

Department of Business and Information Technology

College of Applied Science and Technology

The University of Akron

Annual Assessment Report (AY 2013/2014)

Section 1: Program Information

Program Assessment Coordinators:

- Mr. Enoch E. Damson, Dept. Chair, damson@uakron.edu, 330-972-7162
- Mrs. Susan Pope, Dept. Accreditation/Assessment Committee Chair, spope@uakron.edu, 330-972-6597

Semesters Data Collected: Fall 2013, Spring 2014

Report Submitted By: Mr. Enoch E. Damson, Dept. Chair, damson@uakron.edu, 7162

Date Submitted: September 15, 2014

Section 2: Program Learning Outcomes

Business Management Technology (BMT) Program Area

– **Associate of Applied Business (AAB) Options in:**

- Accounting
- General Business Management
- Small Business Management

– **Program Director:** Mrs. Susan Pope, spope@uakron.edu, 330-972-6597

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 mathematics).
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.

- **Bachelor of Science (BS) in Organizational Supervision**
 - **Program Director:** Mr. Enoch E. Damson, damson@uakron.edu, 330-972-7162
1. Develop supervisory skills to become an effective leader.
 2. Understand of organizations, their processes, and their interactions.
 3. Learn how to meet the challenges of today’s rapidly changing workplace.
 4. Implement ethical decision-making practices to support the organization and its stakeholders.
 5. Develop skills to better engage employees within culturally diverse environments.

Computer Information Systems (CIS)

- **Associate of Applied Business (AAB) Degree Options in:**
 - Computer Maintenance Networking (Cisco and Microsoft Tracks)
 - Programming Specialist
 - Web Development
 - **Bachelor of Science (BS) Degree Options in:**
 - Networking
 - Programming
 - Web Development
 - Specialized IT Applications
 - *Digital Forensics*
 - **Program Directors:**
 - Dr. John Nicholas, jn@uakron.edu, 330-972-2563
 - Mrs. Janet Kropff, jsk3@uakron.edu, 330-972-2075
 - Dr. Zarreen Farooqi, zarreen@uakron.edu, 330-972-8858
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 in:**

- **Culinary Arts**
- **Hotel/Lodging Management**
- ~~**Hotel Marketing/Sales**~~
- ~~**Restaurant Management**~~

- **Program Director:** Mr. Jamal Feerasta, jamal@uakron.edu, 330-972-6601

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 in:**

- **Advertising**
- **Fashion**
- ~~**Retailing**~~
- ~~**Sales**~~

- **Program Director:** Mr. Kevin Feldt, kfeldt@uakron.edu, 330-972-8249

1. Identify the 4 P's, 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.

Section 3: Student Learning Results and Conclusions

Performance Indicator		Definition			
1. Student Learning Results		<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			
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	Grades should not be used	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?	(Indicate length of cycle)				

Student Learning Results

<i>Student Learning Results</i>		Analysis of 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)										
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.	<div style="text-align: center;"> Scores on Financial Statement Project </div> <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%
Year	Score (%)														
Fall 2009	87%														
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2420:211 Basic Accounting

BMT PLO 2:

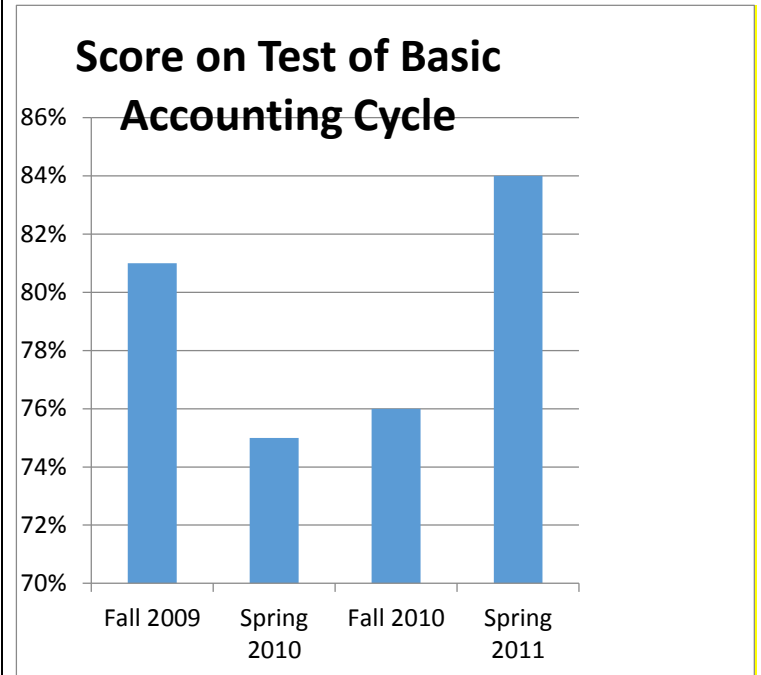
Students should be able to demonstrate knowledge of the basic accounting cycle. Target results on Test 1 in Basic Accounting I - 80% of students will achieve a score greater than 70%.

First test is used.

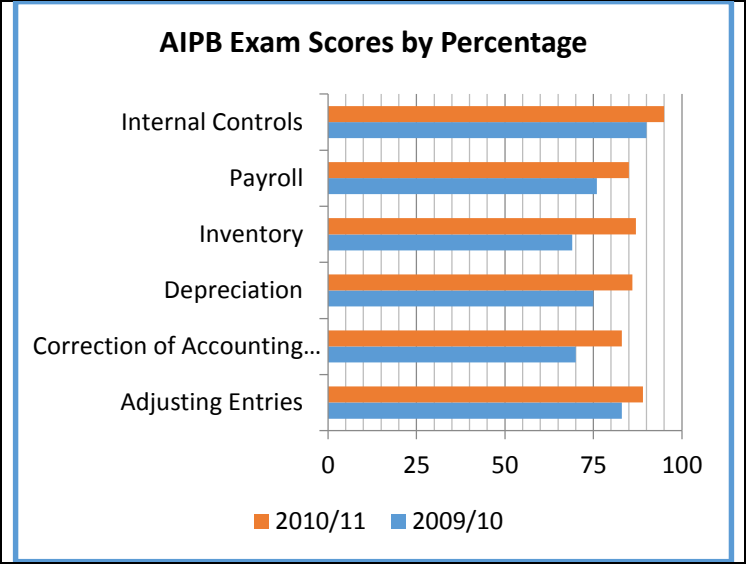
Standard met in 2009 and 2010. Standard was close to goal in 2011. Students scoring less than 70% generally had attendance issues or had not completed course assignments required prior to the test.

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.



<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"> <caption>Percentage of Students Achieving 80% or better</caption> <thead> <tr> <th>Term</th> <th>Percentage</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	Spring 2010	98%	Fall 2010	91%	Spring 2011	86%
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**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.

Overall score at the end of the semester for the course is used.

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.

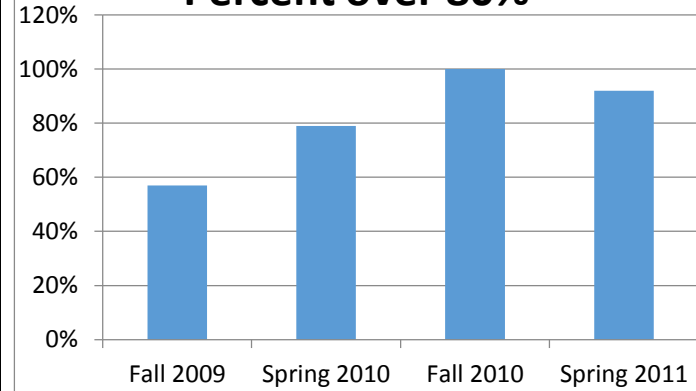
Teamwork and leadership components were introduced in the course. Prerequisites were also screened.

Improved results due to prerequisite screening and the introduction of teamwork.

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%



<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"> <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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Fall 2009	76%												
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Spring 2011	88%												
<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"> <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%
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<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%														
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<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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AY 09/10	75.00%										
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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 Final Exam Scores Chart</caption> <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>75.00%</td> </tr> <tr> <td>AY 10/11</td> <td>70.00%</td> </tr> </tbody> </table>	Academic Year	% of Students with 70% or more Final Exam Scores	AY 09/10	75.00%	AY 10/11	70.00%		
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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 Midterm Exam Score Chart</caption> <thead> <tr> <th>Term</th> <th>% Students with 73% or better Midterm Exam Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>70.0%</td> </tr> <tr> <td>Fall 2010</td> <td>77.0%</td> </tr> <tr> <td>Spring 2011</td> <td>77.0%</td> </tr> </tbody> </table>	Term	% Students with 73% or better Midterm Exam Score	Spring 2010	70.0%	Fall 2010	77.0%	Spring 2011	77.0%
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Spring 2010	70.0%												
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<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>64%</td> </tr> </tbody> </table>	Academic Year	% of Students with 70% or more Final Exam Scores	AY 09/10	82%	AY 10/11	64%
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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>86%</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	86%	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>% 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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AY 10/11	~83%										
<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>% 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>	<div data-bbox="1297 97 2001 516"> <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>75.00%</td> </tr> <tr> <td>AY 10/11</td> <td>85.00%</td> </tr> </tbody> </table> </div>	Academic Year	% of Students	AY 09/10	75.00%	AY 10/11	85.00%
Academic Year	% of Students										
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**2440:251
CIS Projects**

CIS PLO 1,2,3,4,5:

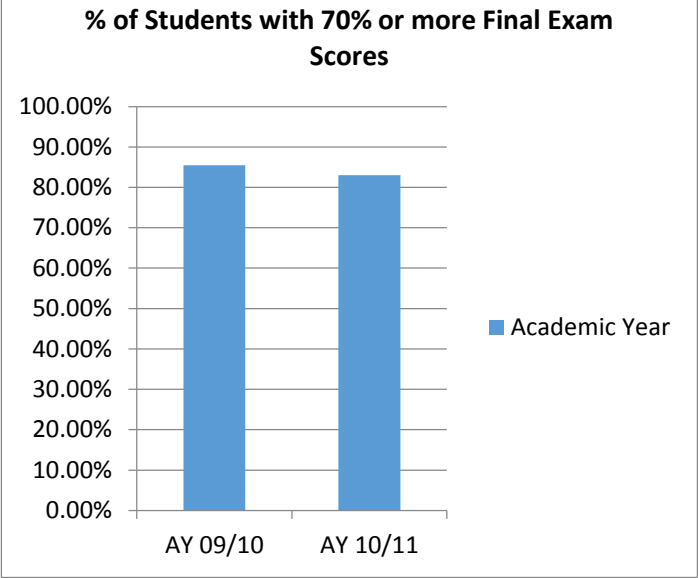
Final Project in the course must be $\geq 70\%$.

Project Based Learning is used to measure students' ability to complete a programming based project and present the results.

This is a project based course, the assessment is a completed, working project related to computer programming.

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.

Continue to monitor and encourage higher student performance.



**2440:256
C++
Programming**

CIS PLO 1,2,3:

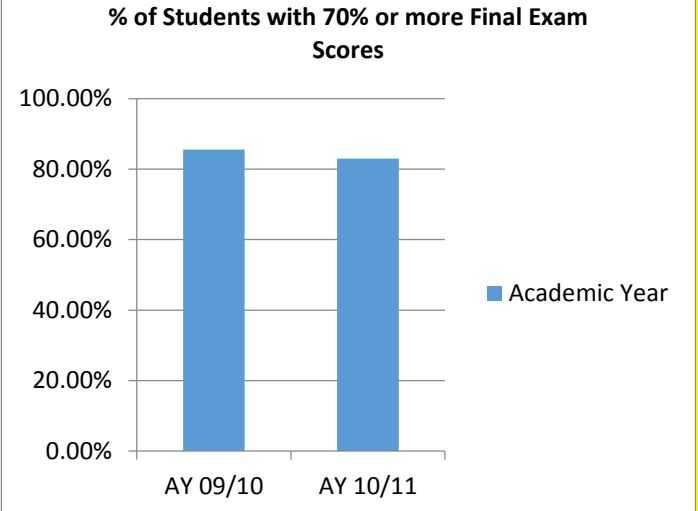
70% of students will earn a grade of 70% or better on the Comprehensive Final Exam.

Comprehensive Final Exam is used.

The standard is consistently met and should be re-evaluated.

Consider making the standard 80% of student with a final exam score of 75% or better.

Continue to monitor and encourage higher student performance.



<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. ServSafe food safety certification exam developed by the Educational Foundation of the National Restaurant Association.</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 Passing</th> <th>Number of Students (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 Passing	Number of Students (N)	2009-2010	76%	125	2010-2011	75%	140
Semester	Percentage Passing	Number of Students (N)												
2009-2010	76%	125												
2010-2011	75%	140												

2280:245
Menu,
Purchasing and
Cost Control

HM PLO 2,4:

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.

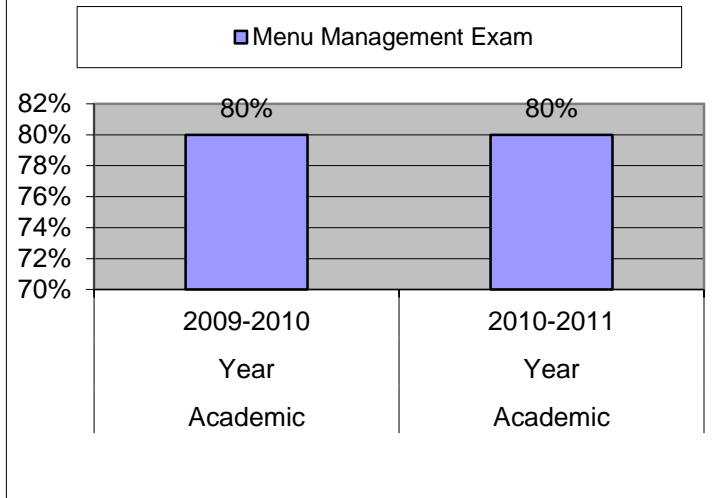
Menu
 Management
 exam is used.
 The National
 exam is
 developed by
 the
 Educational
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 the National
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Standard was
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Standard
 should be
 raised to 75%.
 Additional
 exercises and
 quizzes in
 preparation
 for the exam
 should be
 offered.

Continue to
 monitor and
 encourage higher
 student
 performance.

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



2280:245
Menu,
Purchasing and
Cost Control

HM PLO 3:

70% of
 hospitality
 students will
 pass Cost
 Control Exam
 on their first
 attempt.

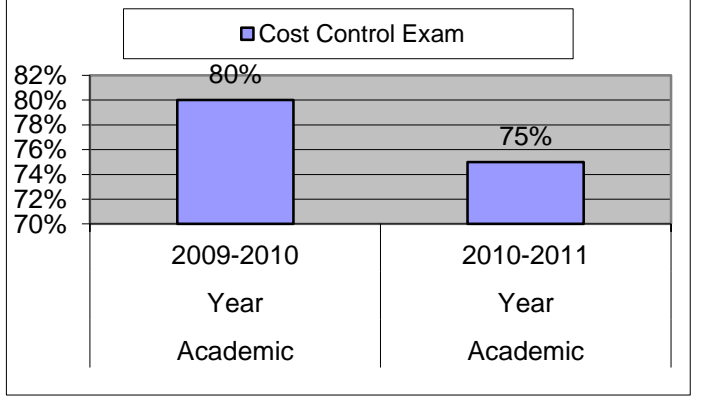
Cost Control
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**% of Students Passing the Cost
 Control Certification Exam**



National exam developed by the Educational Foundation of the national Restaurant Association.					
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<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%
Semester	Percentage														
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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%
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Spring 2011	66%														

Standard #5 Faculty and Staff Focus

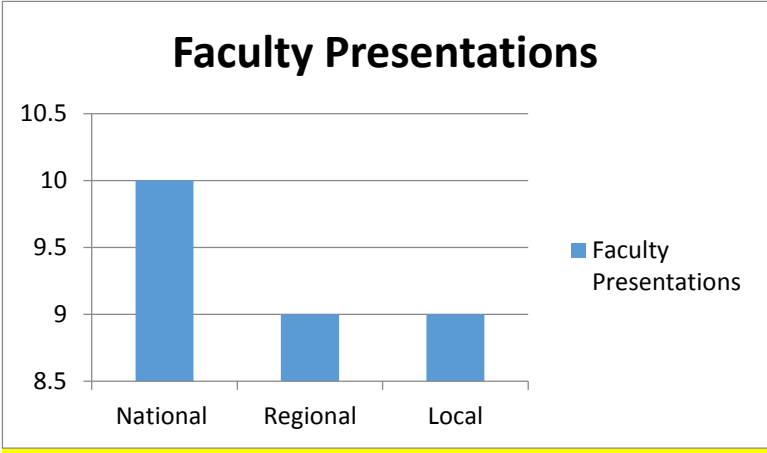
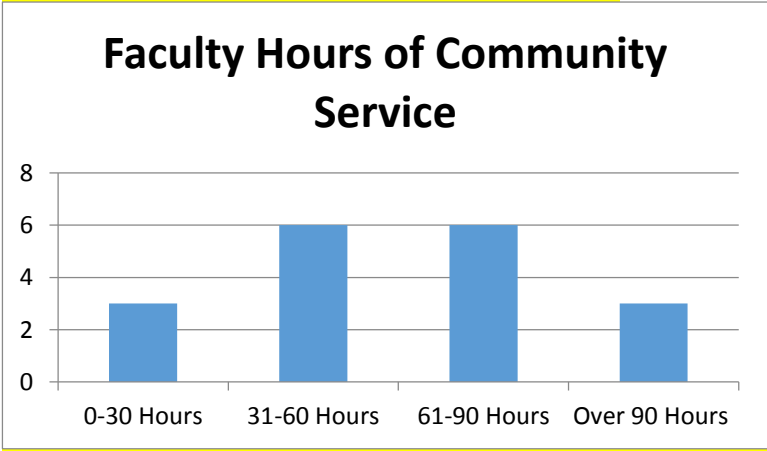
Complete Table 5.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

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

Faculty and Staff Focused Results		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.			
		<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>			
		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		Results of Action Taken	Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)																		
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken																				
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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<p>5B – 75% of faculty will make a 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>  <table border="1"> <caption>Faculty Presentations</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> <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>  <table border="1"> <caption>Faculty Hours of Community Service</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>	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														
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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.
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<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%

