Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
For
Associate Degree Business Programs
Current as of December 2011

Overview (O)1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 27th or September 30th.

O 2. This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O 3. Institution Name:___*Butler Community College*_____Date_____*9/28/12*_____
Address:_____*901 S. Haverhill Rd.; El Dorado, KS 67042*_____

O 4. Year Accredited/Reaffirmed:____*2005 / 2006, 2008, 2010*___This Report Covers Years*:____2010-2011; 2011-2012*___

O 5. List All Accredited Programs (as they appear in your catalog):
    *Business Administration (BA); Business Systems Technology (BE); Marketing / Management (MM)*_____

O 6. 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.
The only other program in our division that would be considered a "business" program is Hospitality Management. This program was included in our original accreditation in 2005 and remained through our first Quality Assurance report in 2006. However, it was dropped for our 2008 report after the Lead Instructor resigned and we sought to restructure the program. The new Lead Instructor determined that pursuing third party affirmations which focused more specifically on the hospitality industry made sense for them. Our accredited programs are identified by a mention and ACBSP logo in our course catalog, brochures, and website, where the Hospitality is not so identified.

O 7. List all campuses that a student can earn a business degree from your institution:
  *El Dorado; Andover; Online (Degrees can be earned from taking courses at these sites). Additional courses offered at*
*Rose Hill; McConnell AFB; Marion; Council Grove.* _____

_____

O 8. Person completing report Name:_____*Jared McGinley*_____
Phone:_____*316-322-3240*_____
E-mail address:_____*jmcginley@butlercc.edu*_____
ACBSP Champion name: _____*Jared McGinley*_____
ACBSP Co-Champion name:_____*Connie Belden*_____

O 9. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed
  Please explain and provide the necessary documentation/evidence for addressing each condition/note/OFI since your
  last report.

  As a response to our previous report, the following information was asked for:

  1. _Please provide a reason and date for termination of the Business Systems Tech program_

  Response: The 2010 QA report did not mention the termination of that program, but rather two degrees within it, the
  Business Education degree and the Medical Transcriptionist degree. The date of the termination was the Fall of 2009
  and the reason was the low number of degree completers. The reason for the low numbers was the fact that through
  an articulation with a local university, students interested in those areas were transferring over before completing the
  degree at Butler, focusing instead on their general education courses.

  2. _Report the correct faculty ACBSP qualifications stating whether they are masters, doctorate, professional, or an_
     exception in your next QA report. If they are professionally qualified, please list professional certification criteria.

  Response: In fact those qualifications were provided, for all new faculty since our previous QA report. This was
  pointed out after receiving this feedback. In addition, all faculty qualifications were included at the end of the document
  in our FTE calculations.

Are you requesting the Board of Commissioners to remove notes or conditions (attach appendix to QA report to justify the
removal):

Our 2010 QA Report was initially listed as "Deferred" due to the 2 reasons stated above, but after communicating with ACBSP to explain, that deferral was dropped.

Remove Note:
Remove Condition:
Do not remove note or condition. Explain the progress made in removing the note or condition:

O 10. The business unit must routinely provide reliable information to the public on their performance, including student achievement.

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

Note: Many business programs place a link on their website to this QA report to meet this requirement.

Butler Community College's Business Programs (Marketing/Management, Business Administration, and Business Systems Technology) provide information on their performance in several key ways. First, a link to this Quality Assurance report will be placed on each program's website upon completion. Second, a copy of the current ACBSP Quality Assurance report is on file in the office of the Vice President of Academic Affairs and in the office of the ACBSP Champion. These reports are available for public viewing, and contain information related to our successes and challenges as required by the ACBSP.

In addition, our institution provides a wealth of information on its website, and this information is available to the public. Information includes Student Right to Know Data, including data on graduation, student retention, academic success, campus security, etc. The link to this information is:

http://ir.butlercc.edu/SRK.cfm?open=1

Also, Butler also makes available institutional trend data, including information from student surveys such as the Community College Survey of Student Engagement, ACT Faces of the Future Survey, and the Noel-Levitz Student Satisfaction Inventory. The link to this information is:

http://ir.butlercc.edu/institutional_trend_data.cfm

Standard #1 Leadership

Organization

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

Since our last Quality Assurance report, we have had changes at three levels of administration. We have a new Vice President of Academic Affairs, as well as a new Dean and Associate Dean for our division.

Dr. Karla Fisher serves as Vice President of Academics. She also serves as an officer in the Kansas Council of Instructional Administrators and is active with the Kansas Board of Regents' Council of Chief Academic Officers. Dr. Fisher holds a Ph.D. in Educational Administration from The University of Texas at Austin's Community College Leadership Program, as well as an M.A. in Communication and a B.A. in English from St. Mary's University in San Antonio, Texas. She also holds a vocational certificate from UCMT in Salt Lake City and completed community college courses while working on her bachelor's degree. In addition, she has developed and taught classes at the concurrent high school, undergraduate, and graduate levels since 1996, including nine years in online learning environments. While pursuing her doctorate, Dr. Fisher worked for the Center for Community College Student Engagement (CCCSE), assisting community and technical colleges to become members, then helping faculty, staff, and administrators better understand and use data to improve student experiences and outcomes. She previously served as Director of Institutional Marketing for Salt Lake Community College in Salt Lake City, Utah. For more than a decade prior to entering the higher education field, she provided leadership in product development, marketing/communications, and training/development for Frost Bank, USAA, Franklin Covey, and the Intercultural Development Research Association (IDRA).

Dr. Roberto Rodriguez is our new divisional Dean. He holds a PhD in Higher Education Administration from the University of Texas at Austin, an MBA in International Trade from Texas A&M International University, and a BBA in Business Management from Sam Houston State University. Roberto worked abroad as the Executive Director for a Maquiladora (Manufacturing) Association and was a national board member to Mexico's Manufacturing Council. In addition, he worked as a Certified Business Development Specialist for SBDC. Dr. Rodriguez has also taught from the elementary to the university level.

Ms. Kristine Estes is our new Associate Dean. She has a Master of Aeronautical Science (MAS) from Embry-Riddle Aeronautical University and is currently enrolled in the Master of Public Administration program at Wichita State University. She also has a Bachelor of Arts in Economics and Russian from the University of California, Davis and an Associates Degree from the Community College of the Air Force (CCAF). Kristen also has served in the U.S. Air Force serving as a Russian Cryptologic Linguist aboard EC-130H combat aircraft during Desert Storm, earning two Air Medals for missions into northern Iraq. Kristine has experience in the Aviation Industry, and has been an adjunct instructor in at Butler since 2007 (Economics) and a full time instructor for us since 2010.

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

No new sites have been added.

Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

Marketing Management Program

Standard #3 Student and Stakeholder Focus

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.

Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results	Student- and stakeholder-focused results examine how well your organization 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.* *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.			
		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)**

Document your Competencies in this column	Document your assessment instruments in this column	Document your results in this column	Document your improvement actions in this column	Document the results after your improvement is implemented	Place your graph or tables in this column
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. (5 surveyed / 2 responders in 2007; 89 & 46 2008; 21 & 11 2009; 18 and 5 in 2010; 25 and 2 in 2011)	The standard has been met and slowly improving, however work is needed to increase respondents.	Data is not yet available for the school year ending 2012. Most recent data is for 2010-2011 year. Lead Instructor joining in call team's efforts to increase responses.	Data collection will take place this year for 2011-2012 and reported on the next QA report.	**Completers' Satisfaction** 4.6 4.5 4.4 4.3 4.2 4.1 4 3.9 3.8 3.7 2007 2008 2009 2010 2011
Employers of Marketing / Management program completers will average 4.5 on a 5 point scale on the employers' survey regarding how "satisfied" they were with completers preparedness.	Survey of employers of recent Marketing / Management program completers. (18 surveyed & 4 responders in 2010; 0 & 0 in 2011.)	The standard has been met. This is a new standard since our last QA Report, due to changes in the survey itself. The past survey used a different type of scale, so previous data is not included.	Standard has been met for the school year ending in 2010. In 2011 we did not survey any employers, as we did not have data available on them from graduates. 2012 data is not yet available.	No action taken regarding surveys, however Lead Instructor will aid call team in locating former completers so that survey numbers can increase.	**Employers' Satisfaction** 5 4 Satisfaction 3 2 1 0 2011 2012

Marketing / Management Advisory Board members will average 4.5 or better on a 5 point scale on the Advisory Board survey.	Survey of Marketing / Management Advisory Board members. (9 respondents in 2007, 10 in 2008, 9 2009, 5 in 2010, 7 in 2011.)	The standard has been met each year. Note that starting in 2011 we moved from paper surveys at meetings to an anonymous online survey format. This allows for greater anonymity.	No deficiencies noted and performance measure deemed to be valuable. Results will continue to be collected and tracked.	No action taken.	**Avg Advisory Board Survey Score** Axis Title 5.1 / 5 / 4.9 / 4.8 / 4.7 / 4.6 / 4.5 / 4.4 / 4.3 / 4.2 2007 2008 2009 2010 2011

Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes, by accredited program - Program outcomes should be used as part of a student learning assessment plan and be measurable.

Marketing/Management

The Marketing/Management program facilitates learning through collaborative methods using critical thinking, teamwork, and discipline specific technology for students in the region,n preparing students to enter the workforce, pursue entrepreneurial endeavors or transfer to a four-year university.

Key unit processes.
- *Design and refine curriculum with a differential to provide a competitive edge*
- *Effectively deliver coursework*
- *Market the program aggressively to our chosen target market segments*
- *Maintain outside accreditation for programs*
- *Provide activities outside of the classroom to enhance in-class learning. (Butler has a chapter in the national marketing organization Collegiate DECA.)*
- *Maintain and cultivate relationships with all stakeholders (area businesses, transfer institutions, etc.)*
- *Assess student learning in courses and programs*
- *Monitor student satisfaction with courses and program*
- *Monitor employer satisfaction with programs' graduates*

See Performance Results for process specific SMART objectives. (Specific, Measureable, Achievable, a Reach, Timeframe)

b. Performance Results

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.

Standard 4 Student Learning Results (Required for each accredited program)

Performance Indicator	Definition
1. **Student Learning Results** **(Required for each accredited program)**	A student learning outcome is one that measures a specific competency attainment. *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.

		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)**

Princ of Mgmt students will demonstrate proficiency on the course Major Summative Assessment Task by averaging 4.5 or better out of 5.	Success is based on a Major Summative Assessment Task at the end of the semester. Direct; Summative; Internal	The standard has been not been met since its introduction 2 years ago, however after the first cycle attention was given to the individual components of the assessment that needed the most improvement and the trend is upward.	This is a completely new performance measure. The old one, based on the program's Intro to Marketing course, was felt to have run its course and we moved on to another course. This data is collected every Spring semester only.	This assessment is the program's (and indeed the school's) first to use an online assessment recording medium (LiveText). Only the Dept. Chair utilized this for these measures, but a program wide roll-out to adjuncts is scheduled to take place within 2 years.	
The Marketing / Management program will have a "Success Rate" of 80% or better.	We have defined "success" as students who finish their Marketing/Management course with a grade of "C" or better. Direct; Summative: Internal	We are meeting this performance measure.	This is a new performance measure 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.	

Standard #5 Faculty and Staff Focus

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.

Standard 5 - Faculty- and Staff-Focused Results

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)**

The Marketing / Management program will strive to hire quality adjunct instructors and maintain "zero" turnover.	Measurement of outgoing instructors.	In the last 2 years, only 3 instructors have left the program. The red line at the right indicates total faculty, while the blue line indicates instructors who did not return the following academic year.	The program has excellent adjuncts with solid tenure. Each semester there is a mandatory department wide meeting. .	We will watch student to teacher ratios carefully to maintain the "small class size" that is so popular with students.	18 16 14 12 10 8 6 4 2 0 — Total Faculty — Faculty Lost 2008 2009 2010 2011 2012
Sufficient numbers of Marketing / Management instructors will be prepared to teach in an online environment to meet program needs.	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.	This standard is in good shape given larger class populations in online courses vs face-to-face, the # of online prepared instructors are sufficient.	Continue to promote the Introduction to Online Teaching course during departmental meetings.	With the growth of online courses, the standard leaves little room for turnover. Results will continue to be monitored closely and current face-to-face adjuncts will be strongly encouraged to receive training.	70% 60% 50% 40% 30% 20% 10% 0% — Instructors — Students 08 09 10 11 12
100% of Marketing / Management instructors will attend at least 1 program meeting per year.	Attendance of program meetings.	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.	Results will be monitored.	As incentive, adjuncts are eligible for more professional development funds. Also, they will be contacted and reminded of the meetings.	% of Instructors Attending Meetings 90% 85% 80% 75% 70% 2008 2009 2010 2011 2012

Faculty Qualifications – <mark>Note that this table is all inclusive for all 3 programs included in this report (Marketing / Management; Business Administration / Accounting; Business Systems Technology)</mark>

Complete the next two tables for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.

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

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITIERA • Five Years Work Experience • Teaching Excellence • Professional Certifications	ACBSP QUALIFICATION 1. Master's 2. Doctorate 3. Professional 4. Exception
Fields, James	Mktg/Mgmt	Prin of Mgmt Entreprenuership	MS Management		Master's
Kidd, Jennifer	Bus Sys Tech	Keyboarding Legal Terminology	33 Grad Hrs English Lit BA Psychology	5+ years work experience	Professional
Martinson, Tamara	Bus Sys Tech	Beg Medical Coding Adv Medical Coding Certif Test Prep	Certified Medical Coder	5+ years work experience (medical field)	Exception
Maserang, Alisha	Bus Sys Tech	Keyboarding	BS Nursing		Exception
McGinley, Rebecca	Mktg/Mgmt	Prin of Marketing Retail Mgmt	MS Business Education	*Rebecca is not new, but this is to update her records since this degree is new since last QA*	Master's
Monroe, Dawn (Tracy)	Bus Sys Tech	Info Proc Sys MAPI Pres Graphics	BS Journalism	5+ years work experience (corporate	Exception

		Personal Finance		training in field)	
Nance, Patrick	Bus Admin	Intro to Bus Actg 1 Actg 2 Managerial Actg	MBA Management	CPA	Master's
Pope, Larry	Mktg/Mgmt	Intro to Mktg	MBA Marketing		Master's
Pope, R. Daneen	Mktg/Mgmt	Writing a Bus Plan	MBA Management		Master's
Stuhlsatz, Robert	Mktg/Mgmt	Bus Ethics	MBA Management		Master's
Willig, Jeremy	Bus Sys Tech	Info Pro Sys	MBA Management MS Education BS MIS		Master's
Zimmerman, Shanna	Mktg/Mgmt	Intro to Bus YE Entrepreneurship	MBA		Master's

Standard #6 Educational and Business Process Management

   a. Curriculum

   1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach an updated Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.
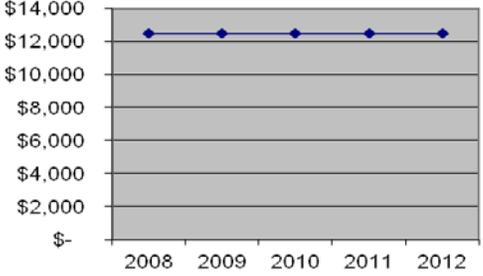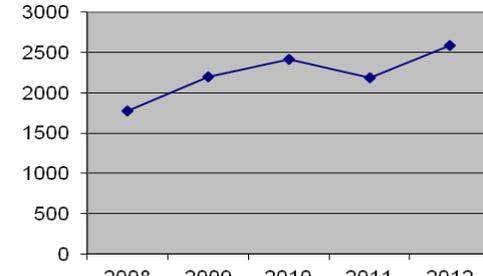
No substantial revisions during this reporting period.

   2. List any **new** degree programs that have been developed since your last report and attach a Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.

No new programs during this reporting period.

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

No programs were terminated during this reporting period.

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.
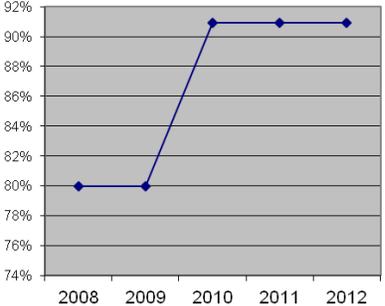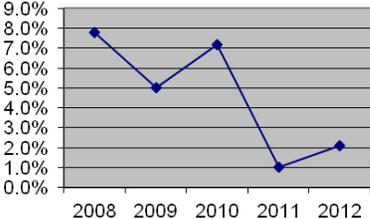
Standard 6 - Budgetary, Financial, and Market Results

Budgetary, Financial, and Market Performance Results	Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities.
	Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments.
	Key indicators may include: expenditures per business student, business program expenditures as a percentage of budget, annual business unit budget increases or decreases, enrollment increase or decrease of business students, transfer in or out of business students, student credit hour production, or comparative data.

			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)**

Non-salary program expenditures will be sufficient for the Marketing / Management program to meet its goals.	Annual budget.	The Marketing / Management program has received adequate operating funds for each of the past 5 years, enabling the program to grow as well as aid DECA students in travel.	The budget will continue to be monitored.	None.	
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 been met. The Marketing / Management program has seen credit hours increase/decrease by 10%,19%, 9%, -10%, and15% for the last 5 years.	Our 5 year average is well above the target. Thought not shown here, the growth in the Marketing Management program enrollment exceeds that of all other programs in the division.	Enrollment increases linked to online course availability. Additional sections of classes being offered online. Piloting of "blended" format was not satisfactory and has been abandoned.	

Standard 6 - Organizational Performance Results

5. 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 enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. *Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, 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.*				
	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)
Fully integrate the Learning PACT across the Marketing / Management program curriculum.	1/3 of all Marketing / Management course outlines will be revised each year,	On average, this standard is met. Since all course outlines were revised in 2010, there were none needing revision in the last 2 years.	None.	Will continue with this performance measure. Changes in school policies and assessments necessitate this.	

100% of Marketing / Management program courses (when feasible) will be attainable completely via online delivery methods.	% of Marketing / Management courses available online.	Though not met yet, steady movement towards this standard has been underway. Note that these numbers only include % of courses that can be taught online.	1 courses still needs to be added (Business Plan) and is scheduled to be added.	This standard will continue to be monitored after 2012 to ensure the program is maintaining the standard.	% of Program Courses Online 92% 90% 88% 86% 84% 82% 80% 78% 76% 74% 2008 2009 2010 2011 2012
The Marketing / Management program will have a drop rate of 10% or less.	Course retention rates. We have changed how we measure this, going from students enrolled from Day 1 to the last day of the semester, to students enrolled on Day 20 (Census Day for reporting) to the last day..	While the trend appears good, it is due to the change in reporting.	After our first go around with this measure, I am not sure that I think it is the appropriate one based on start date. If this can be measured by the old way, then I will go back to that.	Will work with research office to determine if alternate sources of data than state reporting requirements can be used.	Drop Rate for Marketing / Management Courses 9.0% 8.0% 7.0% 6.0% 5.0% 4.0% 3.0% 2.0% 1.0% 0.0% 2008 2009 2010 2011 2012

Standard #3 Student and Stakeholder Focus

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.

Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results	Student- and stakeholder-focused results examine how well your organization 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.* *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.				
		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)

Document your Competencies in this column	Document your assessment instruments in this column	Document your results in this column	Document your improvement actions in this column	Document the results after your improvement is implemented	Place your graph or tables in this column
Business Administration and Accounting will focus on increasing student retention in accounting I, accounting II and managerial classes. The goal is 90% retention.	Retention report produced by the Office of Institutional Research	Retention rates are above the goal.	Efforts to decrease drop rates are working.	The next step will be to start tracking student success rates in these classes. Success is defined as a C or better.	**Retention rates in BA126, 127 & 204** 100.0% 99.5% 99.0% 98.5% 98.0% 97.5% 97.0% fall 2010 Spring 2011 Fall 2011 Spring 2012

Standard #4 Measurement and Analysis of Student Learning and Performance

c. Program Outcomes

List outcomes, by accredited program - Program outcomes should be used as part of a student learning assessment plan and be measurable.

Business Administration/Accounting:

The Business Administration/Accounting program facilitates learning through collaborative methods using critical thinking, teamwork, and discipline specific technology for students in the region, preparing students to enter the workforce, pursue entrepreneurial endeavors or transfer to a four-year university.

Key unit processes:
- *Design and refine curriculum with a differential to provide a competitive edge*
- *Effectively deliver coursework*
- *Maintain outside accreditation for programs*
- *Recruit high performing students into programs to provide employers with skilled employees*
- *Assess student learning in courses and programs*
- *Monitor student satisfaction with courses and programs*
- *Monitor employer satisfaction with graduates' performance*

See Performance Results for process specific SMART objectives. (Specific, Measureable, Achievable, a Reach, Timeframe)
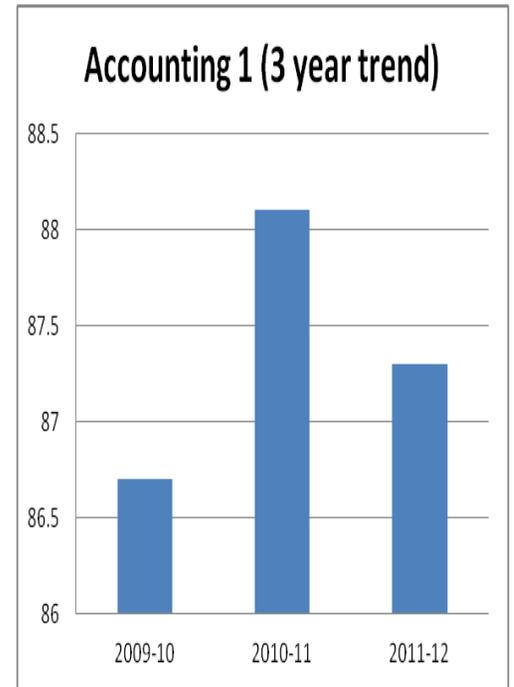
d. Performance Results

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.

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Standard 4 Student Learning Results (Required for each accredited program)

Performance Indicator	Definition
1. **Student Learning Results** **(Required for each accredited program)**	A student learning outcome is one that measures a specific competency attainment. *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.

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)**

Average class assessment equal to or greater than 85%	Formative internal assessment instrument utilized in BA126 (Acct 1) Assessment is given during the Fall and Spring semesters.	Trend decreased in 2011-12 but still exceeded goal. Goal was exceeded in each year	Average decrease was due to one class section. Corrective action has been taken.	Our next step is to start using LiveText which will allow us to analyze results at a more detailed level.	
					Accounting 1 (3 year trend) 88.5 88 87.5 87 86.5 86 2009-10 2010-11 2011-12

Average class assessment equal to or greater than 85%	Formative internal assessment instrument utilized in BA127 (Acct II) Assessment is given during the Fall and Spring semesters.	There has been an upward trend during the last 3 years with the goal being met in FY 2011-12	Steps to improve assessment performance are working.	Our next step is to start using LiveText which will allow us to analyze results at a more detailed level	
					Accounting II (3 year trend)
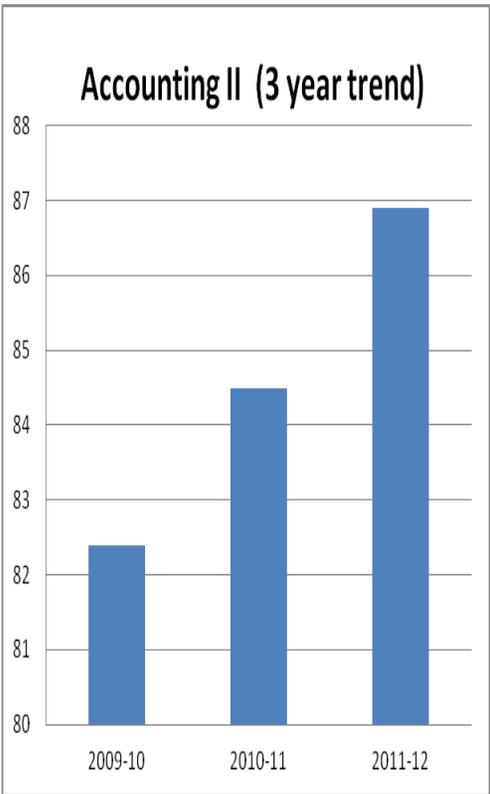
Students are accessed on their demonstrate knowledge of basic Managerial Accounting principles. Average class assessment equal to or greater than 85%	Formative internal assessment instrument utilized in BA204 (Managerial Acctng). Assessment is given during the Fall and Spring semesters.	There has been an upward trend during the last 3 years with the goal being met in FY 2011-12	**The implementat ion of a department wide review process was effective for increasing class averages.**	Our next step is to start using LiveText which will allow us to analyze results at a more detailed level	

Managerial Accounting
(3 year trend)

Standard #5 Faculty and Staff Focus

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.

Standard 5 - Faculty- and Staff-Focused Results

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)**

(Example) Faculty satisfaction will exceed 80%	Annual faculty satisfaction survey	Exceeded goal however the trend declined in 2011	Held a faculty meeting to discuss issues raised on surveys	Satisfaction increased 1%	

Standard #6 Educational and Business Process Management

b. Curriculum

4. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach an updated Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.

No substantial revisions during this reporting period.

5. List any **new** degree programs that have been developed since your last report and attach a Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.

No new programs during this reporting period.

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

No programs were terminated during this reporting period.

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.

Standard 6 - Budgetary, Financial, and Market Results

Budgetary, Financial, and Market Performance Results	Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities.
	Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments.
	Key indicators may include: expenditures per business student, business program expenditures as a percentage of budget, annual business unit budget increases or decreases, enrollment increase or decrease of business students, transfer in or out of business students, student credit hour production, or comparative data.

			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)**

Increase total enrollment in accounting classes to 550 students per semester.	Enrollment per class as shown on Butler's website	Enrollment increased from Fall 2010 to Fall 2011. There was a slight decrease in Spring 2012 but the goal has still been met	An analysis of the enrollment increase is largely due to the increase in online course sections being offered	Continue to	

Total enrollment in accounting classes

(Bar chart, y-axis "students" ranging from 460 to 580; x-axis categories: Fall 2010, Spring 2011, Fall 11, Spring 2012. Values approximately: Fall 2010 ≈ 496, Spring 2011 ≈ 498, Fall 11 ≈ 568, Spring 2012 ≈ 566.)

Standard 6 - Organizational Performance Results

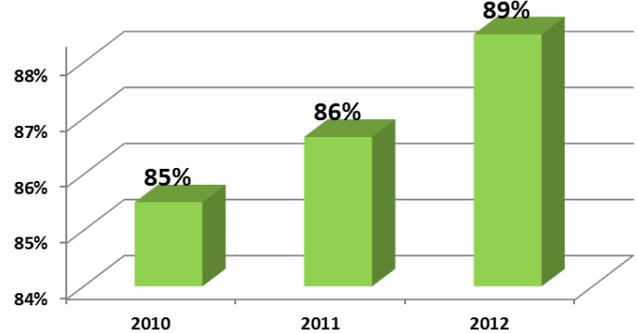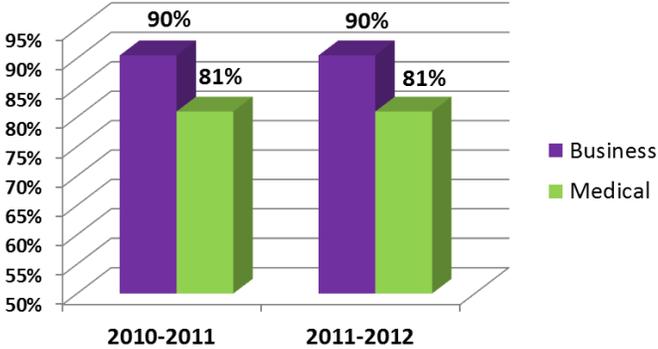| 5. Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. *Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, 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.*				
	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)**
(Example) Increase graduation rates from 80% to 90% by 2020	Graduation rates as reported in IPEDs completions report				

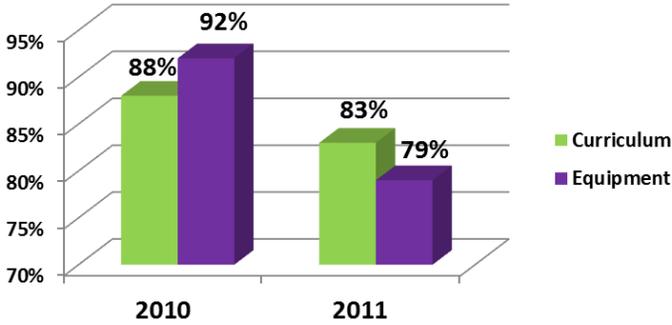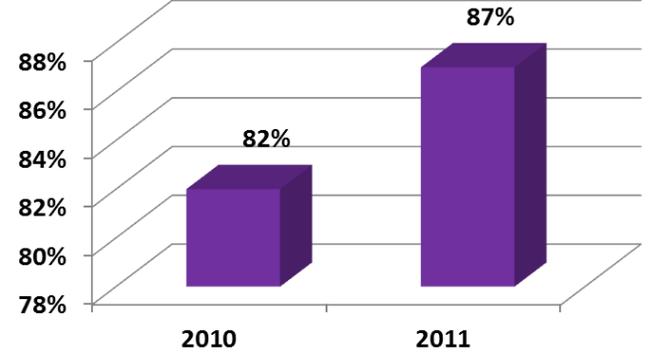**<mark>Business Systems Technology Program</mark>**

Standard #3 Student and Stakeholder Focus

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.

Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results	Student- and stakeholder-focused results examine how well your organization 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.* *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.
	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)

BST Advisory Board will feel at least 95% involved and satisfied with the program outcomes.	Annual surveys given at the end of the school year.	Survey results are listed in the graph. Though we haven't met our benchmark, we are making progress, and satisfaction has increased.	The lowest scores on the surveys were related to marketing. We feel we have no control over this, as we have centralized marketing.	We will look into other marketing avenues.	**Advisory Bord** **Satisfaction Survey Results** 89% 86% 85% 88% 87% 86% 85% 84% 2010 2011 2012
Offer 90% of the BST classes in an online or blended format.	Success is based on whether or not we meet that benchmark.	Results are shown in the graph.	The courses that are not offered online do not lend themselves well to the online delivery method, and are best offered face-to-face.	We will survey the online students to ensure the online courses are meeting their needs.	**BST Courses Offered Online or Blended** **(percent)** 90% 90% 81% 81% 95% 90% 85% 80% 75% 70% 65% 60% 55% 50% 2010-2011 2011-2012 ■ Business ■ Medical

90% of completers in BST programs will report that they feel the curriculum and equipment is current and up-to-date.	FollowUp Report	Survey results listed in the graph.	Students feel curriculum and equipment currency has declined in the last year.	Survey the students to inquire how the program can be made more current and up-to-date.	**Program Currency** 95% 90% 85% 80% 75% 70% 88% 92% 83% 79% 2010 2011 ■ Curriculum ■ Equipment
90% of completers in BST programs will report that they feel prepared for the workforce.	FollowUp Report	Survey results as shown in the graph show an increase in student workforce preparedness.	Though we haven't met our benchmark, there is progress. Student workforce preparedness has increased by 5%.	We will continue to strive to match our curriculum and equipment to current workforce trends.	**Survey Results** **Student Workforce Preparedness** 88% 86% 84% 82% 80% 78% 82% 87% 2010 2011

36

Standard #4 Measurement and Analysis of Student Learning and Performance

e. Program Outcomes

List outcomes, by accredited program - Program outcomes should be used as part of a student learning assessment plan and be measurable.

Business Systems Technology

The Business Systems Technology Program is committed to providing stakeholders the competitive edge using state-of-the-art technology to develop and enhance essential business environment skills.

Key unit processes.:
- *Design and refine curriculum with a differential to provide a competitive edge*
- *Effectively deliver coursework*
- *Maintain outside accreditation for programs*
- *Recruit high performing students into programs to provide employers with skilled employees*
- *Assess student learning in courses and programs*
- *Monitor student satisfaction with courses and programs*
- *Monitor employer satisfaction with graduates' performance*

See Performance Results for process specific SMART objectives. (Specific, Measureable, Achievable, a Reach, Timeframe)

f. Performance Results

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.

Standard 4 Student Learning Results (Required for each accredited program)

Performance Indicator	Definition
1. Student Learning Results (Required for each accredited program)	A student learning outcome is one that measures a specific competency attainment. *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.

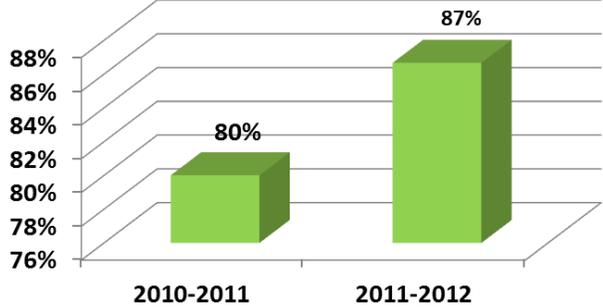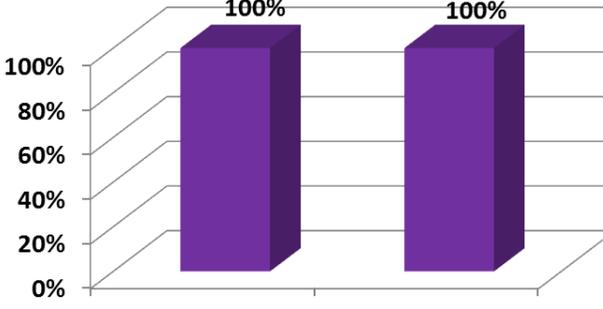|		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action 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)**

Students enrolled in BA104 (IPS) will demonstrate 85% proficiency in computer competencies.	Standardized, comprehensive final using Skills Assessment Management (SAM) software to gage computer proficiency. Summative, External.	Test results are listed to the on the graph. There has been an increase in student success over the last two years	The learning curve between Office 2003 and 2007 was greater than the learning curve between Office 2007 and 2010, which is reflected in the increase in computer proficiency.	We will increase our benchmark to 90% proficiency in computer competencies.	**Information Processing Systems** Student Success Rate 92% · 90% · 88% · 86% · 84% · 82% · 80% SCORES 85% / 88% / 91% / 90% Fall 2010 · Spring 2011 · Fall 2011 · Spring 2012 SEMESTER
Students enrolled in BE165, BE170, and BE180 (Microcomputer Applications, Word, Spreadsheet, and Database) will demonstrate 85%	Standardized, comprehensive final using Skills Assessment Management (SAM) software to gage computer proficiency. Summative, External.	Test results are listed to the on the graph. There has been an increase in student success over the last two years	The learning curve between Office 2003 and 2007 was greater than the learning curve between Office 2007 and 2010, which is reflected in the increase in computer proficiency.	We will increase our benchmark to 90% proficiency in computer competencies.	**MicroComputer Applications** Student Success Rate 100% · 90% · 80% · 70% · 60% SCORES Word · Excel · Access CLASS SUBJECT ■ Fall 2010 ■ Spring 2011 ■ Fall 2011 ■ Spring 2012

Standard #5 Faculty and Staff Focus

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.

Standard 5 - Faculty- and Staff-Focused Results

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)**

100% of instructors in the BST Department will participate in at least one All-Faculty meeting per year.	Part-time faculty attendance report from Bob Meyer.	Attendance results, shown in the graph demonstrate an increase in meeting attendance.	Though some faculty members were unable to attend a meeting, all faculty was given the meeting information through e-mail correspondence. We will continue to encourage attendance at these important meetings.	We have enforced our policy that any faculty that does not participate in annual meetings must meet individually with the lead faculty member for instruction.	**All-Faculty Meeting Attendance** 80% (2010-2011), 87% (2011-2012)
100% participation of full-time faculty in at least one professional development activity per year.	Report from dean's office proving attendance in events.	All full-time faculty members participated in professional development in the last two years.	Faculty review their professional development plan each year to include activities to enhance their computer and technical skills. Attending conferences & workshops can assist in achieving this goal.	Full-time faculty see the importance of professional development. Need to encourage participation from part-time instructors as well.	**Professional Development Participation** 100% (2011), 100% (2012)

Standard #6 Educational and Business Process Management

    c. Curriculum

       7. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach an updated Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.

Not applicable.

       8. List any **new** degree programs that have been developed since your last report and attach a Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.

Physician's Coding AAS degree was added in the Fall of 2011.

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

No programs were terminated during this reporting period.

TABLE 6

CURRICULUM SUMMARY

Name of Major/Program: AAS -Physician Coding

Total Number of Hours for Degree: 62

List courses appropriate for each area:

A) Professional Component:

Course Title	Areas of Study	Credits
Legal & Ethical Issues in Healthcare	E	3
Business Procedures	E	3
Business English	E	3
Math Requirement	C	3
MAPI: Word Processing	B	1
MAPI: Spreadsheet	B	1
MAPI: Database	B	1
		15

	% of Total Cr Hrs	24%

B) General Education

Course Title	Educational Goal Area	Credits
Introduction to Health Information	C	3
English Composition I	A	3
Intermediate Document Processing	G	3
Human Relations	C	3
General Education Elective	TBD	3
		15

	% of Total Cr Hrs	24%

C) Business Major

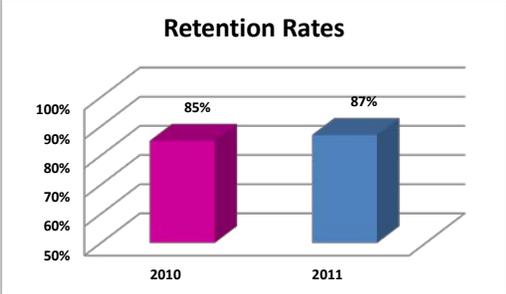| Course Title	Credits
Medical Terminology I	3
Computerized Medical Office Mgmt	3
Anataomy & Physiology w/review I OR A&P	4
Medical Terminology II	1
Reimbursement Methodologies	3
Beginning Medical Coding	4
Anatomy & Physiology w/review II	4
Advanced Medical Coding	3
Coding Certification Test Preparation	1
Pathophysiology	4
Internship	2
	32

% of Total Cr Hrs 52%

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.

Standard 6 - Budgetary, Financial, and Market Results

Budgetary, Financial, and Market Performance Results	Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities. Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments. *Key indicators may include: expenditures per business student, business program expenditures as a percentage of budget, annual business unit budget increases or decreases, enrollment increase or decrease of business students, transfer in or out of business students, student credit hour production, or comparative data.*		
		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)**

Secure Carl Perkins grant money to supplement dept. budget.	Carl Perkins funding annual report.	The BST Dept. has received adequate funding from Carl Perkins to assist in paying travel expenses to professional development activities. In 2010, we received an additional amount of $3,740 for 2 SmartBoards and projectors.	The annual funds received from Carl Perkins have been sufficient to cover the cost of equipment and travel needs for the BST faculty.	Continue to secure Carl Perkins funding as well as additional grant funding to support the professional development and equipment needs of the department.	**Carl Perkins Funding** Amount Awarded / Academic Year 2010-2011, 2011-2012
The BST Department will strive to increase program enrollment.	FollowUp Report	For the past two years, the BST Department has shown an increase in enrollment.	We have made strides by working with area high schools and current Butler advisors to enroll students in correct classes.	There is an academic advisor now assigned to advise all the BST students. We will continue to seek out other avenues to market our programs.	**Number of Students Enrolled in BST programs** 143 (2010-2011), 162 (2011-2012)

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Standard 6 - Organizational Performance Results

5. 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 enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. *Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, 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.*				
	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)**
The BST Department will maintain a retention rate of 90% or better.	DARs from registrar and final grade reports from IS dept.	The data is reflective in the chart showing an overall retention rate of 85% for 2010 and 87% for 2011.	More effort needs to be given for retention. A retention specialist has been hired to assist faculty with retaining students.	Work with retention specialist to come up with strategies to improve student retention in BST classes.	 **Retention Rates** 100%, 90%, 80%, 70%, 60%, 50% 2010: 85% 2011: 87%

FTE Faculty Calculations : 2011-2012

FACULTY NAME	QUALIFICATION STATUS	Fall 2011	Spring 2012	TOTAL HOURS TAUGHT PER ACADEMIC YEAR	FTE TEACHING LOAD PER ACADEMIC YEAR (Based on 30 cr hrs per year)
Full-Time Faculty					
Akao, Janice	Master	21	21	42	1.40
Belden, Connie	Master	24	24	48	1.60
King, Sherrell	Master	15	18	33	1.10
McGinley, Jared	Master	15	21	36	1.20
Nance, Patrick	Master	18	18	36	1.20
Pickering, Margaret	Master	21	18	39	1.30
Rose, Michael	Master	15	15	30	1.00
Schmidt, Lisa	Master	24	24	48	1.60
Waddell, Karen	Master	27	21	48	1.60
Wright, Karen	Master	21	21	42	1.40
Adjunct Faculty					
Andreo, Eddie	Master	9	6	15	0.50
Balman, Susan	Master	6	7	13	0.43
Burton, Krista	Master	3	3	6	0.20
Croninger, Sheila	Master	3	3	6	0.20
Deines, Sandra	Master	9	9	18	0.60
Duran, Karla	Master	3	3	6	0.20
Fields, James	Master	3	6	9	0.30
Frank, Robin	Master	9	9	18	0.60
Hodges, Rebecca	Master	3	9	12	0.40
Hoffman, Kim	Master	3	3	6	0.20
Johnson, James	Master	3	0	3	0.10

Johnson, Kacie	Master	6	9	15	0.50
Lusk, Kelli	Master	4	4	8	0.27
May, Phillip	Doctorate	6	3	9	0.30
McGinley, Rebecca	Master	3	9	12	0.40
Meyer, Kaye	Master	3	3	6	0.20
Moreno, Mitchell	Master	3	6	9	0.30
Morgan, James	Master	3	3	6	0.20
Pope, Larry	Master	3	3	6	0.20
Pope, Rae	Master	0	3	3	0.10
Reinhart, Elizabeth	Master	6	6	12	0.40
Roth, Karen	Master	2	5	7	0.23
Shellner, Earl	Master	6	6	12	0.40
Steinkamp, Jennifer	Master	6	9	15	0.50
Stoppel, Michael	Master	3	3	6	0.20
Stuhlsatz, Robert	Master	3	0	3	0.10
Trask, Kristin	Master	3	3	6	0.20
Vasteinberg Jr., W	Master	3	3	6	0.20
Wertenberger, Rachelle	Master	6	6	12	0.40
White, Consiwilla	Master	9	6	15	0.50
Willig, Jeremy	Master	3	3	6	0.20
Zimmerman, Shanna	Master	9	6	15	0.50
Total Doctorate/Masters				**703.00**	**23.43**
Beye, Lisa	Professional	3	3	6	0.20
Jacobs, Mathew	Professional	3	3	6	0.20
Lane, Sarah	Professional	3	0	3	0.10
Omundsen, Julie	Professional	6	9	15	0.50
Thomas, Rhonda	Professional	6	6	12	0.40
Total Professional				**42.00**	**1.40**
Batemen, Jeannine	Exception	12	6	18	0.60
Cunningham, Beth	Exception	6	6	12	0.40
Kidd, Jennifer	Exception	4	2	6	0.20
Klenda, Teresa	Exception	1	1	2	0.07
Madewell, Barbara	Exception	2	2	4	0.13
Martinson, Tamara	Exception	4	3	7	0.23
Maserang, Alisha	Exception	1	1	2	0.07

McCoskey, Katheryn	Exception	2	2	4	0.13
Monroe, Tracy	Exception	3	9	12	0.40
Naftzger, Michelle	Exception	3	3	6	0.20
Price, Dewey	Exception	0	3	3	0.10
Total Exception				**76**	**2.53**
TOTAL HOURS		404	417	821.00	27.37

FACULTY COMPOSITION

QUALIFICATION	TOTAL HOURS TAUGHT PER ACADEMIC YEAR	FTE TEACHING LOAD PER ACADEMIC YEAR (Based on 30 cr hrs per year)	PERCENT OF TOTAL HOURS TAUGHT
Doctorate/Master	703	23.4	86%
Professional	42	1.4	5%
Exception	76	2.5	9%
Total	**821**	**27**	**100%**