th>F + Withdrawal Rate %</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>0.92</td> <td>0.00</td> <td>0.08</td> </tr> <tr> <td>Spring 2014</td> <td>1.00</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>Fall 2014</td> <td>0.95</td> <td>0.00</td> <td>0.05</td> </tr> <tr> <td>Spring 2015</td> <td>0.87</td> <td>0.00</td> <td>0.13</td> </tr> <tr> <td>Fall 2015</td> <td>0.92</td> <td>0.00</td> <td>0.08</td> </tr> <tr> <td>Spring 2016</td> <td>0.92</td> <td>0.00</td> <td>0.08</td> </tr> </tbody> </table>	Term	Success Rate %	Success Potential Rate%	F + Withdrawal Rate %	Fall 2013	0.92	0.00	0.08	Spring 2014	1.00	0.00	0.00	Fall 2014	0.95	0.00	0.05	Spring 2015	0.87	0.00	0.13	Fall 2015	0.92	0.00	0.08	Spring 2016	0.92	0.00	0.08								
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**TABLE 3a: Faculty and Staff Focus Results (Standard 5)**

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

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

**Analysis of Results**

<b>Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)</b>	<b>What is your measurement instrument or process? (indicate length of cycle)</b>	<b>Current Results: What are your current results?</b>	<b>Analysis of Results: What did you learn from your results?</b>	<b>Action Taken or Improvement Made: What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>												
100% of the full-time accounting faculty will attend a professional conference.	Measurement of conference attendance each fiscal year.	During FY14-15			<table border="1"> <caption>Faculty conference attendance</caption> <thead> <tr> <th>Fiscal Year</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>FY 13/14</td> <td>0.65</td> </tr> <tr> <td>FY 14/15</td> <td>1.0</td> </tr> <tr> <td>FY 15/16</td> <td>1.0</td> </tr> </tbody> </table>	Fiscal Year	Attendance	FY 13/14	0.65	FY 14/15	1.0	FY 15/16	1.0				
Fiscal Year	Attendance																
FY 13/14	0.65																
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The Marketing / Management program will strive to hire quality adjunct instructors and maintain "zero" turnover.	Measurement of outgoing instructors.	For the last 5 years we have had no more than 2 leave per year, with 0 leaving this past year.	The program has excellent adjuncts with solid tenure. Each semester there is a mandatory department wide meeting.	Continue to recruit and hire quality, "ACBSP qualified", instructors.	<table border="1"> <caption>Faculty Turnover</caption> <thead> <tr> <th>Year</th> <th>Faculty Leaving</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>1</td> </tr> <tr> <td>2013</td> <td>2</td> </tr> <tr> <td>2014</td> <td>2</td> </tr> <tr> <td>2015</td> <td>2</td> </tr> <tr> <td>2016</td> <td>0</td> </tr> </tbody> </table>	Year	Faculty Leaving	2012	1	2013	2	2014	2	2015	2	2016	0
Year	Faculty Leaving																
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**Analysis of Results**

<b>Performance Measure:</b> <b>What is your performance measure?</b> <b>What is your goal?</b> <b>(The goal should be measurable.)</b>	<b>What is your measurement instrument or process?</b> <b>(indicate length of cycle)</b>	<b>Current Results:</b> <b>What are your current results?</b>	<b>Analysis of Results:</b> <b>What did you learn from your results?</b>	<b>Action Taken or Improvement Made:</b> <b>What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>																								
<p>Sufficient numbers of Marketing / Management instructors will be prepared to teach in an online environment to meet program needs.</p>	<p>The same % of instructors will have been online trained as the % of department students taking courses online. The blue line at the right is the % of program instructors who have online training. The red line is the % of program credit hours earned online.</p>	<p>With a continued rise in online students, we are maxed out on online instructors.</p>	<p>We must hire new online instructors to be able to offer new course sections online.</p>	<p>With the growth of online courses, the standard leaves little room for turnover. Results will continue to be monitored closely and new instructors must be hired to teach online if we are to continue to grow in that area.</p>	<p align="center"><b>% Online Instructors vs Online Students</b></p> <table border="1"> <caption>Data for % Online Instructors vs Online Students</caption> <thead> <tr> <th>Year</th> <th>Instructors</th> <th>Students</th> </tr> </thead> <tbody> <tr><td>10</td><td>0.48</td><td>0.48</td></tr> <tr><td>11</td><td>0.50</td><td>0.55</td></tr> <tr><td>12</td><td>0.52</td><td>0.60</td></tr> <tr><td>13</td><td>0.55</td><td>0.65</td></tr> <tr><td>14</td><td>0.58</td><td>0.70</td></tr> <tr><td>15</td><td>0.58</td><td>0.72</td></tr> <tr><td>16</td><td>0.58</td><td>0.75</td></tr> </tbody> </table>	Year	Instructors	Students	10	0.48	0.48	11	0.50	0.55	12	0.52	0.60	13	0.55	0.65	14	0.58	0.70	15	0.58	0.72	16	0.58	0.75
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<p>100% of Marketing / Management instructors will attend at least 1 program meeting per year.</p>	<p>Attendance of program meetings.</p>	<p>This standard continues to fall short. While the goal of 100% is difficult, it is felt that it is important and it will continued to be mandatory.</p>	<p>Instructors not able to attend are given an agenda of the meeting.</p>	<p>As incentive, adjuncts are eligible for professional development funds. In addition, another "make up" meeting will be offered during professional development meetings once / month that qualify for professional development pay at \$20 / hr.</p>	<p align="center"><b>% of Instructors Attending Meetings</b></p> <table border="1"> <caption>Data for % of Instructors Attending Meetings</caption> <thead> <tr> <th>Year</th> <th>% Attending</th> </tr> </thead> <tbody> <tr><td>2012</td><td>0.80</td></tr> <tr><td>2013</td><td>0.85</td></tr> <tr><td>2014</td><td>0.80</td></tr> <tr><td>2015</td><td>0.70</td></tr> <tr><td>2016</td><td>0.65</td></tr> </tbody> </table>	Year	% Attending	2012	0.80	2013	0.85	2014	0.80	2015	0.70	2016	0.65												
Year	% Attending																												
2012	0.80																												
2013	0.85																												
2014	0.80																												
2015	0.70																												
2016	0.65																												
<p>100% of Business Systems Technology instructors will attend the Mega Meeting every semester.</p>	<p>Attendance of program Mega Meetings.</p>	<p>This standard continues to fall short. While the goal of 100% is difficult, it is felt that it is important and it will continued to be mandatory.</p>	<p>Instructors not able to attend are given an agenda of the meeting.</p>	<p>As incentive, adjuncts are eligible for professional development funds.</p>	<p align="center"><b>% Attendees</b></p> <table border="1"> <caption>Data for % Attendees</caption> <thead> <tr> <th>Term</th> <th>% Attendees</th> </tr> </thead> <tbody> <tr><td>Spring 2016</td><td>0.80</td></tr> <tr><td>Fall 2016</td><td>0.90</td></tr> <tr><td>Spring 2017</td><td>0.78</td></tr> <tr><td>Fall 2017</td><td>0.88</td></tr> </tbody> </table>	Term	% Attendees	Spring 2016	0.80	Fall 2016	0.90	Spring 2017	0.78	Fall 2017	0.88														
Term	% Attendees																												
Spring 2016	0.80																												
Fall 2016	0.90																												
Spring 2017	0.78																												
Fall 2017	0.88																												



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

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

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

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

FACULTY MEMBER NAME (alphabetically by Last Name)	COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)	DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
Adams, Steven	BA126 Accounting 1 (18 Cr Hrs over 4 semesters)  BA127 Accounting 2 (6 Cr Hrs over 4 semesters)	M.B.A, Management	CPA	Master's Qualified in Accounting
Beauchamp, Melisa	BA126 Accounting 1 (6 Cr Hrs over 4 semesters)	M.Acc		Master's Qualified in Accounting
Bos, Teresa	BA210 Prin of Mgmt (3 Cr Hrs over 4 semesters)	M.B.A, Management		Master's Qualified in Management
Moss, Randall	BA126 Accounting 1 (3 Cr Hrs over 4 semesters)	B.S. Accounting	CPA  13 years professional employment as Accounting Director	Professionally Qualified in Accounting
O'Connor, Amy	BA184 HR Mgmt (3 Cr Hrs over 4 semesters)  BA210 Prin of Mgmt (3 Cr Hrs over 4 semesters)	M.B.A, Management		Master's Qualified in Management
Ruder, Michelle	BA203 Retail Mgmt (3 Cr Hrs over 4 semesters)	M.B.A, Leadership		Master's Qualified in Management and Marketing

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

<b>FACULTY MEMBER NAME (alphabetically by Last Name)</b>	<b>COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)</b>	<b>LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)</b>	<b>DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA :</b> 1. Two Years Work Experience (other than teaching)    2. Teaching Excellence Awards 3. Professional Certifications    4. Research and/or Publication    5. Additional Coursework	<b>ACBSP QUALIFICATION</b> 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
	BA129 Writing a Biz Plan (3 Cr Hrs over 4 semesters)  BA219 Internet Mktg (3 Cr Hrs over 4 semesters)  BA220 Business Ethics (3 Cr Hrs over 4 semesters)			
Scharenberg, Andrea	BA104 Info Proc Syst (30 Cr Hrs over 4 semesters)  BA126 Accounting 1 (3 Cr Hrs over 4 semesters)	M.B.E. (Business Education)  B.B.A. Accounting		Professionally Qualified in Accounting

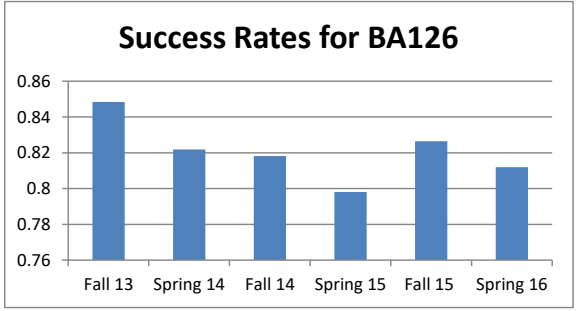
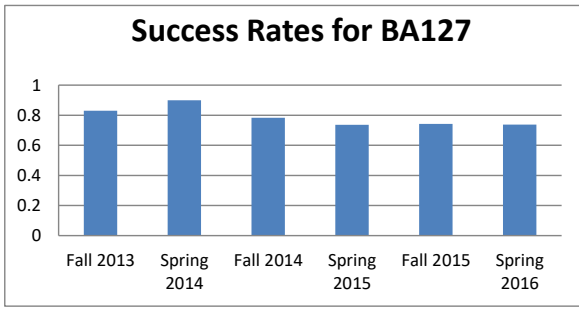


Percent of Total Hours

#DIV/0!

**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.

Analysis of Results																			
<b>Organizational Effectiveness Results</b>	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.																		
	- 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).																		
<b>Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)</b>	<b>What is your measurement instrument or process? (indicate length of cycle)</b>	<b>Current Results: What are your current results?</b>	<b>Analysis of Results: What did you learn from your results?</b>	<b>Action Taken or Improvement Made: What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>														
The Business Admin/Accounting program will focus on student success in BA126 (accounting I). The goal is a success rate of 80%.	Data from the Office of Institutional Research showing number of students earning an A, B or C in this class.	Goal has been met	Although goal has been met, there was a downward trend from Fall 15 to Spring 16.	Have accounting peer tutors on both campuses. Encourage faculty to reach out to students who seem to be struggling.	 <table border="1"> <caption>Success Rates for BA126</caption> <thead> <tr> <th>Term</th> <th>Success Rate</th> </tr> </thead> <tbody> <tr> <td>Fall 13</td> <td>0.85</td> </tr> <tr> <td>Spring 14</td> <td>0.82</td> </tr> <tr> <td>Fall 14</td> <td>0.82</td> </tr> <tr> <td>Spring 15</td> <td>0.80</td> </tr> <tr> <td>Fall 15</td> <td>0.83</td> </tr> <tr> <td>Spring 16</td> <td>0.81</td> </tr> </tbody> </table>	Term	Success Rate	Fall 13	0.85	Spring 14	0.82	Fall 14	0.82	Spring 15	0.80	Fall 15	0.83	Spring 16	0.81
Term	Success Rate																		
Fall 13	0.85																		
Spring 14	0.82																		
Fall 14	0.82																		
Spring 15	0.80																		
Fall 15	0.83																		
Spring 16	0.81																		
The Business Admin/Accounting program will focus on student success in BA127. The goal is a success rate of 80%.	Data from the Office of Institutional Research showing number of students earning an A, B or C in this class.	We are currently below our goal of 80%.	None taken.	Have accounting peer tutors on both campuses. Encourage faculty to reach out to students who seem to be struggling.	 <table border="1"> <caption>Success Rates for BA127</caption> <thead> <tr> <th>Term</th> <th>Success Rate</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>0.82</td> </tr> <tr> <td>Spring 2014</td> <td>0.88</td> </tr> <tr> <td>Fall 2014</td> <td>0.78</td> </tr> <tr> <td>Spring 2015</td> <td>0.74</td> </tr> <tr> <td>Fall 2015</td> <td>0.74</td> </tr> <tr> <td>Spring 2016</td> <td>0.74</td> </tr> </tbody> </table>	Term	Success Rate	Fall 2013	0.82	Spring 2014	0.88	Fall 2014	0.78	Spring 2015	0.74	Fall 2015	0.74	Spring 2016	0.74
Term	Success Rate																		
Fall 2013	0.82																		
Spring 2014	0.88																		
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Fall 2015	0.74																		
Spring 2016	0.74																		

Analysis of Results																	
<b>Performance Measure:</b> 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)	<b>Current Results:</b> What are your current results?	<b>Analysis of Results:</b> What did you learn from your results?	<b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)												
The Business Admin/Accounting program will strive for continuous growth in the number of declared Accounting majors.	Data from the Office of Institutional Research.	The trend is for an increase over the last 5 years.	We have been moving steadily in the right direction.	Continued focus on recruitment.	<table border="1"> <caption>Accounting Declared majors</caption> <thead> <tr> <th>Year</th> <th>Number of Majors</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>214</td> </tr> <tr> <td>2013</td> <td>214</td> </tr> <tr> <td>2014</td> <td>204</td> </tr> <tr> <td>2015</td> <td>241</td> </tr> <tr> <td>2016</td> <td>239</td> </tr> </tbody> </table>	Year	Number of Majors	2012	214	2013	214	2014	204	2015	241	2016	239
Year	Number of Majors																
2012	214																
2013	214																
2014	204																
2015	241																
2016	239																
Transfer students from Butler to Emporia State will achieve equal or higher GPAs in ESU's Management course	Data from ESU's Community College Academic Subject Progress Report. Spring 2016: 24 students. Fall 2016: 23 students.	Butler transfers have scored very consistent with ESU native students.	Butler appears to be adequately preparing students in marketing knowledge compared to native ESU students.	This is a new measure. We will continue to monitor our transfer students' success.	<table border="1"> <caption>Butler vs ESU Marketing GPA</caption> <thead> <tr> <th>Term</th> <th>Butler</th> <th>ESU</th> </tr> </thead> <tbody> <tr> <td>Spg 16</td> <td>3.25</td> <td>3.38</td> </tr> <tr> <td>Fall 16</td> <td>3.45</td> <td>3.1</td> </tr> </tbody> </table>	Term	Butler	ESU	Spg 16	3.25	3.38	Fall 16	3.45	3.1			
Term	Butler	ESU															
Spg 16	3.25	3.38															
Fall 16	3.45	3.1															
Transfer students from Butler to Emporia State will achieve equal or higher GPAs in ESU's Marketing course	Data from ESU's Community College Academic Subject Progress Report. Spring 2016: 15 students. Fall 2016: 12 students.	Butler transfers have scored very consistent with ESU native students.	Butler appears to be adequately preparing students in marketing knowledge compared to native ESU students.	This is a new measure. We will continue to monitor our transfer students' success.	<table border="1"> <caption>Butler vs ESU Management GPA</caption> <thead> <tr> <th>Term</th> <th>Butler</th> <th>ESU</th> </tr> </thead> <tbody> <tr> <td>Spg 16</td> <td>3.28</td> <td>3.25</td> </tr> <tr> <td>Fall 16</td> <td>3.02</td> <td>2.95</td> </tr> </tbody> </table>	Term	Butler	ESU	Spg 16	3.28	3.25	Fall 16	3.02	2.95			
Term	Butler	ESU															
Spg 16	3.28	3.25															
Fall 16	3.02	2.95															

Analysis of Results																	
<b>Performance Measure:</b> What is your performance measure? What is your goal? (The goal should be measurable.)	<b>What is your measurement instrument or process?</b> (indicate length of cycle)	<b>Current Results:</b> What are your current results?	<b>Analysis of Results:</b> What did you learn from your results?	<b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>												
An increase in enrollment of 5% annually will be sought in the Marketing / Management Program	Annual enrollment numbers provided by Office of Institutional Research	This standard has mostly been met. While last year's #'s were down 3%, overall the trend is upward.	Thought not shown here, the growth in the Marketing Management program enrollment exceeds that of most other programs in the division.	Demand increasing steadily, and linked to online course availability. Additional sections of classes being offered online.	<table border="1"> <caption>Marketing / Management Credit Hours Generated</caption> <thead> <tr> <th>Year</th> <th>Credit Hours</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>2580</td> </tr> <tr> <td>2013</td> <td>2480</td> </tr> <tr> <td>2014</td> <td>2600</td> </tr> <tr> <td>2015</td> <td>2680</td> </tr> <tr> <td>2016</td> <td>2600</td> </tr> </tbody> </table>	Year	Credit Hours	2012	2580	2013	2480	2014	2600	2015	2680	2016	2600
Year	Credit Hours																
2012	2580																
2013	2480																
2014	2600																
2015	2680																
2016	2600																
The Marketing and Management program will strive for continuous growth in the number of declared Marketing/Management majors.	Data from the Office of Institutional Research.	The trend has been flat the past 5 years.	More work is necessary. The enrollment numbers are up, but not the declared majors.	We will work with 4 year universities on 2+2 agreements to encourage more students to get the MM degree at Butler before transfer.	<table border="1"> <caption>Marketing and Management Declared Majors</caption> <thead> <tr> <th>Year</th> <th>Number of Majors</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>134</td> </tr> <tr> <td>2013</td> <td>122</td> </tr> <tr> <td>2014</td> <td>106</td> </tr> <tr> <td>2015</td> <td>116</td> </tr> <tr> <td>2016</td> <td>127</td> </tr> </tbody> </table>	Year	Number of Majors	2012	134	2013	122	2014	106	2015	116	2016	127
Year	Number of Majors																
2012	134																
2013	122																
2014	106																
2015	116																
2016	127																
The BST Department will strive to increase program completion in the Business Administrative Technology AAS degree.	Research Office Reports	Completion numbers in this degree have been flat.	More marketing of the program needs to be done.	We intend to market more to existing, on-campus students who might not have declared a major yet or are interested in switching.	<table border="1"> <caption># Completers</caption> <thead> <tr> <th>Year</th> <th>Number of Completers</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>1</td> </tr> <tr> <td>2013</td> <td>4</td> </tr> <tr> <td>2014</td> <td>3</td> </tr> <tr> <td>2015</td> <td>4</td> </tr> <tr> <td>2016</td> <td>4</td> </tr> </tbody> </table>	Year	Number of Completers	2012	1	2013	4	2014	3	2015	4	2016	4
Year	Number of Completers																
2012	1																
2013	4																
2014	3																
2015	4																
2016	4																

Analysis of Results																	
<b>Performance Measure:</b> What is your performance measure? What is your goal? (The goal should be measurable.)	<b>What is your measurement instrument or process?</b> (indicate length of cycle)	<b>Current Results:</b> What are your current results?	<b>Analysis of Results:</b> What did you learn from your results?	<b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>												
The BST Department will strive to increase program completion in the Business Medical Specialist AAS degree,	Research Office Reports	Significant growth has occurred in the last year.	More marketing of the program needs to be done.	We intend to market more to existing, on-campus students who might not have declared a major yet or are interested in swithching.	<p># Completers</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Completers</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>4</td> </tr> <tr> <td>2013</td> <td>2</td> </tr> <tr> <td>2014</td> <td>6</td> </tr> <tr> <td>2015</td> <td>5</td> </tr> <tr> <td>2016</td> <td>10</td> </tr> </tbody> </table>	Year	Completers	2012	4	2013	2	2014	6	2015	5	2016	10
Year	Completers																
2012	4																
2013	2																
2014	6																
2015	5																
2016	10																
The Business Systems Technology program will strive for continuous growth in the number of declared Business Admin Tech majors.	Data from the Office of Institutional Research.	The trend has been declining numbers over the last 4 years, with a bump up this past year.	Continued downward trend could threaten the program.	Continued focus on recruitment.	<p>Business Admin Tech Declared Majors</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Majors Declared</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>66</td> </tr> <tr> <td>2013</td> <td>51</td> </tr> <tr> <td>2014</td> <td>29</td> </tr> <tr> <td>2015</td> <td>29</td> </tr> <tr> <td>2016</td> <td>40</td> </tr> </tbody> </table>	Year	Majors Declared	2012	66	2013	51	2014	29	2015	29	2016	40
Year	Majors Declared																
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Transfer students from Butler to Emporia State will achieve equal or higher GPAs in ESU's Business Education course	Data from ESU's Community College Academic Subject Progress Report. Spring 2016: 4 students. Fall 2016: 2 students.	Butler transfers have scored very consistent with ESU native students.	Butler appears to be adequately preparing students in business education knowledge compared to native ESU students.	This is a new measure. We will continue to monitor our transfer students' success.	<p>Butler vs ESU Business Education GPA</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Butler GPA</th> <th>ESU GPA</th> </tr> </thead> <tbody> <tr> <td>Spg 16</td> <td>3.28</td> <td>3.25</td> </tr> <tr> <td>Fall 16</td> <td>3.02</td> <td>2.94</td> </tr> </tbody> </table>	Term	Butler GPA	ESU GPA	Spg 16	3.28	3.25	Fall 16	3.02	2.94			
Term	Butler GPA	ESU GPA															
Spg 16	3.28	3.25															
Fall 16	3.02	2.94															



Analysis of Results											
<b>Performance Measure:</b> 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)	<b>Current Results:</b> What are your current results?	<b>Analysis of Results:</b> What did you learn from your results?	<b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)						
The Business Education program will strive for 100% of its courses to be available in an online format.	Data from course schedules.	Currently, only 1 course is not offered via an online option.	The program is almost entirely available online, and we see continued growth in the demand for this.	The goal is that by our next Quality Assurance report in 2019, the remaining class, BE202, will be available online.	<p>Online Course Offerings</p> <table border="1"> <caption>Online Course Offerings Data</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Percent Online</td> <td>0.926829268</td> </tr> <tr> <td>Percent Not Online</td> <td>0.073170732</td> </tr> </tbody> </table>	Category	Value	Percent Online	0.926829268	Percent Not Online	0.073170732
Category	Value										
Percent Online	0.926829268										
Percent Not Online	0.073170732										

## Standard Five: FTE and Faculty Composition - Figure 5.3

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

**For Academic Year 2015-2016.**

Figure 5.1					
Analysis of Results					
Name	ACBSP Qualification	Credit Hours Taught	Master's/Doctorate FTE	Professional FTE	Exceptions FTE
Adams, Steve	Master's	15	0.50		
Akao, Janice	Master's	36	1.20		
Andreo, Eduardo	Master's	18	0.60		
Balman, Susan	Master's	3	0.10		
Bateman, Jeannine	Exception	12			0.40
Belden, Connie	Master's	48	1.60		
Beye, Lisa	Master's	3	0.10		
Cunningham, Beth	Master's	48	1.60		
Ebersole, Kristine	Master's	18	0.60		
Fields, James	Master's	12	0.40		
Frank, Robin	Master's	18	0.60		
Hasting, Karen	Master's	6	0.20		
Hodges, Rebecca	Professional	15		0.50	
Hoffman, Kimberly	Master's	12	0.40		
Jacobs, Matthew	Professional	9		0.30	
Lancelot, Shawna	Master's	6	0.20		
Lusk, Kelli	Master's	12	0.40		
Martinson, Tamara	Exception	9			0.30
May, Aaron	Exception	15			0.50
May, Phillip	Master's	6	0.20		
McGinley, Jared	Master's	36	1.20		
McGinley, Rebecca	Master's	18	0.60		
Melugin, Monty	Exception	6			0.20
Moss, Randy	Professional	3		0.10	
Naftzger, Michelle	Exception	6			0.20
Nance, Patrick	Master's	39	1.30		
O'Connor, Amy	Master's	3	0.10		
Overlie, Jennifer	Master's	9	0.30		
Pickering, Margaret	Master's	9	0.30		
Rose, Michael	Master's	45	1.50		
Ruder, Michelle	Master's	5	0.17		
Scharenberg, Andrea	Professional	33		1.10	
Schmidt, Lisa	Master's	48	1.60		
Schrag, Krista	Master's	3	0.10		
Seymour, Jennifer	Master's	9	0.30		
Shellner, Earl	Master's	15	0.50		
Taylor, Victoria	Exception	6			0.20

Templin, Noreen	Master's	3	0.10		
Thomas, Rhonda	Master's	18	0.60		
Trask, Kristin	Master's	18	0.60		
Vansteinberg Jr, W	Master's	6	0.20		
Waddell, Karen	Master's	48	1.60		
Wertemberger, Rachelle	Master's	6	0.20		
White, Consiwilla	Master's	15	0.50		
Wright, Karen	Professional	39		1.30	
Zimmerman, Shanna	Master's	12	0.40		
<b>Total</b>		779	20.87	3.30	1.80

<b>Qualification</b>	<b>Total Hours Taught</b>	<b>FTE Teaching Load</b>	<b>Percent of Total Hours</b>
Master's/Doctorate	623.00	20.87	79.97%
Professional	99.00	3.30	12.71%
Exception	57.00	1.80	7.32%
<b>Total</b>	779	25.97	100%