

ACBSP Program Performance Data

TABLE 1: Student and Stakeholder Focused Results (Standard 3)

Instructions:

Student, stakeholder, and market focused results examine how well your business unit satisfies students and stakeholders key needs and expectations.

- Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

Performance Measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, internship feedback, etc.

- Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

- Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

- Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

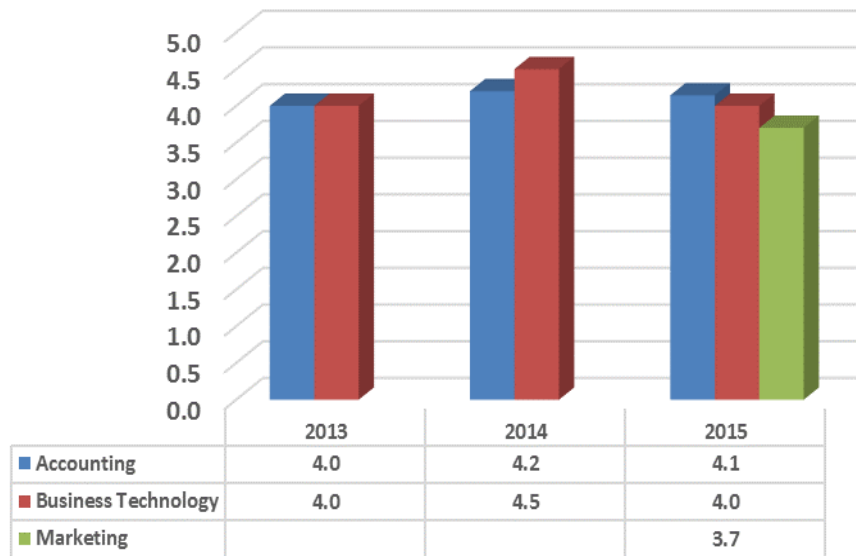
- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.

- For all data reported, show sample size (n = 75).

ACBSP Program Performance Data

<p>Performance Measure 1</p>	<p>For the question/response, <i>The instruction I received at ATC was up-to-date to meet current standards in the workplace</i>, on the Alumni Survey the Accounting, Business Technology and Marketing Programs expect to achieve no less than an average response rating of 4.0 (on a five-point scale, where 5 is the highest rating).</p>
<p>What is your measurement instrument or process?</p>	<p>The Athens Technical College Alumni Survey where participants rate questions on the following scale: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1.</p>
<p><u>Current Results:</u></p>	<p>The benchmark of 4.0 has been met for the Accounting Program for 2013 (sample size 6 respondents), 2014 (sample size 5 respondents), 2015 (sample size 8 respondents) and Business Technology for 2013 (sample size 6 respondents), 2014 (sample size 8 respondents) and 2015 (sample size 6 respondents). Due to the lack of survey respondents, data was not available for the Marketing Program for 2013 and 2014. With regard to the survey results for 2015 (sample size 3 respondents), the benchmark was not met.</p>
<p><u>Analysis of Results:</u> What did you learn from your results?</p>	<p>For all three programs the number of alumni responding is lower than expected although those responding from the Accounting and Business Technology programs agreed favorably with the question.</p>
<p><u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?</p>	<p>Faculty will continue to offer instruction that is relevant to current standards in the workplace as well as encourage students to provide feedback after program completion. Faculty will be encouraged to work with the Office of Institutional Effectiveness to increase the number of alumni responding to the annual survey.</p>

The instruction I received at ATC was up-to-date to meet current standards in the workplace

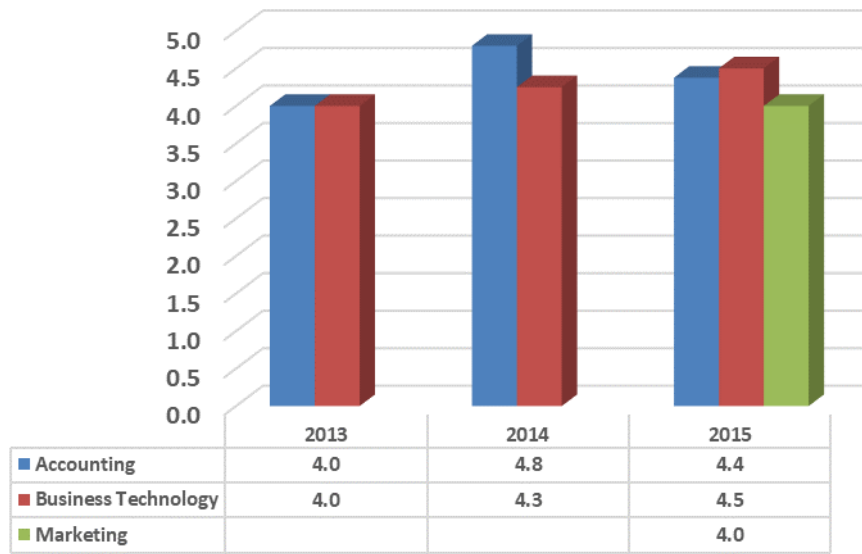


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TABLE 1: Student and Stakeholder Focused Results (Standard 3)

Performance Measure 2	For the question/response, <i>The quality of instruction in my program was excellent</i> , on the Alumni Survey the Accounting, Business Technology and Marketing Programs expect to achieve no less than an average response rating of 4.0 (on a five-point scale, where 5 is the highest rating).
What is your measurement instrument or process?	The Athens Technical College Alumni Survey where participants rate questions on the following scale: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1.
<u>Current Results:</u>	The benchmark of 4.0 has been met for the Accounting Program for 2013 (sample size 6 respondents), 2014 (sample size 5 respondents), 2015 (sample size 8 respondents) and Business Technology for 2013 (sample size 6 respondents), 2014 (sample size 8 respondents) and 2015 (sample size 6 respondents). Due to the lack of survey respondents, data was not available for the Marketing Program for 2013 and 2014. With regard to the survey results for 2015 (sample size 3 respondents), the benchmark was met.
<u>Analysis of Results:</u> What did you learn from your results?	For all three programs the number of alumni responding is lower than expected although those responding from the Accounting, Business Technology and Marketing programs agreed favorably with the question.
<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Faculty will continue to strive for excellence in educational delivery as well as encourage students to provide feedback after program completion. Faculty will be encouraged to work with the Office of Institutional Effectiveness to increase the number of alumni responding to the annual survey.

The quality of instruction in my program was excellent

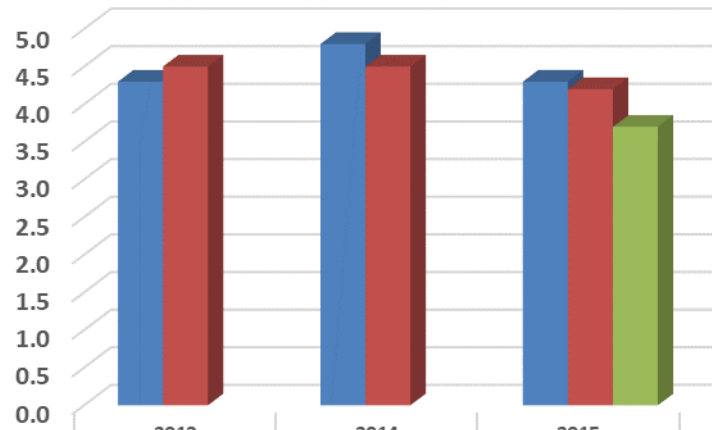


ACBSP Program Performance Data

TABLE 1: Student and Stakeholder Focused Results (Standard 3)

Performance Measure 3	For the question/response, <i>I would recommend ATC to others</i> , on the Alumni Survey the Accounting, Business Technology and Marketing Programs expect to achieve no less than an average response rating of 4.0 (on a five-point scale, where 5 is the highest rating).
What is your measurement instrument or process?	The Athens Technical College Alumni Survey where participants rate questions on the following scale: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1.
<u>Current Results:</u>	The benchmark of 4.0 has been met for the Accounting Program for 2013 (sample size 6 respondents), 2014 (sample size 5 respondents), 2015 (sample size 8 respondents) and Business Technology for 2013 (sample size 6 respondents), 2014 (sample size 8 respondents) and 2015 (sample size 6 respondents). Due to the lack of survey respondents, data was not available for the Marketing Program for 2013 and 2014. With regard to the survey results for 2015 (sample size 3 respondents), the benchmark was not met.
<u>Analysis of Results:</u> What did you learn from your results?	For all three programs the number of alumni responding is lower than expected although those responding from the Accounting and Business Technology programs agreed favorably with the question.
<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Faculty will continue to offer high quality advisement and instructional services to students as well as encourage students to provide feedback after program completion. Faculty will be encouraged to work with the Office of Institutional Effectiveness to increase the number of alumni responding to the annual survey.

I would recommend ATC to others



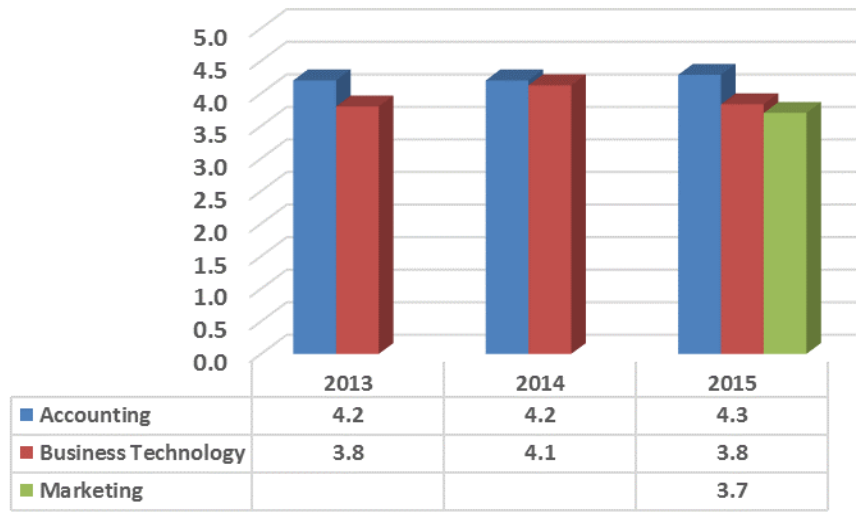
	2013	2014	2015
■ Accounting	4.3	4.8	4.3
■ Business Technology	4.5	4.5	4.2
■ Marketing			3.7

ACBSP Program Performance Data

TABLE 1: Student and Stakeholder Focused Results (Standard 3)

Performance Measure 4	For the question/response, <i>Overall, I was satisfied that the education I received at Athens Technical College prepared me for my job</i> , on the Alumni Survey the Accounting, Business Technology and Marketing Programs expect to achieve no less than an average response rating of 4.0 (on a five-point scale, where 5 is the highest rating).
What is your measurement instrument or process?	The Athens Technical College Alumni Survey where participants rate questions on the following scale: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1.
<u>Current Results:</u>	The benchmark of 4.0 has been met for the Accounting Program for 2013 (sample size 6 respondents), 2014 (sample size 5 respondents), 2015 (sample size 8 respondents) and Business Technology for 2013 (sample size 6 respondents), 2014 (sample size 8 respondents) and 2015 (sample size 6 respondents). Due to the lack of survey respondents, data was not available for the Marketing Program for 2013 and 2014. With regard to the survey results for 2015 (sample size 3 respondents), the benchmark was not met.
<u>Analysis of Results:</u> What did you learn from your results?	For all three programs the number of alumni responding is lower than expected although those responding from the Accounting and Business Technology programs agreed favorably with the question.
<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Faculty will provide students with instructional services that are relevant to the program of study and provide training on equipment and software used in business as well as encourage students to provide feedback after program completion. Faculty will be encouraged to work with the Office of Institutional Effectiveness to increase the number of alumni responding to the annual survey.

Overall, I was satisfied that the education I received at Athens
 Technical College prepared me for my job

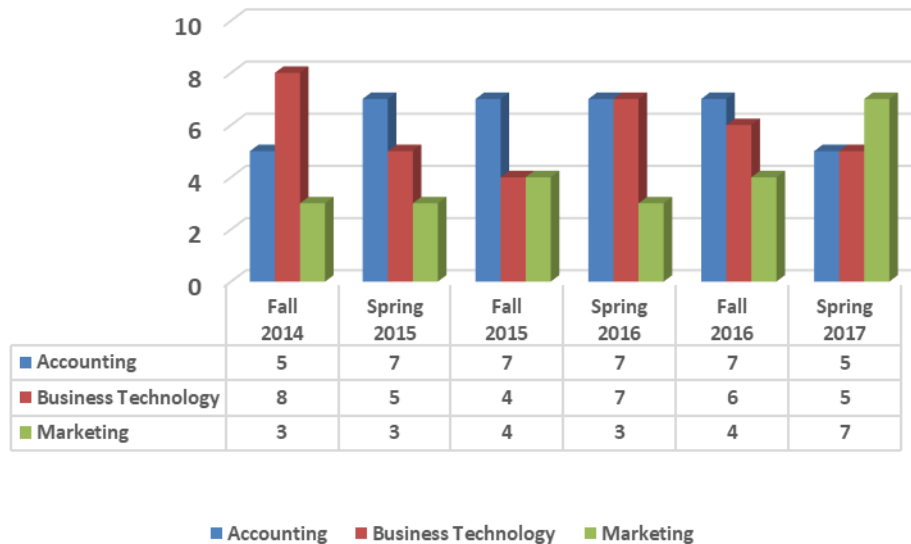


ACBSP Program Performance Data

TABLE 1: Student and Stakeholder Focused Results (Standard 3)

Performance Measure 5	Business programs will have an Advisory Committee that participates in program activities including curriculum review and development, review of instructional facilities and materials and identification of employment opportunities for graduates. The Advisory Committee will meet a minimum of two times per year with at least three committee members present at each meeting.
What is your measurement instrument or process?	At least 3 advisory committee members will be present at a minimum of two meetings per year.
<u>Current Results:</u>	The benchmark has been met for both the Accounting, Business Technology and Marketing Programs for all meetings for the Academic Years 2015, 2016 and 2017.
<u>Analysis of Results: What did you learn from your results?</u>	Advisory Committee members have provided excellent feedback on how the program is preparing students for employment in the areas of accounting, business technology, marketing and management. Several members have hired program graduates.
<u>Action Taken or Improvement Made: What did you improve or what is your next step?</u>	Faculty will continue to recruit new members that will attend meetings and be an advocate for the business programs.

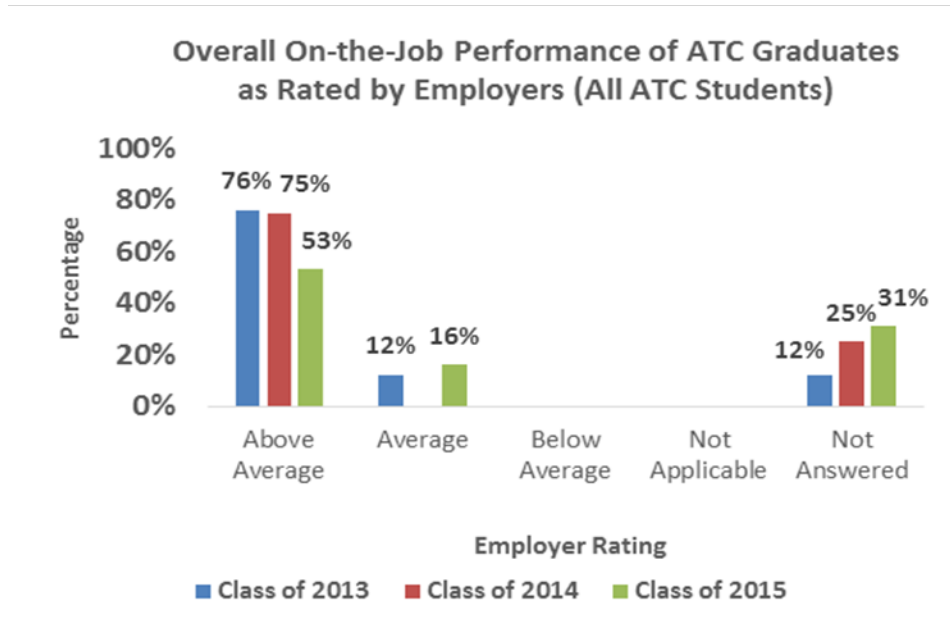
Advisory Committee Attendance



ACBSP Program Performance Data

TABLE 1: Student and Stakeholder Focused Results (Standard 3)

Performance Measure 6	Employers' rating (either Above Average or Average) of Athens Technical College's graduates with regard to on-the-job performance will be at least 80%.
What is your measurement instrument or process?	Athens Technical College Employer Survey.
Current Results:	The performance measure was met for the Academic Year 2013.
Analysis of Results: What did you learn from your results?	The performance measure was not met for 2014 and 2015, however, the survey results indicate a substantial percent of employers did not respond to the question in 2014 and 2015.
Action Taken or Improvement Made: What did you improve or what is your next step?	Faculty will communicate with employers to determine areas where program graduates can excel with regard to job performance as well as stress the importance of providing the College with their feedback.



ACBSP Program Performance Data

TABLE 2: Student Learning Results (Standard 4)

Instructions:

A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two:

Direct - Assessing student performance by examining samples of student work

Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.

Formative – An assessment conducted during the student’s education.

Summative – An assessment conducted at the end of the student’s education.

Internal – An assessment instrument that was developed within the business unit.

External – An assessment instrument that was developed outside the business unit.

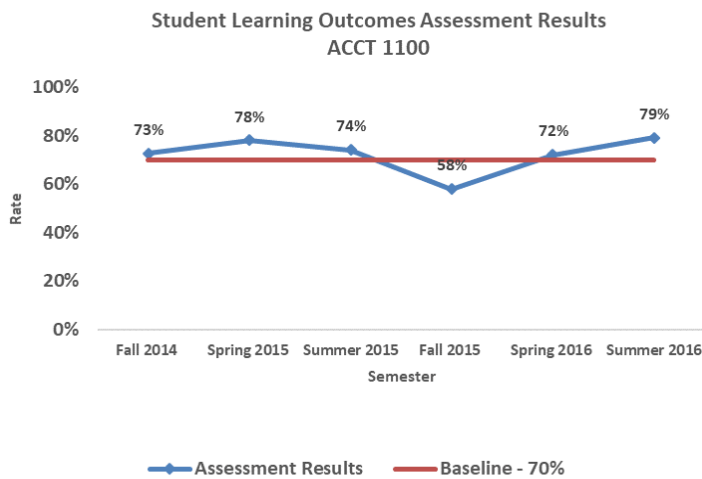
Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.

- For all data reported, show sample size (n=75).

Institutional Response: The College was not aware of the need to report the sample size. This information will now be recorded and included on future reports.

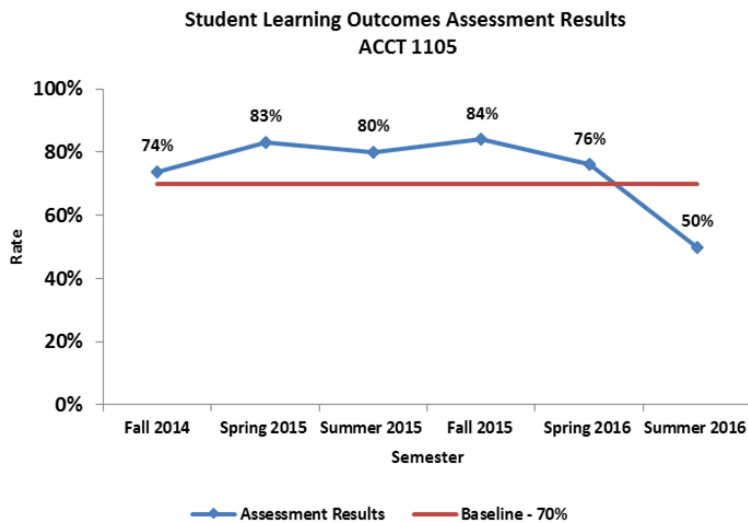
ACBSP Program Performance Data	
Performance Measure 1	Students enrolled in ACCT 1100 Financial Accounting I and ACCT 1105 Financial Accounting II and completing the comprehensive departmental final exams will demonstrate an understanding of financial accounting principles.
What is your measurement instrument or process?	70% of the students must answer, correctly, 70 or more questions out of 100 on the comprehensive departmental final exams. This is a direct, formative and internal assessment.
<u>Current Results:</u>	With regard to ACCT 1100, for the Fall 2014, Spring 2015, Summer 2015, Fall 2015, Spring 2016 and Summer 2016 semesters, the benchmark (70% of students taking the final exam will answer correctly 70 or more questions out of 100) has been met for 5 out of the 6 semesters reported. (Continued in performance measure 1a).
<u>Analysis of Results:</u> What did you learn from your results?	ACCT 1100: Compared to the previous reporting period (Fall 2012 - Summer 2014), learning outcomes scores remain consistent with scores hovering above and below the 70% benchmark. (Continued in performance measure 1a).
<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	In an effort to improve student performance in the principles classes, a new textbook and learning support system have been adopted. This learning support system provides students with a plethora of exercises and problems to practice and provides instantaneous feedback. (Continued in performance measure 1a).



ACBSP Program Performance Data

TABLE 2: Student Learning Results (Standard 4)

Performance Measure 1a	Students enrolled in ACCT 1100 Financial Accounting I and ACCT 1105 Financial Accounting II and completing the comprehensive departmental final exams will demonstrate an understanding of financial accounting principles.
What is your measurement instrument or process?	70% of the students must answer, correctly, 70 or more questions out of 100 on the comprehensive departmental final exams. This is a direct, formative and internal assessment.
<u>Current Results:</u>	With regard to ACCT 1105, for the Fall 2014, Spring 2015, Summer 2015, Fall 2015, Spring 2016 and Summer 2016 the benchmark (70% of students taking the final exam will answer correctly 70 or more questions out of 100) has been met for 5 of the 6 semesters reported.
<u>Analysis of Results:</u> What did you learn from your results?	ACCT 1105: The learning outcomes scores reported for the current reporting period have improved over the previous reporting period (Fall 2012 - Summer 2014).
<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	The text was first introduced in ACCT 1100 and ACCT 1105 Fall Semester 2016 and ACCT 1110 Summer Semester 2017. Additionally, the College uses the Blackboard learning management system which enhances interaction with students and learning activities.

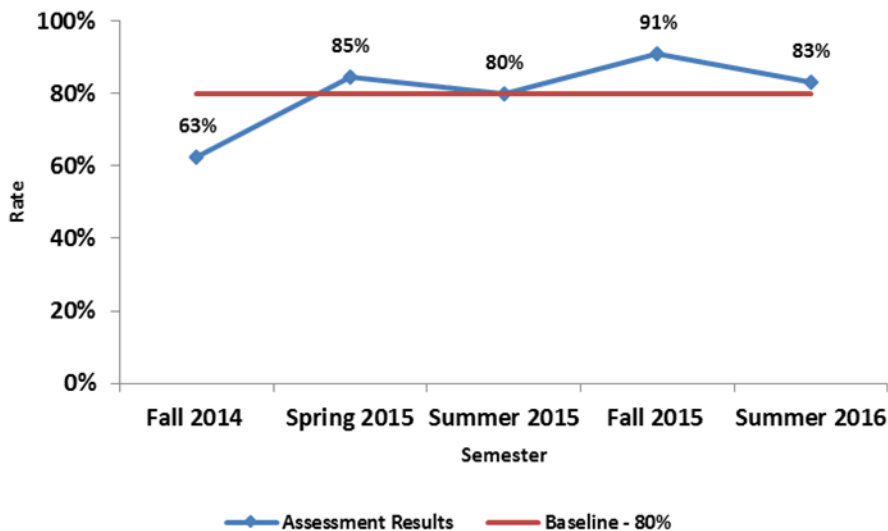


ACBSP Program Performance Data

TABLE 2: Student Learning Results (Standard 4)

Performance Measure 2	Students enrolled in ACCT 1130 Payroll Accounting and completing the departmental midterm exam, the final exam and the payroll project will demonstrate an understanding of payroll functions and laws as well as record keeping and accounting entries related to the payroll process.
What is your measurement instrument or process?	80% of the students must earn a combined score of 70% or greater. This is a direct, formative and internal assessment.
<u>Current Results:</u>	With regard to the Fall 2014, Spring 2015, Summer 2015, Fall 2015 and Summer 2016 semesters the benchmark has been met for 4 out of the 5 semesters reported.
<u>Analysis of Results:</u> What did you learn from your results?	With reference to the unfavorable learning outcomes for the Fall 2014 Semester - there were 8 students enrolled in the class. One of the 8 students stopped attending class and submitting assignments. Two other students did not complete the payroll projects.
<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Faculty post learning materials for the course through the Blackboard learning management system. Videos which provide students with line by line instructions for completing payroll forms are available on You Tube and linked through Blackboard.

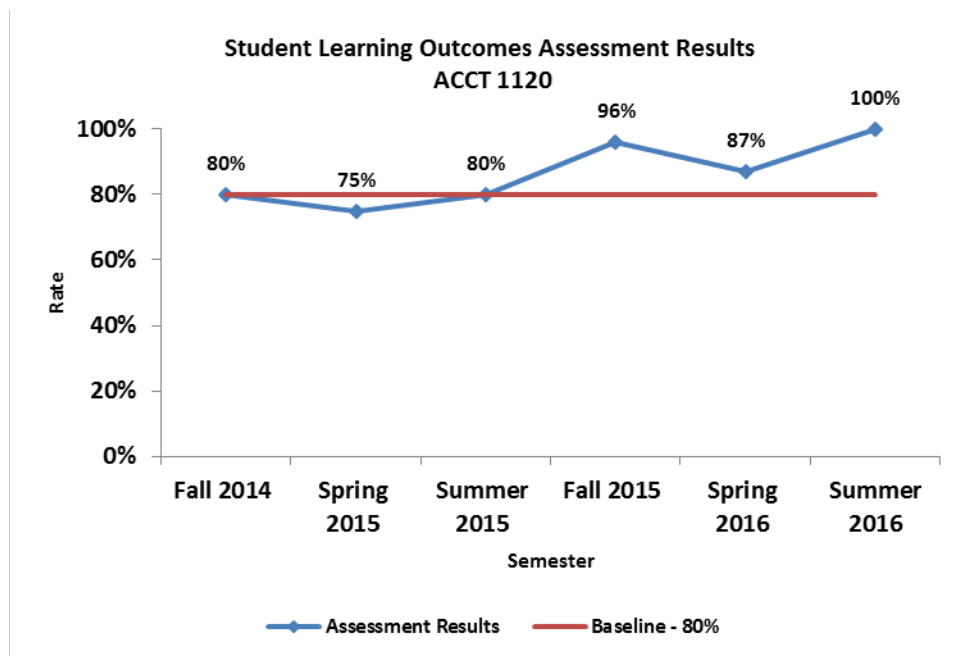
**Student Learning Outcomes Assessment Results
ACCT 1130**



ACBSP Program Performance Data

TABLE 2: Student Learning Results (Standard 4)

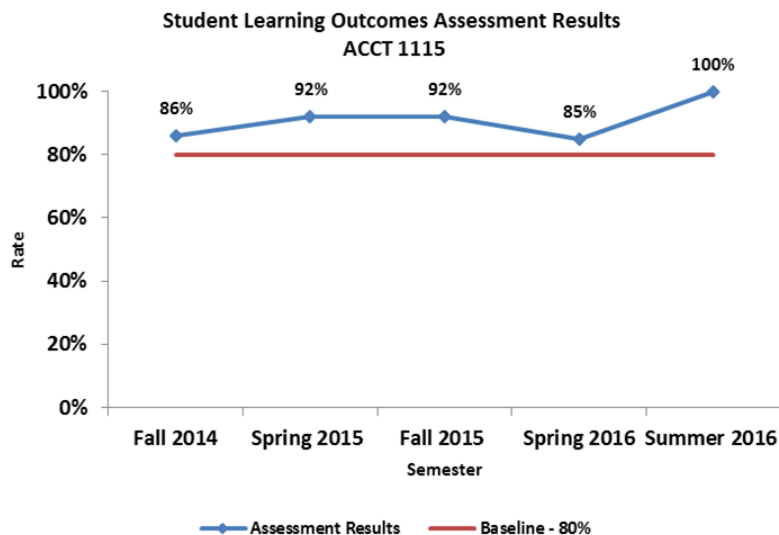
Performance Measure 3	Students enrolled in ACCT 1120 Spreadsheet Applications and completing the departmental comprehensive final exam will demonstrate competency using Microsoft Excel to complete business and accounting related tasks.
What is your measurement instrument or process?	80% of the students must earn a score of 70% or greater on the departmental comprehensive final exam. This is a direct, formative and internal assessment.
<u>Current Results:</u>	With regard to the Fall 2014, Spring 2015, Summer 2015, Fall 2015, Spring 2016 and Summer 2016 semesters the benchmark has been met for 5 out of the 6 semesters reported.
<u>Analysis of Results:</u> What did you learn from your results?	Learning outcomes scores have increased for the Fall 2015, Spring 2016 and Summer 2016 as compared to the Fall 2014, Spring 2015 and Summer 2015 scores.
<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	The SNAP 2013 learning support system was adopted beginning with the Fall Semester 2015. The timing of this adoption corresponds with the improved learning outcomes scores which attests to its value as a source of learning support. The SNAP 2013 leaning support system will be upgraded to SNAP 2016 for the Fall Semester 2017.



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TABLE 2: Student Learning Results (Standard 4)

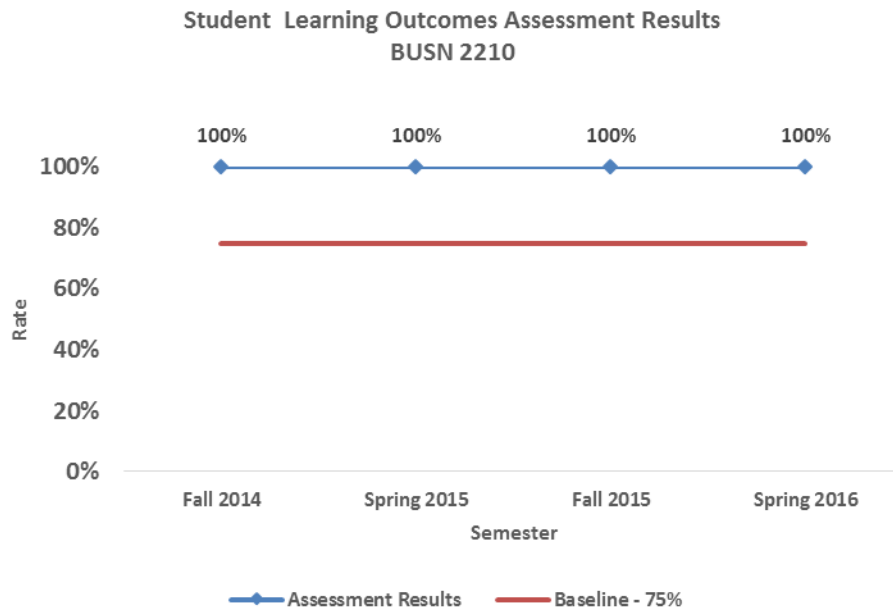
Performance Measure 4	Students enrolled in ACCT 1115 Computerized Accounting and completing the departmental comprehensive final exam will demonstrate proficiency in the use of accounting software to record business transactions and prepare financial reports.
What is your measurement instrument or process?	80% of students completing the departmental comprehensive must earn a score of 70% or greater. This is a direct, formative and internal assessment.
<u>Current Results:</u>	With regard to the Fall 2014, Spring 2015, Fall 2015, Spring 2016 and Summer 2016 semesters the benchmark was met for all 5 semesters reported.
<u>Analysis of Results:</u> What did you learn from your results?	Learning outcomes scores have been consistently higher than the benchmark for the semesters reported in the current period as compared to the previous reporting periods where scores dropped below the benchmark for the Summer 2013 and Summer 2014 semesters.
<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	In addition to assignments that use the QuickBooks 2015 software, students complete a work ethics project. The project instructions define and give examples of work ethics and soft skills needed for workplace success and academic success; provides Internet links to information pertinent to the subject and provides a template for the required written report.



ACBSP Program Performance Data

TABLE 2: Student Learning Results (Standard 4)

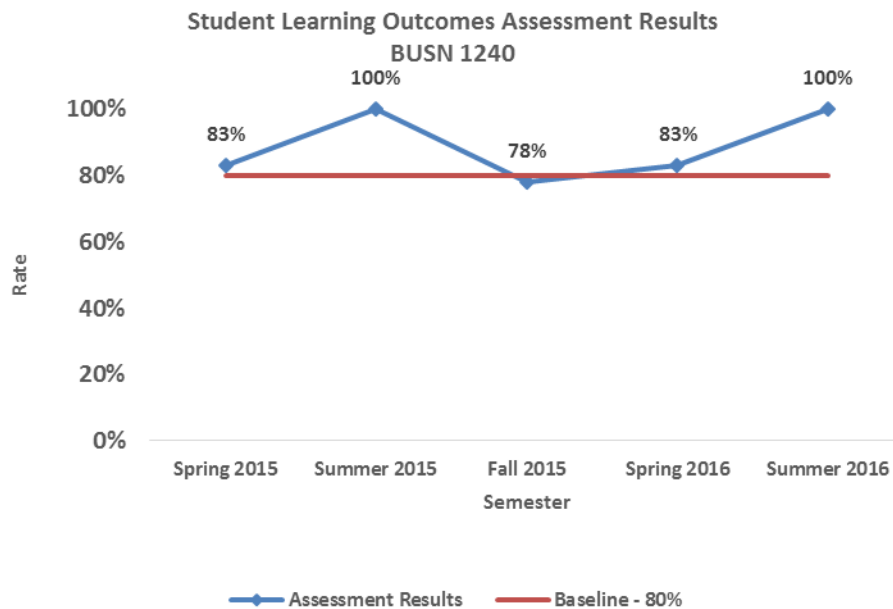
Performance Measure 5	Business Technology students will be able to use computer technology appropriately to complete office tasks.
What is your measurement instrument or process?	75% of students will achieve an average of 75 or better on the integrated computer application projects in the capstone course, BUSN 2210 – Applied Office Procedures.
<u>Current Results:</u>	Business Technology students have equaled or exceeded the goal.
<u>Analysis of Results:</u> What did you learn from your results?	Students are meeting or exceeding the baseline measures established for this outcome. Program faculty did not take any corrective action as a result
<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Program faculty will monitor student performance on this outcome in the semester-based curriculum. Adjustments to the curriculum will be implemented should student performance fall below the trend data.



ACBSP Program Performance Data

TABLE 2: Student Learning Results (Standard 4)

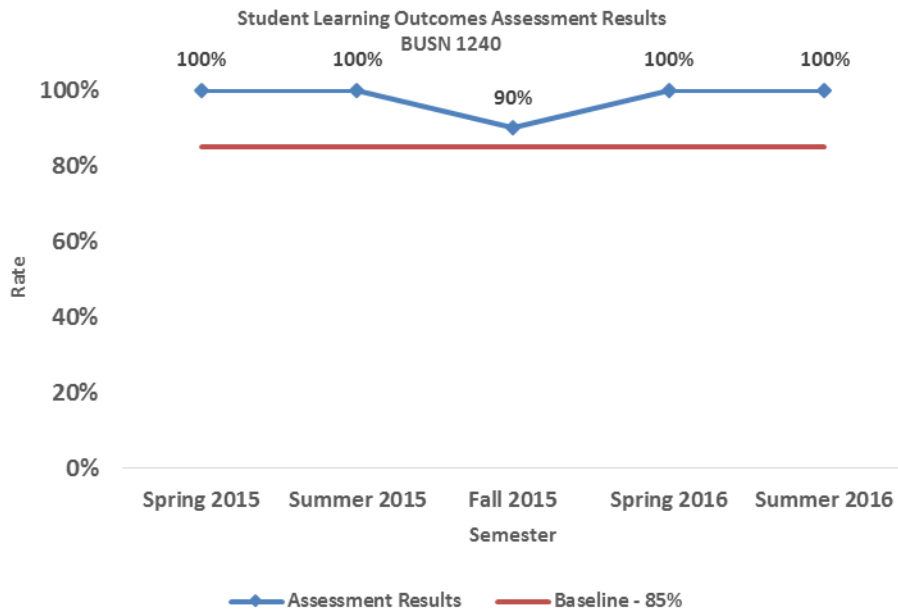
Performance Measure 6	Business Technology students will demonstrate work habits that model ethical professional behavior in the workplace.
What is your measurement instrument or process?	80% of the Business Technology students completing the chosen BUSN 1240 course will achieve a score of 2 or 3 on the work ethic grade.
Current Results:	Business Technology students have equaled or exceeded the goal except in Fall 2015.
Analysis of Results: What did you learn from your results?	Program faculty put stronger emphasis on the importance of work ethics.
Action Taken or Improvement Made: What did you improve or what is your next step?	Program faculty will monitor student performance on this outcome in the semester-based curriculum.



ACBSP Program Performance Data

TABLE 2: Student Learning Results (Standard 4)

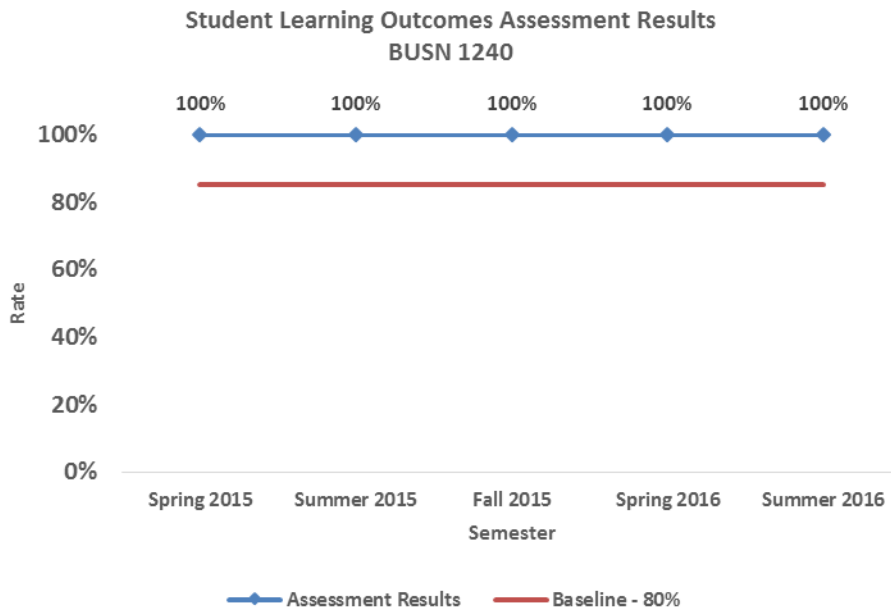
Performance Measure 7	Business Technology students will demonstrate knowledge of professional office procedures.
What is your measurement instrument or process?	85% of Business Technology students will participate in multiple projects requiring the demonstration of knowledge of professional office procedures.
<u>Current Results:</u>	85% of Business Technology students will participate in multiple projects requiring the demonstration of knowledge of professional office procedures in BUSN 1240. Projects varied by semester
<u>Analysis of Results: What did you learn from your results?</u>	Business Technology students have equaled or exceeded the goal. Course taught Fall 2014-Summer 2016 (every semester)
<u>Action Taken or Improvement Made: What did you improve or what is your next step?</u>	Program faculty recognized that students reached the goal 5 out of the 6 semesters which is an average of 83%. Program faculty will monitor student performance on this outcome in the semester-based curriculum.



ACBSP Program Performance Data

TABLE 2: Student Learning Results (Standard 4)

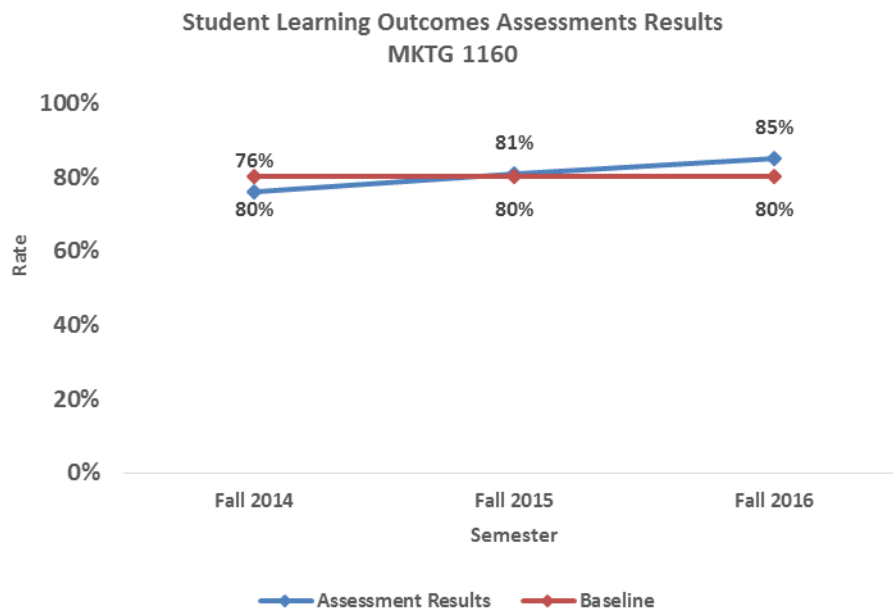
Performance Measure 8	Business Technology students will manage effective communication in a simulated work environment as an individual and as a team member.
What is your measurement instrument or process?	84% of Business Technology students will participate in multiple projects requiring effective communication skills in BUSN 1240. (Projects vary per semester).
<u>Current Results:</u>	Business Technology students have equaled or exceeded the goal every semester. Course taught Fall 2014-Summer 2016 (every semester).
<u>Analysis of Results:</u> What did you learn from your results?	Students are meeting or exceeding the baseline measures established for this outcome. Program faculty did not take any corrective action as a result. Adjustments to the curriculum will be implemented should student performance fall below the trend data.
<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Program faculty will monitor student performance on this outcome in the semester-based curriculum.



ACBSP Program Performance Data

TABLE 2: Student Learning Results (Standard 4)

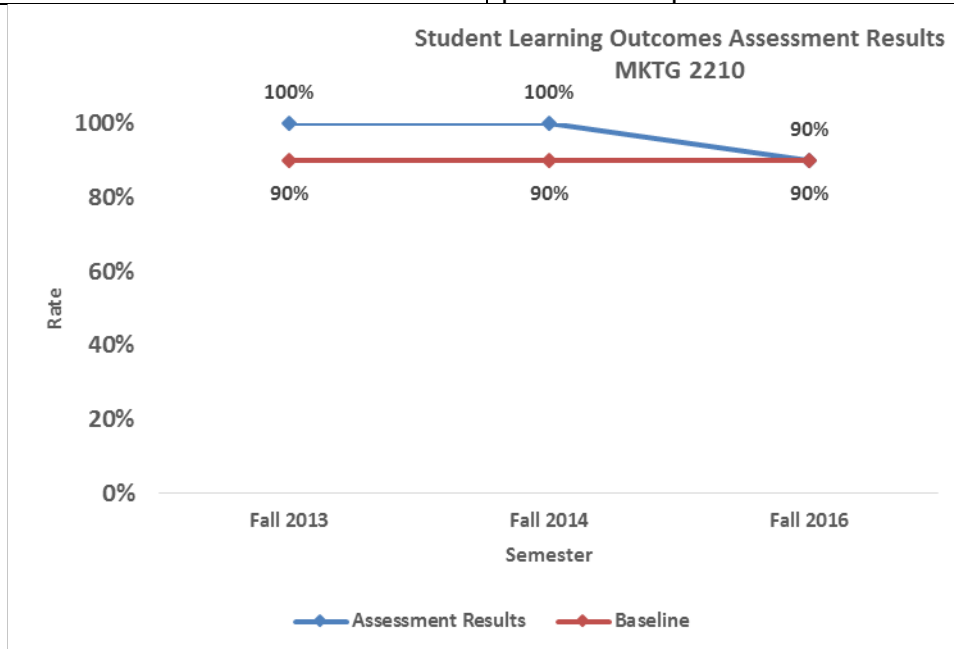
Performance Measure 9	Marketing graduates will be able to demonstrate knowledge and application of personal selling principles and strategies, and demonstrate effective communication and confidence through presentation, written and verbal formats. The goal is 80% of the students completing MKTG 1160 Professional Selling will complete a B2B sales presentation and score 75% or higher.
What is your measurement instrument or process?	Direct, formative, internal data were derived from the sales presentation completed by each student.
<u>Current Results:</u>	A score of 75% was set as a benchmark with performance at 76% for the Fall 2014 class, 81% for the Fall 2015 class and 85% for the Fall 2016 class.
<u>Analysis of Results:</u> What did you learn from your results?	The goal was met for both the Fall 2015 and the Fall 2016 classes.
<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Program faculty will continue to use this assignment in the course and will emphasize the importance of completing the sales presentation.



ACBSP Program Performance Data

TABLE 2: Student Learning Results (Standard 4)

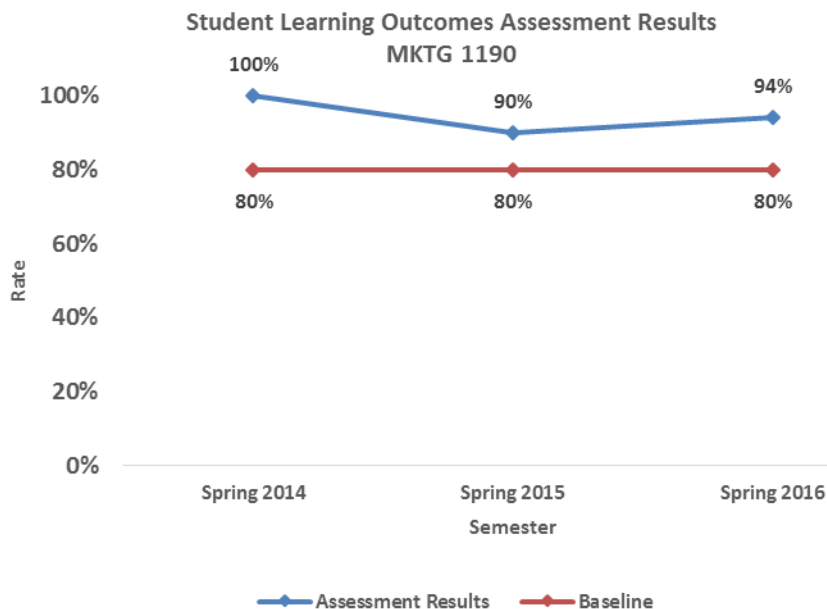
Performance Measure 10	Marketing Management students will be able to assist in the creation and execution of business and marketing plans by monitoring, assessing, and adapting business strategies to emerging opportunities. The goal is 90% of Marketing Management students completing MKTG 2210 Entrepreneurship will complete and present a comprehensive business plan and achieve a score of 70% or higher on the plan and presentation.
What is your measurement instrument or process?	Direct, formative, internal data were derived from the business plan presentation and written plan.
<u>Current Results:</u>	A score of 70% was set as a benchmark with performance at 100% for the Fall 2013 class and the Fall 2014 class and 90% for the Fall 2016 class. (There are no results for Fall 2015 since the class was not offered during the 2015 year).
<u>Analysis of Results:</u> What did you learn from your results?	Students are consistently exceeding the benchmark established for this outcome.
<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Faculty will continue to teach the principles and application of entrepreneurship principles and strategies. Faculty will continue to provide many opportunities for practicing the presentation prior to its final delivery.



ACBSP Program Performance Data

TABLE 2: Student Learning Results (Standard 4)

Performance Measure 11	Marketing Management students will be able to demonstrate creativity and innovation in order to work successfully in a continuously changing business environment. 80% of Marketing Management students completing MKTG1190 Integrated Marketing Communications will complete and present sample advertisements and achieve a score of 70% or higher on the plan and presentation.
What is your measurement instrument or process?	Direct, formative, internal data were derived from the sample advertisements and presentation.
<u>Current Results:</u>	A score of 70% was set as a benchmark with performance at 100% for the Spring 2014 class, 90% for the Spring 2015 class and 94% for the Spring 2016 class.
<u>Analysis of Results:</u> What did you learn from your results?	Students are consistently exceeding the benchmark established for this outcome.
<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Faculty will continue to teach the principles and application of advertising strategies. Faculty will continue to provide many opportunities for practicing the presentation prior to its final delivery.



ACBSP Program Performance Data

Table 1: Business Unit Performance Results (Standard 6)

Instructions:

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

Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.

- Please note that data reported in this table should be business unit data and not institution-wide data.

- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.

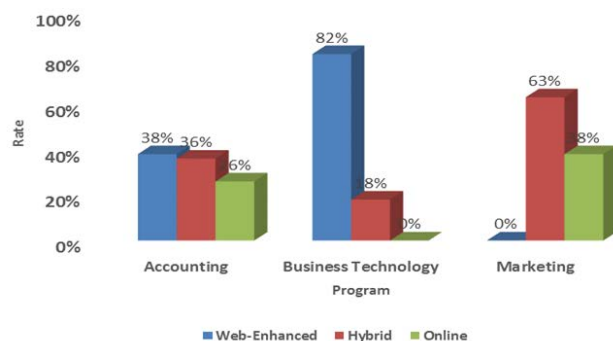
- For all data reported, show sample size (n=75).

Institutional Response: The College was not aware of the need to report the sample size. This information will now be recorded and included on future reports.

ACBSP Program Performance Data

Performance Measure 1	The ACBSP accredited programs will offer at least 30% of its courses in a format other than the traditional face-to-face lecture/lab format to accommodate student learning styles and maximize access. For the purposes of this measurement, Web-enhanced courses are considered to be the face-to-face lecture/lab format.
What is your measurement instrument or process?	Course offerings are reviewed annually and current semester offerings are adjusted to ensure that students have the opportunity to enroll in required courses leading to degree completion. All courses offered in the Accounting, Business Technology and Marketing Programs are taught through the Blackboard Learning Management System. (Continued below in 1a)
Current Results:	For the 2015, 2016 and 2017 academic years both the Accounting Program and the Marketing Program met the benchmark of 30%.
Analysis of Results: What did you learn from your results?	The Business Technology has offered courses in the hybrid format, however, not in an online format. The Business Technology Program will offer BUSN 1240 Office Procedures in an online format for the Fall semester 2017.
Action Taken or Improvement made: What did you improve or what is your next step?	The Accounting, Business Technology and Marketing Programs will continue to review course offerings and offer its courses in varying formats to best meet student needs for accessibility and subsequent successful degree completion.

Course Offerings by Program - 2015

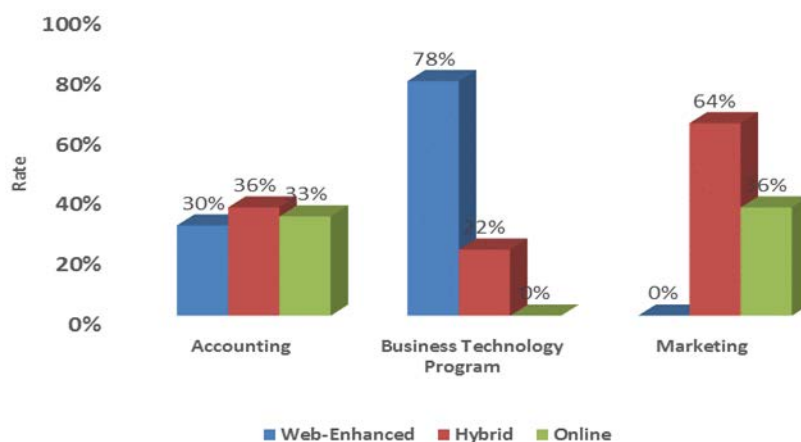


ACBSP Program Performance Data

Table 1: Standard Six: Organizational Performance Results

Performance Measure 1a	The ACBSP accredited programs will offer at least 30% of its courses in a format other than the traditional face-to-face lecture/lab format to accommodate student learning styles and maximize access. For the purposes of this measurement, Web-enhanced courses are considered to be the face-to-face lecture/lab format.
What is your measurement instrument or process?	Web-Enhanced courses are such that all contact hours are met through face-to-face meeting hours. Hybrid courses are such that some contact hours are met through face-to-face meeting hours and the remainder of contact hours are met through online activities. Online courses meet all contact hours through online interaction.
Current Results:	For the 2015, 2016 and 2017 academic years both the Accounting Program and the Marketing Program met the benchmark of 30%.
Analysis of Results: What did you learn from your results?	The Business Technology has offered courses in the hybrid format, however, not in an online format. The Business Technology Program will offer BUSN 1240 Office Procedures in an online format for the Fall semester 2017.
Action Taken or Improvement made: What did you improve or what is your next step?	The Accounting, Business Technology and Marketing Programs will continue to review course offerings and offer its courses in varying formats to best meet student needs for accessibility and subsequent successful degree completion.

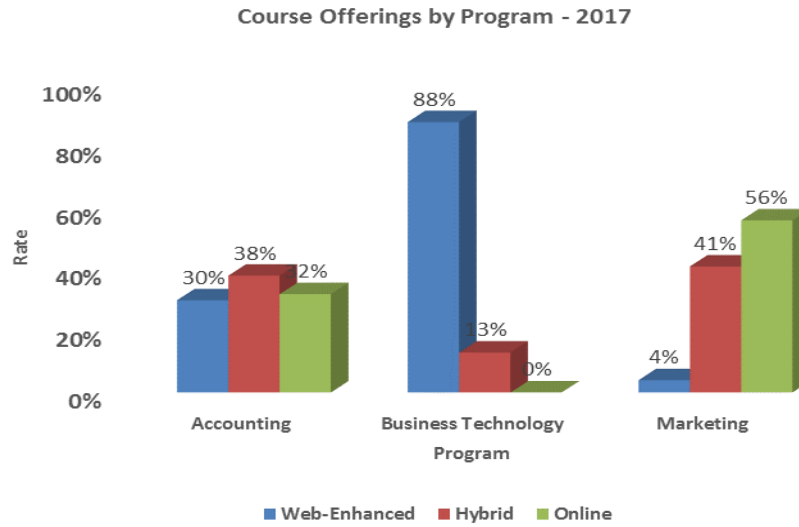
Course Offerings by Program - 2016



ACBSP Program Performance Data

Table 1: Standard Six: Organizational Performance Results

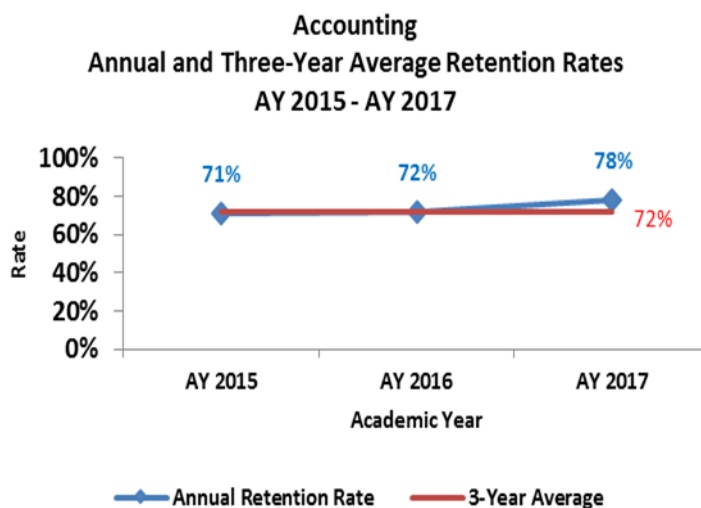
Performance Measure 1a continued chart



ACBSP Program Performance Data

Table 1: Standard Six: Organizational Performance Results

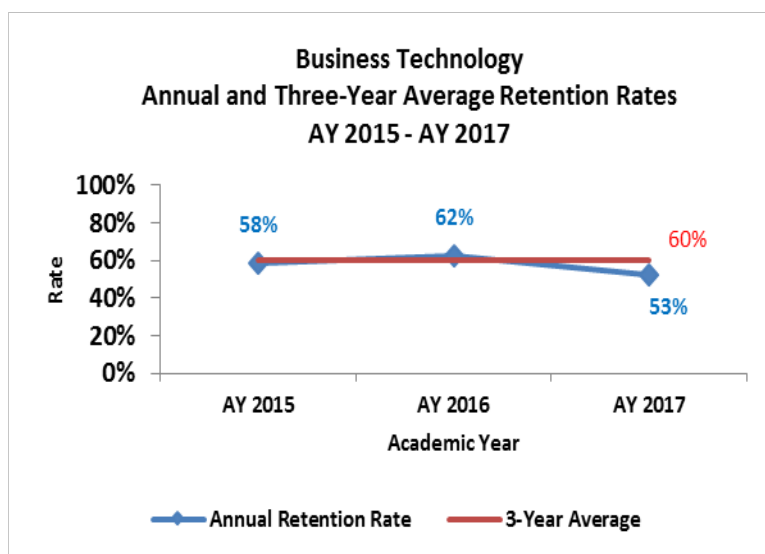
Performance Measure 2	Increase student retention rates in ACBSP accredited programs to 75%.
What is your measurement instrument or process?	Retention rates are reported annually.
Current Results:	Retention rates reported for the Accounting, Business Technology, and Marketing programs are: Accounting 71%, 72% and 78%; Business Technology 58%, 62%, and 60%; and Marketing 61%, 58% and 57% respectively, for the academic years 2015, 2016 and 2017.
Analysis of Results: What did you learn from your results?	Retention rates were below the 75% benchmark with the exception of the 2017 rate of 78% for the Accounting Program.
Action Taken or Improvement made: What did you improve or what is your next step?	With regard to increasing student persistence to graduation, FSSE 1000 First Semester Seminar is designed to introduce and familiarize students with the College and its support services as well as identify career goals and improve student study habits.(Continued below).



ACBSP Program Performance Data

Table 1: Standard Six: Organizational Performance Results

Performance Measure 2a	Increase student retention rates in ACBSP accredited programs to 75%.
What is your measurement instrument or process?	Retention rates are reported annually.
Current Results:	Retention rates reported for the Accounting, Business Technology, and Marketing programs are: Accounting 71%, 72% and 78%; Business Technology 58%, 62%, and 60%; and Marketing 61%, 58% and 57% respectively, for the academic years 2015, 2016 and 2017.
Analysis of Results: What did you learn from your results?	Retention rates were below the 75% benchmark with the exception of the 2017 rate of 78% for the Accounting Program.
Action Taken or Improvement made: What did you improve or what is your next step?	FSSE 1000 was made a requirement for students (with no or limited hours of college credits) entering the College as of Fall 2014. (Continued below).

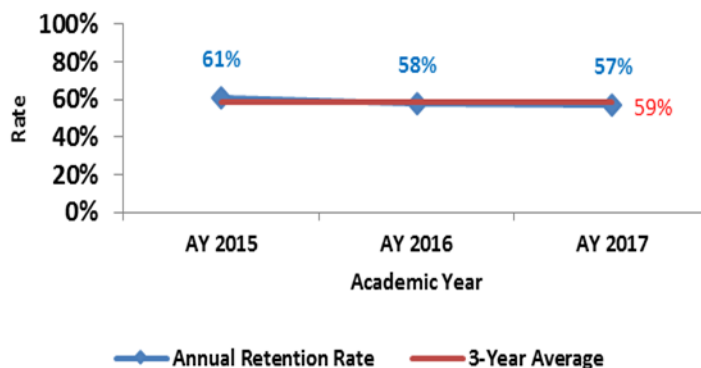


ACBSP Program Performance Data

Table 1: Standard Six: Organizational Performance Results

Performance Measure 2b	Increase student retention rates in ACBSP accredited programs to 75%.
What is your measurement instrument or process?	Retention rates are reported annually.
Current Results:	Retention rates reported for the Accounting, Business Technology, and Marketing programs are: Accounting 71%, 72% and 78%; Business Technology 58%, 62%, and 60%; and Marketing 61%, 58% and 57% respectively, for the academic years 2015, 2016 and 2017.
Analysis of Results: What did you learn from your results?	Retention rates were below the 75% benchmark with the exception of the 2017 rate of 78% for the Accounting Program.
Action Taken or Improvement made: What did you improve or what is your next step?	The College has also developed graduation plans through its Degrees Works System. These graduation plans are created during the advisement process and assist students with enrolling in courses that will fulfill graduation requirements.

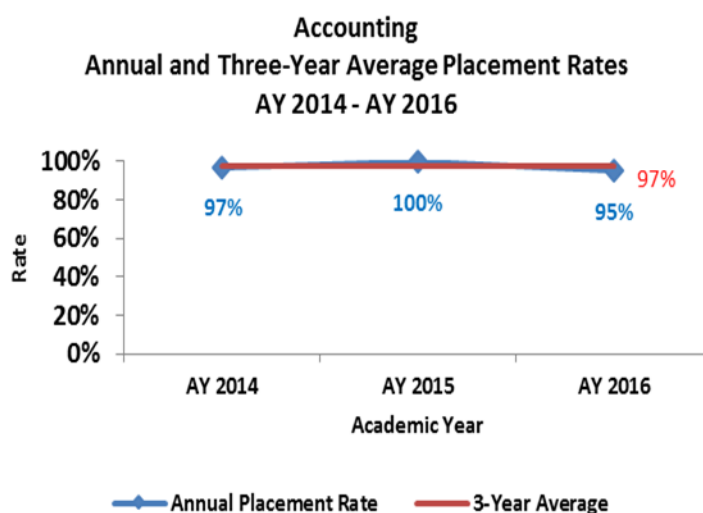
**Marketing Management
Annual and Three-Year Average Retention Rates
AY 2015 - AY 2017**



ACBSP Program Performance Data

Table 1: Standard Six: Organizational Performance Results

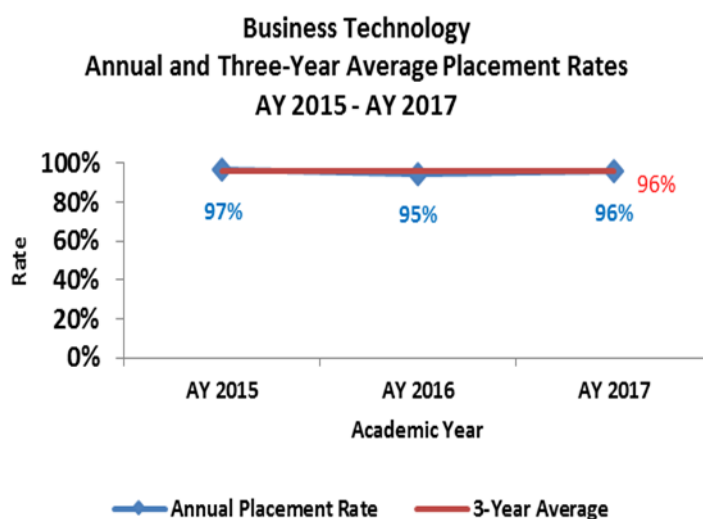
Performance Measure 3	Increase placement of graduates of ACBSP accredited programs in a field related to their studies to 85%. (Graduate placement in field includes placement in field, a related field or the continuance of education).
What is your measurement instrument or process?	Placement rates are reported annually.
Current Results:	Placement rates reported for the Accounting, Business Technology, and Marketing programs are: Accounting 97%, 100% and 95%; Business Technology 97%, 95% and 96%; and Marketing 100%, 96% and 100%, respectively, for academic years 2015, 2016 and 2017.
Analysis of Results: What did you learn from your results?	The 3-year average for the for Accounting, Business Technology and Marketing programs are: Accounting 97%, Business Technology 96% and Marketing 96%, respectively, for the academic years 2015, 2016 and 2017. (Continued below).
Action Taken or Improvement made: What did you improve or what is your next step?	Faculty will work with other College personnel to ensure that all graduate placements are reported accurately. Faculty will continue to work with students, employers and the College's career services division to improve student placement in field, related field or with the continuance of education.



ACBSP Program Performance Data

Table 1: Standard Six: Organizational Performance Results

Performance Measure 3a	Increase placement of graduates of ACBSP accredited programs in a field related to their studies to 85%. (Graduate placement in field includes placement in field, a related field or the continuance of education).
What is your measurement instrument or process?	Placement rates are reported annually.
Current Results:	Placement rates reported for the Accounting, Business Technology, and Marketing programs are: Accounting 97%, 100% and 95%; Business Technology 97%, 95% and 96%; and Marketing 100%, 96% and 100%, respectively, for academic years 2015, 2016 and 2017.
Analysis of Results: What did you learn from your results?	In comparison the 3-year average for the for Accounting, Business Technology and Marketing programs were: Accounting 76%, Business Technology 84% and Marketing 81%, respectively, for academic years 2012, 2013 and 2014.
Action Taken or Improvement made: What did you improve or what is your next step?	Faculty will work with other College personnel to ensure that all graduate placements are reported accurately. Faculty will continue to work with students, employers and the College's career services division to improve student placement in field, related field or with the continuance of education.



ACBSP Program Performance Data

Table 1: Standard Six: Organizational Performance Results

Performance Measure 3a chart continued for Marketing

