

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**

O 3. Year Accredited/Reaffirmed: **1995/2005** 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

Marketing and Sales Technology – Options: Advertising, Fashion, Retailing, and Sales.

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

be submitted in September 2015. Further discussions with Larry Zachrich suggested that a QA Report for academic years 2009/2010 and 2010/2011 with requested revisions by the Board of Commissioners be submitted in September 2015, followed by another QA Report for academic years 2011/2012 and 2012/2013 to be submitted in February 2015.

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.

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>

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

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>;
 - https://www.uakron.edu/summitcollege/business_technology/index.dot
- **Enrollment statistics:**
 - **Department enrollment statistics:** http://ir.uakron.edu/Headcount_year/Term.aspx
 - **University enrollment statistics:** <http://www.uakron.edu/ir/enrollment-data.dot>
- **2009 Freshman Profile:** http://ir.uakron.edu/docs/undergraduate_admissions/census/New%20Student%20Profile_2009.pdf
- **2010 Freshman Profile:** http://ir.uakron.edu/docs/undergraduate_admissions/census/New%20Student%20Profile_2010.pdf
- **National Study of Student Engagement Reports 2009:** <http://www.uakron.edu/ir/assessment-and-benchmarking/nsse.dot>

In addition the following data is provided on the University Program Review site (by Department and Program):

<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, on-line) 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

Student- and Stakeholder-Focused Results		<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.</p> <p><i>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.</i></p> <p><i>Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p>Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.</p> <p>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.</p>			
		Analysis of Results			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?					

Standard 3 - Student and Stakeholder-Focused Results

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)																											
3A – 60% of the Graduating students responding to a survey of their university experience should be satisfied or very satisfied.	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.	Overall satisfaction rating of “Satisfactory” or better.	Keep up with survey every semester to show a trend in student experience and perceptions.	Survey needs to be revised to illicit more actionable responses to areas of graduates’ concerns.	<p style="text-align: center;">Spring 2011 Satisfaction Survey</p> <table border="1"> <caption>Spring 2011 Satisfaction Survey Data</caption> <thead> <tr> <th>Category</th> <th>Satisfaction Level (%)</th> </tr> </thead> <tbody> <tr> <td>UA Experience</td> <td>~62%</td> </tr> <tr> <td>Instructors (Major)</td> <td>90%</td> </tr> <tr> <td>Instructors (Bus Core)</td> <td>~82%</td> </tr> </tbody> </table>	Category	Satisfaction Level (%)	UA Experience	~62%	Instructors (Major)	90%	Instructors (Bus Core)	~82%																			
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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.	15 question college student evaluation of faculty survey given to students in every section at the end of each semester.	Survey results for the reporting period exceeded the overall targeted mean of 4.0 (college targeted mean is 3.0) every semester.	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.	<p style="text-align: center;">Student Evaluation of Faculty</p> <table border="1"> <caption>Student Evaluation of Faculty Data</caption> <thead> <tr> <th>Year</th> <th>Term</th> <th>Department Mean</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>Fall</td> <td>4.416</td> </tr> <tr> <td>2008</td> <td>Spring</td> <td>4.44</td> </tr> <tr> <td>2008</td> <td>Fall</td> <td>4.31</td> </tr> <tr> <td>2009</td> <td>Spring</td> <td>4.441</td> </tr> <tr> <td>2009</td> <td>Fall</td> <td>4.412</td> </tr> <tr> <td>2010</td> <td>Spring</td> <td>4.393</td> </tr> <tr> <td>2010</td> <td>Fall</td> <td>4.427</td> </tr> <tr> <td>2011</td> <td>Spring</td> <td>4.448</td> </tr> </tbody> </table>	Year	Term	Department Mean	2007	Fall	4.416	2008	Spring	4.44	2008	Fall	4.31	2009	Spring	4.441	2009	Fall	4.412	2010	Spring	4.393	2010	Fall	4.427	2011	Spring	4.448
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2011	Spring	4.448																														

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

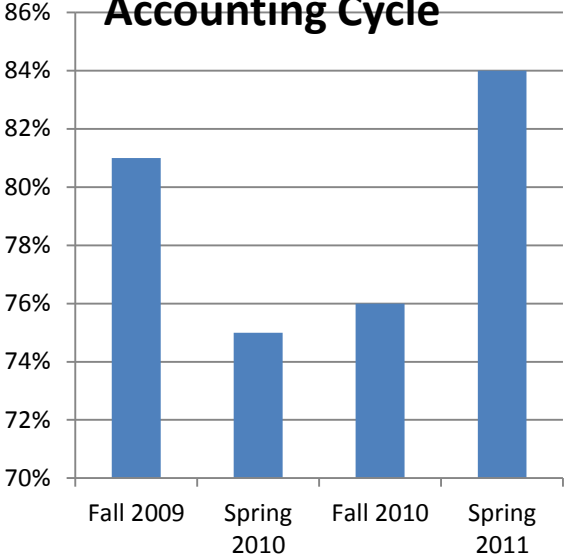
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

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

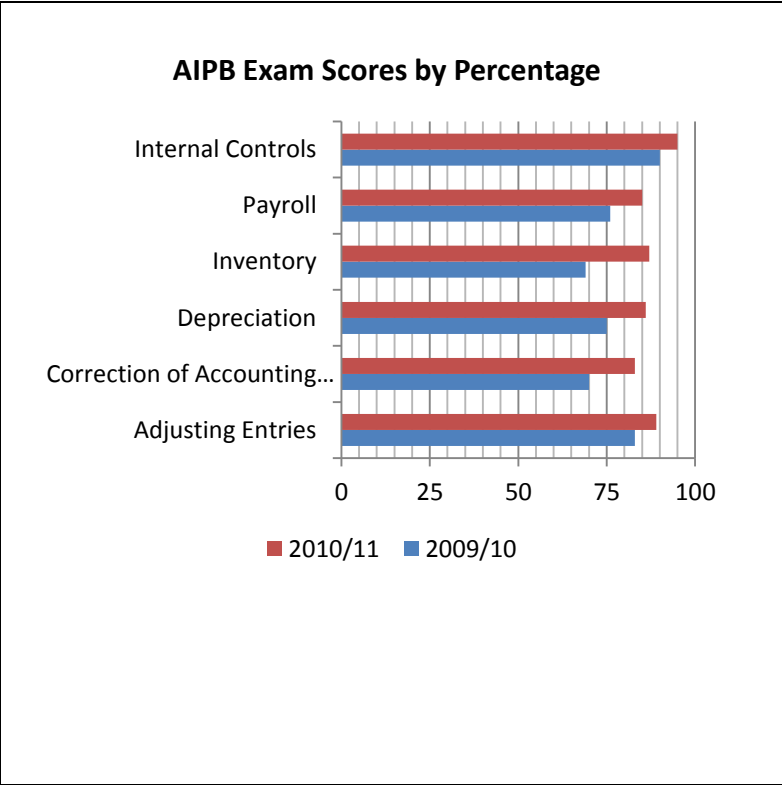
Performance Indicator		Definition			
1. Student Learning Results (Required for each accredited program)		<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>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.</p>			
		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	
Measurable goal	Grades should not be used (Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	

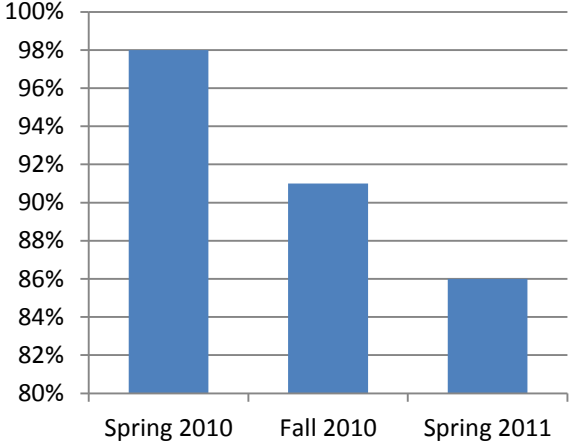
Standard 4 Student Learning Results (Required for each accredited program)

<i>Standard 4 Student Learning Results</i>		Analysis of Results													
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BUSINESS MANAGEMENT TECHNOLOGY (BMT) 2420:211 Basic Accounting I BMT PLO 4: Average score on Financial Statement Project will be at least 80%	Financial Statement Project is used.	Student scores on the Financial Statement Project were above 80% but there was disparity in high and low scores.	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.	Student scores on the Financial Statement Project improved over the period.	<p style="text-align: center;">Scores on Financial Statement Project</p> <table border="1"> <caption>Scores on Financial Statement Project</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2009</td> <td>87%</td> </tr> <tr> <td>Spring 2010</td> <td>86%</td> </tr> <tr> <td>Fall 2010</td> <td>91%</td> </tr> <tr> <td>Spring 2011</td> <td>95%</td> </tr> </tbody> </table>	Year	Score (%)	Fall 2009	87%	Spring 2010	86%	Fall 2010	91%	Spring 2011	95%
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<p>2420:211 Basic Accounting</p> <p>BMT PLO 2:</p> <p>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%.</p>	<p>First test is used.</p>	<p>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.</p>	<p>Provide more availability of tutoring. Provide additional homework assistance tools.</p>	<p>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.</p>	<p style="text-align: center;">Score on Test of Basic Accounting Cycle</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Semester</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2009</td> <td>81%</td> </tr> <tr> <td>Spring 2010</td> <td>75%</td> </tr> <tr> <td>Fall 2010</td> <td>76%</td> </tr> <tr> <td>Spring 2011</td> <td>84%</td> </tr> </tbody> </table>	Semester	Score (%)	Fall 2009	81%	Spring 2010	75%	Fall 2010	76%	Spring 2011	84%
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<p>2420:220 Applied Accounting</p> <p>BMT PLO 1 & 2:</p> <p>Students taking the Applied Accounting class will average at least 75% on all AIPB (American Institute of Professional Bookkeepers) exams.</p>	<p>All AIPB (American Institute of Professional Bookkeepers) exams are used to track students' mastery of bookkeeping skills.</p>	<p>Students improved in scores from 2009/10 to 2010/11.</p>	<p>Although average scores improved, many students required a "retake" of the exam (one retake is allowed by AIPB).</p>	<p>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.</p>
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<p>2420:212 Basic Accounting II</p> <p>BMT PLO 3:</p> <p>Students can demonstrate QuickBooks proficiency. 90% of students will achieve a score of 80% or greater on the QuickBooks project.</p>	<p>A QuickBooks project is used.</p>	<p>Standard was met. Most students were able to successfully complete the QuickBooks project.</p>	<p>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.</p>	<p>Additional lab time was added for QuickBooks. Also, interim submissions of parts of the projects will be required to keep students on target.</p>	<p style="text-align: center;">Percentage of Students Achieving 80% or better</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Term</th> <th>Percentage of Students Achieving 80% or better</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>98%</td> </tr> <tr> <td>Fall 2010</td> <td>91%</td> </tr> <tr> <td>Spring 2011</td> <td>86%</td> </tr> </tbody> </table>	Term	Percentage of Students Achieving 80% or better	Spring 2010	98%	Fall 2010	91%	Spring 2011	86%
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<p>2420: 250 Problems in Business Management</p> <p>BMT PLO 6,7,8:</p> <p>80% of students will earn 80% or more overall score at the end of the semester in the capstone course.</p>	<p>Overall score at the end of the semester for the course is used.</p>	<p>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.</p>	<p>Teamwork and leadership components were introduced in the course. Prerequisites were also screened.</p>	<p>Improved results due to prerequisite screening and the introduction of teamwork.</p>	<div style="text-align: center;"> <p>Percentage of Student Grades in Capstone Course</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Fall 2009</th> <th>Spring 2010</th> <th>Fall 2010</th> <th>Spring 2011</th> </tr> </thead> <tbody> <tr> <td>>B</td> <td>57%</td> <td>79%</td> <td>100%</td> <td>92%</td> </tr> <tr> <td><B</td> <td>43%</td> <td>21%</td> <td>0%</td> <td>8%</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p>Percent over 80%</p> <table border="1" style="margin-left: auto; margin-right: auto; margin-top: 10px;"> <caption>Percent over 80%</caption> <thead> <tr> <th>Semester</th> <th>Percent over 80%</th> </tr> </thead> <tbody> <tr> <td>Fall 2009</td> <td>57%</td> </tr> <tr> <td>Spring 2010</td> <td>79%</td> </tr> <tr> <td>Fall 2010</td> <td>100%</td> </tr> <tr> <td>Spring 2011</td> <td>92%</td> </tr> </tbody> </table> </div>		Fall 2009	Spring 2010	Fall 2010	Spring 2011	>B	57%	79%	100%	92%	<B	43%	21%	0%	8%	Semester	Percent over 80%	Fall 2009	57%	Spring 2010	79%	Fall 2010	100%	Spring 2011	92%
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<p>2420: 103 Essentials of Management</p> <p>BMT PLO 4:</p> <p>80% of students will earn a course grade of 73% or better on a case study for the course.</p>	<p>A case study for the course is used.</p>	<p>Standard was met in the 2010/2011 academic year.</p>	<p>Students were given sample cases and advised to go to the writing lab.</p>	<p>More students met the standard.</p>	<p>Percent of Scores over 73%</p> <table border="1"> <caption>Percent of Scores over 73%</caption> <thead> <tr> <th>Semester</th> <th>Percent of Scores over 73%</th> </tr> </thead> <tbody> <tr> <td>Fall 2009</td> <td>76%</td> </tr> <tr> <td>Fall 2010</td> <td>85%</td> </tr> <tr> <td>Spring 2011</td> <td>88%</td> </tr> </tbody> </table>	Semester	Percent of Scores over 73%	Fall 2009	76%	Fall 2010	85%	Spring 2011	88%
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<p>2420: 104 Introduction to Business in the Global Environment</p> <p>BMT PLO 1:</p> <p>70% of the students will achieve a score of 73% or above on a comprehensive final exam.</p>	<p>Comprehensive final exam is used.</p>	<p>Standard was met in Fall of 2009 but not in academic year 2010/2011.</p>	<p>Students were given exam reviews and study guides. Also, earlier course assessments were given to provide early identification student progress.</p>	<p>Improved were not attained due to the actions.</p>	<p>Percent with Scores over 73% on Comprehensive Exam</p> <table border="1"> <caption>Percent with Scores over 73% on Comprehensive Exam</caption> <thead> <tr> <th>Semester</th> <th>Percent with Scores over 73% on Comprehensive Exam</th> </tr> </thead> <tbody> <tr> <td>Fall 2009</td> <td>88%</td> </tr> <tr> <td>Fall 2010</td> <td>65%</td> </tr> <tr> <td>Spring 2011</td> <td>60%</td> </tr> </tbody> </table>	Semester	Percent with Scores over 73% on Comprehensive Exam	Fall 2009	88%	Fall 2010	65%	Spring 2011	60%
Semester	Percent with Scores over 73% on Comprehensive Exam												
Fall 2009	88%												
Fall 2010	65%												
Spring 2011	60%												

<p>2420: 270 Business Software Applications</p> <p>BMT PLO 3:</p> <p>80% of the students will pass the electronic spreadsheet and database management applications exams with a score of 75% or better.</p>	<p>An electronic spreadsheet and database management applications exams is used.</p>	<p>Most semesters were close to the benchmark of 80%.</p>	<p>Results in 2010/2011 showed decreasing pass rates. Provided more training modules on the Learning Management System.</p>	<p>Started giving practice exams.</p>	<table border="1"> <caption>Pass Rates by Semester and Academic Year</caption> <thead> <tr> <th>Academic Year</th> <th>Fall</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>2009/10</td> <td>95%</td> <td>83%</td> <td>100%</td> </tr> <tr> <td>2010/11</td> <td>99%</td> <td>78%</td> <td>83%</td> </tr> </tbody> </table>	Academic Year	Fall	Spring	Summer	2009/10	95%	83%	100%	2010/11	99%	78%	83%
Academic Year	Fall	Spring	Summer														
2009/10	95%	83%	100%														
2010/11	99%	78%	83%														

<p>COMPUTER INFORMATION SYSTEMS (CIS)</p> <p>2440:105 Introduction to Computers and Application Software</p> <p>CIS PLO 1,2,3:</p> <p>70% of students will earn a grade of 70% or better on the Final Exam.</p>	<p>Final Exam is used.</p>	<p>The goal was met but there is room for improvement.</p> <p>This course is a bridge course for all majors in the department and student abilities in these areas vary widely.</p>	<p>The textbook and software package were updated.</p>	<p>Action did not boost results but will continue to monitor and encourage higher student performance.</p>	<p style="text-align: center;">% of Students with 70% or more Final Exam Scores</p> <table border="1"> <caption>Data for % of Students with 70% or more Final Exam Scores</caption> <thead> <tr> <th>Academic Year</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>AY 09/10</td> <td>75.00%</td> </tr> <tr> <td>AY 10/11</td> <td>70.00%</td> </tr> </tbody> </table>	Academic Year	% of Students	AY 09/10	75.00%	AY 10/11	70.00%
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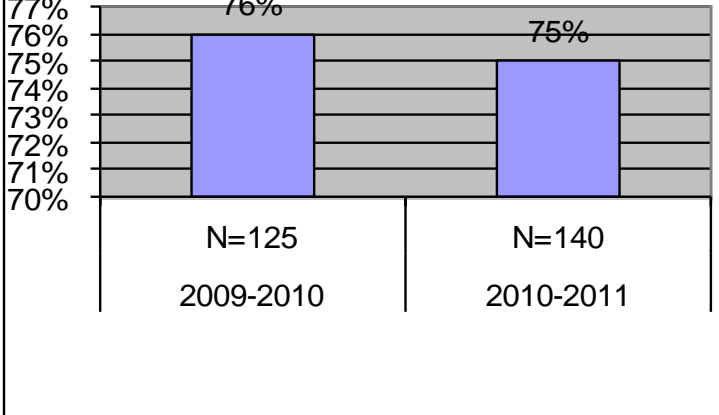
<p>2440:121 Programming Logic</p> <p>CIS PLO 1,2,3:</p> <p>70% of students will earn a score of 70% or better on the Final Exam.</p>	<p>Final Exam is used.</p>	<p>The final exam average test score of 70% or better was achieved.</p>	<p>The standard is consistently met. The standard should be raised or another measurement instrument chosen.</p>	<p>Continue to monitor and encourage higher student performance.</p>	<p style="text-align: center;">% of Students with 70% or more Final Exam Scores</p> <table border="1"> <caption>Data for % of Students with 70% or more Final Exam Scores</caption> <thead> <tr> <th>Academic Year</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>AY 09/10</td> <td>75.00%</td> </tr> <tr> <td>AY 10/11</td> <td>70.00%</td> </tr> </tbody> </table>	Academic Year	% of Students	AY 09/10	75.00%	AY 10/11	70.00%		
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AY 09/10	75.00%												
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<p>2440:141 Web Site Administration</p> <p>CIS PLO 1,2,3:</p> <p>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.</p>	<p>Midterm exam is used to track mastery of the core concepts.</p>	<p>The goal was met and the results also show a positive trend.</p>	<p>Study guides were introduced.</p>	<p>Introduction of study guides show improvements in results.</p>	<p style="text-align: center;">% Students with 73% or better Midterm Exam Score</p> <table border="1"> <caption>Data for % Students with 73% or better Midterm Exam Score</caption> <thead> <tr> <th>Term</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>70%</td> </tr> <tr> <td>Fall 2010</td> <td>77%</td> </tr> <tr> <td>Spring 2011</td> <td>77%</td> </tr> </tbody> </table>	Term	% of Students	Spring 2010	70%	Fall 2010	77%	Spring 2011	77%
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Spring 2011	77%												

<p>2440:145 Introduction to UNIX/Linux Operating Systems</p> <p>CIS PLO 1,2,3:</p> <p>Skills based 70% of students will earn a grade of 70% or better on the Comprehensive Final Exam.</p>	<p>Comprehensive final exam is used.</p>	<p>The standard was met for only AY 09/10, but not for AY 10/11.</p>	<p>Practice exams are available to all students via the learning management (LMS) system. The course lead is working with the other instructors to provide more consistency.</p>	<p>Continue to monitor and encourage higher student performance.</p>	<p style="text-align: center;">% of Students with 70% or more Final Exam Scores</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>% of Students with 70% or more Final Exam Scores</th> </tr> </thead> <tbody> <tr> <td>AY 09/10</td> <td>~82%</td> </tr> <tr> <td>AY 10/11</td> <td>~65%</td> </tr> </tbody> </table>	Academic Year	% of Students with 70% or more Final Exam Scores	AY 09/10	~82%	AY 10/11	~65%
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<p>2440:201 Networking Basics</p> <p>CIS PLO 1,2,3</p> <p>70% of students will earn a grade of 70% or better on the Comprehensive Final Exam.</p>	<p>Comprehensive final exam is used.</p>	<p>Average test $\geq 70\%$.</p>	<p>Standard was met for Academic Year 09/10 but not for AY 10/11.</p>	<p>Continue to monitor and encourage higher student performance.</p>	<p style="text-align: center;">% of Students with 70% or more Final Exam Scores</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>% of Students with 70% or more Final Exam Scores</th> </tr> </thead> <tbody> <tr> <td>AY 09/10</td> <td>~87%</td> </tr> <tr> <td>AY 10/11</td> <td>~78%</td> </tr> </tbody> </table>	Academic Year	% of Students with 70% or more Final Exam Scores	AY 09/10	~87%	AY 10/11	~78%
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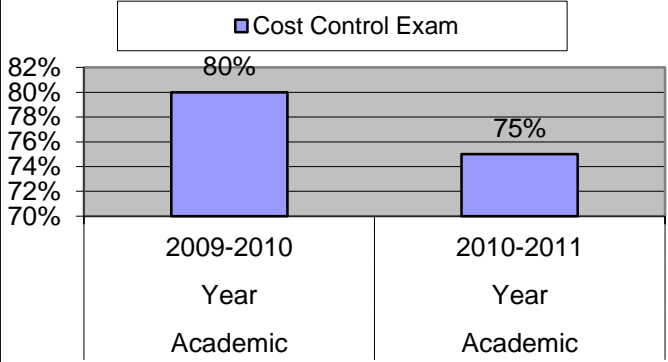
<p>2440:202 Router and Routing Basics</p> <p>CIS PLO 1,2,3</p> <p>70% of students will earn a grade of 70% or better on the Comprehensive Final Exam.</p>	<p>Comprehensive final exam is used.</p>	<p>Average test \geq 70%.</p>	<p>Standard was met. Consider raising the standard to 80% of students receiving 75% or better.</p>	<p>Continue to monitor and encourage higher student performance.</p>	<p style="text-align: center;">% of Students with 70% or more Final Exam Scores</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>% of Students with 70% or more Final Exam Scores</th> </tr> </thead> <tbody> <tr> <td>AY 09/10</td> <td>~86%</td> </tr> <tr> <td>AY 10/11</td> <td>~83%</td> </tr> </tbody> </table>	Academic Year	% of Students with 70% or more Final Exam Scores	AY 09/10	~86%	AY 10/11	~83%
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<p>2440:241 Systems Analysis and Design</p> <p>CIS PLO 1,2,3,4</p> <p>70% of students will earn a grade of 70% or better on the Comprehensive Final Exam.</p>	<p>Comprehensive final exam is used.</p>	<p>Average test score \geq 70%.</p>	<p>Standard was met for Academic Year 09/10 but not for 10/11.</p>	<p>Continue to monitor and encourage higher student performance.</p>	<p style="text-align: center;">% of Students with 70% or more Final Exam Scores</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>% of Students with 70% or more Final Exam Scores</th> </tr> </thead> <tbody> <tr> <td>AY 09/10</td> <td>80%</td> </tr> <tr> <td>AY 10/11</td> <td>~78%</td> </tr> </tbody> </table>	Academic Year	% of Students with 70% or more Final Exam Scores	AY 09/10	80%	AY 10/11	~78%
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<p>2440:247 Hardware Support</p> <p>CIS PLO 1,2,3:</p> <p>80% of students will earn a grade of 80% or better on the Comprehensive Final Exam.</p>	<p>Comprehensive final exam is used.</p>	<p>Average test score \geq 80%.</p>	<p>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.</p>	<p>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.</p>	<p style="text-align: center;">% of Students with 80% or more Final Exam Scores</p> <table border="1"> <caption>Data for % of Students with 80% or more Final Exam Scores</caption> <thead> <tr> <th>Academic Year</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>AY 09/10</td> <td>76.00%</td> </tr> <tr> <td>AY 10/11</td> <td>86.00%</td> </tr> </tbody> </table>	Academic Year	% of Students	AY 09/10	76.00%	AY 10/11	86.00%
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<p>2440:251 CIS Projects</p> <p>CIS PLO 1,2,3,4,5:</p> <p>Final Project in the course must be $\geq 70\%$.</p>	<p>Project Based Learning is used to measure students' ability to complete a programming based project and present the results.</p>	<p>This is a project based course, the assessment is a completed, working project related to computer programming.</p>	<p>Standard was met for both academic years. This is a capstone course for the CIS- Programming track and as such includes all of the PLOs for CIS. Consider raising the standard to 80% of students receiving 80% or better on final project.</p>	<p>Continue to monitor and encourage higher student performance.</p>	<p style="text-align: center;">% of Students with 70% or more Final Exam Scores</p> <table border="1"> <caption>Data for % of Students with 70% or more Final Exam Scores</caption> <thead> <tr> <th>Academic Year</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>AY 09/10</td> <td>85.00%</td> </tr> <tr> <td>AY 10/11</td> <td>82.00%</td> </tr> </tbody> </table>	Academic Year	% of Students	AY 09/10	85.00%	AY 10/11	82.00%
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AY 10/11	82.00%										
<p>2440:256 C++ Programming</p> <p>CIS PLO 1,2,3:</p> <p>70% of students will earn a grade of 70% or better on the Comprehensive Final Exam.</p>	<p>Comprehensive Final Exam is used.</p>	<p>The standard is consistently met and should be re-evaluated.</p>	<p>Consider making the standard 80% of student with a final exam score of 75% or better.</p>	<p>Continue to monitor and encourage higher student performance.</p>	<p style="text-align: center;">% of Students with 70% or more Final Exam Scores</p> <table border="1"> <caption>Data for % of Students with 70% or more Final Exam Scores</caption> <thead> <tr> <th>Academic Year</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>AY 09/10</td> <td>85.00%</td> </tr> <tr> <td>AY 10/11</td> <td>82.00%</td> </tr> </tbody> </table>	Academic Year	% of Students	AY 09/10	85.00%	AY 10/11	82.00%
Academic Year	% of Students										
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AY 10/11	82.00%										

<p>HOSPITALITY MANAGEMENT (HM)</p> <p>2880:120 Safety and Sanitation</p> <p>HM PLO 1:</p> <p>75% of all hospitality students will pass the ServSafe Food certification exam with a score of 75% (passing) on their 1st attempt.</p>	<p>ServSafe Food certification exam is used. The ServSafe food safety certification exam is developed by the Educational Foundation of the National Restaurant Association.</p>	<p>Standard was met but just marginally exceeded.</p>	<p>Consider raising pass rate objective to 80%</p>	<p>Identify earlier during the semester challenges for the students. Greater emphasis will be placed on additional follow-up with students.</p>	<div style="text-align: center;"> <p>Percentage of Students Passing (75%) the ServSafe Food Safety Manager Certification Exam</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Semester</th> <th>Percentage</th> <th>Sample Size (N)</th> </tr> </thead> <tbody> <tr> <td>2009-2010</td> <td>76%</td> <td>125</td> </tr> <tr> <td>2010-2011</td> <td>75%</td> <td>140</td> </tr> </tbody> </table> </div>	Semester	Percentage	Sample Size (N)	2009-2010	76%	125	2010-2011	75%	140
Semester	Percentage	Sample Size (N)												
2009-2010	76%	125												
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<p>2280:245 Menu, Purchasing and Cost Control</p> <p>HM PLO 2,4:</p> <p>70% of hospitality students will pass Menu Management Exam on their 1st attempt. National exam developed by the Educational Foundation of the National Restaurant Association.</p>	<p>Menu Management exam is used. The National exam is developed by the Educational Foundation of the National Restaurant Association.</p>	<p>Standard was met.</p>	<p>Standard should be raised to 75%. Additional exercises and quizzes in preparation for the exam should be offered.</p>	<p>Continue to monitor and encourage higher student performance.</p>	<div style="text-align: center;"> <p>% of Students Passing the Menu Management Certification Exam</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year Academic</th> <th>% of Students Passing</th> </tr> </thead> <tbody> <tr> <td>2009-2010</td> <td>80%</td> </tr> <tr> <td>2010-2011</td> <td>80%</td> </tr> </tbody> </table> </div>	Year Academic	% of Students Passing	2009-2010	80%	2010-2011	80%
Year Academic	% of Students Passing										
2009-2010	80%										
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<p>2280:245 Menu, Purchasing and Cost Control</p> <p>HM PLO 3:</p> <p>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.</p>	<p>Cost Control exam is used. The National exam is developed by the Educational Foundation of the national Restaurant Association.</p>	<p>Standard was met.</p>	<p>Standard should be raised to 75%. Additional exercises and quizzes in preparation for the exam should be offered.</p>	<p>Continue to monitor and encourage higher student performance.</p>	<p>% of Students Passing the Cost Control Certification Exam</p>  <table border="1"> <thead> <tr> <th>Year Academic</th> <th>% of Students Passing</th> </tr> </thead> <tbody> <tr> <td>2009-2010</td> <td>80%</td> </tr> <tr> <td>2010-2011</td> <td>75%</td> </tr> </tbody> </table>	Year Academic	% of Students Passing	2009-2010	80%	2010-2011	75%	
Year Academic	% of Students Passing											
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2010-2011	75%											

<p>MARKETING AND SALES (MS)</p> <p>2520:101 Essentials of Marketing Technology</p> <p>MS PLO 1:</p> <p>80% of students will achieve 73% or higher on developing a marketing plan.</p>	<p>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.</p>	<p>Standard was met in 3 of the 4 semesters measured.</p>	<p>Students were now required to write marketing plan following APA format, including reference page.</p>	<p>Action did not show improved results.</p>	<table border="1"> <caption>% of Students with 73% Score</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 2009</td> <td>87%</td> </tr> <tr> <td>Spring 2010</td> <td>84%</td> </tr> <tr> <td>Fall 2010</td> <td>78%</td> </tr> <tr> <td>Spring 2011</td> <td>81%</td> </tr> </tbody> </table>	Semester	Percentage	Fall 2009	87%	Spring 2010	84%	Fall 2010	78%	Spring 2011	81%
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Fall 2009	87%														
Spring 2010	84%														
Fall 2010	78%														
Spring 2011	81%														
<p>2520:212 Principles of Sales</p> <p>MS PLO 4:</p> <p>70% of students will pass the Midterm exam.</p>	<p>Midterm exam tests students' knowledge of Sales Fundamentals.</p>	<p>Standard was met in 2 or 4 semesters. Results are inconsistent.</p>	<p>Provided class with in-class review of the midterm.</p>	<p>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.</p>	<table border="1"> <caption>Percentage of Students Achieving Passing Score on Midterm</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 2009</td> <td>76%</td> </tr> <tr> <td>Spring 2010</td> <td>66%</td> </tr> <tr> <td>Fall 2010</td> <td>75%</td> </tr> <tr> <td>Spring 2011</td> <td>66%</td> </tr> </tbody> </table>	Semester	Percentage	Fall 2009	76%	Spring 2010	66%	Fall 2010	75%	Spring 2011	66%
Semester	Percentage														
Fall 2009	76%														
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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

Faculty and Staff Focused Results		<p>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.</p> <p><i>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.</i></p>			
Analysis of Results					
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends
Measurable goal		What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	(3-5 data points preferred)
What is your goal?	(Indicate length of cycle)				

Standard #5 Faculty and Staff Focus

Standard #5 Faculty and Staff Focus		Analysis of Results																					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)																		
5A – Turnover of full-time department faculty will remain less than 5% annually.	HR records of faculty separations.	The benchmark was met for each of the past 5 years.	None required. Continue to monitor. All separations were due to retirement.	None required.	<p style="text-align: center;">Attrition Rate for Full-time Faculty</p> <table border="1"> <caption>Attrition Rate for Full-time Faculty Data</caption> <thead> <tr> <th>Academic 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>21</td> <td>1</td> </tr> <tr> <td>2007-2008</td> <td>19</td> <td>1</td> </tr> <tr> <td>2008-2009</td> <td>19</td> <td>1</td> </tr> <tr> <td>2009-2010</td> <td>19</td> <td>1</td> </tr> <tr> <td>2010-2011</td> <td>19</td> <td>1</td> </tr> </tbody> </table>	Academic Year	# of full-time faculty	# of full-time faculty that separated from the University	2006-2007	21	1	2007-2008	19	1	2008-2009	19	1	2009-2010	19	1	2010-2011	19	1
Academic Year	# of full-time faculty	# of full-time faculty that separated from the University																					
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2007-2008	19	1																					
2008-2009	19	1																					
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2010-2011	19	1																					

<p>5B – 75% of faculty will make national, regional or local academic/professional presentations during the reporting period (09/10-10/11).</p>	<p>Data reported annually by faculty as part of the merit evaluation process.</p>	<p>72.2% of faculty made a national, regional or local presentation during the reporting period; 10 presentations were made at national conferences.</p>	<p>Standard was not met. Some faculty did not make any presentations.</p>	<p>Faculty will be encouraged to make at least one presentation during the reporting period as part of the merit compensation process.</p>	<p>Presentations given during reporting period of 09/10 – 10/11.</p> <div style="text-align: center;"> <h3>Faculty Presentations</h3> <table border="1"> <caption>Faculty Presentations Data</caption> <thead> <tr> <th>Level</th> <th>Number of Presentations</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>10</td> </tr> <tr> <td>Regional</td> <td>9</td> </tr> <tr> <td>Local</td> <td>9</td> </tr> </tbody> </table> </div> <p>72.2% of the faculty made a national, regional or local presentation during the period.</p>	Level	Number of Presentations	National	10	Regional	9	Local	9		
Level	Number of Presentations														
National	10														
Regional	9														
Local	9														
<p>5C – 75% of faculty will complete 30 hours of community service over the reporting period (09/10-10/11).</p>	<p>Data reported annually by faculty as part of the merit evaluation process.</p>	<p>66.6% of faculty completed over 30 hours of community service over the reporting period.</p>	<p>Standard was not met. Some faculty did not complete community service during the reporting period.</p>	<p>Faculty will be encouraged to increase community service hours as part of the merit compensation process.</p>	<p>The 19 full-time faculty reported 886 total hours of community service during the reporting period.</p> <div style="text-align: center;"> <h3>Faculty Hours of Community Service</h3> <table border="1"> <caption>Faculty Hours of Community Service Data</caption> <thead> <tr> <th>Hours Range</th> <th>Number of Faculty</th> </tr> </thead> <tbody> <tr> <td>0-30 Hours</td> <td>3</td> </tr> <tr> <td>31-60 Hours</td> <td>6</td> </tr> <tr> <td>61-90 Hours</td> <td>6</td> </tr> <tr> <td>Over 90 Hours</td> <td>3</td> </tr> </tbody> </table> </div>	Hours Range	Number of Faculty	0-30 Hours	3	31-60 Hours	6	61-90 Hours	6	Over 90 Hours	3
Hours Range	Number of Faculty														
0-30 Hours	3														
31-60 Hours	6														
61-90 Hours	6														
Over 90 Hours	3														

5D – 50% of associate degree course sections should be taught by full-time faculty.

Department enrollment inventory report.

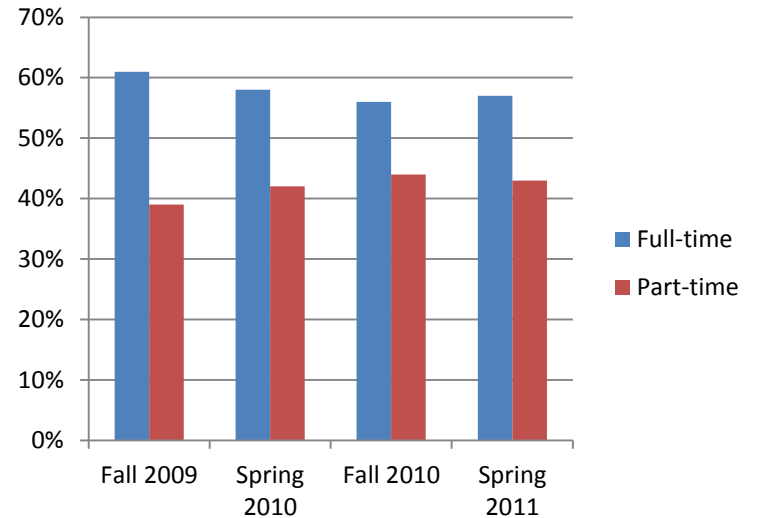
Standard was met over the reporting period.

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

<i>Semester</i>	<i># of sections</i>	<i>Full-time %</i>	<i>Part-time %</i>
Fall 2009	129	61%	39%
Spring 2010	130	58%	42%
Fall 2010	137	56%	44%
Spring 2011	139	57%	43%



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

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 CRITERIA <ul style="list-style-type: none"> • Five Years Work Experience • Teaching Excellence • Professional Certifications 	ACBSP QUALIFICATION <ol style="list-style-type: none"> 1. Master's 2. Doctorate 3. Professional 4. Exception
Bucholtz, Kenneth	Hospitality Management	2280:233 Restaurant Operations & Mgt	Associate in Occupational Studies, Culinary Arts	28 years' work experience Certified Executive Chef	Exception
Chisholm, Vicki	Marketing and Sales Technology	2520:101 Essentials of Marketing Technology	BS Computer Science /Mathematics MBA Business Admin	20+ years' work experience	Master's
Edmonds, Clarence	Hospitality Management	2280:232 Dining Room Services & Training	Associate of Applied Business, Business Mgt Technology	31 years' work experience	Exception
Haines, Michael	Computer Information Systems	2440:201 Networking Basics 2440:202 Router & Routing Basics 2440:204 WAN Technologies	AS Electrical Engineering Technology BS Mechanical Engineering Technology MS Technical Education	19 years teaching experience CompTIA Network + CompTIA A+ 220-602 CCNA Cisco Academy CCAI Cisco Academy Licensed Teacher, State of Ohio	Master's

Hoblos, Jalaa	Computer Information Systems	2440:105 Introduction to Computers & Application Software 2440:310 Wireless Networking	BS Computer Science MS Computer of Science	6 years adjunct instructor	Master's
Leasure, James	Computer Information Systems	2440:141 Web Site Administration	BS Computer Science MS Mgt Information Systems	12+ years' work experience 11+ years teaching experience	Master's
Mehok, Richard	Computer Information Systems	2440:201 Networking Basics 2440:202 Router & Routing Basics 2440:203 Switching Basics & Wireless 2440:204 WAN Technologies	BS in Education, Secondary Education – Business Education (Comprehensive) MA in Education, Education Foundations – Instructional Technology	16 years teaching experience CCNA Cisco Academy CCENT Cisco Academy CCAI Cisco Academy CompTIA A+ BLS for Healthcare Providers (CPR & AED)	Professional
Mock, Pamela	Hospitality Management	2280:261 Baking and Classical Desserts	BS in Education, Home Economics MA, Commercial Food Services	35 years teaching experience ServSafe Certified Instructor, National Restaurant Assoc	Master's
Nicholas, John	Computer Information Systems	2440:105 Introduction to Computers & Application Software 2440:145 Introduction to Unix/Linux 2440:201 Networking Basics 2440:202 Router & Routing	AAS Electronic Technology BS Electronic Engineering Technology MS Tech Educ, Postsecondary Tech	19 years' work experience 3 years assistant professor 7 years adjunct instructor CCNA Cisco Academy CCAI Cisco Academy LPIC-1 Certification, Linux Professional Institute	Master's

		Basics 2440:247 Hardware Support 2440:338 Unix/Linux System Admin 2440:388 Unix/Linux Networking Admin	Educ PhD Secondary Education	CompTIA Linux + Certified	
Petrie, Barbara	Hospitality Management	2280:122 Fundamentals of Food Preparation II	BS Hospitality Food Service Management MA Family Consumer Studies Comprehensive	21 years' work experience 6 years University adjunct instructor 8 years substitute teacher, Substitute Teacher Certified ServSafe Certified HAACP Certified	Master's
Schmeltzer, Joseph	Hospitality Management	2280:121 Fundamentals of Food Preparation I	AAB Hospitality Mgt – Culinary Arts BS Education, Vocational Education MA Master in the Art of Teaching	6 years' work experience 17 years teaching experience	Professional
Singletary, Frank	Business Management Technology	2420:103 Essentials of Management Technology 2440:105 Introduction to Computers & Application Software	BS, Accounting MBA, Information Systems	30 years' work experience Microsoft Office Specialist	Master's

Skocich, Thomas	Hospitality Management	2280:261 Baking and Classical Desserts	Associate in Occupational Studies in Baking and Pastry Arts BFA Art-Graphic Design	10+ years' work experience	Exception
Wagner, Robert	Computer Information Systems	2440:105 Introduction to Computers & Application Software	BBA Accounting & Finance MBA Systems Management	15+ years' work experience	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.

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.

Standard 6 - Budgetary, Financial, and Market Results

Standard 6 - Budgetary, Financial, and Market Results		Analysis of Results		Results of Action Taken <i>(occurs in the following year)</i>	Graphs or Tables of Resulting Trends for 3-5 Years <i>(please graph all available data up to five years)</i>										
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken												
6A – Consistency in department spending trend.	The budget reports for the past 4 years.	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.	Since the standard was met, no action is necessary.	Budgets have decreased due to state budget cuts, despite increasing student credit hours.	<p style="text-align: center;">Actual Department Operating Expenses</p> <table border="1"> <caption>Actual Department Operating Expenses</caption> <thead> <tr> <th>Fiscal Year</th> <th>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> </tbody> </table>	Fiscal Year	Operating Expenses	2007-2008	\$77,706	2008-2009	\$102,735	2009-2010	\$77,476	2010-2011	\$82,424
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6B – Increase amount of Information Technology fees to support the purchase of equipment for classes and labs.	Actual dollars received from the Information Technology Fees (assessed by the university for 200 level or above classes) for the past 4 years.	Previously money for equipment was obtained through limited course fees. Course fees have been reduced to include only consumables. Thus technology fees are essential to maintain state of the art facilities for the department.	Technology fees received by the department have increased as a result of increasing enrollment.	Encourage faculty to effectively utilize technology fees to ensure facilities are kept up to date.	<p style="text-align: center;">Equipment Funding from Information Technology Fees</p> <table border="1"> <caption>Equipment Funding from Information Technology Fees</caption> <thead> <tr> <th>Fiscal Year</th> <th>Funding Amount</th> </tr> </thead> <tbody> <tr> <td>FY08</td> <td>\$52,648</td> </tr> <tr> <td>FY09</td> <td>\$35,425</td> </tr> <tr> <td>FY10</td> <td>\$74,600</td> </tr> <tr> <td>FY11</td> <td>\$53,820</td> </tr> </tbody> </table>	Fiscal Year	Funding Amount	FY08	\$52,648	FY09	\$35,425	FY10	\$74,600	FY11	\$53,820
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Standard 6 - Organizational Performance Results

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Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken																						
6C – Increase student credit hours 3% per academic year.	Student credit hours reported for all 100 and 200 level courses in Business Technology.	Met the competency goal for each year in the reporting period.	Since the standard was met, no action is necessary.	Continue to monitor given changing demographics and economic environment.	<div data-bbox="1291 365 1942 852"> <p>Total Student Credit Hours</p> <table border="1"> <caption>Total Student Credit Hours</caption> <thead> <tr> <th>Year</th> <th>Credit Hours</th> </tr> </thead> <tbody> <tr> <td>2007-08</td> <td>13257</td> </tr> <tr> <td>2008-09</td> <td>14103</td> </tr> <tr> <td>2009-10</td> <td>15731</td> </tr> <tr> <td>2010-11</td> <td>17160</td> </tr> </tbody> </table> </div> <div data-bbox="1291 860 1942 1388"> <p>Percent Change from Prior Year</p> <table border="1"> <caption>Percent Change from Prior Year</caption> <thead> <tr> <th>Year</th> <th>Percent Change</th> </tr> </thead> <tbody> <tr> <td>2007-08</td> <td>3.6%</td> </tr> <tr> <td>2008-09</td> <td>6.4%</td> </tr> <tr> <td>2009-10</td> <td>11.5%</td> </tr> <tr> <td>2010-11</td> <td>9.1%</td> </tr> </tbody> </table> </div>	Year	Credit Hours	2007-08	13257	2008-09	14103	2009-10	15731	2010-11	17160	Year	Percent Change	2007-08	3.6%	2008-09	6.4%	2009-10	11.5%	2010-11	9.1%
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6D – The department will continue to have an average class size of 20 students.	Total number of students enrolled in each department section divided by the number of sections.	The average class size has increased over the reporting period but is only slightly above the goal.	Will continue to monitor the class enrollments and sections where necessary.	Monitor for continued adherence to the standard.	<p style="text-align: center;">Department of Business Technology Average Class Size</p> <table border="1"> <thead> <tr> <th>Year Academic</th> <th>Average Class Size</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>19.7</td> </tr> <tr> <td>2008-2009</td> <td>21.3</td> </tr> <tr> <td>2009-2010</td> <td>22.1</td> </tr> <tr> <td>2010-2011</td> <td>22.3</td> </tr> </tbody> </table>	Year Academic	Average Class Size	2007-2008	19.7	2008-2009	21.3	2009-2010	22.1	2010-2011	22.3
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