

**Accreditation Council for Business Schools and Programs (ACBSP)**  
**Quality Assurance (QA) Report**  
**for**  
**Baccalaureate/Graduate Degree Programs**  
Current as of February 2014

**Overview (O) 1. Complete all information requested.**

Submit your report as an attachment to reports@acbsp.org on or before February 15th or September 15th.

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

O 2. Institution Name: Cedar Crest College Date February 13, 2015  
Address: 100 College Drive, Allentown PA 18104

O 3. Year Accredited: 2009 This Report Covers Years: 2013-2014

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

- BS Accounting
- BS Business Administration
- BS Management

**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.**

The Department received Institutional approval from the Board of Trustees in October 2014 for the addition of the first graduate program offering an MBA program beginning with the first entering class in Fall 2015. The Cedar Crest MBA is designed as a part time program consisting of twelve courses comprising 36 credits that students can complete at their own pace. It is the intention of the Institution to seek accreditation of the MBA program after it is in effect for two years.

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

O 7. Person completing report Name: Ibolya Balog  
Phone: 610-606-4666 ext 4453  
E-mail address: ibalog@cedarcrest.edu  
ACBSP Champion name: Ibolya Balog  
ACBSP Co-Champion name: Michael Donovan

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.

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):  
Remove Note:

**Note on Overview Item 5.g**

*While Cedar Crest College indicated that it provides reliable performance information to the public, including student achievement, the College assessment website provides no specific information on business programs. Data presented relates to regional accrediting issues.*

The Cedar Crest College website section on Academics, Business, Management and Economics program highlights the ACBSP accreditation of the program and contains the link to our most recent 2013 QA Report that provides specific information on business programs including data on student achievement. The link is:  
[http://www.cedarcrest.edu/ca/academics/business/pdf/CCC\\_ACBSP-QA-Report\\_2013.pdf](http://www.cedarcrest.edu/ca/academics/business/pdf/CCC_ACBSP-QA-Report_2013.pdf)

We have met the requirement on Overview Item 5.g that the institution provide information as to how it informs the public on their performance, including student achievement and therefore request the removal of this note.

Do not remove notes. Explain the progress made in removing the notes:

**Note on Standard 2:**

*Progress is being made with the development of a strategic plan for the business department but it is not complete at this time.*

Cedar Crest College developed a Strategic Plan for 2010 to 2017 that can be found at <http://www.cedarcrest.edu/ca/strategicplan> to guide the institution to the celebration of its sesquicentennial anniversary. In alignment with the Cedar Crest College mission and Strategic Plan key initiatives and subsequent Academic Program Review and in preparation of the upcoming Periodic Program Review the Business Department developed its strategic plan. The Department Academic Strategic Plan Outline for the current period is attached as Appendix 1.

The Business Department is committed to the principle of continuous improvement and assessment. As such, it recognizes the importance of strategic planning for both the near and longer term in the areas of curriculum development, human resource planning and innovation to meet the needs of its stakeholders. The update of the Department plan is scheduled for review by the Department faculty at regularly scheduled faculty meetings at the beginning of each new academic year and is submitted to the Provost annually with the annual budget request. Prior to the update meeting, the Chair of the Department prepares a report on progress and measurement of results achieved from the prior year plan.

We request the retention of the Note on Standard 2 Strategic Planning as the process of fully developing the Strategic Plan for the Program is ongoing. We have made progress on the standard of using the strategic directions to better address key student and program performance requirements and are developing an action plan for deploying and aligning key plan performance requirements.

**Note on Standard 5, Criterion 5.5.2:**

*While progress has been made in improving the percentage of Academically Qualified faculty, the level is still significantly below the minimum 40% threshold. Additional progress needs to occur with a reduction of some professional responsibilities for faculty members who are extensively engaged beyond what is normally expected in any one of the nine functions.*

The successful search in 2012 resulted in the appointment of Christine Lombardo-Zaun Esq. MBA to a tenure track Assistant Professor to the department faculty, thus achieving the coverage of 25% of undergraduate program courses taught by AQ faculty. 100% of undergraduate credit hours are taught by either academically or professionally qualified faculty. Two of the current full time faculty have met the College requirements of excellence in teaching, scholarship and service and have been granted tenure at the rank of Associate Professor while the third full time faculty member holding a Master's degree in his field, is completing his 32<sup>nd</sup> year of teaching in the department, demonstrating excellence in teaching and service to have achieved successful reappointment to full time faculty repeatedly over the years.

All part time and adjunct faculty members who meet the professionally qualified status provide sample lessons and evidence of prior teaching or professional experience suitable for the discipline, and are evaluated via a sample lesson for faculty and students in the department prior to their appointment to teach any courses at Cedar Crest College. In person orientation, training in the college's educational technology support and a written adjunct handbook are provided to all adjuncts. In the period covered by this QA report several courses were taught by adjuncts meeting AQ standards.

All non tenured as well as adjunct faculty teaching in the department receive peer reviews and reviews from the Chair at least once annually. Course evaluations by students at the conclusion of each course include teaching effectiveness assessments of the faculty member by the students, the results of these assessments are included in Standard 3, pages 12 and 13.

The planned introduction of the MBA program in the 2015-16 academic year will require the addition of academically qualified faculty to reach 70% two year post launch coverage in the graduate program and meet the 40% coverage for the undergraduate program. The department strategic plan for academic human resource development provides action steps and timelines for accomplishing our goals.

We have made significant progress outlined in this report and have addressed the note and anticipate substantially meeting Standard 5 Criterion 5.5.2 by our next biannual Quality Assurance Report.

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

The office of Assessment, Accreditation and Compliance of the College maintains records and provides reliable information to the public on performance, including student achievement such as assessment results and can be found at: <http://www.cedarcrest.edu/ca/assessment/index.shtm>

The Office of Institutional Research of the College provides annual statistics to the National Center for Educational Statistics that can be found at <http://nces.ed.gov/collegenavigator/?q=Cedar+Crest+College&s=all&id=211468#netprc>

Student Learning Outcome Assessment Results: Such as what you report in standard #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc.

The business department provides access to the biannual QA report prepared for ACBSP accreditation as a means of providing reliable information to the public on our performance, including student achievement. The link can be found at: [http://www.cedarcrest.edu/ca/academics/business/pdf/CCC\\_ACBSP-QA-Report\\_2013.pdf](http://www.cedarcrest.edu/ca/academics/business/pdf/CCC_ACBSP-QA-Report_2013.pdf)

Program Results: Such as what you report in standard #6, graduation rates, retention rates, job placement, etc.

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## Standard #1 Leadership

### Organization

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

There have been no organizational changes since the last report  
The following administrative personnel changes have taken place:

Laurie Flanagan-Lebo started as Assistant to the Chair in October 2014 following the departure of Cheryl DeBellis from the institution.

Rebecca Getz-Keller serves as Academic Advisor to incoming Business Majors through her position in Academic Services of the College. In this capacity she advises incoming students and assists students in their preparation of degree completion plans for both declaring entering students and transfer students. This arrangement has relieved the full time faculty of some advising responsibilities.

Arlene Peltola MBA stopped teaching part time marketing courses in the department at the end of the Fall 2013 semester.

Plans are in place for recruitment of additional faculty to facilitate teaching of existing undergraduate and new graduate courses.

- 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.

Please see Appendix 1.



**Standard #3 Student and Stakeholder Focus**

Student- and Stakeholder-Focused Results																																																												
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Performance Measure	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)																																																							
Use of Tutoring Services	Data collected by Academic Services Department	At risk students are taking advantage of tutoring services.	More students recognize and use tutoring services.	Peer tutoring and on line tutoring is supplemented by a part time dedicated professional tutor. Faculty implemented a policy of early referral of students for tutoring who receive grades below C on the first grading in a semester.	<p><b>Number Students Tutored</b></p> <table border="1"> <caption>Data for Number Students Tutored</caption> <thead> <tr> <th>Year</th> <th>Accounting</th> <th>Business Administration</th> <th>Economics</th> <th>Marketing</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>0</td> <td>4</td> <td>1</td> <td>0</td> </tr> <tr> <td>Fall 2010</td> <td>1</td> <td>3</td> <td>1</td> <td>0</td> </tr> <tr> <td>Spring 2011</td> <td>0</td> <td>3</td> <td>1</td> <td>0</td> </tr> <tr> <td>Fall 2011</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Spring 2012</td> <td>1</td> <td>3</td> <td>3</td> <td>0</td> </tr> <tr> <td>Fall 2012</td> <td>4</td> <td>2</td> <td>2</td> <td>0</td> </tr> <tr> <td>Spring 2013</td> <td>3</td> <td>3</td> <td>2</td> <td>0</td> </tr> <tr> <td>Fall 2013</td> <td>13</td> <td>9</td> <td>9</td> <td>1</td> </tr> <tr> <td>Spring 2014</td> <td>5</td> <td>3</td> <td>10</td> <td>1</td> </tr> <tr> <td>Fall 2014</td> <td>9</td> <td>4</td> <td>7</td> <td>0</td> </tr> </tbody> </table>	Year	Accounting	Business Administration	Economics	Marketing	Spring 2010	0	4	1	0	Fall 2010	1	3	1	0	Spring 2011	0	3	1	0	Fall 2011	0	1	0	0	Spring 2012	1	3	3	0	Fall 2012	4	2	2	0	Spring 2013	3	3	2	0	Fall 2013	13	9	9	1	Spring 2014	5	3	10	1	Fall 2014	9	4	7	0
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Internship Performance	Feedback reports from internship site supervisors	Students are performing well in their internship assignments based on their site supervisors' feedback.	To increase the performance of interns, the department has taken a more active role in the student internship experience. In addition to a site supervisor, each student has a faculty adviser who assigns and evaluates a reflective exercise for each intern. Additionally, it is felt that the internship as an elective is a very powerful learning tool, but underutilized. As a result, we have committed to the concept of experiential learning. The first group of co-op students will be starting coop work experience in the 2015-2016 academic year.	Introduced co-op program.	<p style="text-align: center;"><b>Performance Rating</b></p> <table border="1"> <caption>Performance Rating Data</caption> <thead> <tr> <th>Term</th> <th>Average Mid term report</th> <th>Average Final report</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>1.00</td> <td>1.00</td> </tr> <tr> <td>Fall 2011</td> <td>2.00</td> <td>2.00</td> </tr> <tr> <td>Spring 2012</td> <td>1.50</td> <td>1.50</td> </tr> <tr> <td>Fall 2012</td> <td>2.00</td> <td>2.00</td> </tr> <tr> <td>Spring 2013</td> <td>2.00</td> <td>2.00</td> </tr> <tr> <td>Fall 2013</td> <td>2.00</td> <td>2.00</td> </tr> <tr> <td>Spring 2014</td> <td>2.00</td> <td>2.00</td> </tr> <tr> <td>Fall 2014</td> <td>2.00</td> <td>2.00</td> </tr> </tbody> </table>	Term	Average Mid term report	Average Final report	Spring 2011	1.00	1.00	Fall 2011	2.00	2.00	Spring 2012	1.50	1.50	Fall 2012	2.00	2.00	Spring 2013	2.00	2.00	Fall 2013	2.00	2.00	Spring 2014	2.00	2.00	Fall 2014	2.00	2.00
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Number of graduates to work in their field of study	Senior exit survey	Over the measurement period the number of students going on to work in their field of study is consistently over 80% to 90%.	Department's faculty worked closely with Career Development. A large population of working adult students is the main reason for a consistently high number in this category, as students enter the program already working in their field. Recurring requests from students for a graduate program contributed to the decision to introduce and MBA program in 2015.	Continued growth and improved integration with Career Planning. A Department Faculty member is serving as pre-law adviser.	<table border="1"> <caption>Resulting Trends for 3-5 Years</caption> <thead> <tr> <th>Year</th> <th>% Plan to Work in the Field</th> <th>% Plan to Attend Graduate School</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>85%</td> <td>30%</td> </tr> <tr> <td>Fall 2010</td> <td>85%</td> <td>45%</td> </tr> <tr> <td>Spring 2011</td> <td>92%</td> <td>35%</td> </tr> <tr> <td>Spring 2012</td> <td>92%</td> <td>75%</td> </tr> <tr> <td>Spring 2013</td> <td>95%</td> <td>30%</td> </tr> <tr> <td>Spring 2014</td> <td>90%</td> <td>40%</td> </tr> </tbody> </table>	Year	% Plan to Work in the Field	% Plan to Attend Graduate School	Spring 2010	85%	30%	Fall 2010	85%	45%	Spring 2011	92%	35%	Spring 2012	92%	75%	Spring 2013	95%	30%	Spring 2014	90%	40%
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Student Course Format Preference	Student survey	Courses are offered in a variety of formats to enhance the quality of educational experience and improve learning outcomes. Course length and delivery methods are monitored for continuous improvement.	Students want a quantitative course over 14 weeks compared to qualitative course over 7 weeks. In person, hybrid and online delivery methods are utilized.	Revised schedule accordingly.	<table border="1"> <caption>Student Course Format Preference</caption> <thead> <tr> <th>Course Format</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>14 weeks on campus</td> <td>43%</td> </tr> <tr> <td>Saturday on campus</td> <td>35%</td> </tr> <tr> <td>7 week accelerated</td> <td>30%</td> </tr> <tr> <td>2 weekend accelerated</td> <td>28%</td> </tr> <tr> <td>7 week accelerated hybrid</td> <td>26%</td> </tr> <tr> <td>7 week accelerated online</td> <td>24%</td> </tr> <tr> <td>14 week online</td> <td>20%</td> </tr> </tbody> </table>	Course Format	Percentage	14 weeks on campus	43%	Saturday on campus	35%	7 week accelerated	30%	2 weekend accelerated	28%	7 week accelerated hybrid	26%	7 week accelerated online	24%	14 week online	20%
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Learned in this Course	Course evaluation division aggregate score report.	Student's perception of learning indicates a steady increase in students' learning in business and a consistent leveling of learned knowledge in Accounting.	<p>The introduction of alternative course delivery methods impacted student perception of learning.</p> <p>2013 Spring Accounting evaluation was affected by accelerated format.</p>	Annual re-evaluation of course delivery is used to improve student learning outcomes.	<p style="text-align: center;"><b>Learned In This Course</b></p> <table border="1"> <caption>Learned In This Course Data</caption> <thead> <tr> <th>Year</th> <th>Term</th> <th>Business</th> <th>Accounting</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>Spring</td> <td>4.1</td> <td>3.6</td> </tr> <tr> <td>2011</td> <td>Fall</td> <td>3.8</td> <td>3.9</td> </tr> <tr> <td>2012</td> <td>Spring</td> <td>3.9</td> <td>3.9</td> </tr> <tr> <td>2012</td> <td>Fall</td> <td>4.0</td> <td>3.9</td> </tr> <tr> <td>2013</td> <td>Spring</td> <td>3.8</td> <td>3.3</td> </tr> <tr> <td>2013</td> <td>Fall</td> <td>3.8</td> <td>3.8</td> </tr> <tr> <td>2014</td> <td>Spring</td> <td>4.2</td> <td>4.0</td> </tr> <tr> <td>2014</td> <td>Fall</td> <td>4.0</td> <td>4.1</td> </tr> </tbody> </table>	Year	Term	Business	Accounting	2011	Spring	4.1	3.6	2011	Fall	3.8	3.9	2012	Spring	3.9	3.9	2012	Fall	4.0	3.9	2013	Spring	3.8	3.3	2013	Fall	3.8	3.8	2014	Spring	4.2	4.0	2014	Fall	4.0	4.1
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Constructive and Timely Feedback	Course evaluation division aggregate score report.	Students have the high satisfaction rate of receiving constructive and timely feedback.	Students have been consistently satisfied with the feedback they are receiving.	Department faculty continues to provide constructive and timely feedback.	<div style="text-align: center;"> <h3>Received Constructive and Timely Feedback</h3> <table border="1"> <caption>Received Constructive and Timely Feedback Data</caption> <thead> <tr> <th>Year</th> <th>Season</th> <th>Business</th> <th>Accounting</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>Spring</td> <td>4.5</td> <td>4.6</td> </tr> <tr> <td>2011</td> <td>Fall</td> <td>3.7</td> <td>4.6</td> </tr> <tr> <td>2012</td> <td>Spring</td> <td>4.2</td> <td>4.3</td> </tr> <tr> <td>2012</td> <td>Fall</td> <td>4.5</td> <td>4.3</td> </tr> <tr> <td>2013</td> <td>Spring</td> <td>4.2</td> <td>3.9</td> </tr> <tr> <td>2013</td> <td>Fall</td> <td>4.0</td> <td>4.2</td> </tr> <tr> <td>2014</td> <td>Spring</td> <td>4.3</td> <td>4.2</td> </tr> <tr> <td>2014</td> <td>Fall</td> <td>4.3</td> <td>4.5</td> </tr> </tbody> </table> </div>	Year	Season	Business	Accounting	2011	Spring	4.5	4.6	2011	Fall	3.7	4.6	2012	Spring	4.2	4.3	2012	Fall	4.5	4.3	2013	Spring	4.2	3.9	2013	Fall	4.0	4.2	2014	Spring	4.3	4.2	2014	Fall	4.3	4.5
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## Standard #4 Measurement and Analysis of Student Learning and Performance

### Program Outcomes

Since achieving accreditation, the department has had the opportunity to review its learning outcomes, not only within several courses, but also throughout the programs as a whole. Consequently, we have improved our curriculum through changes to course content. These are described in b.) Performance Results.

1. Core Outcomes
  - 1.1. Ethics
  - 1.2. Organizational and Personal Relationships
  - 1.3. Interpretation of Information and Its Impact on Organizations
  - 1.4. Economics
  - 1.5. Business and Organization Functions
  - 1.6. Creativity and Strategic Thinking
2. Accounting Program Outcomes
  - 2.1. Ethics
  - 2.2. Taxation
  - 2.3. Accounting for Costs
  - 2.4. Intermediate and Advanced Financial Accounting
  - 2.5. Auditing
3. Business Program Outcomes
  - 3.1. Concentration Selections
    - 3.1.1. Management
    - 3.1.2. Marketing
    - 3.1.3. Human Resources
    - 3.1.4. Health Care Management
    - 3.1.5. Economics

### Detail

1. **Core Outcomes (for both B.S. Business Administration and B.S. Accounting)**
  - 1.1. Ethics

- 1.1.1. Identify and evaluate the source of personal ethical values. Compare and contrast to societal and professional standards. Identify ethical conflict and develop remedies.
- 1.1.2. Identify ethical dilemmas that exist in the business environment and analyze challenges existing in a diverse and complex world within a managerial context.
- 1.2. Organizational and Personal Relationships
  - 1.2.1. Develop and maintain productive relationships with peers, superiors and subordinates, and evaluate her contribution to a team.
- 1.3. Interpretation of Information and Its Impact on Organizations
  - 1.3.1. Identify the various sources of business information, recognize how it flows through the functional areas of an organization, and describe its impact on the functional areas and organization as a whole.
  - 1.3.2. Through standard or advanced technological means and using appropriate research techniques (qualitative and quantitative), interpret information, draw conclusions, and communicate knowledge effectively.
  - 1.3.3. Interpret and apply algebraic formula and build quantitative models to analyze business problems.
- 1.4. Economics
  - 1.4.1. Explain and utilize key concepts and models of economics: the market model, market structure, characteristics and causes of the business cycle, macroeconomic policies, exchange rates, and the monetary and fiscal institutions involved in the formulation of economic policy.
- 1.5. Business and Organization Functions
  - 1.5.1. Fundamental Accounting
    - 1.5.1.1. Describe the fundamental functions of an organization's accounting system and the objectives of the users of financial reports.
    - 1.5.1.2. Analyze transactions for recording the information in the accounting system applying US GAAP.
    - 1.5.1.3. Apply Generally Accepted Accounting Principles used in the United States of America (US GAAP) and compare such principles to the International Financial Reporting System.
    - 1.5.1.4. Prepare a set of complete financial statements including a balance sheet, a statement of stockholders equity, an income statement and a cash flow statement in good form and analyze the relationships of these statements.
  - 1.5.2. Financial Analysis
    - 1.5.2.1. Explain the role and duties of the financial manager and utilize financial tools to inform decision-making.
    - 1.5.2.2. Design a budget based on forecasted sales and prepare the related forecasted financial statements.
    - 1.5.2.3. Analyze financial performance of an organization and forecast future performance based on trend and planned investments.
    - 1.5.2.4. Compute and evaluate the financial implications of business decision making, including those associated with capital budgeting.
    - 1.5.2.5. Produce written reports and correspondence to explain financial reporting issues to an organization's internal or external users of financial statements.

### 1.5.3. Human Resources

- 1.5.3.1. Describe the variety of organizational cultures and value systems in today's workplace, and explain the importance of recognizing and responding to cultural diversity in an organization.
- 1.5.3.2. Explain and discuss the essential elements of managing Human Resources, including the development of the individual, and the role of the Human Resources department.
- 1.5.3.3. Explain the strategic importance of change management and managing business partnerships. Describe the difference between systems and their advantages and disadvantages in regard to effective management of people and the allocation of work and responsibilities.

### 1.5.4. Law

- 1.5.4.1. Describe the sources of American law and the overall structure of the American legal system and be able to recognize and evaluate the impact of the legal system on business, including the basic elements of contract law, and the Uniform Commercial Code.

### 1.5.5. Marketing

- 1.5.5.1. Describe the fundamental functions of product/service design, distribution, pricing, and promotion.
- 1.5.5.2. Evaluate impact of marketing strategy decisions on an organization.

### 1.5.6. Operations

- 1.5.6.1. Design and explain production / service delivery systems
- 1.5.6.2. Describe and illustrate quality control systems
- 1.5.6.3. Evaluate inventory and production capacity levels.

### 1.5.7. Global

- 1.5.7.1. Analyze a country's commercial strategy, context, and performance and relate to a company's export or investment strategy.

## 1.6. Creativity and Strategic Thinking

- 1.6.1. Link functional business skills together and apply a systems-thinking approach to situations.
- 1.6.2. Synthesize and apply knowledge from across business disciplines through organizational interpretation or planning.
- 1.6.3. Identify opportunities for business innovation and design and recommend strategies for orchestrating change in an organization.

## 1. **Accounting major Outcomes**

### 1.1. Ethics

- 1.1.1. Consider the special issues with and role of ethical behavior in financial reporting, accounting decisions and auditing.

### 1.2. Costing

- 1.2.1. Compute and apply both job and process accounting techniques

### 1.3. Taxation

- 1.3.1. Apply relevant tax accounting concepts as applicable to personal and business tax returns.

#### 1.4. Intermediate and Advanced Accounting

- 1.4.1. Apply relevant US Generally Accepted Accounting Principles and selected International Financial Reporting Standards as applicable to balance sheet and income statement elements
- 1.4.2. Analyze and prepare consolidation of financial information
- 1.4.3. Assess the financial implication of business decision making.

#### 1.5. Auditing

- 1.5.1. Analyze various attest functions and assurance services performed by independent accountants.
- 1.5.2. Evaluate the role of internal control over financial reporting.

### 2. **Business Administration major Outcomes**

#### 2.1. Concentration Selections

##### 2.1.1. Economics

- 2.1.1.1. Describe and explain how market economies solve fundamental social problems regarding the production and distribution of goods, as well as the distribution of wealth in society.
- 2.1.1.2. Analyze the conditions under which free markets will provide the best use of society's scarce resources, and explain how government intervention can improve on the market outcome when those conditions are not met.
- 2.1.1.3. Utilize basic economic principles to explain the nature and causes of international trade and investment.

##### 2.1.2. Healthcare Management

- 2.1.2.1. Describe cultural, political, economic and environmental factors that affect health care delivery.
- 2.1.2.2. Explain the structure and organization of health care systems.
- 2.1.2.3. Differentiate how Medicare, Medicaid and commercial insurance, and health maintenance organizations affect health care delivery.
- 2.1.2.4. Prepare analyses concerning current issues facing health care systems.
- 2.1.2.5. Debate future challenges associated with health care delivery and payment systems.
- 2.1.2.6. Interpret various financial statements and management reports used in healthcare organizations.
- 2.1.2.7. Apply ratio analysis used in healthcare organizations for management reports.
- 2.1.2.8. Describe applicable patient care systems and processes in practice settings.

##### 2.1.3. Human Resources

- 2.1.3.1. Describe the variety of organizational cultures and value systems in today's workplace, and explain the importance of recognizing and responding to cultural diversity in an organization.
- 2.1.3.2. Explain and discuss the essential elements of managing human resources, including the development of the individual, and the role of the human resources department.
- 2.1.3.3. Explain the strategic importance of change management and managing business partnerships.
- 2.1.3.4. Describe the difference between systems and their advantages and disadvantages in regard to effective management of people and the allocation of work and responsibilities.

2.1.4. Management

2.1.4.1. Prepare management plans for organizations

2.1.4.2. Design organizational structures that provide effective and efficient execution of strategy

2.1.4.3. Identify and apply leadership skills

2.1.4.4. Analyze and describe performance measurements to monitor strategy and operational activities

2.1.5. Marketing

2.1.5.1. Analyze consumer and industrial/commercial buying behavior

2.1.5.2. Prepare advertising and public relations strategies

2.1.5.3. Describe sales management techniques and strategies

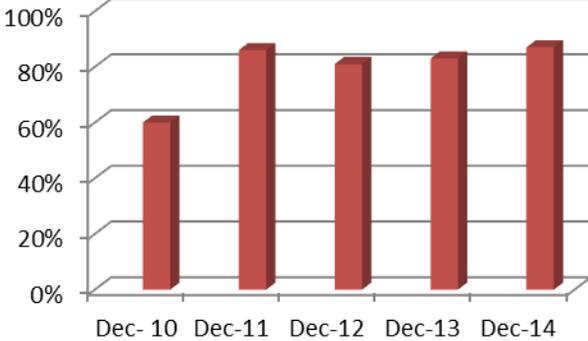
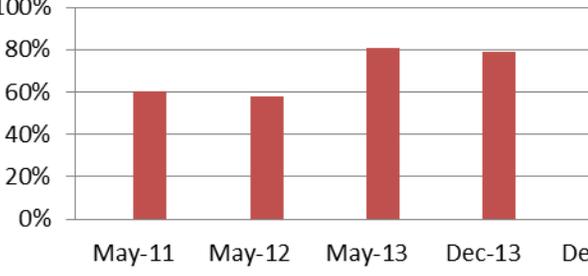
2.1.5.4. Apply marketing research techniques

**Standard #4 Student Learning Results**

Performance Indicator	Performance Measure	Measurement Instrument / Process	Current Results	Analysis of Results	Action Taken															
<b>Core Outcomes</b>																				
SLO 1.2.1		BUA 281 or BUA 282																		
Develop and maintain productive relationships with peers, superiors and subordinates, and evaluate her contribution to a team.	85% of the class members participate actively and cooperatively in each class discussion at level 2 of a 5-point internal rubric for class participation.	Formative class discussion rubric.	80% are achieving the goal.	Students can be shy and do not trust their opinions in a class discussion experience.	Instructors are coached on how to draw out student opinions and to facilitate group discussion.	<p><b>BUA 281/282 Class Discussion Assessment</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>May-10</td> <td>68%</td> </tr> <tr> <td>May-11</td> <td>74%</td> </tr> <tr> <td>May-12</td> <td>80%</td> </tr> <tr> <td>May-13</td> <td>79%</td> </tr> <tr> <td>May-14</td> <td>81%</td> </tr> </tbody> </table>	Year	Percentage	May-10	68%	May-11	74%	May-12	80%	May-13	79%	May-14	81%		
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SLO 1.3.2		BUA 351/352																		
Through standard or advanced technological means and using appropriate research techniques (qualitative and quantitative), interpret information, draw conclusions, and communicate knowledge effectively.	75% of the class prepare written and oral presentations at the respective AAC&U rubric level of 3 or better.	Direct and Summative: Industry Analysis and Business Plan: Written and Oral Report.	75% are achieving at level 3.	Student ability to perform acceptable research is improving along with writing skills.  BUA 351 teaches industry analysis and strategy. BUA 352 culminates with the preparation of a business plan.	Milestones were introduced to allow the instructor to assess early written results as the project progressed. Additional assistance provided on database/library research skills. Greater emphasis on written and oral rubrics.	<p><b>BUA 351/352 Industry Analysis and Business Plan Assessment</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>May-10</td> <td>60%</td> </tr> <tr> <td>May-11</td> <td>60%</td> </tr> <tr> <td>May-12</td> <td>68%</td> </tr> <tr> <td>Aug-12</td> <td>65%</td> </tr> <tr> <td>May-13</td> <td>75%</td> </tr> <tr> <td>May-14</td> <td>80%</td> </tr> </tbody> </table>	Year	Percentage	May-10	60%	May-11	60%	May-12	68%	Aug-12	65%	May-13	75%	May-14	80%
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Performance Indicator	Performance Measure	Measurement Instrument / Process	Current Results	Analysis of Results	Action Taken											
SLO 1.3.1  Identify the various sources of business information, recognize how it flows through the functional areas of an organization, and describe its impact on the functional areas and organization as a whole.	a. 75% of the class are proficient.  b. 75% of the class prepare written reports at the AAC&U written assignment rubric level of 2 or better.	ACC/BUA 205  Direct and formative: Homework assignment preparing flowcharts and/or datagrams of enterprise transactions systems.  Direct and formative: Student project analyzing and describing an organization's enterprise information systems.	Prior required course in MS Office was not achieving desired goal.  All program students are introduced to AIS concepts and learn to see bigger picture of data and its use.	This course replaces a MS Office course that did not succeed at teaching data concepts for use in decision-making.  Course also teaches AIS techniques so that all students in department programs understand data flows, system design, and "big data" concepts.	Course offered for first time in Spring of 2013. Required for business and accounting students. New emphasis on "big data" concepts.  Designed to react to rapidly changing business environment.	<div style="text-align: center;"> <h3>BUA 205 Mid Term Assessment</h3> <table border="1"> <caption>BUA 205 Mid Term Assessment Data</caption> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>May-13</td> <td>86</td> </tr> <tr> <td>Dec-13</td> <td>79</td> </tr> <tr> <td>May-14</td> <td>87</td> </tr> <tr> <td>Dec-14</td> <td>82</td> </tr> </tbody> </table> </div>	Term	Score (%)	May-13	86	Dec-13	79	May-14	87	Dec-14	82
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<p>SLO 1.3.3</p> <p>Interpret and apply algebraic formula and build statistical models to analyze business problems.</p>	<p>a. 75% of the class prepare material at the AAC&amp;U Quantitative Literacy rubric level of 2 or better.</p> <p>b. 75% of students taking MFT equal or exceed the national median score.</p>	<p>BUA 219</p> <p>Direct and Formative: Mid-term and Final Exams comprised of essay and problem assessments.</p> <p>Direct and Formative: Assessed homework.</p> <p>Direct and Formative: Student designed project incorporating course lessons.</p> <p>Direct and Summative: MFT Quantitative segment.</p>	<p>Prior course in Finite Math was no longer succeeding. Students either knew sufficient algebra or did not.</p> <p>And, prior course in MS Excel was not adequately teaching decision-making models.</p> <p>MFT results vary but have not substantially improved.</p>	<p>Many Business Department Students now arriving at the college with poor quantitative, algebraic, and modeling skills.</p> <p>Course was initially introduced in an accelerated format. Revised course length to improve student learning outcome.</p>	<p>BUA 219 was implemented in 2013. This course introduces both MS Excel and modeling technique. Assumes algebra background so that Mgt Science concepts can be emphasized.</p> <p>Video of problem examples and solutions provided so students may see and practice while completing homework.</p> <p>Students now must have equivalent of College Algebra to enter the course.</p> <p>Chart shows MFT results and beginning in 2014 both online and in person courses extended to 14 weeks.</p>	<div data-bbox="1297 215 1934 634" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Quantitative MFT Score % Students Exceeding Ntl Median</b></p> <table border="1" style="margin-top: 10px;"> <caption>Quantitative MFT Score % Students Exceeding Ntl Median</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 2010</td> <td>40%</td> </tr> <tr> <td>Spring 2011</td> <td>45%</td> </tr> <tr> <td>Fall 2011</td> <td>38%</td> </tr> <tr> <td>Spring 2012</td> <td>42%</td> </tr> <tr> <td>Spring 2013</td> <td>35%</td> </tr> <tr> <td>Fall 2013</td> <td>32%</td> </tr> <tr> <td>Spring 2014</td> <td>48%</td> </tr> <tr> <td>Fall 2014</td> <td>30%</td> </tr> </tbody> </table> </div>	Semester	Percentage	Fall 2010	40%	Spring 2011	45%	Fall 2011	38%	Spring 2012	42%	Spring 2013	35%	Fall 2013	32%	Spring 2014	48%	Fall 2014	30%
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Performance Indicator	Performance Measure	Measurement Instrument / Process	Current Results	Analysis of Results	Action Taken													
SLO 1.5.1.4  Prepare a set of complete financial statements including a balance sheet, a statement of stockholders equity, an income statement and a cash flow statement in good form and analyze the relationships of these statements.	85% of the class can achieve this result.	ACC 101  Direct and Formative: Mid-term examination with problems associated with this outcome.	80% are achieving goal.	A leveling of results as compared to steady improvement over prior years. More first year students are taking the course as an introduction to business concepts.	Continue emphasis on the links between the mechanics of debits/credits and the reports that are produced.	<p style="text-align: center;"><b>ACC 101 Mid Term Assessment</b></p>  <table border="1"> <caption>ACC 101 Mid Term Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Dec-10</td> <td>65%</td> </tr> <tr> <td>Dec-11</td> <td>90%</td> </tr> <tr> <td>Dec-12</td> <td>85%</td> </tr> <tr> <td>Dec-13</td> <td>88%</td> </tr> <tr> <td>Dec-14</td> <td>92%</td> </tr> </tbody> </table>	Year	Percentage	Dec-10	65%	Dec-11	90%	Dec-12	85%	Dec-13	88%	Dec-14	92%
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SLO 1.5.2.3  Analyze financial performance of an organization and forecast future performance based on trend and planned investments.	Assessment results will exceed 85%.	ACC/BUA 250  Direct and Formative: Company financial analysis project.	80% are achieving goal.	There has been improvement, but math / logic skills continue to hinder student performance.	Examples of prior projects given to students. Videos of analysis problems provided so that students may watch and practice more outside the classroom.	<p style="text-align: center;"><b>BUA 250 Financial Project Assessment</b></p>  <table border="1"> <caption>BUA 250 Financial Project Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>May-11</td> <td>60%</td> </tr> <tr> <td>May-12</td> <td>58%</td> </tr> <tr> <td>May-13</td> <td>80%</td> </tr> <tr> <td>Dec-13</td> <td>78%</td> </tr> <tr> <td>Dec-14</td> <td>82%</td> </tr> </tbody> </table>	Year	Percentage	May-11	60%	May-12	58%	May-13	80%	Dec-13	78%	Dec-14	82%
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SLO 1.5.5.1  Describe the fundamental functions of product/service design, distribution, pricing, and promotion and evaluate their impact on an organization.	75% achieve a total score at the national median or higher.	MRK 230  Direct and Summative: MFT Marketing segment.	70% of students exceeding national median.	Results have varied by group taking the test. However, last three cohorts have improved dramatically.	Greater emphasis in capstone courses on marketing issues.	<p style="text-align: center;"><b>Marketing MFT Score % Students Exceeding National Median</b></p> <table border="1"> <caption>Marketing MFT Score % Students Exceeding National Median</caption> <thead> <tr> <th>Term</th> <th>Score %</th> </tr> </thead> <tbody> <tr> <td>Fall 2010</td> <td>62%</td> </tr> <tr> <td>Spring 2011</td> <td>18%</td> </tr> <tr> <td>Fall 2011</td> <td>55%</td> </tr> <tr> <td>Spring 2012</td> <td>65%</td> </tr> <tr> <td>Spring 2013</td> <td>40%</td> </tr> <tr> <td>Fall 2013</td> <td>85%</td> </tr> <tr> <td>Spring 2014</td> <td>70%</td> </tr> <tr> <td>Fall 2014</td> <td>75%</td> </tr> </tbody> </table>	Term	Score %	Fall 2010	62%	Spring 2011	18%	Fall 2011	55%	Spring 2012	65%	Spring 2013	40%	Fall 2013	85%	Spring 2014	70%	Fall 2014	75%
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SLO 1.6.2  Synthesize and apply knowledge from across business disciplines through organizational interpretation or planning.	75% achieve a total score at the national median or higher.	BUA 351  External, Comparative, and Summative: Major Field Test.	Average near 35 to 60%.	Current problems in quantitative analysis and finance. Prior problems with business law.	Course redesigns in quantitative analysis and finance. FT Business law professor hired.	<p style="text-align: center;"><b>Total MFT Score % Students Exceeding National Median</b></p> <table border="1"> <caption>Total MFT Score % Students Exceeding National Median</caption> <thead> <tr> <th>Term</th> <th>Score %</th> </tr> </thead> <tbody> <tr> <td>Fal 2010</td> <td>58%</td> </tr> <tr> <td>Spring 2011</td> <td>35%</td> </tr> <tr> <td>Fall 2011</td> <td>45%</td> </tr> <tr> <td>Spring 2012</td> <td>60%</td> </tr> <tr> <td>Spring 2013</td> <td>32%</td> </tr> <tr> <td>Fall 2013</td> <td>55%</td> </tr> <tr> <td>Spring 2014</td> <td>55%</td> </tr> <tr> <td>Fall 2014</td> <td>38%</td> </tr> </tbody> </table>	Term	Score %	Fal 2010	58%	Spring 2011	35%	Fall 2011	45%	Spring 2012	60%	Spring 2013	32%	Fall 2013	55%	Spring 2014	55%	Fall 2014	38%
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SLO 3.1.1  Use the market model to explain how markets respond to various factors that change equilibrium prices and quantities.	a. 80% of the class are proficient.  b. 80% of class projects at project grading rubric level of 3 or better.	ECO 102  a. Hourly and final exams comprised of essay and problem assignments.  b. Project analyzing and describing the effects of economy-wide, industry, and company-specific events on stock prices.	a. 76% are achieving this goal.  b. 90% are achieving this goal.	a. Final exam scores, on average, are lower than hourly exam scores.  Cumulative final; some students perform poorly on material from first half.	More explicit incorporation of material from first half of course in second half, review material with worksheets.	<table border="1"> <caption>ECO 102 Final Exam Assessment</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>May-10</td> <td>78%</td> </tr> <tr> <td>May-11</td> <td>68%</td> </tr> <tr> <td>May-12</td> <td>79%</td> </tr> <tr> <td>May-13</td> <td>78%</td> </tr> <tr> <td>May-14</td> <td>76%</td> </tr> </tbody> </table>	Year	Score (%)	May-10	78%	May-11	68%	May-12	79%	May-13	78%	May-14	76%
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SLO 3.1.1  Utilize economic principles to explain the significance of international economic events.	80% of class are proficient.	ECO 315  Online threaded discussion in which students analyze and explain the effects of instructor-specified current events on exchange rates, trade balances, and flows of investment.	81% are achieving this goal.	Students are more engaged and gain a better understanding of theoretical concepts when applying them to real-world events. . Students give more thoughtful and in-depth comments than in "live" discussions.	None.	N/A												

Performance Indicator	Performance Measure	Measurement Instrument / Process	Current Results	Analysis of Results	Action Taken	
<p>SLO 1.5.3.1</p> <p>Describe the variety of organizational cultures and value systems in today's workplace, and explain the importance of recognizing and responding to cultural diversity in an organization and understanding the difference between systems and their advantages and disadvantages in regard to effective management of people and the allocation of work and responsibilities.</p>	<p>75% of class are proficient.</p>	<p>BUA 220</p> <p>Direct and Formative: Cumulative project broken into three phases throughout course where the student interviews a Human Resource professional, and applies concepts learned throughout the course, along with the real-world knowledge obtained to create and analyze a SWOT analysis for a company of their choice.</p>	<p>86% of students achieve this goal with a well written final project.</p>	<p>Students benefit from learning more about SWOT analysis and applying it - this is done through the utilization of class time to teach this.</p>	<p>Special time incorporated into syllabi to allow for more learning how to analyze and apply various human resource concepts.</p>	<p>N/A</p>

Performance Indicator	Performance Measure	Measurement Instrument / Process	Current Results	Analysis of Results	Action Taken	
<p>SLO 1.5.3.2</p> <p>Identify, understand, and explain the strategic importance of change management and managing business partnerships.</p>	<p>75% of class are proficient.</p>	<p>BUA 220</p> <p>Direct and Formative: Cumulative project broken into three phases throughout course where the student interviews a Human Resource professional, and applies concepts learned throughout the course, along with the real-world knowledge obtained to create and analyze a SWOT analysis for a company of their choice.</p>	<p>85% of students achieve this goal with a well written final project.</p>	<p>Students could benefit from learning more about SWOT analysis and applying it - this can be done through the utilization of class time to teach this.</p>	<p>Special time incorporated into future syllabi to allow for more learning how to analyze and apply various human resource concepts.</p>	<p>N/A</p>

Core Outcomes																																																																																		
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Benchmark student performance to external measurement instrument using MFT	MFT scores and analysis reports.	During the measurement period mean student scores met or exceeded 90% of the national mean scores in total and all but two content areas.	New course BUA 219 included in core curriculum to improve focus on quantitative analysis to enhance student performance on quantitative and finance measures.	New course introduced in Spring 2013 semester, and length of course increased to 14 weeks in 2014.	<p><b>MFT Analysis</b></p> <p>The bar chart displays scores for six categories over time. The Y-axis ranges from 0.0 to 180.0. The X-axis categories are National Mean, Spring 10, Fall 10, Spring 11, Fall 11, Spring 12, Spring 13, Fall 13, Spring 14, and Fall 2014. The legend includes: Total Score Total (blue), Accounting AI1 (red), Economics AI2 (green), Management AI3 (purple), Quantitative Analysis AI4 (teal), and Finance AI5 (orange).</p> <table border="1"> <caption>Approximate MFT Analysis Data</caption> <thead> <tr> <th>Year</th> <th>Total Score Total</th> <th>Accounting AI1</th> <th>Economics AI2</th> <th>Management AI3</th> <th>Quantitative Analysis AI4</th> <th>Finance AI5</th> </tr> </thead> <tbody> <tr> <td>National Mean</td> <td>150.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> </tr> <tr> <td>Spring 10</td> <td>150.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> </tr> <tr> <td>Fall 10</td> <td>150.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> </tr> <tr> <td>Spring 11</td> <td>140.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> </tr> <tr> <td>Fall 11</td> <td>150.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> </tr> <tr> <td>Spring 12</td> <td>150.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> </tr> <tr> <td>Spring 13</td> <td>140.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> </tr> <tr> <td>Fall 13</td> <td>160.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> </tr> <tr> <td>Spring 14</td> <td>150.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> </tr> <tr> <td>Fall 2014</td> <td>150.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> <td>50.0</td> </tr> </tbody> </table>	Year	Total Score Total	Accounting AI1	Economics AI2	Management AI3	Quantitative Analysis AI4	Finance AI5	National Mean	150.0	50.0	50.0	50.0	50.0	50.0	Spring 10	150.0	50.0	50.0	50.0	50.0	50.0	Fall 10	150.0	50.0	50.0	50.0	50.0	50.0	Spring 11	140.0	50.0	50.0	50.0	50.0	50.0	Fall 11	150.0	50.0	50.0	50.0	50.0	50.0	Spring 12	150.0	50.0	50.0	50.0	50.0	50.0	Spring 13	140.0	50.0	50.0	50.0	50.0	50.0	Fall 13	160.0	50.0	50.0	50.0	50.0	50.0	Spring 14	150.0	50.0	50.0	50.0	50.0	50.0	Fall 2014	150.0	50.0	50.0	50.0	50.0	50.0
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**Standard # 5 Faculty and Staff Focus**

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Proportion of Academically Qualified and Professionally Qualified faculty Teaching courses	Percentage of Academically Qualified faculty on a credit hour basis	<p>In the Fall semester of 2012 an Academically Qualified full time faculty member joined the department.</p> <p>Additionally, an Academically Qualified faculty member from the Psychology Department has been teaching the organizational behavior course to help our total in this measurement area.</p>	<p>The percentage of courses taught by Academically Qualified Faculty averaged 25% over the last two academic years a significant improvement.</p>	<p>The addition of Christine Lombardo-Zaun, Business faculty member, in Fall 2012. This change has provided a significant increase to our total in this measurement area.</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Credit Hours by Faculty Qualification</b></p> <table border="1"> <caption>Credit Hours by Faculty Qualification</caption> <thead> <tr> <th>Semester</th> <th>Total AQ</th> <th>Total PQ</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>~5</td> <td>~85</td> </tr> <tr> <td>Fall 2011</td> <td>~10</td> <td>~90</td> </tr> <tr> <td>Spring 2012</td> <td>~5</td> <td>~75</td> </tr> <tr> <td>Fall 2012</td> <td>~15</td> <td>~65</td> </tr> <tr> <td>Spring 2013</td> <td>~25</td> <td>~80</td> </tr> <tr> <td>Fall 2013</td> <td>~28</td> <td>~75</td> </tr> <tr> <td>Spring 2014</td> <td>~28</td> <td>~80</td> </tr> <tr> <td>Fall 2014</td> <td>~28</td> <td>~75</td> </tr> </tbody> </table> </div> <div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Academically Qualified</b></p> <table border="1"> <caption>Academically Qualified</caption> <thead> <tr> <th>Semester</th> <th>Percentage of AQ Faculty</th> </tr> </thead> <tbody> <tr> <td>Spring 2011</td> <td>~5%</td> </tr> <tr> <td>Fall 2011</td> <td>~12%</td> </tr> <tr> <td>Spring 2012</td> <td>~10%</td> </tr> <tr> <td>Fall 2012</td> <td>~22%</td> </tr> <tr> <td>Spring 2013</td> <td>~24%</td> </tr> <tr> <td>Fall 2013</td> <td>~28%</td> </tr> <tr> <td>Spring 2014</td> <td>~27%</td> </tr> <tr> <td>Fall 2014</td> <td>~28%</td> </tr> </tbody> </table> </div>	Semester	Total AQ	Total PQ	Spring 2011	~5	~85	Fall 2011	~10	~90	Spring 2012	~5	~75	Fall 2012	~15	~65	Spring 2013	~25	~80	Fall 2013	~28	~75	Spring 2014	~28	~80	Fall 2014	~28	~75	Semester	Percentage of AQ Faculty	Spring 2011	~5%	Fall 2011	~12%	Spring 2012	~10%	Fall 2012	~22%	Spring 2013	~24%	Fall 2013	~28%	Spring 2014	~27%	Fall 2014	~28%
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Adjunct Usage	Percentage of adjunct faculty used on a per credit hour basis	We have exceeded our target of limiting the percentage of overall credit hours taught by adjuncts to 25%.	There was a temporary increase due to the planned addition of delivering course content by a variety of methods with the addition of more online sections.	Academic Human Resource development planning is in place to meet target of 25% or less.	<div style="text-align: center;"> <h3>Percent of Courses Taught by Adjuncts</h3> <table border="1"> <caption>Percent of Courses Taught by Adjuncts</caption> <thead> <tr> <th>Semester</th> <th>Percent of Courses Taught by Adjuncts</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>32.00%</td> </tr> <tr> <td>Fall 2010</td> <td>28.00%</td> </tr> <tr> <td>Spring 2011</td> <td>26.00%</td> </tr> <tr> <td>Fall 2011</td> <td>38.00%</td> </tr> <tr> <td>Spring 2012</td> <td>24.00%</td> </tr> <tr> <td>Fall 2012</td> <td>25.00%</td> </tr> <tr> <td>Spring 2013</td> <td>40.00%</td> </tr> <tr> <td>Fall 2013</td> <td>48.00%</td> </tr> <tr> <td>Spring 2014</td> <td>46.00%</td> </tr> <tr> <td>Fall 2014</td> <td>45.00%</td> </tr> </tbody> </table> </div>	Semester	Percent of Courses Taught by Adjuncts	Spring 2010	32.00%	Fall 2010	28.00%	Spring 2011	26.00%	Fall 2011	38.00%	Spring 2012	24.00%	Fall 2012	25.00%	Spring 2013	40.00%	Fall 2013	48.00%	Spring 2014	46.00%	Fall 2014	45.00%
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Student Advising	Number of students advisees per semester.	<p>Distribution of advisees varied throughout the measurement period with enrollment and available advisors within the department.</p> <p>Rebecca Getz-Keller serves as academic advisor for all incoming students for their first academic year and assists students with developing degree completion plans. In the second year students are transitioned to a faculty member of their discipline for advising.</p>	<p>The addition of a dedicated academic adviser for all incoming students has resulted in a reduction of some professional responsibilities of department faculty members.</p>	<p>Continued focus on achieving balance of high satisfaction of advising by students and keeping professional responsibilities of faculty members in what is normally expected.</p>	<div style="text-align: center;"> <h3>Advisees by Faculty and Semester</h3> <table border="1"> <caption>Approximate data from 'Advisees by Faculty and Semester' chart</caption> <thead> <tr> <th>Semester</th> <th>Balog</th> <th>Donovan</th> <th>Duelfer</th> <th>Giannini</th> <th>Zaun</th> <th>Peltola</th> <th>Getz Keller</th> </tr> </thead> <tbody> <tr><td>Spring 2010</td><td>30</td><td>25</td><td>35</td><td>20</td><td>10</td><td>30</td><td>10</td></tr> <tr><td>Fall 2010</td><td>28</td><td>22</td><td>25</td><td>18</td><td>8</td><td>25</td><td>10</td></tr> <tr><td>Spring 2011</td><td>25</td><td>20</td><td>22</td><td>15</td><td>7</td><td>20</td><td>10</td></tr> <tr><td>Fall 2011</td><td>50</td><td>35</td><td>30</td><td>20</td><td>10</td><td>35</td><td>15</td></tr> <tr><td>Spring 2012</td><td>55</td><td>30</td><td>35</td><td>25</td><td>12</td><td>30</td><td>18</td></tr> <tr><td>Fall 2012</td><td>55</td><td>25</td><td>40</td><td>20</td><td>10</td><td>30</td><td>15</td></tr> <tr><td>Spring 2013</td><td>70</td><td>20</td><td>40</td><td>15</td><td>10</td><td>30</td><td>20</td></tr> <tr><td>Fall 2013</td><td>58</td><td>15</td><td>35</td><td>12</td><td>8</td><td>25</td><td>18</td></tr> <tr><td>Spring 2014</td><td>58</td><td>15</td><td>30</td><td>10</td><td>7</td><td>25</td><td>18</td></tr> <tr><td>Fall 2014</td><td>90</td><td>20</td><td>40</td><td>15</td><td>10</td><td>30</td><td>20</td></tr> </tbody> </table> </div>	Semester	Balog	Donovan	Duelfer	Giannini	Zaun	Peltola	Getz Keller	Spring 2010	30	25	35	20	10	30	10	Fall 2010	28	22	25	18	8	25	10	Spring 2011	25	20	22	15	7	20	10	Fall 2011	50	35	30	20	10	35	15	Spring 2012	55	30	35	25	12	30	18	Fall 2012	55	25	40	20	10	30	15	Spring 2013	70	20	40	15	10	30	20	Fall 2013	58	15	35	12	8	25	18	Spring 2014	58	15	30	10	7	25	18	Fall 2014	90	20	40	15	10	30	20
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<p>Committee Service</p>	<p>Measure of service commitment for faculty members.</p>	<p>Each department faculty member has served on one College wide committee during the measurement period</p>	<p>The Department Chair and faculty members routinely discuss teaching, scholarship &amp; service balance.</p>	<p>Focus on faculty responsibilities with intention to limit committee service for faculty members.</p>	
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**Standard 5 -Faculty Qualifications – No new faculty members added in this reporting period**

## Standard #5 Criterion 5.8 Scholarly and Professional Activities

Faculty	Highest Degree Earned	Prof. Certification	Scholarly Activities			Professional Activities			
			Papers Presented	Published Articles Or Books	Consulting	Prof. Services	Professional Conferences and/or Workshops	Prof. Meetings	Prof. Memberships
Ibolya Balog	MBA	CPA	None	C2014+1 C2013+2	D2014=1 D2013=1	2014=2 2013=4	2014=2 2013=1	2014=2 2013=3	5
Michael Donovan	MBA	CMA	None	C2013=1 (unpublished)	D2014=1 D2013=1	2014=1 2013=1	2014=2 2013=1		2
Chris Duelfer	MS	None	None	None	None	2014=1 2013=2	2014=2 2013=1	None	1
Christine Lombardo-Zaun	JD	Licensed to practice law in PA & NJ	A2014=3 A2013=2	None	D2014=2 D2013=3	2014=4 2013=6	2014=4 2013=3	2014=2 2013=1	3

**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 a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program.

**No programs have undergone substantial revision since the last report.**

2. List any **new** degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.

**A new MBA is under development for introduction in the 2015-2016 academic year and will be reported on in a future QA Report.**

Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs) and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

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

**No accredited program was terminated since the last report.**

**Standard #6 Educational and Business Process Management**

Organizational Effectiveness Results																													
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New: Enrollment	Departmental enrollment as compared to College enrollment. Our goal is for Department enrollment to make up 10% of the College's enrollment.		Enrollment in the department has been reasonably flat (a slight decline) in the face of a downward trend in College wide enrollment.	Department is participating in several strategic initiatives to boost enrollment in both the traditional and adult population. This includes participating in the Admissions Department's TLC recruiting program, the creation of a cooperative education program, and the development of an accelerated program for the newly formed School of Adult and Graduate Education.	<table border="1"> <caption>College v. Department Enrollment</caption> <thead> <tr> <th>Term</th> <th>College Enrollment (Approx.)</th> <th>Department Enrollment (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2011</td> <td>1400</td> <td>4%</td> </tr> <tr> <td>Spring 2012</td> <td>1350</td> <td>5%</td> </tr> <tr> <td>Fall 2012</td> <td>1350</td> <td>5%</td> </tr> <tr> <td>Spring 2013</td> <td>1250</td> <td>5%</td> </tr> <tr> <td>Fall 2013</td> <td>1300</td> <td>6%</td> </tr> <tr> <td>Spring 2014</td> <td>1250</td> <td>6%</td> </tr> <tr> <td>Fall 2014</td> <td>1350</td> <td>6%</td> </tr> </tbody> </table>	Term	College Enrollment (Approx.)	Department Enrollment (%)	Fall 2011	1400	4%	Spring 2012	1350	5%	Fall 2012	1350	5%	Spring 2013	1250	5%	Fall 2013	1300	6%	Spring 2014	1250	6%	Fall 2014	1350	6%
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Graduation Performance Goal: Increase overall enrollment by at least 5% per annum	A macro assessment of the quality and marketability of the program.	The number of graduates increased since the last report followed by a decrease in the last academic year. The decrease is relative to college wide graduation rates.	A scholarship program has been enacted for traditional aged students, and a Co-op program is set to be launched in the 2015-2016 academic year.		<div data-bbox="1199 415 1906 797"> <p><b>Total Graduates in Department by Academic Year</b></p> <table border="1"> <caption>Total Graduates in Department by Academic Year</caption> <thead> <tr> <th>Academic Year</th> <th>Total Graduates</th> </tr> </thead> <tbody> <tr> <td>2010-2011</td> <td>33</td> </tr> <tr> <td>2011-2012</td> <td>25</td> </tr> <tr> <td>2012-2013</td> <td>21</td> </tr> <tr> <td>2013-2014</td> <td>20</td> </tr> </tbody> </table> </div> <div data-bbox="1192 833 1971 1292"> <p><b>Graduates by Academic Year and Major</b></p> <table border="1"> <caption>Graduates by Academic Year and Major</caption> <thead> <tr> <th>Academic Year</th> <th>Accounting</th> <th>Business</th> <th>Marketing</th> </tr> </thead> <tbody> <tr> <td>2010-2011</td> <td>8</td> <td>25</td> <td>3</td> </tr> <tr> <td>2011-2012</td> <td>7</td> <td>18</td> <td>3</td> </tr> <tr> <td>2012-2013</td> <td>9</td> <td>14</td> <td>0</td> </tr> <tr> <td>2013-2014</td> <td>8</td> <td>14</td> <td>0</td> </tr> </tbody> </table> </div>	Academic Year	Total Graduates	2010-2011	33	2011-2012	25	2012-2013	21	2013-2014	20	Academic Year	Accounting	Business	Marketing	2010-2011	8	25	3	2011-2012	7	18	3	2012-2013	9	14	0	2013-2014	8	14	0
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E-Learning Adoption	A measure of the use of instructional technology in course delivery.	<p>All full time faculty and most adjuncts are using instructional technology as a part of their classes. Over 90% of all courses use the e-College learning management system, and 25% of the department's offerings are fully online classes.</p> <p>100% of the department core course offerings are available in fully online classes.</p>	Both full time and part time faculty have been and will continue to receive training related to the delivery and design of online course material.	Faculty training has contributed to an increase in successful usage of e-learning technology.	<table border="1"> <caption>Percent of Courses Offered with an Online Component</caption> <thead> <tr> <th>Semester</th> <th>Percent</th> </tr> </thead> <tbody> <tr><td>Spring 2010</td><td>85%</td></tr> <tr><td>Fall 2010</td><td>83%</td></tr> <tr><td>Spring 2011</td><td>85%</td></tr> <tr><td>Fall 2011</td><td>85%</td></tr> <tr><td>Spring 2012</td><td>90%</td></tr> <tr><td>Fall 2012</td><td>90%</td></tr> <tr><td>Spring 2011</td><td>92%</td></tr> <tr><td>Fall 2011</td><td>92%</td></tr> <tr><td>Spring 2014</td><td>95%</td></tr> <tr><td>Fall 2014</td><td>95%</td></tr> </tbody> </table>	Semester	Percent	Spring 2010	85%	Fall 2010	83%	Spring 2011	85%	Fall 2011	85%	Spring 2012	90%	Fall 2012	90%	Spring 2011	92%	Fall 2011	92%	Spring 2014	95%	Fall 2014	95%
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Spring 2011	92%																										
Fall 2011	92%																										
Spring 2014	95%																										
Fall 2014	95%																										
Use of Adjunct Faculty Performance Goal: Maintain Adjunct faculty use at or below 25 % of all credits taught in a given semester.	A quality assurance measure to ensure that students are receiving the majority of their education from full time faculty. This measure also serves to monitor the college's commitment to using full time faculty within the department.	Better attention to faculty schedules, including the involvement of the entire department in the scheduling process has made the achievement of this goal possible.	During the last two semesters, the department has met our projected goal of 25% or less.		<table border="1"> <caption>Percent of Courses Taught by Adjuncts</caption> <thead> <tr> <th>Semester</th> <th>Percent</th> </tr> </thead> <tbody> <tr><td>Spring 2010</td><td>33%</td></tr> <tr><td>Fall 2010</td><td>30%</td></tr> <tr><td>Spring 2011</td><td>28%</td></tr> <tr><td>Fall 2011</td><td>40%</td></tr> <tr><td>Spring 2012</td><td>25%</td></tr> <tr><td>Fall 2012</td><td>26%</td></tr> <tr><td>Spring 2013</td><td>41%</td></tr> <tr><td>Fall 2013</td><td>48%</td></tr> <tr><td>Spring 2014</td><td>47%</td></tr> <tr><td>Fall 2014</td><td>46%</td></tr> </tbody> </table>	Semester	Percent	Spring 2010	33%	Fall 2010	30%	Spring 2011	28%	Fall 2011	40%	Spring 2012	25%	Fall 2012	26%	Spring 2013	41%	Fall 2013	48%	Spring 2014	47%	Fall 2014	46%
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**Table 6.3 Standard 6, Criterion 6.1.3**

Course Codes	A1 Mkt	A2 Fin	A3 Acc	A4 Mgt	B1 Law	B2 Eco	B3 Glo	C1 IS	C2 Stat	
ACC 101 Financial Accounting		3	30				2	2	3	40
ACC 102 Managerial Accounting		3	27	4		2		2	2	40
ACC/BUA 205 Business Enterprise Systems				6	3			31		40
BUA 110 Principles of Management	5	3	3	18	6	3	2			40
BUA 219 Qty Methods for Business and Economics				6		3		3	28	40
BUA 221 Business Law				3	34		3			40
BUA 240 Global Business	3	3	2	6	3		23			40
BUA 250 Principles of Finance	2	30	2	1		2	1		2	40
BUA 280 Business Ethics	3	2	2	17	3	3	7	3		40
BUA 300 Writing for Management	3	3		31	3					40
BUA 329 Organizational Behavior				34			6			40
BUA 345 Operations and Supply Chain Management				20		3	6	3	8	40
BUA 351 Applied Strategic Management I	5	5	5	19		3	3			40
BUA 352 Applied Strategic Management II	5	5	5	14	3	3	5			40
ECO 101 Principles of Economics: Macro		3				33	4			40
ECO 102 Principles of Economics: Micro		6				34				40
ECO 315 International Economics		6		3			31			40
MAT 110 Probability and Statistics								3	37	40
MRK 230 Principles of Marketing	28			3	3	3	3			40
MRK 336 Global Marketing	15			10			15			40
<b>Total</b>	<b>69</b>	<b>72</b>	<b>76</b>	<b>195</b>	<b>58</b>	<b>92</b>	<b>111</b>	<b>47</b>	<b>80</b>	<b>800</b>

## Appendix 1

**Academic Strategic Planning Outline 2015-2017**  
**(Due each year with Departmental Budget)**

**College Mission:**

Cedar Crest College is a liberal arts college for women dedicated to the education of the next generation of leaders. Cedar Crest College educates the whole student, preparing women for life in a global community.

**Department Mission:**

The Department of Business, Management and Economics dedicates itself to providing educational experiences that develop a graduate who not only possesses enthusiasm and skills necessary to engage the world as a capable and ethical leader of organizations but also discovers where personal interest and capability meet community need. In accomplishing this mission there are five behaviors that a Cedar Crest student is encouraged to adopt, enhance and utilize as follows: being ethical, responsible, competent, resourceful and diligent. Students obtaining a Bachelor of Science degree in Business Administration or Accounting will complete the necessary requisite coursework to satisfy the standards of our accrediting agency (The Accreditation Council for Business Schools and Programs).

**External Analysis**

*Discuss the impact of external factors that may impact the department goals and strategy.*

Economic – Local economy dominated by healthcare, service and distribution industries, few large enterprises, mostly diverse smaller entities

Demographic – Number of high school graduates peaked impacting traditional student pool  
More adult learners, degree completion, career changers

Technological – educational delivery methods impacted by technology, changing modes of accessing information

Cultural – role and expectations of higher education in popular culture and by student populations

Competitive – our region has a concentration of higher education; education available anywhere via technological innovation.

**Internal Analysis**

*Discussion of strengths and weaknesses of internal processes and resources  
(capital, human, physical)*

Admission and retention – both traditional student admission and SAGE (School of Adult and Graduate Education) admission were restructured over recent academic years to improve efficiency and effectiveness of admission process. Increased number of international students is present on campus over the last two academic years. Diversity of student population increased in the last two years. An increased proportion of traditional age students are first generation of their families attending college. Enhanced educational support is provided by Academic Services to the more diverse student population. Retention is a focus of Academic Services; SAGE has dedicated academic advisors who guide students through first two semesters with the institution, then serves as a secondary advisor to department advisors to provide a continuity of contacts for adult students.

Curriculum development – needs are changing, transfer students holding approved degrees are now exempted from Liberal Arts Curriculum distribution requirements, allowing greater focus on discipline of study and elective courses.

Program developments – now offering complete core of Business Administration major in an on line format; optional elective concentrations are offered in management, health care management, human resources, management, marketing and economics.

Curriculum revisions implemented by addition of quantitative course incorporating data analytics to improve student learning outcomes on quantitative metrics.

Department is planning to add uniquely specialized courses that meet changing needs and interests of students.

Student focused – small class sizes allow for individual development and close interaction with faculty; academic advisors are full time faculty in the students' discipline.

Faculty development – Faculty Development grant program in place to support faculty research, presentation and attendance at conferences has increased faculty member participation in scholarly activities.

Identified need for additional full time and part time faculty with the capability to teach a variety of courses, to have more versatility and less reliance on adjuncts.

Resource constraints - Educational support technology software is not on level with competing institutions. Not all classrooms have information technology to support educational delivery. Database subscriptions are not in line with competing institutions.

The institution is engaged in regular Assessment process of programs following Academic Program Review with scheduled Periodic Program Reviews that are scheduled to review each program every third year. Several programs are accredited by nationally recognized accrediting organizations.

Articulation agreements are in place with area community colleges accredited by ACBSP to facilitate transfers pursuing bachelor's degree completion plans.

## **Goal 1**

### **Goal 1 Strategies**

Develop and obtain institutional approval of the first graduate program for the Department. Introduce MBA program

### **Goal 1 Resources**

Develop and gain approval of MBA curriculum courses.  
Hire Academically Qualified Faculty to teach the courses, classrooms and library support, marketing and promotion support;

### **Goal 1 Metrics**

First class of MBA students starts in Fall 2015 semester, meet enrollment goals.

## **Goal 2**

Initiate competitive courses to allow exploration of new focus areas.

### **Goal 2 Strategies**

Introduce new courses in sports management, science management, and risk and compliance management to integrate with other disciplines on campus in consultation with respective departments.

### **Goal 2 Resources**

Academically Qualified Faculty to teach the courses, classrooms and library support;

### **Goal 2 Metrics**

Courses developed and approved, scheduled, increased enrollment, students completing electives, appointment of Academically Qualified faculty.

## **Yearly results**

### **Goal 1**

#### **Goal 1 Strategies**

MBA Program developed and approved by Institution Faculty and Trustees in October 2014.

Public introduction of the MBA Program is scheduled for February 26, 2015.

Marketing and promotion scheduled for spring and summer of 2015.

#### **Goal 1 Resources**

Initial first year MBA courses are developed and awaiting approval by Graduate Program Committee and Faculty Council.

Recruitment of additional Academically Qualified faculty member is in planning phase.

Department Chair is coordinating classroom scheduling with Registrar and with Library Director for information resources to support new program for smooth start of introductory class of MBA students.

#### **Goal 1 Metrics**

Enrollment will be evaluated after the beginning of the 2015 Fall semester and on an ongoing basis thereafter.

### **Goal 2**

Goal 2 is deferred due to time and resource commitment to introduction of the MBA Program.

#### **Analysis and Modifications**

Significant progress made on Goal 1. First complete analysis will take place after the first year of the program.