Accreditation Council for Business Schools and Programs (ACBSP)  
Quality Assurance (QA) Report  
For  
Associate Degree Business Programs  
Current as of May 2011  
(Revised September 2014)

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. Institution Name: Department of Business and Information Technology (formerly Business Technology), College of Applied Science and Technology (formerly Summit College), The University of Akron  
Date: Revised 9/15/2014  
Address: Akron, OH 44325-6002

This Report Covers Years: Academic years 2009/2010 and 2010/2011

O 4. List All Accredited Programs (as they appear in your catalog):  
Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted

Associate of Applied Business in:  
Hospitality Management – Options: Culinary Arts, Hotel/Lodging Management, Hotel Marketing/Sales, and Restaurant Management  
The Hotel Marketing/Sales and Restaurant Management options are to be deactivated during the 2014/15 academic year
Business Management Technology – Options: Accounting, General Business Management, and Small Business Management
Computer Information Systems – Options: Computer Maintenance Networking, Programming Specialist, and Web Development
The Sales and Retailing options are to be deactivated during the 2014/15 academic year
Office Administration – Option: Administrative Assistant (This program has been fully de-activated as of Summer 2012; no Office Administration activity is reported in this revised QA report)
O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

- Bachelor of Science in Computer Information Systems — Networking Option
- Bachelor of Science in Computer Information Systems — Programming Option
- Bachelor of Science in Computer Information Systems — Web Development Option
- Bachelor of Science in Computer Information Systems — Specialized IT Applications Option
- Bachelor of Science in Organizational Supervision

The department and college note in all informational and promotional material that only the Associate Degree programs in the Business Technology Department are accredited by ACBSP.

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

- University of Akron, Main Campus
- The University of Akron, Wayne College, Branch Campus

O 7. Person completing original report Name: Lawrence Gilpatric
Phone: 330-972-5370
E-mail address: gilpatric@uakron.edu
ACBSP Champion name: Lawrence Gilpatric
ACBSP Co-Champion name: Susan Pope

Person completing revised report Name: Enoch Damson
Phone: 330-972-7162
E-mail address: damson@uakron.edu
ACBSP Champion name: Enoch Damson
ACBSP Co-Champion name: Susan Pope

O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Per 8/8/2013 letter to Mr. Larry Gilpatric (previous Department Chair) from Steve Parscale, the Board of Commissioners suggested working with a mentor, Larry Zachrich to assist in the revisions to this QA report. After conversations with Steve Parscale, it was suggested that a QA report

The Board of Commissioners’ suggested revisions for the QA report are as follows:

**Note on Standard 3:** You have shown a great attempt at completing the table and the analysis is good. You need to: (1) show alignment or continuity between the analysis and capturing of data, including percent of respondents, timeframe for analysis, etc.; (2) write measurable performance indicators with benchmarks; (3) graph your results or include a table which was missing from the first performance statement; and (4) when goal is consistently met, consider raising the benchmark or moving to another goal. Once you make these changes, the data representation and analysis of this standard will be well done.

**OFI on Standard 4:** While you have shown that you have an understanding of the process, some recommendations for improvements are: (1) rewrite the performance measures to be measurable statements with benchmarks and include all sections; (2) show three years of trend data; (3) show current 2011-2012 results; (4) include a graph or table for all analysis; (5) review and rewrite all the examples for Computer Information Systems to include examples which required analysis and measurable statements; (6) show alignment and continuity between the examples for each program – they are not written to the same standards.

These improvements will enhance the assessment reporting and demonstrate how the data has led to student learning improvements.

**Note on Standard 5:** Note, many of the faculty that have identified as being Master’s qualified are incorrectly classified. To be Master’s qualified, the Masters must be in field and not in education. These will need to be revised. The same applies for the faculty members who are identified as Doctorate are incorrectly classified. For example, John Nicholas would be Professional.

**OFI:** It is good that you have indicated that all departmental and promotional materials contain details for accredited programs. Please provide an example of this (i.e., department website). Also, please indicate how you note which programs are and are not accredited.

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report): Yes

Remove Note: Yes, remove notes (on Standards 3 and 5) regarding QA report for 2009/2010 and 2010/2011 academic years.

Remove Condition: Do not remove note or condition. Explain the progress made in removing the note or condition: After review of this QA report for 2009/2010 and 2010/2011 academic years, another QA report for 2011/2012 and 2012/2013 will be submitted in February 2015 to get back into the appropriate reporting cycle. These revisions should also help in the preparation of the Self Study report due in August of 2015.

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O 9. The business unit must routinely provide reliable information to the public on their performance, including student achievement such as assessment results.

- Data is provided through the Office of Institutional Research at: [http://www.uakron.edu/ir](http://www.uakron.edu/ir)

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Student Learning Outcome Assessment Results: Such as what you report in standard #4, accounting assessment, management assessment, critical thinking, communication, etc. How do you make the results public?

Program Results: Such as what you report in standard #4, graduation rates, retention rates, job placement, etc. How do you make the results public?

Summit College (now College of Applied Science and Technology as of 7/2014) provides program information for the Department of Business Technology (now Department of Business and Information Technology as of 7/14) at: [https://www.uakron.edu/summitcollege/business_technology/index.dot](https://www.uakron.edu/summitcollege/business_technology/index.dot)

The following information is posted on the University of Akron website:

- Accreditation by School, College and Academic Unit:
  - [http://www.uakron.edu/dotAsset/1086238.pdf](http://www.uakron.edu/dotAsset/1086238.pdf)
  - [https://www.uakron.edu/summitcollege/business_technology/index.dot](https://www.uakron.edu/summitcollege/business_technology/index.dot)

- Enrollment statistics:
  - Department enrollment statistics: [http://ir.uakron.edu/Headcount_year/Term.aspx](http://ir.uakron.edu/Headcount_year/Term.aspx)
  - University enrollment statistics: [http://www.uakron.edu/ir/enrollment-data.dot](http://www.uakron.edu/ir/enrollment-data.dot)

- 2010 Freshman Profile: [http://ir.uakron.edu/docs/undergraduate_admissions/census/New%20Student%20Profile_2010.pdf](http://ir.uakron.edu/docs/undergraduate_admissions/census/New%20Student%20Profile_2010.pdf)

In addition the following data is provided on the University Program Review site (by Department and Program): [http://ir.uakron.edu/progreview08/](http://ir.uakron.edu/progreview08/). Once at this link you must select Summit College, Department of Business Management Technology and then View Detailed Report and choose the Program tab. From there, the pull-down menus allow you to choose the following information:
• Faculty and staff profile
• Average class size
• Degrees awarded
• Time to degree
• Admissions profile
• Headcount inventory
• Enrollment statistics by program
Standard #1 Leadership

Organization

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

   No organizational or administrative changes were made in the 2009/2010 to 2010/2011 reporting period. However, the following changes were made during the 2013/2014 academic year:
   - The department name has changed from Business Technology to Business and Information Technology.
   - The college name has changed from Summit College to the College of Applied Science and Technology.
   - The department chair has changed from Larry Gilpatric to Enoch Damson.
   - The college dean has changed from Stanley Silverman to Rex Ramsier.
   - The university president has changed from Luis Proenza to Scott Scarborough.

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

   No new sites have been added since the last report.

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.

Not applicable to this report.
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

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>What is your measurement instrument or process? (Indicate length of cycle)</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken or Improvement Made</th>
<th>Insert Graphs or Tables of Resulting Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable goal</td>
<td>What is your goal?</td>
<td></td>
<td></td>
<td></td>
<td>(3-5 data points preferred)</td>
</tr>
</tbody>
</table>

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.
### Standard 3 - Student and Stakeholder-Focused Results

<table>
<thead>
<tr>
<th>Performance Measure (Competency)</th>
<th>Description of Measurement Instrument</th>
<th>Areas of Success</th>
<th>Analysis and Action Taken</th>
<th>Results of Action Taken (occurs in the following year)</th>
<th>Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A – 60% of the Graduating students responding to a survey of their university experience should be satisfied or very satisfied.</td>
<td>Graduating Students Survey. This survey is a 37 question instrument which includes 32 questions with measurable data and seven questions on program, faculty and facility satisfaction.</td>
<td>Overall satisfaction rating of “Satisfactory” or better.</td>
<td>Keep up with survey every semester to show a trend in student experience and perceptions.</td>
<td>Survey needs to be revised to illicit more actionable responses to areas of graduates’ concerns.</td>
<td>Spring 2011 Satisfaction Survey</td>
</tr>
<tr>
<td>3B – Student evaluation of department faculty will indicate an overall department mean of 4.0 on a scale of 1 to 5 in every course taught in the department.</td>
<td>15 question college student evaluation of faculty survey given to students in every section at the end of each semester.</td>
<td>Survey results for the reporting period exceeded the overall targeted mean of 4.0 (college targeted mean is 3.0) every semester.</td>
<td>Even though targets were achieved in the reporting period, there were some upward/downward fluctuations in the trend data.</td>
<td>Will increase the targeted department mean to 4.25 and continue to monitor the student evaluation of faculty surveys for specific areas of improvement of the college tool and individual faculty results.</td>
<td>Student Evaluation of Faculty</td>
</tr>
</tbody>
</table>

#### Student Evaluation of Faculty

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>4.25</td>
<td>4.16</td>
</tr>
<tr>
<td>2008</td>
<td>4.31</td>
<td>4.44</td>
</tr>
<tr>
<td>2009</td>
<td>4.41</td>
<td>4.441</td>
</tr>
<tr>
<td>2010</td>
<td>4.393</td>
<td>4.412</td>
</tr>
<tr>
<td>2011</td>
<td>4.427</td>
<td>4.48</td>
</tr>
</tbody>
</table>

#### Spring 2011 Satisfaction Survey

- **UA Experience**: 70%
- **Instructors (Major)**: 90%
- **Instructors (Bus Core)**: 80%

- **2007**
  - Fall: 4.25
  - Spring: 4.31
- **2008**
  - Fall: 4.31
  - Spring: 4.44
- **2009**
  - Fall: 4.41
  - Spring: 4.441
- **2010**
  - Fall: 4.393
  - Spring: 4.412
- **2011**
  - Fall: 4.427
  - Spring: 4.48

- **Results of Action Taken**

  - **Graduating Students Survey**
    - Overall satisfaction rating of “Satisfactory” or better.
    - Keep up with survey every semester to show a trend in student experience and perceptions.
  - **Student Evaluation of Faculty**
    - Even though targets were achieved in the reporting period, there were some upward/downward fluctuations in the trend data.
    - Will increase the targeted department mean to 4.25 and continue to monitor the student evaluation of faculty surveys for specific areas of improvement of the college tool and individual faculty results.
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.

Business Management Technology (BMT) – Associate of Applied Business (AAB) Options in: Accounting, General Business Management, and Small Business Management

1. Identify basic terms, concepts, principles and theories of the disciplines and professions that comprise business organizations (e.g.: accounting, finance, management, human resources, and business math.)
2. Demonstrate mathematical and financial skills to interpret and communicate qualitative and quantitative data to management.
3. Apply information technology to research, analyze and solve business and personal financial problems.
4. Critically evaluate, analyze and interpret information to solve problems and make business decisions.
5. Demonstrate effective oral and written communication skills in business and work effectively in teams.
6. Recognize and apply knowledge of political, legal, global, and ethical issues in business and in society.
7. Demonstrate an understanding and commitment to cultural diversity.

Computer Information Systems (CIS) – Associate of Applied Business (AAB) Options: Computer Maintenance Networking, Programming Specialist, and Web Development

1. Apply logical thinking and problem solving skills to effectively solve business problems using computer technology.
2. Demonstrate oral and written communications to collect business process information, clarify business needs and communicate proposed business solutions.
3. Demonstrate skill proficiency in the chosen CIS degree option.
4. Analyze and synthesize IT information to apply learned skills to new technologies and software languages beyond the scope of the curriculum.
5. Demonstrate interpersonal relation skills by working as an effective team member to solve business problems.
Hospitality Management (HM) – Associate of Applied Business (AAB) Options: Culinary Arts, Hotel/Lodging Management, Hotel Marketing/Sales, and Restaurant Management):

1. Demonstrate the knowledge of core Hospitality Management courses related to food and beverage production/service, hotel and restaurant operations, and internship.
2. Develop effective written and verbal communication skills in expressing ideas towards meeting operational and individual goals.
3. Demonstrate basic numeracy and computer skills for daily operations in the lodging and food service industry.
4. Locate and identify relevant resources for research, discussion, presentations and scaffolding critical thinking.
5. Apply ethical practices in and away from the business environment.
6. Demonstrate ability to function effectively and positively as a team.

Marketing and Sales (MS) – Associate of Applied Business (AAB) Options: Advertising, Fashion, Retailing, and Sales

1. Identify the 4 P’s of marketing (product, place, price, and promotion), importance of target markets and how these concepts apply to all aspects of business as well as show an effective understanding of marketing and its’ role in society.
2. Analyze and evaluate social, ethical and legal concepts especially as it relates to marketing.
3. Creatively develop professional marketing and sales documents using current technology.
4. Apply knowledge and skills learned in the program to issues in a business environment.
5. Manage projects as a team.

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)

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Learning Results (Required for each accredited program)</td>
<td>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).</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Analysis of Results</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Performace Measure Measurable goal</td>
<td>Current Results</td>
</tr>
</tbody>
</table>
| What is your measurem
t instrument or process? | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | |
| Grades should not be used | (Indicate length of cycle) | | | |
### Standard 4 Student Learning Results (Required for each accredited program)

<table>
<thead>
<tr>
<th>Performance Measure (Competency)</th>
<th>Description of Measurement Instrument</th>
<th>Areas of Success</th>
<th>Analysis and Action Taken</th>
<th>Results of Action Taken (occurs in the following year)</th>
<th>Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUSINESS MANAGEMENT TECHNOLOGY (BMT)</strong></td>
<td><strong>2420:211 Basic Accounting I</strong></td>
<td><strong>Financial Statement Project is used.</strong></td>
<td><strong>Student scores on the Financial Statement Project were above 80% but there was disparity in high and low scores.</strong></td>
<td><strong>Some students did not understand the project requirements. A template was prepared for the project. Also, sample projects of prior students were shown in class.</strong></td>
<td><strong>Student scores on the Financial Statement Project improved over the period.</strong></td>
</tr>
<tr>
<td>BMT PLO 4:</td>
<td>Average score on Financial Statement Project will be at least 80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Scores on Financial Statement Project

<table>
<thead>
<tr>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>87%</td>
<td>86%</td>
<td>91%</td>
<td>95%</td>
</tr>
</tbody>
</table>
**2420:211 Basic Accounting**

BMT PLO 2:

Students should be able to demonstrate knowledge of the basic accounting cycle. Target results on Test 1 in Basic Accounting I - 80% of students will achieve a score greater than 70%.

| First test is used. | Standard met in 2009 and 2010. Standard was close to goal in 2011. Students scoring less than 70% generally had attendance issues or had not completed course assignments required prior to the test. | Provide more availability of tutoring. Provide additional homework assistance tools. | A learning assistant was added to a section in Fall 2010; this learning assistant provided tutoring for all Accounting I sections. E-tutoring was also made available. Homework assistance was enhanced by adopting the CONNECT homework software. |

<table>
<thead>
<tr>
<th><strong>Score on Test of Basic Accounting Cycle</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
</tr>
<tr>
<td>70%</td>
</tr>
</tbody>
</table>
Students taking the Applied Accounting class will average at least 75% on all AIPB (American Institute of Professional Bookkeepers) exams.

Although average scores improved, many students required a “retake” of the exam (one retake is allowed by AIPB).

New course materials were provided by the AIPB including more class exercises and practice questions. Next step will be to pre-screen prior knowledge of each topic prior to presentation. Also, course may be repositioned to be taken shortly after the financial accounting classes.

### AIPB Exam Scores by Percentage

<table>
<thead>
<tr>
<th></th>
<th>2009/10</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusting Entries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correction of Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inventory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payroll</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Controls</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

0 25 50 75 100
<table>
<thead>
<tr>
<th>2420:212 Basic Accounting II</th>
<th>Students can demonstrate QuickBooks proficiency. 90% of students will achieve a score of 80% or greater on the QuickBooks project.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMT PLO 3:</td>
<td>A QuickBooks project is used. Standard was met. Most students were able to successfully complete the QuickBooks project. The students that did not complete the QuickBooks project generally also did not complete other course requirements such as tests and homework. Many students, however, made late submissions of the project. Additional lab time was added for QuickBooks. Also, interim submissions of parts of the projects will be required to keep students on target.</td>
</tr>
</tbody>
</table>

![Percentage of Students Achieving 80% or better](chart.png)
2420: 250 Problems in Business Management

BMT PLO 6,7,8:

80% of students will earn 80% or more overall score at the end of the semester in the capstone course.

<table>
<thead>
<tr>
<th>Overall score at the end of the semester for the course is used.</th>
<th>Although the standard was not met in the first two semesters, the % of students who earned an 80% or above increased the second year. Many students with weak score had not completed the pre-requisite courses for this class or were taking the class as a co-requisite.</th>
<th>Teamwork and leadership components were introduced in the course. Prerequisites were also screened.</th>
<th>Improved results due to prerequisite screening and the introduction of teamwork.</th>
</tr>
</thead>
</table>

| Percentage of Student Grades in Capstone Course |
|---|---|---|---|
| Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 |
| >B | 57% | 79% | 100% | 92% |
| <B | 43% | 21% | 0% | 8% |

Percent over 80%

![Graph showing percentage of student grades in capstone course from Fall 2009 to Spring 2011.](image)
| 2420: 103 Essentials of Management | A case study for the course is used. | Standard was met in the 2010/2011 academic year. | Students were given sample cases and advised to go to the writing lab. | More students met the standard. |

| 2420: 104 Introduction to Business in the Global Environment | Comprehensive final exam is used. | Standard was met in Fall of 2009 but not in academic year 2010/2011. | Students were given exam reviews and study guides. Also, earlier course assessments were given to provide early identification student progress. | Improved were not attained due to the actions. |

<table>
<thead>
<tr>
<th><strong>Percent of Scores over 73%</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Percent with Scores over 73% on Comprehensive Exam</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
</tr>
<tr>
<td>2420: 270 Business Software Applications</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>BMT PLO 3: 80% of the students will pass the electronic spreadsheet and database management applications exams with a score of 75% or better.</td>
</tr>
</tbody>
</table>

![Bar chart showing pass rates for 2009/10 and 2010/11 semesters.](chart.png)
**COMPUTER INFORMATION SYSTEMS (CIS)**

**2440:105 Introduction to Computers and Application Software**

CIS PLO 1,2,3:

- 70% of students will earn a grade of 70% or better on the Final Exam.

<table>
<thead>
<tr>
<th>Final Exam is used.</th>
<th>The goal was met but there is room for improvement. This course is a bridge course for all majors in the department and student abilities in these areas vary widely.</th>
<th>The textbook and software package were updated.</th>
<th>Action did not boost results but will continue to monitor and encourage higher student performance.</th>
<th>% of Students with 70% or more Final Exam Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><img src="chart.png" alt="Bar Chart" /></td>
</tr>
</tbody>
</table>

![Bar Chart](chart.png)

*Academic Year*
### 2440:121 Programming Logic

CIS PLO 1,2,3:

- 70% of students will earn a score of 70% or better on the Final Exam.

**Final Exam is used.**
- The final exam average test score of 70% or better was achieved.
- The standard is consistently met. The standard should be raised or another measurement instrument chosen.
- Continue to monitor and encourage higher student performance.

#### % of Students with 70% or more Final Exam Scores

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 09/10</td>
<td>70%</td>
</tr>
<tr>
<td>AY 10/11</td>
<td>72%</td>
</tr>
</tbody>
</table>

### 2440:141 Web Site Administration

CIS PLO 1,2,3:

- 70% of students will earn a score of 73% or better on the midterm exam to indicate mastery of the core concepts and application of concepts.

**Midterm exam is used to track mastery of the core concepts.**
- The goal was met and the results also show a positive trend.
- Study guides were introduced.
- Introduction of study guides show improvements in results.

#### % Students with 73% or better Midterm Exam Score

<table>
<thead>
<tr>
<th></th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2010</td>
<td>66%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>68%</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>70%</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td>2440:145</td>
<td>Introduction to UNIX/Linux Operating Systems</td>
</tr>
<tr>
<td>2440:201</td>
<td>Networking Basics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of Students with 70% or more Final Exam Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="#" alt="Graph" /></td>
</tr>
<tr>
<td>2440:202 Router and Routing Basics</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td>CIS PLO 1,2,3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2440:241 Systems Analysis and Design</th>
<th>Comprehensive final exam is used.</th>
<th>Average test score $\geq 70%$.</th>
<th>Standard was met for Academic Year 09/10 but not for 10/11.</th>
<th>Continue to monitor and encourage higher student performance.</th>
<th>% of Students with $70%$ or more Final Exam Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS PLO 1,2,3,4</td>
<td>70% of students will earn a grade of $70%$ or better on the Comprehensive Final Exam.</td>
<td></td>
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<tr>
<td><strong>2440:247 Hardware Support</strong></td>
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</tr>
<tr>
<td><strong>CIS PLO 1,2,3:</strong> 80% of students will earn a grade of 80% or better on the Comprehensive Final Exam.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Comprehensive final exam is used.</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Average test score &gt;= 80%.</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>The book was changed starting in Fall 10, hands-on labs re-written to enhance lectures and practice exams are available to all students via the learning management (LMS) system.</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>The standard was met for Academic Year 10/11. The Measurement Instrument will continue to be monitored each academic year to verify that the changes that were made are the reason for the increase.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of Students with 80% or more Final Exam Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
</tr>
<tr>
<td>AY 09/10</td>
</tr>
<tr>
<td>AY 10/11</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>2440:251</td>
</tr>
<tr>
<td>2440:256</td>
</tr>
</tbody>
</table>
**HOSPITALITY MANAGEMENT (HM)**

**2880:120 Safety and Sanitation**

HM PLO 1:

75% of all hospitality students will pass the ServSafe Food certification exam with a score of 75% (passing) on their 1st attempt.

| ServSafe Food certification exam is used. The ServSafe food safety certification exam is developed by the Educational Foundation of the National Restaurant Association. | Standard was met but just marginally exceeded. | Consider raising pass rate objective to 80% | Identify earlier during the semester challenges for the students. Greater emphasis will be placed on additional follow-up with students. |

<table>
<thead>
<tr>
<th>Percentage of Students Passing (75%) the ServSafe Food Safety Manager Certification Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>77%</td>
</tr>
<tr>
<td>N=125</td>
</tr>
<tr>
<td>2009-2010</td>
</tr>
<tr>
<td>2280:245 Menu, Purchasing and Cost Control</td>
</tr>
</tbody>
</table>

**% of Students Passing the Menu Management Certification Exam**

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic</th>
<th>% of Students Passing Menu Management Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>70%</td>
<td>80%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>72%</td>
<td>80%</td>
</tr>
<tr>
<td>2280:245 Menu, Purchasing and Cost Control</td>
<td>Cost Control exam is used. The National exam is developed by the Educational Foundation of the national Restaurant Association.</td>
<td>Standard was met.</td>
</tr>
</tbody>
</table>

| HM PLO 3: 70% of hospitality students will pass Cost Control Exam on their first attempt. National exam developed by the Educational Foundation of the national Restaurant Association. | | | | |

| % of Students Passing the Cost Control Certification Exam |
| --- | --- |
| 2009-2010 | Year |
| 2010-2011 | Year |
| Academic | Academic |
| 82% | 80% |
| 80% | 75% |
| 78% | 72% |
| 76% | 70% |
| 74% | |
| 72% | |
| 70% | |
MARKETING AND SALES (MS)
2520:101 Essentials of Marketing Technology
MS PLO 1:
80% of students will achieve 73% or higher on developing a marketing plan.

A project on developing a marketing plan is used. Students pick a business and create a detailed marketing plan following the template in the text book.

Standard was met in 3 of the 4 semesters measured.

Students were now required to write marketing plan following APA format, including reference page.

Action did not show improved results.

88%
86%
84%
82%
80%
78%
76%
74%
72%

Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011

Percentage of Students Achieving Passing Score on Midterm

2520:212 Principles of Sales
MS PLO 4:
70% of students will pass the Midterm exam.

Midterm exam tests students’ knowledge of Sales Fundamentals.

Standard was met in 2 or 4 semesters. Results are inconsistent.

Provided class with in-class review of the midterm.

Results did not improve yet so the class was provided with sample questions of past midterms for review before taking the exam. Consider setting a specific benchmark than just passing midterm exam.
Standard #5 Faculty and Staff Focus

Complete Table 5.1. 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.

Table 5.1 Standard 5 - Faculty- and Staff-Focused Results

<table>
<thead>
<tr>
<th>Faculty and Staff Focused Results</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Measurable goal</th>
<th>What is your measurement instrument or process? (Indicate length of cycle)</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken or Improvement made</th>
<th>Insert Graphs or Tables of Resulting Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is your goal?</td>
<td>Current Results</td>
<td>Analysis of Results</td>
<td>Action Taken or Improvement made</td>
<td>Insert Graphs or Tables of Resulting Trends</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are your current results?</td>
<td>Analysis from the results?</td>
<td>Analysis of Results</td>
<td>Action Taken or Improvement made</td>
<td>Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)</td>
<td></td>
</tr>
<tr>
<td>Performance Measure (Competency)</td>
<td>Description of Measurement Instrument</td>
<td>Areas of Success</td>
<td>Analysis and Action Taken</td>
<td>Results of Action Taken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5A – Turnover of full-time department faculty will remain less than 5% annually.</td>
<td>HR records of faculty separations.</td>
<td>The benchmark was met for each of the past 5 years.</td>
<td>None required. Continue to monitor. All separations were due to retirement.</td>
<td>None required.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Analysis of Results

#### Areas of Success

- The benchmark was met for each of the past 5 years.

#### Analysis and Action Taken

- None required. Continue to monitor. All separations were due to retirement.

#### Results of Action Taken

- None required.

### Graphs or Tables of Resulting Trends for 3-5 Years

#### Attrition Rate for Full-time Faculty

<table>
<thead>
<tr>
<th>Year</th>
<th># of full-time faculty</th>
<th># of full-time faculty that separated from the University</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td>Academic</td>
<td></td>
</tr>
</tbody>
</table>
### 5B – 75% of faculty will make national, regional or local academic/professional presentations during the reporting period (09/10-10/11).

**Data reported annually by faculty as part of the merit evaluation process.**

72.2% of faculty made a national, regional or local presentation during the reporting period; 10 presentations were made at national conferences.

**Faculty presented**

- National: 9
- Regional: 1
- Local: 0

**Faculty will be encouraged to make at least one presentation during the reporting period as part of the merit compensation process.**

72.2% of the faculty made a national, regional or local presentation during the period.

### 5C – 75% of faculty will complete 30 hours of community service over the reporting period (09/10-10/11).

**Data reported annually by faculty as part of the merit evaluation process.**

66.6% of faculty completed over 30 hours of community service over the reporting period.

**Faculty will be encouraged to increase community service hours as part of the merit compensation process.**

The 19 full-time faculty reported 886 total hours of community service during the reporting period.
5D – 50% of associate degree course sections should be taught by full-time faculty.

Department enrollment inventory report.

Standard was met over the reporting period.

Objective was to raise our target by 10% to having 60% of sections taught by full-time faculty.

Because of full-time retirements, increasing numbers of part-time faculty were utilized.

| Percentage of Sections Taught by Full-time vs. Part-time Faculty |
|----------------|-----------------|----------------|----------------|
| Semester       | # of sections   | Full-time %    | Part-time %    |
| Fall 2009      | 129             | 61%            | 39%            |
| Spring 2010    | 130             | 58%            | 42%            |
| Fall 2010      | 137             | 56%            | 44%            |
| Spring 2011    | 139             | 57%            | 43%            |

Fall 2009

Spring 2010

Fall 2010

Spring 2011
Faculty Qualifications

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

<table>
<thead>
<tr>
<th>NAME</th>
<th>MAJOR TEACHING FIELD</th>
<th>COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)</th>
<th>LIST ALL Earned DEGREES (State Degree as Documented on Transcript, Must Include Major Field)</th>
<th>DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA</th>
<th>ACBSP QUALIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bucholtz, Kenneth</td>
<td>Hospitality Management</td>
<td>2280:233 Restaurant Operations &amp; Mgt</td>
<td>Associate in Occupational Studies, Culinary Arts</td>
<td>Five Years Work Experience</td>
<td>Exception</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teaching Excellence</td>
<td>1. Master's</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Professional Certifications</td>
<td>2. Doctorate</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>3. Professional</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. Exception</td>
</tr>
<tr>
<td>Chisholm, Vicki</td>
<td>Marketing and Sales Technology</td>
<td>2520:101 Essentials of Marketing Technology</td>
<td>BS Computer Science /Mathematics MBA Business Admin</td>
<td></td>
<td>Master's</td>
</tr>
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</tr>
<tr>
<td>Edmonds, Clarence</td>
<td>Hospitality Management</td>
<td>2280:232 Dining Room Services &amp; Training</td>
<td>Associate of Applied Business, Business Mgt Technology</td>
<td></td>
<td>Exception</td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Courses</td>
<td>Certification/Accreditation</td>
<td>Experience/Position</td>
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<td>-------------------------------------------------------------------------</td>
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<td>----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Hoblos, Jalaa</td>
<td></td>
<td>2440:105 Introduction to Computers &amp; Application Software</td>
<td>BS Computer Science, MS Computer of Science, 6 years adjunct instructor</td>
<td>Master’s</td>
<td></td>
</tr>
<tr>
<td></td>
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<td>2440:310 Wireless Networking</td>
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<td></td>
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<td>2440:10 Introduction to Unix/Linux</td>
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<td>2440:20 Networking Basics</td>
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<td></td>
<td></td>
<td>2440:202 Router &amp; Routing Basics</td>
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<td></td>
<td></td>
<td>2440:203 Switching Basics &amp; Wireless</td>
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<tr>
<td></td>
<td></td>
<td>2440:204 WAN Technologies</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Leasure, James</td>
<td></td>
<td>2440:141 Web Site Administration</td>
<td>BS Computer Science, MS Mgt Information Systems, 12+ years’ work experience, 11+ years teaching experience</td>
<td>Master’s</td>
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</tr>
<tr>
<td>Mehok, Richard</td>
<td></td>
<td>2440:201 Networking Basics</td>
<td>BS in Education, Secondary Education – Business Education (Comprehensive), 16 years teaching experience</td>
<td>Professional</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2440:203 Switching Basics &amp; Wireless</td>
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<tr>
<td></td>
<td></td>
<td>2440:204 WAN Technologies</td>
<td></td>
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</tr>
<tr>
<td>Mock, Pamela</td>
<td></td>
<td>2280:261 Baking and Classical Desserts</td>
<td>BS in Education, Home Economics, MA, Commercial Food Services, 35 years teaching experience</td>
<td>Master’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ServSafe Certified Instructor, National Restaurant Assoc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nicholas, John</td>
<td></td>
<td>2440:105 Introduction to Computers &amp; Application Software</td>
<td>AAS Electronic Technology, BS Electronic Engineering Technology, 19 years’ work experience</td>
<td>Master’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2440:145 Introduction to Unix/Linux</td>
<td>MS Tech Educ, Postsecondary Tech</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2440:201 Networking Basics</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2440:202 Router &amp; Routing Basics</td>
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<tr>
<td></td>
<td></td>
<td>2440:203 Switching Basics &amp; Wireless</td>
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<tr>
<td></td>
<td></td>
<td>2440:204 WAN Technologies</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Name</td>
<td>First Name</td>
<td>Education Area</td>
<td>Courses</td>
<td>Certification(s)</td>
<td></td>
</tr>
<tr>
<td>------------</td>
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<td>-----------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Petrie</td>
<td>Barbara</td>
<td>Hospitality Management</td>
<td>2280:122 Fundamentals of Food Preparation II</td>
<td>BS Hospitality Food Service Management&lt;br&gt;MA Family Consumer Studies Comprehensive&lt;br&gt;21 years’ work experience&lt;br&gt;6 years University adjunct instructor&lt;br&gt;8 years substitute teacher, Substitute Teacher Certified&lt;br&gt;ServSafe Certified&lt;br&gt;HAACP Certified</td>
<td></td>
</tr>
<tr>
<td>Schmeltzer</td>
<td>Joseph</td>
<td>Hospitality Management</td>
<td>2280:121 Fundamentals of Food Preparation I</td>
<td>AAB Hospitality Mgt – Culinary Arts&lt;br&gt;BS Education, Vocational Education&lt;br&gt;MA Master in the Art of Teaching&lt;br&gt;6 years’ work experience&lt;br&gt;17 years teaching experience</td>
<td></td>
</tr>
<tr>
<td>Singletary</td>
<td>Frank</td>
<td>Business Management Technology</td>
<td>2420:103 Essentials of Management Technology&lt;br&gt;2440:105 Introduction to Computers &amp; Application Software</td>
<td>BS, Accounting MBA, Information Systems&lt;br&gt;30 years’ work experience&lt;br&gt;Microsoft Office Specialist</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>Course</td>
<td>Degree/Qualification</td>
<td>Experience</td>
<td></td>
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<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>Skocich, Thomas</td>
<td>Hospitality Management</td>
<td>2280:261 Baking and Classical Desserts</td>
<td>Associate in Occupational Studies in Baking and Pastry Arts BFA Art-Graphic Design</td>
<td>10+ years’ work experience</td>
<td></td>
</tr>
<tr>
<td>Wagner, Robert</td>
<td>Computer Information Systems</td>
<td>2440:105 Introduction to Computers &amp; Application Software</td>
<td>BBA Accounting &amp; Finance MBA Systems Management</td>
<td>15+ years’ work experience</td>
<td></td>
</tr>
</tbody>
</table>
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.

   *None for 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.

   *None for this reporting period.*

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

   *None for this reporting period.*
<table>
<thead>
<tr>
<th>Performance Measure (Competency)</th>
<th>Description of Measurement Instrument</th>
<th>Areas of Success</th>
<th>Analysis and Action Taken</th>
<th>Results of Action Taken (occurs in the following year)</th>
<th>Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6A – Consistency in department spending trend.</td>
<td>The budget reports for the past 4 years.</td>
<td>The department is within the budget amounts requested and at levels adequate to support its mission. Budget allocation was higher for 2008/2009 due to department repainting and recarpeting.</td>
<td>Since the standard was met, no action is necessary.</td>
<td>Budgets have decreased due to state budget cuts, despite increasing student credit hours.</td>
<td><img src="chart.png" alt="Actual Department Operating Expenses" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual Department Operating Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>$77,706</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$102,735</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$77,476</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$82,424</td>
</tr>
<tr>
<td>Performance Measure (Competency)</td>
<td>Description of Measurement Instrument</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>6B – Increase amount of Information Technology fees to support the purchase of equipment for classes and labs.</td>
<td>Actual dollars received from the Information Technology Fees (assessed by the university for 200 level or above classes) for the past 4 years.</td>
</tr>
<tr>
<td>Performance Measure (Competency)</td>
<td>Description of Measurement Instrument</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>6C – Increase student credit hours 3% per academic year.</td>
<td>Student credit hours reported for all 100 and 200 level courses in Business Technology.</td>
</tr>
<tr>
<td>Performance Measure (Competency)</td>
<td>Description of Measurement Instrument</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>6D – The department will continue to have an average class size of 20 students.</td>
<td>Total number of students enrolled in each department section divided by the number of sections.</td>
</tr>
</tbody>
</table>

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