**STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES**

MINUTES

**Thursday, September 1, 2016
1:30pm
Conference Room M2-34**

Presiding: Dr. Rényi

Present: Mr. Armbrister, Ms. de Fries, Mr. Edwards, Dr. Gay, Dr. Generals, Ms. Hernández Vélez, Dr. Hirsch, Ms. Horstmann, Mr. Lassiter, Ms. McPherson, Dr. Roberts, Rep. Roebuck, Jr.

Guests: Dr. Carter, Ms. Dunston, Mr. Saxton, Mr. Spielberg, Ms. Sweet

(1) **Executive Session**

Personnel issues were discussed.

(2) **Public Session**

(a) Approval of the Minutes of May 5, 2016

The minutes were accepted unanimously.

(b) Academic Program Audit: Business Administration A.A. Degree/Business A.A. Degree

Ms. Dunston, Director of Academic Assessment and Evaluation, provided an overview of the recommendations associated with the audit for two programs: Business Administration A.A. Degree/Business A.A. Degree. Recommendations included the following: to evaluate the integration of the Marketing and Management department with the Business Administration department; to evaluate the distinction between the two programs; to complete 335 evaluations; to look more closely at assessments of student learning; to review articulation agreements; and to improve student success outcomes.

Mr. Armbrister requested an explanation for why there are two closely related programs. Dr. Gay clarified that each program has a different specialized accreditation: Association to Advance Collegiate Schools of Business (AACSB) for the Business Administration program and Accreditation Council for Business Schools and Programs (ACBSP) for the Business program. Dr. Carter, Dean of the Business and Technology division, discussed how having the one degree will be more clear to students and there will be two possible math sequences (the two math sequences address AACSB and ACBSP math requirements). Ms. McPherson asked about the

merging of Marketing and Management into the Business Administration department. Dr. Carter explained that the merging of the two departments will allow for better management of the program, especially with faculty from both fields under one department head. The Business and Technology division had an all-day retreat in April and another meeting the day previous to the Student Outcomes Committee meeting to discuss future directions for the division.

Action: The Student Outcomes Committee recommends that the Board of Trustees accept the audit and that a follow-up report be submitted in one year.

(c) Photographic Imaging Curriculum Follow Up Report
The program was last at a Student Outcomes Committee meeting in 2014 with a number of recommendations. Mr. Spielberg, the department head, provided information on progress the program has made since then. The number of graduates has increased (to 8 in 2015-16) and more graduates are anticipated. The program is almost ready to offer Photography 105 (Introduction to New Technology) to students; this is expected to improve the number of students in the major. Dr. Rényi commented positively on several ideas being considered, such as Saturday classes, working with the Music program, and stacking credentials. Mr. Armbrister asked how long recent graduates had been in school; Mr. Spielberg replied that students are typically part-time, older, and often take 5-6 semesters. Mr. Lassiter inquired about the types of jobs for which students would be qualified; Mr. Spielberg gave as examples advertising, commercials, magazines, internet, business head shots, portraits, wedding photography, and publishing. Ms. McPherson asked if image research was included in the curriculum; Mr. Spielberg said that it is covered in two courses. Rep. Roebuck, Jr. asked if students who come to the program have clear plans for a career and what brings them to the program in general; Mr. Spielberg replied that most do not come with a clear career path, but rather come to the program because of artistic interests.

Action: The Student Outcomes Committee recommends that the program submit a follow-up report in May/June 2017 to provide more data regarding student outcomes.

(d) Dissolution of Policy No. 105: Robert S. King Scholarship for High School Students
Dr. Hirsch explained that this scholarship became Board policy in 1985 after Robert S. King retired. Since the new 50th Anniversary Scholars program began last year, the Robert S. King Scholarship is no longer offered (funds had come from the operating budget). Robert S. King passed two years ago and his daughter is understanding regarding the dissolution.

Action: The Student Outcomes Committee recommends that the Robert S. King Scholarship for High School Students be dissolved.

(e) Workforce Contacts and Outreach Efforts Report

Dr. Rényi explained that the Board of Trustees members have committed to making contacts to introduce the Workforce Development leadership. Ms. de Fries provided a follow-up report. Out of the list of possible contacts, Ms. de Fries made contact with 16 companies on the list and 4 to follow up for the next group of companies. Ms. de Fries and Dr. Generals toured the facilities of Rhoads Industries. This company may be interested in an apprenticeship program for welders; Ms. de Fries took Rhoads on a site tour of Benjamin Franklin High School and are also discussing available funds for the training via WEDNet, a state funding program. PECO worked with the Collegiate Consortium on the creation of a gas pipeline mechanic program; the first class started at Delaware County Community College. PECO is interested in doing this program in Philadelphia with the College; We are currently working on identifying appropriate space. We have reached out to Spectrum Health Services regarding funding for their training via WEDNet, and helped identify $16,000 in funds to reimburse them for training they have already conducted; by providing this assistance, we are now in discussions with them about providing training directly. Comcast has specific needs related to customer service for a variety of positions within the company, particularly in the call center and the technicians that install the equipment. The company is interested in employing veterans and we are working with Comcast on putting together a job fair in the Fall for them to hire the College's veteran students. Four companies have been identified by Carol on the wish list for outreach: Osagie Imasogie - Iroko Pharmaceuticals, Madeline Bell – CHOP, Eric Foss – Aramark, Marcos Lopez - Exude Benefits. Carol will be following up with board members with suggested talking points for the outreach. As of July 1, 10,000 Small Businesses and Career Services report to Workforce Development. Searches are underway for the Executive Director, 10KSB, and Director, Career Connections positions; Ms. de Fries will send the job descriptions to the Board of Trustees. Dr. Rényi made several suggestions: job descriptions for high level jobs be sent to the Board of Trustees; Board members invite Dr. Generals and Ms. de Fries to social events; and an annual request be made to the Board for names of companies for possible connections. Ms. de Fries stated that there has been more high level external outreach to the College coming from companies. Dr. Generals mentioned a possible connection with IBM to bring a program to the College.

(f) Dashboard

Dr. Rényi stated that every time the Committee meets, the Committee should review data to see if the College is on track and what possible future steps could be taken. As part of the dashboard, there will be five goals, each with high-level indicators. Dr. Hirsch said that the dashboard will be continuously updated and that a few elements were still under development. Because of timing, data were not yet available, so projections were provided when possible. The dashboard contains five-year goals and the college knows the percentage of the goal that should be achieved each year. Dr. Rényi suggested that the entire dashboard be presented to the Board of Trustees retreat in January. Dr. Generals explained that the numbers can change about twice a year. The dashboard also contains comparisons to peer institutions; the use of peer institutions is part of the national benchmarking process. Ms. Horstmann asked if it was decided to aim for peer institution averages or for the top quartile. Dr. Generals

indicated that for the Aspen Prize, institutions might be reviewed in comparison to peers and their progress; he will confirm the groups regarding the Aspen Prize.

Dr. Rényi put forth that as homework for the next meeting, members should review the dashboard so it can be at the top of the next meeting's agenda. The general consensus of the Committee was that the dashboard was very effective.

(3) **Next Meeting**
The next meeting of the Student Outcomes Committee of the Board is scheduled for October 13, 2016 at 1:30pm in Conference Room M2-34.

Attachments:
Minutes of May 5, 2016
Academic Program Audit: Business Administration A.A. Degree/Business A.A. Degree Program Audit Follow-Up Report Photographic Imaging Curriculum
College Policies and Procedures Memorandum No. 105: Robert S. King Scholarship for High School Students
Dashboard – September 1, 2016

STUDENT OUTCOMES COMMITTEE OF THE
BOARD OF TRUSTEES

MINUTES

Thursday, May 5, 2016
1:30pm
Conference Room M2-34

Presiding: Dr. Rényi

Present: Mr. Armbrister, Ms. de Fries, Dr. Gay, Dr. Generals, Dr. Hirsch, Ms. Horstmann,
            Mr. Lassiter, Dr. Roberts, Rep. Roebuck, Jr.

Guests: Ms. Dunston, Ms. Harter, Mr. Libros, Mr. Love, Ms. McDonnell, Ms. Sweet

(1)   <u>Executive Session</u>

   No items were discussed.

(2)   <u>Public Session</u>

   (a) Approval of the Minutes of April 7, 2016

   The minutes were accepted unanimously.

   (b) Academic Program Audit: Applied Science and Engineering Technology A.A.S.

   Ms. Dunston, Director of Academic Assessment and Evaluation, provided an
   overview of the recommendations associated with the Applied Science and
   Engineering Technology (ASET) Audit. One such recommendation is also common
   to the Technical Studies Audit: to evaluate if the programs overlap and either clarify
   the distinction for students or have the programs overlap more effectively. Other
   recommendations specific to ASET related to changing the name of the degree to be
   more descriptive; tracking ASET students more effectively; and putting quality
   assessments in place.

   Mr. Armbrister asked to what the low completion rate can be attributed. Ms. Dunston
   responded that the stackable nature of the degree (it is really two certificates stacked
   to an associate's degree) may contribute, but that some fixes are already underway,
   including mentoring students. Mr. Lassiter asked if the non-returning students had
   been asked why they had dropped out, which could be enriching data that could
   inform. Mr. Libros, Program Contact for Applied Science and Engineering
   Technology, said that this is not easy to do, although they have been working towards

this with the Biomedical Equipment Technology certificates. Dr. Hirsch noted that the tracking system that the College is using would be able to do this. Dr. Generals commented that with non-select programs, tracking students is difficult but he looks forward to Guided Pathways which should help (especially with the FYE course). Rep. Roebuck asked if the ASET program was unique to the College or if it existed elsewhere. Mr. Libros was not sure but noted that Camden County has certificates which stack to an Engineering Technology degree (which several schools have). Ms. Dunston said that it is challenging to compare the ASET program to other programs but that they do want to evaluate the role of Workforce. Related to Workforce, Mr. Armbrister asked if the program has tried to identify industry partners. Mr. Libros replied that they are moving in that direction and said that the Biomedical Equipment Technology program has strong partnerships. Mr. Libros commented that the College is looking at Maritime Technology and Nanotechnology because companies have expressed interest in those areas.

Action: The Student Outcomes Committee recommends that the audit be accepted and a follow-up report be submitted in December at which time the Committee will make a determination for renewal.

(c) Academic Program Audit: Technical Studies A.A.S.

Ms. Dunston remarked that the Technical Studies program underwent an audit and revisions at the same time as the ASET program and reiterated that both programs have the recommendation that they be clarified or overlap better. She stated that the program does need a program management plan. Ms. Dunston explained that the program is designed for students coming back into the workforce and that a higher level, more customized advising is needed. Because the structure is loose, more tracking and a stronger retention plan are therefore needed. Mr. Love, Department Head for Technical Studies, stated that the program has a lot of potential and that with the program management plan, they will be able to get more students into the program and keep them. Ms. Horstmann asked if they have a clear idea how to do this. Ms. Sweet, Dean of Liberal Studies commented that the program is broad and as such students may get overwhelmed. She stated that the program is in the Social Sciences, but that students often choose courses in other programs. She suggested that two areas be reviewed: if the program is in the right department, and if the general education curriculum should be looked at (to try to better match courses to students' interests). Mr. Armbrister asked if the path is typically for transfer or for a job. Ms. Sweet responded that it is a career program and generally not a transfer program and mentioned that some students may change to a transfer program if they do decide to transfer to another institution. Mr. Armbrister asked that if students enter with a technical skill set, what does a student expect the value-added to be. Ms. Dunston responded that the result is credentialing, but that it is a challenge to see if the College is providing a path that aligns with the students' interests and that this could be looked at more. Dr. Generals commented that the credentialing is why students come to this program so that their training is parlayed into college credit (this was recently done with steamfitters), and that the program is customizable, pulling together prior

credit and prior learning. Mr. Armbrister remarked that this lends itself well to partnerships with industry and asked to what extent does the program have such relationships (both as a source for getting students and for students to go back to). Ms. Sweet noted steamfitters and carpenters and said they need to sharpen the students' reasons for staying. The Committee discussed various aspects of the program's curriculum: the program is very flexible/customizable; technical credits are awarded for prior learning; general education should be contextualized; and mapping as part of Guided Pathways will provide some clarification. The Committee also discussed areas to address, such as communicating with students, strengthening learning goals, setting targets for retention, and needing benchmarking.

Action: The Student Outcomes Committee recommends that the audit be accepted and a follow-up report be submitted in December at which time the Committee will make a determination for renewal.

(d) Pathways Project Second Institute Report
Discussion Questions:
- What were the outcomes?
- What assistance can the Board provide?

Dr. Hirsch discussed the recent Pathways Institute, which took place in April. The focus of the first Institute was leadership, while the focus of the second Institute was diving into the work, specifically developing maps. One of the speakers, Rob Johnstone, will be the keynote speaker for the College's Fall Professional Development Week. Best practices and how to dive into the work were discussed at the Institute. In some regards, the College is ahead, but behind in others (some institutions previously had grants related to this). The group heard interesting ideas about getting faculty on board. Regarding the College's current plans, there will be a summer institute for department heads. This will be comprised of three sessions. During the three sessions, the group will receive information and discuss concerns. They will then develop career clusters (such as health careers, STEM, arts/communications, manufacturing/technology, etc.) and determine which programs fall under each cluster. The next step is then the curriculum mapping, for which the College has a template. A purpose of mapping is to minimize potential loss of credits. For instance, after a number of courses, students have a choice of academic plans that they can then follow without losing credits. The department heads, with the curriculum coordinators, will determine what the first two semesters look like and what common courses within a cluster would be. Once the faculty return in the Fall, the College will get a consensus on the work done in the summer, as well has feedback from students. The process will not be linear. Dr. Rényi asked that the mapping template be shared with the Committee.

Dr. Hirsch explained that the other piece the College is working on this summer is the developmental education component. The College will then be prepared for the next Pathways Institute in October, the focus of which is developmental education. In the summer a group of faculty will attend a workshop on contextualized learning. As

well, a steering committee will be formed to guide this part of the work and a summer development institute will take place. The College is also refining its placement/assessment approaches, including using Accuplacer placement test and reviewing possible correlations with GPAs. A third component of Pathways is the intake process. The intake process will have to change to keep up with other changes resulting from Pathways.

The College has already developed transition courses and will begin these in Fall 2016. Revisions to Health Care Studies and Liberal Arts to include a required First Year Experience (FYE) course have already been approved. A goal of the FYE course is for students to leave the course with an individualized academic plan (done by semester), career/transfer plan and financial plan. With a new retention management system in place and new full-time advisors, the College will be well positioned to better monitor students. The programs also require that certain courses be taken within identified milestones. Dr. Rényi commented that the pace of such major changes has been phenomenal for an academic institution and that credit should be given to the College administration.

(e) Strategic Plan Development
Discussion Questions:
- What are the strategies?
- How are stakeholders being engaged?

Dr. Gay and Dr. Hirsch provided a handout to the Committee. Dr. Rényi asked at what stage and how does the Board get fully engaged in the strategic planning process that is constructive. Dr. Gay replied that a survey will be sent to Board members and Foundation Board members.

The big push currently is to get input from students and faculty since they leave immediately after the semester ends. The College sent a mission survey to students the previous week and immediately had 100 responses. Another survey was sent out this week and there were already 52 responses. This compares favorably to the last strategic planning surveys, which had a total of 92 responses. Faculty, staff, and administrators are another group, thought of as the builders and drivers. There have been several Forums, the last of which was April 28th. Dr. Generals has met with each of the regional center's communities, for which there was a good turnout. A topic raised was that in regard to Workforce, the College should be more dominant in the community. The timeline is very tight, so strategic planning items were added to other communications going out. Dr. Generals commented that for the Fall, a half-day Board retreat should be scheduled.

(3)   Next Meeting

The next meeting of the Student Outcomes Committee of the Board is scheduled for June 2, 2016 at 1:30 pm in Conference Room M2-34.

Attachments:
Minutes of April 7, 2016
Academic Program Audit: Applied Science and Engineering Technology A.A.S.
Academic Program Audit: Technical Studies A.A.S.
Update on Strategic Planning Memorandum
Pathways Project Program Map Template

Community College of Philadelphia Academic Program Audit Business Administration A.A. Degree Business A.A. Degree

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Richard Saxton

Date: February 2016

I.   **Executive Summary**

The Business Administration curriculum leads to an Associate in Arts (A.A.) degree. This Program is intended for students planning to transfer to baccalaureate programs accredited by the Association to Advance Collegiate Schools of Business (AACSB). Numerous articulation agreements support a clear path for matching requirements of four year institutions and are commonly utilized. Alternatively, the Business program is designed to prepare students for transfer to four-year universities or colleges that are not AACSB accredited, to provide students with the foundation of business knowledge necessary to gain entry-level employment, or to upgrade their present level of employment. The current articulation agreements for the Business Program, however, are not utilized.

It will be important when reading this audit to understand the course, subject and departmental structure in which these programs exist. Business and Business Administration students enroll in many of the same courses, including those taught by accounting, business administration, economics, and marketing and management faculty. The two programs' have different general education requirements (Business Administration students must take calculus based math, extra statistics, and a lab science). Accounting, economics, and finance are housed within the Business Administration Department while Marketing and Management courses are housed in the Marketing and Management Department. Due to the significant overlap in program requirements, the Business and Business Administration programs will be audited together. Due to the reliance on Marketing and Management courses in these programs, information on Marketing and Management will be included in this audit.

Enrollment in the Business Administration Program has consistently increased over the past five years, and has averaged 618 students per year over this time period. Enrollment in the Business Program has consistently decreased over the past five years, and has averaged 1043 students per year.

The Business Administration Program records stronger outcomes in most areas compared to the Division and College in terms of academic standing, retention, long-term success, course completion, and GPA. Conversely, the Business Program records weaker outcomes than the Division and the College in terms of academic standing, retention, students departing the program unsuccessfully, and course completion.

Approximately 45% of students who depart the Business Administration Program transfer and 30% of those who depart the Business Program transfer; 35% of those who depart the College transfer. Between 2010 and 2014, the number of Business Administration graduates increased each year. A total of 370 associate degrees were awarded in Business Administration in the past five years. However, over the same time period, the number of Business graduates has decreased. A total of 559 Business degrees have been awarded.

The Business Administration and Marketing and Management Departments have submitted assessment results for all Program Level Student Learning Outcomes for the Business Administration and Business Programs. Considering the overlapping curriculum between these two programs, one would expect overlapping outcomes. However, the two Programs have very different curriculum maps and Program Learning Outcomes. The Programs should evaluate where these differences are necessary, accurate, and produce informative

assessment information. Act 335 course evaluations are outstanding for fourteen courses. Seven courses under Business Administration have started their Act 335 on the old form and need to complete the updated form. As of the writing of this audit, seven courses in the Marketing and Management Department have not completed the Act 335 documents that were due in January.

Both program's operating costs have been increasing and similar to the average cost for the Division and the College over the last five years.

Recommendations for the Programs include:
- Evaluate integration between the two departments,
- Evaluate the distinction between the two programs. Assess the need for merging the two programs, further distinguishing the two programs, or closing one of the two programs,
- Complete all Act 335 documents,
- Evaluate the quality and variety of assessment materials, ensure alignment between PLOs and SLOs, ensure faculty collaboration of assessment planning and review across the departments, examine the extent to which the Programs incorporate common business education trends and necessary skills into assessment, and let these trends and skills inform assessment.
- Evaluate the articulation agreements, and
- Improve outcomes for Business students.

II. **Program Description**
   A. Catalog Description
   Business Administration A.A.
   The Business Administration program is specifically designed to prepare students to transfer to those business schools that are accredited by the Association to Advance Collegiate Schools of Business (AACSB). In keeping with the AACSB's educational philosophy, this program requires a strong foundation in higher level mathematics and quantitative reasoning that underlies business administration.
   (Note: It is recommended that students desiring a more inclusive foundation in the business disciplines with less emphasis on higher level mathematics select the Business program, which is also a transfer program.)

   Business A.A.
   The Business program is designed to prepare students for transfer to four-year universities or colleges, to provide students with the foundation of business knowledge necessary to gain entry-level employment, or to upgrade their present level of employment. The Business program is recommended for students who prefer to take more courses within the business disciplines with less emphasis on higher level mathematics.

   (Note: If students are planning to transfer to business schools accredited by the Association to Advance Collegiate Schools of Business (AACSB), it is recommended that students select the Business Administration program, which is specifically designed for transferring to AACSB schools.)

B. History and Revisions to the Curricula

Prior to 1997, the College catalog contained separate Business Transfer program listings that were titled by the institutions to which students intended to transfer. This format was used so that students would know exactly which coursework to complete in order to facilitate a smooth transfer. In 2008, these programs were consolidated into two programs – Business and Business Administration. The Business Administration Program prepares students for transfer to business programs accredited by the Association to Advance Collegiate Schools of Business (AACSB). A higher level of math proficiency is required for transfer to the AACSB accredited baccalaureate programs. Additional changes were implemented in 2012 to align the program with requirements of the Pennsylvania Transfer Articulation Oversight Committee's (TAOC). The TAOC requirements make for a seamless transfer to the Pennsylvania State System of Higher Education (PASSHE) institutions.

Business and Business Administration students take courses from accounting, business administration, economics, marketing, management, and general education faculty. Accounting, Economics, and Business Administration are located in the Business Administration Department along with Automotive Technology, Culinary Arts, and Hospitality Management. The Business Administration Department Head is an Automotive Technology faculty member. The Marketing and Management Department houses marketing, management, and real estate courses. One outcome of the 2011 Marketing and Management Audits was to close the Marketing and Management Programs. This decision was reached because many of the recommendations from the 2002 Marketing and 1997 Management Program audits were not carried out. Regardless of whether or not the Marketing and Management Department has a program, many of the issues raised in the last audits remain unresolved and relevant today. These issues include lack of faculty engagement, especially in relation to enrollment and retention issues, curriculum revision, working with an Advisory Board, and record-keeping. Five of the twelve required courses in Business Administration and six of the twelve courses in Business are housed within Marketing and Management. Presently, no Marketing and Management full-time faculty member has taken responsibility to serve as department head, therefore the Dean of Business and Technology is currently serving as the Department Head. Without a program, the Marketing and Management department will not undergo a separate audit. Marketing and Management information will be included in this audit because approximately half of the Business and Business Administration curriculum falls in the Marketing and Management department.

C. **Curriculum Sequence (Business Administration)**

Course Number and Name	Pre and Co-requisites	Credits	Gen Ed Req.
First Semester			
MNGT 121 - Introduction to Business		3	
ACCT 101 - Financial Accounting		4	
MATH 162 – Pre-calculus II	MATH 161 grade of "C" or better or MATH 162 placement	3 or 4	Mathematics
OR MATH 171 - Calculus I	MATH 162 grade of "C" or better or MATH 171 placement		
ENGL 101 - English Composition I		3	ENGL 101
ECON 181 - Principles of Economics		3	
Second Semester			
ENGL 102 - The Research Paper	ENGL 101 with a grade of "C" or better	3	Info Lit (ENGL101)
Math 171 - Calculus I	Math 162 grade of "C" or better or Math 171 placement		
Or Math 172 - Calculus II	Math 166 grade of "C" or better or Math 171 grade of "C" or better	4	
ACCT 102 - Managerial Accounting	ACCT 101 with grade of "C" or better	3	
ECON 182 - Principles of Economics		3	
Social Science		3	Social Sciences
Third Semester			
ECON 112 - Statistics I	MATH 118, or higher than MATH 118 on placement test	4	
MNGT 141 - Principles of Management	Pre- or Co-requisite: MNGT 121	3	
History Elective		3	
CIS 103 - Applied Computer Technology		3	Tech Comp
Laboratory Science		4	Natural Science
Fourth Semester			
MNGT 262 - Business Law		3	
MKTG 131 - Principles of Marketing	Pre- or Co-requisite: MNGT 121	3	
Business Elective (select one)		3	
ECON 114 - Statistics II	ECON 112		
FIN 151 - Risk Management and Insurance			
MNGT 142 - Management Information Systems	MNGT 121		
Humanities		3	Humanities
Minimum Credits Needed to Graduate:		**61**	

Curriculum Sequence Continued (Business)

First Semester	Pre and Co-Requisites	Credits	Gen Ed
MNGT 121 - Introduction to Business		3	
CIS 103 - Applied Computer Technology		3	Tech Comp
ENGL 101 - English Composition		3	ENGL 101
Math Elective		3 or 4	Mathematics
FIN 151 - Risk Management and Insurance		3	
Second Semester			
ACCT 101 - Financial Accounting		4	
MNGT 111 - Business Math		3	
MNGT 141 - Principles of Management	Pre- or Co-requisite: MNGT 121	3	
ENGL 102 - The Research Paper	ENGL 101 with a grade of "C" or better	3	ENGL 102, Info Lit
Science Elective		3 or 4	Natural Science
Third Semester			
ACCT 102 - Managerial Accounting	ACCT 101 with a grade of "C" or better	3	
ECON 181 - Principles of Economics (Macroeconomics)		3	
ECON 112 - Statistics I	FNMT 118 or MATH 118, or higher placement	4	
MKTG 131 - Principles of Marketing	Pre- or Co-requisite: MNGT 121	3	
Social Science Elective		3	Social Sciences
Fourth Semester			
ECON 182 - Principles of Economics (Microeconomics)		3	
MNGT 142 - Management Information Systems	MNGT 121	3	
MNGT 262 - Business Law		3	
Directed Elective (select one from below)		3	
Humanities Elective		3	Humanities
Minimum Credits Needed to Graduate:		**62**	

Directed Electives: Business

Accounting – All courses excluding ACCT 101 and ACCT 102 which are already required for the degree

Computer Information Systems – All courses except CIS 103 which is already required for the degree

Computer Science – All courses

Culinary Arts and Hospitality Management – CAHM 110 - Introduction to the Hospitality Industry

Economics – ECON 114 - Statistics II

English – ENGL 115-Public Speaking, ENGL 116 - Interpersonal Communication, ENGL 117- Group and Team Communication, and ENGL 118 - Intercultural Communication

Entrepreneurship – ENTR 110 - Fundamentals of Entrepreneurship

Finance – FIN 190 - Personal and Consumer Finance

Office Administration – OA 106 Introduction to Word, Excel and PowerPoint, OA 110 Professional Keyboarding I, OA 161 Business Communications I

Real Estate – RE 101 - Real Estate Fundamentals

D. Curriculum Map

Analysis of the two curricular maps, and the individual course student learning outcomes, revealed some inconsistencies. Recommended course sequence is different, leading to some question as to the level of student competency attained in the course, for each population. Business Administration lists ACCT 101 Financial Accounting outcomes as being, "Introduced;" while the same required course in Business indicates outcomes are, "Reinforced." Program outcomes are phrased differently, but course student learning outcomes are not differentiated by major taking the course. This example points to the need for increased collaboration among the faculty in the different departments to ensure that the student learning is consistent and in alignment with program need and expectation.

Curriculum Map: Business Administration

The Business Administration program is specifically designed to prepare students to transfer to those business schools that are accredited by the Association to Advance Collegiate Schools of Business (AACSB). In keeping with the AACSB's educational philosophy, this program requires a strong foundation in the higher level mathematics and quantitative reasoning that underlies business administration.

Key: I= Introduced, R=Reinforced, M=Mastery, A=Assessed

Courses	Prepare, analyze, interpret and discuss an entity's basic financial statements verbally and in writing	Discuss the legal, economic and social impact of business decisions	Quantitatively evaluate the impact of business decisions, activities and events	Demonstrate an understanding of and discuss the role business has historically taken in different societal and economic systems
MNGT 121 – Introduction to Business	I	I	I	I
ACCT 101 – Financial Accounting	I	I	I	
ECON 181 – Principles of Economics (Macroeconomics)		I	R	R
ACCT 102 – Managerial Accounting	M		R	
ECON 182 – Principles of Economics (Microeconomics)		R	R	R
ECON 112 – Statistics I				
MNGT 141 – Principles of Management		R		
MNGT 262 – Business Law		R		
MKTG 131 – Principles of Marketing		R		
Business elective – select one from: ECON 114- Statistics II Fin 151 – Risk Management and Insurance MNGT 142 – Management Information Systems		FIN 151 R	ECON 114 M FIN 151 M	

Curriculum Map Continued: Business

COURSES	PROGRAM STUDENT LEARNING OUTCOMES				
	Prepare, analyze, interpret and discuss an entity's basic financial statements verbally and in writing.	Evaluate basic managerial and marketing problems and develop solutions to them.	Utilize common business technology effectively.	Develop and write an elementary marketing plan that considers the economic and social impacts.	Apply quantitative methods to solve common business problems.
MNGT 121 - Introduction to Business	▮	▮	▮		▮
FN 151 - Risk Management and Insurance		▮	▮		▮
ACCT 101 - Financial Accounting	IIR		R		R
MNGT 111 - Business Math			▮		▮
MNGT 141 - Principles of Management		R	R	IIR	R
ACCT 102 - Managerial Accounting	M				*R I M*
ECON 181 - Principles of Economics (Macroeconomics)			II R		R
ECON 112 - Statistics I		R			R
MKTG 131 - Principles of Marketing		R			R
ECON 182 - Principles of Economics (Microeconomics)		R	R		M
MNGT 142- Management Information Systems		M	M	R	M
MNGT 262 - Business Law		M		R	
Business Elective				R	

E. Future Directions of the Field/ Program

Both the AA Business and AA Business Administration degrees are designed as transfer programs. As such, it is important to understand how four-year business programs are responding to changing business environments and employer expectations.

The business environment in all industries has become more complex, and as a result employers expect business graduates to have a set of skills that enable students to meet the societal challenges of business today. In particular, employers want graduates who have broad skillsets with the ability to solve problems, real world experience, and in-depth knowledge in a specific business area. Two resulting trends in business education are 1) purposefully integrating business and liberal arts studies to better contextualize how business interacts with other societal, cultural, and political stakeholders and 2) engaging students in experiential learning to support the conversion of classroom knowledge into real-world understanding and experience.i

The chart below indicates skills which employers desire when hiring business college graduates.

Rank	Skills Employers Desire in Business Students
1	Leadership
2	Business Writing
3	Tie: Business Speaking & Organizational Behavior
4	Business Ethics
5	Social Responsibility
6	Change Management
7	Decision Making
8	Career Planning
9	Tie: Problem Solving & Project Management
10	Teamwork

Source: BizEd[ii]

The curricula of primary institutions to which AA Business and AA Business Administration students transfer will be examined to determine the extent to which the above (or other) skills are embedded in the first two years of instruction. Updates needed in the AA Business/Business Administration programs will be made to ensure the transferability of courses and, more generally, to provide the foundational preparation our students need for successful transfer into more in-depth, major-specific business programs.

[i] "Emerging Trends in Undergraduate Business Education." Hanover Research, 2013, p. 3.
[ii] Ghannadian, F. "What Employers Want, What We Teach." *BizEd*, March/April 2013, p. 42.

III. **Faculty Teaching Courses in the Program**

Faculty	Position	Hire Date	Courses Taught	Modified Assignment
Business Administration				
Richard T. Saxton	Department Head, Business Administration		Automotive Technology Faculty	Does not teach courses in the Programs.
Alan Davis	Associate Professor	1984	ACCT 101, ACCT 102,	Step-down retirement
Mansour Farhat	Assistant Professor	2015	ACCT 101, 102, 103,202	
Dennis Gentekos	Assistant Professor	1976	ACCT 101, ECON 112, 114, 181	
James B. Johnson	Assistant Professor	2002	ACCT 101	
Joseph Murray	Assistant Professor	1976	ECON 112, 181	
Cory Ng	Assistant Professor & Program Director	2006	ACCT 101, 102, 103, 215	Resigned December 2015
Charles H. Tremblay	Associate Professor	1973	ECON 114, 181, 182	
Wayne Williams	Assistant Professor			On administrative assignment
Marketing & Management				
Dean Pam Carter	Interim Department Head		Division Dean	Does not teach courses in the programs.
Mark H. Bambach	Assistant Professor	1986	MNGT 111, 121, 141, 142, MKTG 131	
Nancy Carr	Professor	1974	MNGT 121, 141, 262	
Marvin J. Cohen	Assistant Professor		RE 101, MNGT 262, MNGT 141	
James J. Healey	Assistant Professor,	1979	MNGT 121, 141, MKT 131	
Maurice Sampson	Assistant Professor	1979	MNGT 121, ENTR 110, 120	Pre-retirement

*On average, the Programs run approximately 118 sections each spring and 130 sections each fall, sections not taught by full-time faculty are taught by adjuncts and visiting lecturers.

IV. **Program Characteristics**
    A. **Student Profile**

Over the past five years, enrollment in the Business Administration Program has more than doubled and has averaged 618 students annually over the last five years. During this same time period, enrollment in the Business Program has steadily decreased (decrease in headcount of approximately 42%). During this time period, headcount in the Division has increased by approximately 5% while enrollment in the College remained flat.

Table 1: Headcounts

		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5 Year Average	5 Year Change
Business Administration	Headcount	370	588	682	687	764	618	106%
	FTE Headcount	307	588	682	687	754	603.6	59%
Business	Headcount	1317	1057	976	938	929	1043.4	-41.7%
	FTE Headcount	773	691	675	654	603	679.2	-28%
Business & Technology Division	Headcount	3167	3252	3160	3286	3323	3238	5%
	FTE Headcount	2358	2373	2342	2387	2381	2368.2	1%
College	Headcount	19047	19502	19572	18951	19065	19263	0%
	FTE Headcount	13361	13697	13682	13106	13163	13402	-1%

The Business Administration program records differing demographics compared to the Division and College in terms of race/ethnicity, age, full-time status, and level of college readiness. The Program enrolls a lower percentage of African American students (43%) than the Division (47%) and the College (49%); however, the program enrolls a higher percentage of Asian, Latino/a, and multiracial students compared to the Division and the College. The program enrolls a younger population; 80% of the students are under the age of 30, while 68% and 69% of students in the Division and the College are under the age of 30. The Program also enrolls a higher proportion of full-time students (46%) compared to the Division (37%) and the College (30%). The Program enrolls a lower proportion of students at college level (22%) compared to the Division (23%) and the College (27%). The Program enrolls fewer students (26%) in all developmental courses compared to the Division and the College (30%). Approximately 50% of the students in the Program place developmentally in reading, writing, or math.

The Business Program records differing demographics compared to the Division and College in terms of age and level of college readiness. The Program enrolls a higher proportion of students 16- 21 years old (38%) compared to the Division and the College (both 32%). While approximately 27% of students in the Division and College place at college level, 18% of students in the Business Program place at college level; the remaining 82% require some form of remediation.

Table 2: Demographics

Demographics: Running 5 Year Average

	Business Administration	Business	Division	College
Female	48.7%%	48.28%	45.58%	63.5%
Male	51.1%	51.54%	54.13%	36.2%
Unknown	0.2%	0.19%	0.30%	0.3%
Native American	0.1%	0.4%	0%	0.4%
Asian	12.3%	8.6%	11%	7.3%
African American	43.2%	50.5%	47%	48.8%
Latino/a	10.8%	9.3%	10%	10.5%
Multiracial	2.6%	1.9%	2%	2.3%
Pacific Islander	0.1%	0.2%	0%	0.2%
Unknown	9.0%	7.1%	7%	6.8%
Caucasian	21.8%	21.9%	21%	23.8%
16 – 21	40.4%	38.12%	32.02%	32.1%
22 – 29	39.5%	37.38%	37.16%	37.6%
30 – 39	13.4%	13.11%	17.04%	17.1%
40 +	6.4%	10.74%	12.90%	12.7%
Unknown	0.3%	0.62%	0.83%	0.5%
Full Time	46.43%	35.11%	37.28%	30.2%
Part Time	53.57%	64.89%	62.75%	69.9%
All Developmental	26.1%	32.89%	29.08%	29.8%
Some Developmental	52.3%	48.96%	43.34%	42.8%
College Level	21.6%	18.18%	27.57%	27.4%

The Business Administration Program records stronger outcomes in most areas compared to the Division and College. The Program records a similar proportion of students (85%) in good academic standing compared to the Division (84%) and the College (85%). Fall to spring retention in the Program is approximately 70%, while retention within the Division is 65% and 66% within the College. A lower proportion of students in the Program change majors compared to the Division and the College. Approximately 41% of students return to this program from one fall to the next compared to 36% of students returning from one fall to the next in the Division and the College. The Program records a higher graduation rate (16%) compared to the Division (13%) and the College (10%). The Program records a similar proportion of students leaving the program unsuccessfully compared to the Division and a higher proportion compared to the College (less favorable).

The Business Program records weaker outcomes than the Division and the College in terms of academic standing, retention, students departing the program unsuccessfully, and course completion. Approximately 80% of Business students are in good academic standing, compared to 84% and 85% in the Division and the College, respectfully. From fall to spring, approximately 63% of students in the Business Program return, while 65% and 66% in the Division and the College are retained. Approximately 34% of students in the Business Program return from one fall to the next, while 36.5% of students Division-wide and College-wide return. The Program's graduation rate is similar to that of the Division at approximately 12%. A marginally higher percent of students (41%) depart the Program unsuccessfully compared to the Division (39.5%) and College (36.4%). Course completion falls below that of students in the Division (86.3%) and College (88.2%)

Table 3: Outcomes Data: 5 Year Averages

		Business Administration	Business	Business & Technology	College
Standing	Good Standing	85.0%	80.47%	84.2%	85.3%
	Probation	13.2%	17.36%	13.9%	13.2%
	Dropped	1.8%	2.16%	1.9%	1.5%
Fall-Spring Retention	Returned/Same	69.58%	62.68%	64.94%	65.8%
	Returned/Different	4.14%	6.34%	6.16%	5.2%
	Graduated	3.50%	2.84%	2.96%	2.2%
	Did Not Return	22.80%	28.12%	25.96%	26.8%
Fall-Fall Retention	Returned/Same	41.16%	34.26%	36.50%	36.5%
	Returned/Different	6.72%	8.88%	8.50%	8.5%
	Graduated	9.82%	8.80%	8.56%	8.6%
	Did Not Return	42.28%	48.06%	46.46%	46.5%
Success at Departure	Graduated	16.0%	12.23%	12.94%	10.1%
	Long Term Success	28.8%	34.84%	34.40%	36.4%
	Short Term Success	15.7%	11.76%	13.09%	17.1%
	Unsuccessful	39.5%	41.14%	39.54%	36.4%
Course Outcomes	Course Completion	86.6%	84.12%	86.3%	88.2%
	GPA	2.586	2.41	2.52	2.64

[1] "Graduated" are students who earned certificates or associates degrees at the College. "Long term success" is defined as departure with a GPA of 2.0 or greater and 12 or more cumulative credit hours earned. "Short term success" is defined as departure with a GPA of 2.0 or greater and 11 or fewer cumulative credit hours earned. The "unsuccessful" departure group includes all departing students with a GPA below 2.0 and students who never complete a college-level course.

The largest group of students to depart the College from the Business Administration and Business Programs are those that have earned less than twelve credits. Approximately 41% of those who leave the Program and College from the Business Administration Program have earned less than twelve credits, while 61% of those who leave the Program and College from the Business Program have earned less than twelve credits. Approximately 59% of those that leave the College do so with less than 12 credits. Both Programs record high transfer rates upon graduation. Approximately 74% of those that graduate from the Business Administration Program and 59% of those that graduate from the Business Program transfer.

Business Administration Program Transfer Agreements
The Business Administration Program has 29 articulation agreements; 12 of the 29 articulation agreements were unutilized in the five year time frame (California University of Pennsylvania, Carlow University, Clarion University, Immaculata University, Indiana Tech, Lincoln University, Rosemont College, St. Francis University, Slippery Rock University, Universidad Del Sagrado Corazon, and Western Governors University). Of the 608 Business Administration students that transferred during this time frame, 361 utilized the Programs articulation agreements.
The top five transfer recipients of Business Administration students (who enrolled in the Program between 2008 and 2013) include:
- Temple University (233)
- Drexel University (42)
- Delaware County Community College (27)
- Pierce College (26)
- Pennsylvania State University (20)

Table 4: Transfer by Departure Status (Entry fall 2008- Spring 2013)
Business Administration

Departure Status	Transferred		Did Not Transfer		Count of Departing Students
	Count	Percent	Count	Percent	
Graduate	217	74.06%	76	25.94%	293 (19%)
Earned 45 or more credits	93	43.87%	119	56.13%	212 (14%)
Earned 24 to 44 credits	74	35.24%	136	64.76%	210 (13%)
Earned 12 to 23 credits	76	36.02%	135	63.98%	211 (13%)
Earned less than 12 credits	148	23.09%	493	76.91%	641 (41%)
Grand Total	**608**	**38.80%**	**959**	**61.20%**	**1,567**

Business Program Transfers
The Business Program has eight articulation agreements; however, three of the articulation agreements were unutilized (Excelsior College, Indiana Tech, and Western Governors University) in the five year time frame (students entering the college between fall of 2008 and spring of 2013). Of the 298 Business students that transferred during this time period, 11 students utilized the program's articulation agreements. The College has no articulation agreements with the top ten recipient institutions for the same time period.

The top five transfer recipients of Business students (who enrolled in the Program between 2008 and 2013) include:
- Temple University (108)
- University of Phoenix (32)
- Delaware County Community College (31)
- Pierce College (29)
- Montgomery County Community College (23)

It is important to note that since the Business Program does not require lab science or calculus based math, when students from this Program transfer into any of the Business Programs at Temple, they must re-take their science and math courses to fulfill Temple's program requirements (lab science and calculus based math requirements). If these students that transferred to Temple had enrolled in the Business Administration Program, they would have more efficiently selected their courses.

Business

| Departure Status	Transferred		Did Not Transfer		Count of Departing Students
	Count	Percent	Count	Percent	
Graduate	86	59.31%	59	40.69%	145 (7%)
Earned 45 or more credits	50	40.98%	72	59.02%	122 (6%)
Earned 24 to 44 credits	91	39.74%	138	60.26%	229 (11%)
Earned 12 to 23 credits	91	31.06%	202	68.94%	293 (14%)
Earned less than 12 credits	298	24.03%	942	75.97%	1240 (61%)
Grand Total	616	30.36%	1413	69.64%	2,029

Three hundred seventy associate's degrees in Business Administration, conversely 559 associate's degrees in Business have been awarded between 2010 and 2014. The number of Business Administration degrees awarded has increased each year over the past five years, while the number of Business Degrees has been decreasing over the same time period.

Table 5: Degrees Awarded

	2010	2011	2012	2013	2014	Total
Business Administration	12	57	90	99	112	370
Business	206	111	89	67	86	559
Business & Technology Division	357	318	323	328	373	1699
College	1908	1949	2101	2040	2246	10,244

The College and Division record almost equal amounts of freshmen as sophomores. However, within the Business and Business Administration Programs, these numbers are less proportionate. This could be due to a program requiring a large number of credits, students transferring into or out of the program, or a high proportion of students that require developmental coursework.

Figure 3: Distribution of Students in Program

Distribution of Students in Program
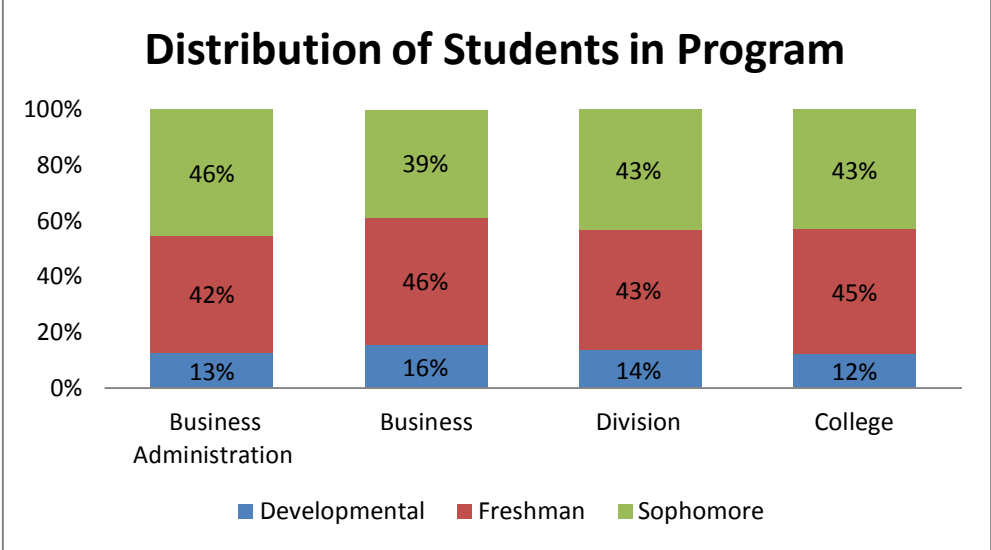
Section Enrollments

All core courses in the Business Administration and Business Programs run efficiently. There are no courses specifically designated Business/Business Administration, students enroll in Accounting, Economics, Finance, Marketing, and Management courses, therefore those course offering efficiencies were evaluated. The Business Administration Department houses the Accounting, Economics, and Finance courses; however, these courses are not restricted to Business/ Business Administration students and are open to all students who meet the appropriate prerequisite, the Marketing and Management Department houses courses in Marketing, Management, and Real Estate which are required of (or directed electives), but not limited to the students in the Business and Business Administration Programs.

		Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall Average	Spring Average
Accounting	Sections	49	42	51	41	51	37	44	36	40	36	38.50	45.58
	Avg Enrollment	28.12	29.00	26.33	30.34	26.80	28.27	29.02	29.53	28.28	29.94	29.60	28.03
	Percent Filled	88%	89%	89%	84%	88%	88%	89%	90%	90%	91%	89%	89%
Economics	Sections	38	37	39	37	38	34	30	32	35	26	33.83	35.64
	Avg Enrollment	32.05	32.92	30.59	31.81	29.32	28.97	30.10	31.75	30.94	31.27	31.35	30.73
	Percent Filled	88%	89%	89%	88%	88%	88%	89%	90%	90%	91%	89%	89%
Finance	Sections	3	4	3	4	4	3	5	5	4	5	4.17	3.86
	Avg Enrollment	28.33	33.50	34.33	30.50	28.75	34.67	25.80	25.20	34.50	25.20	30.34	30.34
	Percent Filled	88%	89%	89%	85%	88%	88%	89%	90%	90%	91%	89%	89%
Management	Sections	47	41	40	40	38	34	31	31	34	33	36.33	37.72
	Avg Enrollment	30.19	29.05	30.30	28.98	29.26	32.03	32.97	32.94	31.09	31.24	30.85	30.78
	Percent Filled	88%	89%	89%	82%	88%	88%	89%	90%	90%	91%	88%	89%
Marketing	Sections	10	6	9	6	9	5	5	4	6	5	5.33	7.39
	Avg Enrollment	26.80	28.50	28.78	25.33	27.00	28.80	30.60	35.75	28.33	33.60	29.97	28.58
	Percent Filled	88%	89%	89%	70%	88%	88%	89%	90%	90%	91%	86%	88%

V.   **Learning Outcomes and Assessment**
        A. Student Learning Outcomes
        Upon completion of the Business Administration Program, graduates will be able to:
        1. Prepare, analyze, interpret and discuss an entity's basic financial statements verbally and in writing
        2. Discuss the legal, economic and social impact of business decisions
        3. Quantitatively evaluate the impact of business decisions, activities and events
        4. Demonstrate an understanding of and discuss the role business has historically taken in different societal and economic systems

        Upon completion of the Business Program, students will be able to:
        1. Prepare, analyze, interpret and discuss an entity's basic financial statements verbally and in writing.
        2. Evaluate basic managerial and marketing problems and develop solutions to them.
        3. Utilize common business technology effectively.
        4. Develop and write an elementary marketing plan that considers the economic and social impacts.
        5. Apply quantitative methods to solve common business problems.

        The Business Administration and Marketing Departments have assessed four Business Administration Program Level Student Learning Outcomes since 2011. A number of changes have been made or are in progress, including adoption of new textbooks, standardizing syllabi, adopting new software, adopting standardized problems, and integrating the Uniform Commercial Code as it appears in statutes. Management faculty will continue to meet a minimum of once per semester, experiment with various delivery methods, experiment with pre-tests and post-tests, provide students with informational handouts, develop a departmental exam to assess all SLOs, make instruction adjustments, and incorporate more online materials into the classroom.

        The Business Administration and Marketing Departments have assessed five Business Program Level Student Learning Outcomes since 2011. A number of changes have been made or are in progress in the Accounting courses, including developing standardized syllabi, adopting a new edition of the textbook, adopting new software, and adopting standardized problems. The Management faculty are incorporating current business management events and issues into lectures, encouraging students to utilize online resources including simulations, promoting greater students involvement in case analysis and presentations, and meeting to discuss course revisions, evaluate exams, and quizzes. The Marketing faculty is spending more time on marketing case work. Together, the Marketing and Management Faculty will coordinate their efforts to address issues related to poor performance from 2011.

        The Business Administration and Business Programs have overlapping curricula; however the Programs have different Program Learning Outcomes. The only differences that exist between the two programs are in the required math and science courses. The Business Administration program requires Pre-Calculus, Calculus 1, or Calculus 2 (students must choose two) and Business Statistics II, while the Business Program requires Business Math and a Math elective. Additionally, the Business Administration Program requires a lab science while Business requires a science elective (not necessarily lab).

The Programs should focus on the following areas of assessment:

o Given that the differences in curricula exist mainly in the general education courses and not in the major courses, the Program Learning Outcomes and the curriculum maps for these programs should more closely align.

o The curriculum map does not identify where the outcomes are assessed. The map merely identifies where the information is introduced, reinforced, and in two cases mastered.

o Assessment of the Business Administration and Business Programs are of varying quality depending on the department.

o The Department Head lacks the authority to affect the design, delivery, support for, or assessment of student learning in approximately half the program courses (Marketing and Management) in the degrees.

Assessment Overview

Program: Business   **Current Year: 2015-2016**

NOTE:	*Wherever possible, use data from 2014 forward in this document. Only go further back if there is no data from 2014-2015. Be sure to go forward to 2015-2016 with your plans for assessing this PLO.*	

Program Learning Outcome (PLO):	1. Prepare, analyze, interpret and discuss an entity's basic financial statements verbally and in writing.

Semester(s) data was/ will be collected	**Direct / Indirect** (check box—must include multiple direct measures)	**Source of Evidence / Type of Assignment** (course-level evidence should **clearly align** with PLO language—use key words)	**Population** (who will be assessed)	**Bench mark**	**Results** (number of students actually assessed and what percentage met the benchmark)	**Action Plan** (should align with/briefly summarize Teaching & Learning Documentation)
Spring 2015	☒Direct ☐Indirect	Common problems assigned in MyAccountingLab P1.54 maps to SLO 1; P5.34A maps to SLO 2; P6.33A, P9-31A, P9-32A, P11-26A, P11-27A, P12-32A, P12-34A and P13-38A map to SLO 3	ACCT 101 - Financial Accounting	75%	SLO #1: 84.9% SLO #2: 87.4% SLO #3: 89.2%	Student performance meets or exceeds benchmark on all SLOs. Repeat assessment in Spring 2016. We are working on improving SLO #1 at the moment and are addressing this outcome in the next assessment cycle. Changes in course content for ACC 101 and ACC 102-Accounting faculty developed a standardized syllabus for ACCT 101 and ACCT 102 and distributed to all accounting faculty Accounting faculty adopted a new

| | | | | | | edition of the textbook for ACC 101 and ACC 102 for the entire accounting department effective for the Fall 2015 semester

Accounting faculty adopted a new edition of MyAccountingLab, a web-based tutorial and assessment software developed by Pearson, effective for the Fall 2015 semester. This software allows instructors to create homework assignments directly tied to concepts covered in the textbook. The homework exercises include guided solutions to help students understand and master concepts.   This system is known to have less content errors than the online homework system previously used by the department.

Adopted standardized problems for ACCT 101 & 102 for the entire accounting faculty as of the Fall 2015 semester. |
|---|---|---|---|---|---|---|
| Spring 2015 | ☒Direct
☐Indirect | Common problems assigned in MyAccountingLab P17-30A and P18-33A map to SLOs 1 and 2; P20-37A map to SLOs 3, 4 and 5; P23-28A maps to | ACCT 102 - Managerial Accounting | 75% | SLO #1: 92.3%
SLO #2: 92.3%
SLO #3: 91.4%
SLO #4: 91.4%
SLO #5: 91.4%
SLO #6: 90.3%
SLO #7: 90.3%
SLO #8: 87.7% | Student performance meets or exceeds benchmark on all SLOs. Repeat assessment in Spring 2016. Changes in course content for ACC 101 and ACC 102-Accounting faculty developed a standardized syllabus for ACCT 101 and ACCT 102 and distributed to all accounting |

		SLOs 6 and 7; P26- 30A maps to SLO 8; P14-32A maps to SLO 9; P15-31A maps to SLO 10			SLO #9: 81.0% SLO #10:84.0%	faculty Accounting faculty adopted a new edition of the textbook for ACC 101 and ACC 102 for the entire accounting department effective for the Fall 2015 semester Accounting faculty adopted a new edition of MyAccountingLab, a web-based tutorial and assessment software developed by Pearson, effective for the Fall 2015 semester. This software allows instructors to create homework assignments directly tied to concepts covered in the textbook. The homework exercises include guided solutions to help students understand and master concepts. This system is known to have less content errors than the online homework system previously used by the department. Adopted standardized problems for ACCT 101 & 102 for the entire accounting faculty as of the Fall 2015 semester.

We plan to assess this outcome next in : Spring 2016

NOTE: *Wherever possible, use data from 2014 forward in this document. Only go further back if there is no data from 2014-2015. Be sure to go forward to 2015-2016 with your plans for assessing this PLO.*						
Program Learning Outcome (PLO):			2. Evaluate basic managerial and marketing problems and develop solutions to them.			
Semester(s) data was/ will be collected	**Direct / Indirect** (check box— must include multiple direct measures)	**Source of Evidence / Type of Assignment** (course-level evidence should **clearly align** with PLO language—use key words)	**Population** (who will be assessed)	**Bench mark**	**Results** (number of students actually assessed and what percentage met the benchmark)	**Action Plan** (should align with/briefly summarize Teaching & Learning Documentation)
Spring 2015	☒Direct ☒ Indirect	Common problems assigned in MyAccountingLab P17-30A and P18-33A map to SLOs 1 and 2; P20-37A map to SLOs 3, 4 and 5; P23-28A maps to SLOs 6 and 7; P26-30A maps to SLO 8; P14-32A maps to SLO 9; P15-31A maps to SLO 10	**ACCT 102** Managerial Accounting (6 sections)	75%	SLO #1: 92.3% SLO #2: 92.3% SLO #3: 91.4% SLO #4: 91.4% SLO #5: 91.4% SLO #6: 90.3% SLO #7: 90.3% SLO #8: 87.7% SLO #9: 81.0% SLO #10: 84.0%	Student performance meets or exceeds benchmark on all SLOs. Repeat assessment in Spring 2016. Changes in course content for ACC 101 and ACC 102-Accounting faculty developed a standardized syllabus for ACCT 101 and ACCT 102 and distributed to all accounting faculty Accounting faculty adopted a new edition of the textbook for ACC 101 and ACC 102 for the entire accounting department effective for the Fall 2015 semester Accounting faculty adopted a new edition of MyAccountingLab, a web-based tutorial and assessment

						software developed by Pearson, effective for the Fall 2015 semester. This software allows instructors to create homework assignments directly tied to concepts covered in the textbook. The homework exercises include guided solutions to help students understand and master concepts. This system is known to have less content errors than the online homework system previously used by the department.
Spring 2012	☒Direct ☐Indirect	1. 3 multiple choice question 2. 3 multiple choice question 3. 3 multiple choice question 4. 3 multiple choice question 5. 3 multiple choice question 6. 3 multiple choice question	MNGT 141 - Principles of Management	75%	1. 54 2. 53 3. 48 4. 42 5. 51 6. 65	[Did not meet benchmark] Course presentation will expand the discussion of current business management events and issues and require student involvement in analyzing and applying the student's managerial decisions. Textbook choice will consider new editions and texts to provide students with the text that is best organized to have students comfortable in understanding the organization's internal and external environments and applying that information to make the best decisions. Students will be encouraged to utilize online resources, simulations, promote greater student involvement in case analysis and presentation. Faculty will conference each semester to discuss implementation of course

						revisions, evaluate exams and quizzes to be certain they are accurately reflecting the student's level of management knowledge and ability to apply that knowledge to the real world; ongoing modifications of the course will be made based on those discussions. 1. Put more emphasis on definitions and applications 2. Use more Reaction Papers 3. Continue use of questionnaires 4. Use more mini-cases 5. Have contacted U.S. Government Printing Office for bulk delivery of publication with disc of Building an Inclusive Workforce 6.Continue textbook Fundamentals of Management by Ricky Griffin
Fall 2014	☒Direct ☐Indirect	1. Case Method. Assignment Essays. Student discussion forums judge chapter reading reaction and comprehension. Rubric for critical thinking 2. 2. Essays. Problem solving exercises based on	MKTG 131 - Principles of Marketing	75%	1. 95 2. 99 3. 95 4. 95 5. 94 6. 98	Student performance meets or exceeds benchmarks on all SLOs. Faculty will continue to monitor and share results at department meetings. More time will be spent on marketing case work.

		websites. Cases 3. Research project. Rubric for information literacy. 4. Case Method. Assignment essays. Student discussion forums judge chapter reading reaction and comprehension. Rubric for information literacy. 5. Essay Exams. Presentations. Objective Tests. Student discussion forums judge chapter reading reaction and comprehension. Rubric for effective communication. 6. Case Method. Assignment Essays. Research projects. Objective Tests.			

		Rubric for quantitative reasoning				
We plan to assess this outcome next in : Spring 2016						

Assessment Overview

Program: Business   **Current Year:** 2015-2016

Program Learning Outcome (PLO):			3. Utilize common business technology effectively.			
Semester(s) data was! will be coUected	Direct / Indirect	Source of Evidence / Type of Assignment	Population	Bench mark	Results	Action Plan
Spring 2015	⌸ Direct ⌸ Indirect	Common problems assigned in MyAccountinglab. P1.54 maps to SLO 1; P5.34A maps to SLO 2; P6.33A, P9-31A, P9-32A, P11-26A, P11-27A, P12-32A, P12-34A and P13-38A map to SLO 3	ACCT01 - Financial Accounting (four sections)	75%	SLO #1: 84.9% SLO #2: 87.4% SLO #3: 89.2%	Student performance meets or exceeds benchmark on all SIOs. Repeat assessment in Spring 2016. We are working on improving SLO #II at the moment and are addressing this outcome in the next assessment cycle. Accounting faculty developed a standardized syllabus for ACCT101 and ACCT102 and distributed to all accounting faculty Accounting faculty adopted a new edition of the textbook for ACC101 and ACC102 for the entire accounting department effective for the Fall 2015 semester Accounting faculty adopted a new edition of MyAccountinglab, a web-based tutorial and assessment software developed by Pearson, effective for the Fall 2015 semester. This software allows instructors to create homework assignments directly tied to concepts covered in the textbook. The homework exercises include guided solutions help students understand and master concepts. This system is known

| | | | | | | to have less content errors than the online homework system previously used by the department.

Adopted standardized problems for ACCT 101 & 102 for the entire accounting faculty as of the Fall 2015 semester. |
|---|---|---|---|---|---|---|
| Fall 2011 | 181 Direct Dindrect | Seven sources that were each comprised of three multiple choice question | MNGT121- Principles of Management | 75% | 1. 78
2. 87
3. 74
4. 59
5. 63
6. 86
7. 90 | <u>Marketing and Management</u>
Student performance meets or exceeds benchmark on all of the SLOs except SLOs II3, 114 and 115. The Marketing and Management Department full and part time faculty members are coordinating their efforts to address issues related to these low-performance SLOs by making instruction adjustments and incorporating more online materials in the classrooms. |
| Fall 2013 | | Eight sources of evidence that were comprised of either multiple choice **questions, exams,** assigned homework, or chapter quizzes. | ECON 181- Principles of Economics {Macroeconomics) | 75% | 1. 46
2. 37
3. 43
4. 34
5. 64
6. 61
7. 47
8. 50 | ECON faculty will develop a departmental course syllabus with minimum course coverage. Econ faculty will develop a comprehensive final exam to measure all course SLO's. Econ faculty will experiment with various instructional methods to enhance student learning: e.g. the use of Connect, pretest, and informational handouts. |
| Fall 2014 | | Six sources of evidence that were each comprised of three multiple choice questions. | MNGT142 - Management Information Systems | 75% | 1. 84
2. 88
3. 86
4. 87
5. 92
6. 89 | Student performance meets or exceeds benchmark on all SLOs. Faculty will continue to monitor and share results at department meetings. More time will be spent on the major tools in information systems to further increase SLO II 1 and II3. |
| We plan to assess this outcome next in : Spring 2016 | | | | | | |

Assessment Overview						
Program: Business				Current Year: 2015-2016		
NOTE: *Wherever possible, use data from 2014 forward in this document. Only go.fin'ther back if there is no data from 2014-2015. Be swe to go forward to 2015-2016 with yow plans for assessing this PLO.*						
Program Learning Outcome (PLO):			4. Develop and write an elementary marketing that considers the economic and social impacts.			
Semester(s) data was! will be coUected	Direct / Indirect (check box— **must** include multiple direct measures)	Source of Evidence / Type of Assignment (course-level evidence should clearly align with PLO language-use key words)	Population (who will be assessed)	Bench mark	Results (number of students actually assessed and whlt percentage met the benchmark)	Action Plan (should align with/briefly summarize Teaching & Learning Documentation)
Fall 2014	l8lDirect Dlndirect	1. Case Method. Assignment Essays. Student discussion forums judge chapter reading reaction and comprehension. Rubric for critical thinking. 2. Essays. Problem solving exercises based on websites. Cases. 3. Research project. Rubric for information literacy. 4. Case Method.	MKTG 131 – Principles of Marketing	75%	1. 95 2. 99 3. 95 4. 95 5. 94 6. 98	Student performance meets or exceeds benchmarks on all SIOs. Faculty will continue to monitor and share results at department meetings. More time will be spent on marketing case work.

		Assignment essays. Student discussion forums judge chapter reading reaction and comprehension. Rubric for information literacy. 5. Essay Exams. Presentations. Objective Tests. Student discussion forums judge chapter reading reaction and comprehension. Rubric for effective communication. 6. Case Method. Assignment Essays. Research projects. Objective Tests. Rubric for quantitative reasoning.				

We plan to assess this outcome next in : Spring 2016

	Assessment Overview	
Program: Business		**Current Year:** 2015-2016

Program Learning Outcome (PLO):	5. Apply quantitative methods to solve common business problems.

Semester(s) data was! will be coUected	Direct / Indirect (check box— must include multiple direct measures)	Source of Evidence /Type of Assignment (course-level evidence should clearly align \vith PLO language-use key words)	Population (who \vill be assessed)	Bench mark	Results (number of students actually assessed and what percentage met the benchmark)	Action Plan (should align with/briefly summarize Teaching & Learning Documentation)
Spring 2015	DDirect DIndirect	Common problems assigned in MyAccountingLab. P17-30A and P18-33A map to SLOs 1 and 2; P20-37A map to SLOs 3, 4 and 5; P23-28A maps to SLOs 6 and 7; P26-30A maps to SLO 8; P14-32A maps to SLO 9; P15-31A maps to SLO 10	ACCT 102 Manageri al Accounti ng (6 sections)	75%	SLO #1 92.3% SLO #2 92.3% SLO #3 91.4% SLO #4 91.4% SLO #5 91.4% SLO #6 90.3% SLO #7 90.3% SLO #8 87.7% SLO #9 81.0% SLO #10 84.0%	Student performance meets or exceeds benchmark on all SLOs. We are working on improving SLO #9 at the moment and are addressing this outcome in the next assessment cycle. Repeat assessment in Spring 2016. Accounting faculty developed a standardized syllabus for ACCT 101 and ACCT 102 and distributed to all accounting faculty Accounting faculty adopted a new edition of the textbook for ACC 101 and ACC 102 for the entire accounting department effective for the Fall 2015 semester Accounting faculty adopted a new edition of MyAccountingLab, a web-based tutorial and assessment

						software developed by Pearson, effective for the Fall 2015 semester. This software allows instructors to create homework assignments directly tied to concepts covered in the textbook. The homework exercises include guided solutions help students understand and master concepts. This system is known to have less content errors than the online homework system previously used by the department. Adopted standardized problems for ACCT 101 & 102 for the entire accounting faculty as of the Fall 2015 semester.
Fall 2014	181Direct Dindirect	1. Students are introduced in lecture and exercises to the role an importance of statistical analysis, in business decision making 2. A variety of test questions are used that require using summary method of statistical analysis for both qualitative and quantitative data. 3. Students are tested on simple probability and probability distribution using a variety of test questions 4. Students are tested on	ECON 112 – Statistics ▌	75%	1. 84 2. 78 3. 67 4. 69 5. 65 6. 100	ECON faculty \vill develop a mandatory departmental syllabus \with minimum course coverage. The faculty \vill use a required departmental exam to access all course SLO's. Faculty \vill experiment \with various delivery methods, e.g. using Connect to enhance student learning, pretests, and informational handouts.

		various discrete and continuous distribution a series of problems and multiple choice questions.
		5. Students solve problems in a test environment on estimation and hypothesis testing as well as multiple choice questions.
		6. Courses are taught in a computerized classroom and students learn to use excel to generate descriptive statistic and hypothesis testing.
We plan to assess this outcome next in : Spring 2016		

Assessment Overview

Program: Business Administration   **Current Year: 2015-2016**

NOTE:	*Wherever possible, use data from 2014 forward in this document. Only go further back if there is no data from 2014-2015. Be sure to go forward to 2015-2016 with your plans for assessing this PLO.*

Program Learning Outcome (PLO):	1. Prepare, analyze, interpret and discuss an entity's basic financial statements verbally and in writing.

Semester(s) data was/ will be collected	Direct / Indirect (check box— must include multiple direct measures)	Source of Evidence/ Type of Assignment (course-level evidence should **clearly align** with PLO language-use key words)	Population (who will be assessed)	Bench mark	Results (number of students actually assessed and what percentage met the benchmark)	Action Plan (should align with/briefly summarize Teaching & Learning Documentation)
Spring 2015	Direct D indirect	Common problems assigned in MyAccountingLa\:f P1.54 maps to SLO 1; P5.34A maps to SLO 2; P6.33A, P9-31A, P9-32A, P11-26A, P11-27A, P12-32A, P12-34A and P13-38A map to SLO 3	ACCT 101 - Financial Accounting	75%	SLO #1:84.9% SLO #2:87.4% SLO #3:89.2%	Student performance meets or exceeds benchmark on all SLOs. We are working on improving SLO #1 at the moment and are addressing this outcome in the next assessment cycle. Repeat assessment in Spring 2016. Accounting faculty developed a standardized syllabus for ACCT 101 and ACCT 102 and distributed to all accounting faculty Accounting faculty adopted a new edition of the textbook for ACC 101 and ACC 102 for the entire accounting department effective for the Fall 2015 semester Accounting faculty adopted a new

						edition of MyAccountingLab, a web-based tutorial and assessment software developed by Pearson, effective for the Fall 2015 semester. This software allows instructors to create homework assignments directly tied to concepts covered in the textbook. The homework exercises include guided solutions help students understand and master concepts. This system is known to have less content errors than the online homework system previously used by the department Adopted standardized problems for ACCT 101 & 102 for the entire accounting faculty as of the Fall 2015 semester.
Spring2015	Direct **Din**direct	Common problems assigned in MyAccountingLab P17-30A and P18-33A map to SLOs 1 and 2; P20-37A map to SLOs 3, **4** and 5; P23-28A maps to SLOs 6 and 7; P26-30A maps to SLO 8; P14-32A maps to SLO9; P15-31A maps to SLO 10	ACCT 102 - Managerial Accounting	75%	SLO #1: 92.3% SLO #2: 92.3% SLO #3: 91.4% SLO **#4:** 91.4% SLO #5: 91.4% SLO #6: 90.3% SLO #7: 90.3% SLO #8: 87.7% SLO #9: 81.0% SLO #10: 84.0%	Student performance meets or exceeds benchmark on all SLOs. We are working on improving SLO #9 at the moment and are addressing this outcome in the next assessment cycle. Repeat assessment in Spring 2016. Accounting faculty developed a standardized syllabus for ACCT 101 and ACCT 102 and distributed to all accounting faculty Accounting faculty adopted a new edition of the textbook for ACC 101 and ACC 102 for the entire accounting department effective for the Fall 2015 semester

						Accounting faculty adopted a new edition of MyAccountingLab, a web-based tutorial and assessment software developed by Pearson, effective for the Fall 2015 semester. This software allows instructors to create homework assignments directly tied to concepts covered in the textbook. The homework exercises include guided solutions help students understand and master concepts. This system is known to have less content errors than the online homework system previously used by the department Adopted standardized problems for ACCT 101 & 102 for the entire accounting faculty as of the Fall 2015 semester.
We plan to assess this outcome next in : Spring 2016						

Assessment Overview

Program: Business A(bninistra tion

Cmnnt Year: 2015-2016

NOTE: *Wherever possible, use data from 2014 forward in this document. Only go fUrther back if there is no data from 2014-2015. Be sure to go forward to 2015-2016 with your plans for assessing this PLO.*

Program Learning Outcome (PLO): 2. Discuss the legal, economic and social impact of business decisions

Semester(s) data was/ will be coUected	Direct / Indirect (check box — must include multiple direct measures)	Source of Evidence / Type of Assignment (course-level evidence should clearly align \with PLO languagℯ – use key words)	Population (who will be assessed)	Benchmark	Results (number of students actually assessed and what percentage met the benchmark)	Action Plan (should align with/briefly summarize Teaching & Learning Documentation)
FaD 2014		MNGT faculty to provide input here	MNGT 262 (Business Law)	Students are expected to perform at a ml rumum quality level of 70%. Students must be able to apply their understanding of business law to real business situations.	Actual quality level of performance for the lowest scoring class was 85.2%. Student performance is above expected student performance level; all business courses should produce this level of quality and ability to apply material.	As a result of the initial SLO assessments and evaluation, we have integrated the Uniform Commercial Code sections as they appear in the statutes and require an understanding of annotations to the specific statute sections. That tested understanding is a challenge to approximately 20% of the students taking this course. We are continuing to develop and test teaching techniques that will provide for a 100% comfort level among students. Real business, government and consumer applications related to student experience have presented the highest level of success. Faculty will continue to work toward the use of a common syllabus by all full-time and part-

						time faculty. All faculty will implement the common syllabus for the spring 2016 semester with the agreement that on line /distance learning courses and individual instructors will have the option to vary up to 20% of the syllabus content provided that all business law faculty cover 100% of the listed course content topics. Faculty have implemented a common textbook to have continuing agreement and articulation of transferability of the business law course to temple university. Faculty have agreed to use the Hodge text through spring 2016 semester and then consider a more comprehensive and better reference text regardless of the possible negative effect on temple transferability. Faculty will continue to discuss and implement a needed high level of sensitivity to the very diverse make-up of every business law class, being aware that there are always students requiring coverage of upper level topics such as secured transactions for all students taking the CPA exam which UCC topic is of no interest to the majority of each class.

						Faculty will continue to meet a minimum of once per semester to be certain that both full time and part-time faculty teaching business law will continue to focus on communicating to students through the use and current *event* headlines and historic events that all business decisions can have *very* positive or negative effects on the profit, loss liability and contributions to society by the business. Current *event* examples of each area of law being discussed will be integrated into most lectures and discussions.
Fall 2013		1. Multiple choice question exams and assigned homework and chapter quizzes. 2. Multiple choice question exams and assigned homework and chapter quizzes. 3. Multiple choice question exams and assigned homework and chapter quizzes. 4. Multiple choice question exams and assigned homework and chapter quizzes.	ECON 181 - Principles of Economics (Macroeconomics)	75%	1. 46 2. 37 3. 43 4. 34 5. 64 6. 61 7. 47 8. 50	Economics faculty has developed and will implement a mandatory departmental syllabus with minimum course coverage. For the fall 2015 semester, the faculty will implement a required departmental final exam to assess all course SLO's. Faculty will also experiment with various delivery methods such as the use of Connect {McGraw-Hill's course management system), pretests, and informational handouts to the students last entry in the document

		5. Multiple choice question exams and assigned homework and chapter quizzes. 6. Multiple choice question exams and assigned homework and chapter quizzes. 7. Multiple choice question exams and assigned homework and chapter quizzes. Multiple choice question exams and assigned homework and chapter quizzes.	

\Ve plan to assess this outcome next in : Spring 2016

<table>
<tr><td colspan="6" align="center">Assessment Overview
Program: Business Administration   Current Year: 2015-2016</td></tr>
<tr><td colspan="6">NOTE: Wherever possible, use data from 2014 forward in this document. Only go.fUrther back if there is no data from 2014-2015. Be sure to go forward to 2015-2016 with your plans for assessing this PLO.</td></tr>
<tr><td colspan="3">Program Learning Outcome (PLO):</td><td colspan="3">3. Quantitatively evaluate the impact of business decisions, activities and events.</td></tr>
</table>

Semester(s) data was! will be coUected	Direct / Indirect (check box—must **include** multiple direct measures)	Source of Evidence /Type of Assignment (course-level evidence should clearly align \with PLO language e–use key words)	Population (who \vill be assessed)	Ben chm ark	Results (number of students actually assessed and what percentage met the benchmark)	Action Plan (should align \with!briefly summarize Teaching & Learning Documentation)
Spring 2015	DDirect DlndIrect	Common problems assigned in MyAccountingLab	ACCT 102 Managerial Accounting (6 sections)	75%	SLO #**1** 92.3% SLO #2 92.3% SLO #3 91.4% SLO #4 91.4% SLO #5 91.4% SLO #6 90.3% SLO #7 90.3% SLO #8 87.7% SLO #9: 81.0% SLO #10 84.0%	Student performance meets or exceeds benchmark on all SLOs. Repeat assessment in Spring 2016.
Fall 2014	181Direct Dindirect	1. Students are introduced in lecture and exercises to the role an importance of statistical analysis, in business decision making 2. A variety of test questions are used tha.t require using summary method of statistical analysis for both qualitative and quantitative	ECON 112 - Statistics I	75%	1. 84 2. 78 3. 67 4. 69 5. 65 6. 100	ECON faculty \vill develop a mandatory department syllabus \vith minimum course coverage. The faculty \vill use a required departmental exam to access all course SLO's. Faculty ·vill experiment \vith various delivery methods: for example, the use of Aplia, (the ublisher's course management system), pretests and

						informational handouts.
		data.				
		3. Students are tested on simple probability and probability distribution using a variety of test questions				
		4. Students are tested on various discrete and continuous distribution a series of problems and multiple choice questions				
		5. Students solve problems in a test environment on estimation and hypothesis; testing as well as multiple choice questions				
		6. Courses are taught in a computerized classroom and students learn to use excel to generate descriptive statistic and hypothesis testing.				

We plan to assess this outcome next in : Spring 2016

Program Learning Outcome (PLO):			4. Demonstrate an understanding of and discuss the role business has historically taken in different societal and economic systems.				
Semester(s) data was/ will be coUected	Direct / Indirect (check box— must include multiple direct measures)	Source of Evidence / Type of Assignment (course-level evidence should clearly align \vith PLO language– use key words)	Population (who will be assessed)	Bench mark	Results (number of students actually assessed and what percentage met the benchmark)	Action Plan (should align with/briefly summarize Teaching & Learning Documentation)	
Fall 2011	181Direct DIndirect	1. 3 multiple choice question 2. 3 multiple choice question 3. 3 multiple choice question 4. 3 multiple choice question 5. 3 multiple choice question 6. 3 multiple choice question 7. 3 multiple choice question	MNGT 121 - Principles of Management	75%	1. 78 2. 87 3. 74 4. 59 5. 63 6. 86 7. 90	Marketing and Management Student performance meets or exceeds benchmark on all of the SLOs except SLOs #3, #4 and #5. The Marketing and Management Department full and part time faculty members are coordinating their efforts to address issues related to these low-!Performance SLOs by making instruction adjustments and incorporating more online materials in the classrooms.	
Fall 2013		1. Multiple choice question exams and assigned homework and chapter quizzes. 2. Multiple choice question exams and assigned homework and chapter quizzes.	ECON 181 - Principles of Economics (Macroecono mics)	75%	1. 46 2. 37 3. 43 4. 34 5. 64 6. 61 7. 47 8. 50	Economics faculty has developed and \vill implement a mandatory departmental syllabus \vith minimum course coverage. Forthe fall 2015 semester, the faculty \vill implement a required departmental final exam to assess all course SLO's. Faculty \vill also experiment \vith various delivery methods such as the use of Connect (McGraw-Hill's course	

					management system).
		3. Multiple choice question exams and assigned homework and chapter quizzes. 4. Multiple choice question exams and assigned homework and chapter quizzes. 5. Multiple choice question exams and assigned homework and chapter quizzes. 6. Multiple choice question exams and assigned homework and chapter quizzes. 7. Multiple choice question exams and assigned homework and chapter quizzes. 8. Multiple choice question exams and assigned homework and chapter quizzes.			
We plan to assess this outcome next in : Spring 2016					

A. QVIs/335s

There are no Business/Business Administration designated courses. However, Act 335 evaluations are overdue for the following courses administered by the Business Administration Department and the Marketing and Management Department and included in both the Business and Business Administration Programs:

Accounting 103, 201, and 202 (optional Directed Electives for Business Program)*
Econ 112, 181, and 182*
Finance 151*
MKTG 131
All Management courses (MNGT 111, 121, 141, 142, 262)
RE 101 (optional Directed Elective for Business Program)
> *Accounting, Economics, and Finance Courses were completed in 2015 using the old form. They have not yet been completed on the new form.

QVI's for the program from 2012 through 2014 were reviewed for this audit. Between 2012 and 2014, the Program's quality score decreased from 3.63 to 3. This change is a result of increased focus on Student Learning Outcomes as sole quality indicators. The viability score was 2.16 in 2012, decreased to 2 in 2013, but by 2014 had increased to 2.3. Changes in the viability score are a result of declining enrollment, high cost, and a decrease in the number of degrees awarded.

VI. **Resources**

Accounting and Economics faculty use a variety of online homework systems provided by the major textbook publishers (e.g., MyAccountingLab and MyEconLab from Pearson, WileyPlus from Wiley, etc.). In addition, computer labs are required so that students can receive instruction on using the online homework system software.

VII. **Demand**

Locally, sixteen colleges in the area offer bachelor's degrees in Business or Business Administration, seventeen offer advanced degrees, and seven offer associates.

The Business Administration Program prepares graduates to transfer into bachelor's programs in business, and in particular to those that are accredited by the AACSB. Both Programs prepare students for transfer; possible occupations for graduates from a four year business program are listed below. The majority of people in these occupations have either a bachelor's or graduate degree, and a small proportion have an associate's degree or less. The high proportion of people in these fields with bachelor's or graduate degrees speaks to the importance of efficient transfer agreements.

As stated in the transfer section, of the 608 Business Administration students that transferred over a five year timeframe, 361 utilized the Program's articulation agreements. Students mainly utilized articulation agreements with Temple (233), Drexel University (42), Peirce College (26), Strayer (15), and La Salle (12). Conversely, of the 298 Business students that transferred during the same time period, 11 students utilized the Program's articulation agreements. The Business Program has no articulation agreements with the top ten

recipient institutions for the same time period. In addition, all institutions offering a business program that are part of the Pennsylvania State System of Higher Education (PASSHE) through the Transfer Articulation Oversight Committee (TAOC) agreement accept the Business Administration program in transfer.

Table 7a: Expected Job Growth – Salary, 10 year percent change, 10 year raw number change)Occupation (Average yearly income)	Philadelphia	MSA	USA
Accountant and Auditors ($76,000)	5.4% (7,515)	8.1% (29,578)	13.4% (1M)
Budget Analysts ($72,000)	3.7% (14)	4.1% (45)	13.8% (127,104)
Business Operations Specialist ($73,000)	3.5% (119)	6% (869)	13.6% (602,610)
Financial Analysts ($76,000)	4% (58)	17% (1479)	16.6% (45,474)
Human Resources Specialists & Labor Relations Specialists ($62,000)	-1.7% (47)	4% (407)	9% (45,474)
Management Analysts ($82,000)	3.4% (124)	8% (1088)	16.5% (101,979)
Personal Financial Advisors $78,000)	10.4% (86)	41.7% (2359)	25.6% (52,448)
Purchasing Managers, Buyers, and Purchasing Agents ($64,000)	-1.4% (26)	.3% (21)	6.3% (18,928)

Table 7 B: Educational Attainment

Occupation	HS Diploma or Less	Some College	Associate	Bachelor	Graduate
Accountants and Auditors	4.20%	7.90%	9.50%	57.10%	21.30%
Budget Analysts	7.30%	15.40%	8.80%	41.80%	26.20%
Business Operations Specialist	14.10%	20.30%	9.60%	35.50%	20.50%
Financial Analyst	11.50%	20.10%	7.50%	40.30%	20.50%
Human Resource Specialist	12.30%	21.10%	9.30%	40.70%	16.60%
Management Analysts	5.70%	12.90%	4.90%	41.30%	35.50%
Personal Financial Advisors	3.70%	10.30%	5.20%	53.70%	28.10%
Purchasing Managers/Agents	21.10%	27%	10.80%	31.80%	9.30%

VIII. **Operating Costs**

Over the past three years program operating costs have been similar to the average cost for the Division and the College.

Cost Per FTE
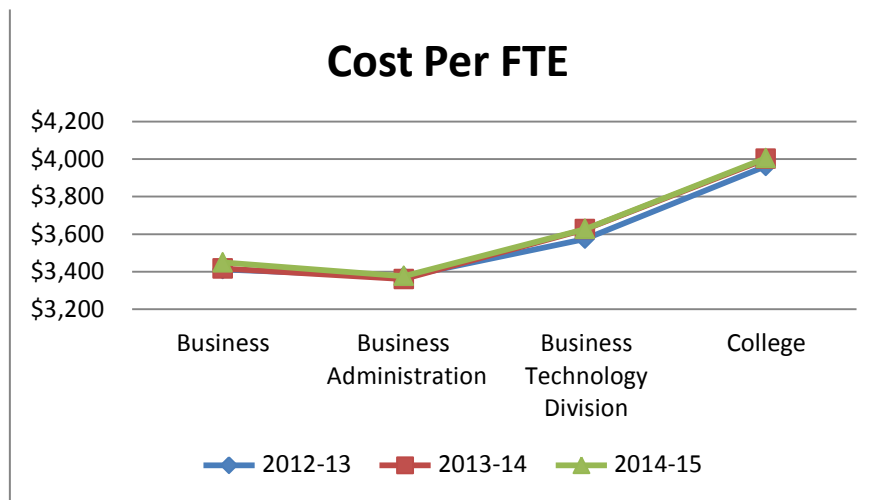
IX.   **Findings and Recommendations**
1. **Evaluate the integration between the Marketing and Management Department and the Business Administration Department**
    Numerous courses required for both Programs are located in the Marketing and Management Department, which falls outside of the Business Administration Department. Because Marketing and Management is located outside of the department, the Business Administration Department Head lacks the authority to affect the design, delivery, support for, or assessment of student learning. Additionally, during the audit process it became clear that the two departments do not work in tandem to align curriculum, track students, and perform and respond to assessment; all of these activities are necessary among departments that share program courses.
        Timeline: Fall 2016
        Persons Responsible: Dean and Department Heads

2. **Evaluate the distinction between Business Administration and Business Programs** The Business Administration and Business Programs are two separate programs that share all core courses and faculty. The Programs have distinct program learning outcomes and curriculum maps, but commonly use the same assessment tools to assess the outcomes. In their current formats, the distinctions may not necessarily be clear to students and may cause confusion for the constituents. If further evaluation can quantify the distinctions, additional efforts need to be made to provide students with clearer materials defining the differing purposes of each program, and (possibly) develop distinct curricula. If further evaluation shows that the Programs should be merged or one should be closed, then the Programs should develop an appropriate plan for executing the close.
        Timeline: Fall 2016
        Persons Responsible: Dean of Business and Technology, Department Head and Program faculty

3. **Complete all outstanding 335 course evaluations**
    As of writing this audit, fourteen 335s remain outstanding in courses that are required or directed electives for the Programs. The Business Administration Department started seven of the 335s using the old 335 format and the Curriculum Development Office is waiting for the updated 335s. Seven required or directed elective courses for the Programs, that fall under the Marketing and Management Department were due in January and remain outstanding. The Business Administration and Marketing and Management Departments need to complete these as soon as possible.
        Timeline: Expected completion Summer 2016
        Persons Responsible: Faculty/Department Heads

4. **Evaluate the quality and variety of assessment measures; ensure alignment between the Program Learning Outcomes and Student Learning Outcomes; ensure faculty collaboration of assessment planning and review across the departments; Examine the extent to which the Programs incorporate common business education trends and necessary skills for business graduates into their outcomes and let these education trends and skills inform changes to assessment**

It is unclear whether alignment exists between the Program Learning Outcomes and the Student Learning Outcomes. The Program should ensure that such an alignment exists and is made clear to faculty, students and administration. Faculty members need to discuss the assessment measures to determine if they reflect the desired level of competence of the outcomes that consistently exceed the benchmarks or if these levels should be more ambitious. The faculty should evaluate the quality and variety of direct and indirect measures. The assessment materials vary in quality between the five subject areas. The materials do not show evidence of collaboration among faculty from the two departments: a key component of program assessment. Assessment activities may be conducted by faculty within course offerings, but the planning of those activities and the dissemination of results must be collaborative to ensure that students are meeting program outcomes and that those results are evaluated for the improvement of teaching and learning.

While researching the future of the field of business, the Departments found that two trends in business education are 1) purposefully integrating business and liberal arts studies to better contextualize how business interacts with other societal, cultural, and political stakeholders, and 2) engaging students in experiential learning to support the conversion of classroom knowledge into real-world understanding and experience. Additionally, employers look for the following skills in their new business hires: leadership, business writing, business speaking, organizational behavior, business ethics, social responsibility, change management, decision making, career planning, problem solving, and teamwork. The Programs should examine the extent to which these skills are incorporated in the Programs' learning outcomes.
> Timeline: Fall 2016
> Persons Responsible: Department Heads and Program Faculty

5. **The Business and Business Administration Programs should evaluate their articulation agreements.**
The Business Administration Program has 29 articulation agreements, 12 of which have not been used during the five year time frame evaluated. The Business Program has eight articulation agreements, three of which have not been used over the same time period. The Programs should evaluate the relevance of their articulation agreements to determine if all agreements are necessary. The Program should confirm that an alignment exists between the College and the articulating institution. The Department Heads and Program faculty should focus on creating articulation agreements that align with the institutions to which students commonly transfer. The Programs should develop and distribute internal documents that clarify transfer options for students.
> Timeline: Fall 2016
> Persons Responsible: Department Heads and Program Faculty

6. **Improve outcomes for students in the Business Program**
Although both Programs have a similar percentage of students placing at college level and students enroll in a similar curriculum, the Business program records substantially weaker outcomes than the Business Administration program. Faculty should evaluate potential explanations for these disparities and develop interventions to improve student outcomes.
> Timeline: Fall 2016

Persons Responsible: Department Heads and Program Faculty

[i] "Emerging Trends in Undergraduate Business Education." Hanover Research, 2013, p. 3.
[ii] Ghannadian, F. "What Employers Want, What We Teach." *BizEd*, March/April 2013, p. 42.

Community College of Philadelphia
Program Audit Follow-Up Report Photographic Imaging Curriculum
April 2016

Recommendation 1: Update management plan and communicate with students to determine reasons for non-completion

1. The department now canvases students to ascertain need and interest and will add a section to retain those students who previously had to wait a year to take a class that was fully subscribed.

2. The department conducted several email and online surveys. Reasons for non-completion include loss of (a) financial aid, (b) lack of internships, (c) inability to purchase required equipment. (d) no weekend classes.

(a)The department now includes financial aid availability and scholarship opportunities during our student enrollment advising. (b) The Photographic Imaging Advisory Board has been updated and enlarged and has been successfully creating internship opportunities. (c) The department has acquired, through recent Perkins grants, sufficient professional equipment to supply to the students equipment as needed for assignments. (d) The college resumed Saturday classes in Spring 2015 and we now run three popular 6 hour lec/lab weekend classes.

Recommendation 2: Create cost efficiencies

1. Perkins supplied additional computers have allowed class sizes for all digital classes to be expanded by 14% and a lecture room to be turned into a lecture/ lab space.

2. A new printer acquired through a grant has reduced ink purchases.

3. Redbeam computer inventory tracking system will allow for reduced dept. supported student worker hours and fewer staff hours tracking equipment. (Fall 2016/Perkins)

4. Obsolete equipment has been sold. A second sale is planned for summer 2016.

Recommendation 3: Submit Assessment of Student Learning Outcomes

1. The department now has a designated faculty member for assessment compliance. The department is up to date with all assessment documents and is following a continuing assessment plan developed by the Office of Assessment.

2. Student Learning Outcomes and Program Learning Outcomes have been revised and realigned for all courses that did not meet the standard.

Recommendation 4: Promotion of Digital Imaging Proficiency Certificate

1. The department promotes the Proficiency Certificate at the Open House events, Majors Fair, during the first week of classes and on social media. It has become an attractive draw for new students and is also a popular stacking credential. Over 50 students have added the DIPC , up from 6 in 2013,

2. Will do a summer 2016 mailing to students who are one course short of the certificate to let them know it is attainable.

Recommendation 5: Revising the program to better serve students

1. Using both student surveys regarding career expectations and Advisory Board input, the department recognizes the importance of adding business skills at every level of the program. Course revisions have been assigned to faculty for Fall 2016.

2. A new Proficiency Certificate will be proposed in Fall 2016 to offer only advanced level classes which will attract returning students and professionals with extensive but out-of-date photo imaging skills.

3. By survey the current and former students in the department overwhelmingly favor retaining the A.A.S. degree as the 2-year goal.

4. A new course, PHOT105 Digital Basic Photography, will create an alternate path into the major and eliminate PHOT100, a popular but dead-end digital course that does not generate majors. The course is being developed for Fall 2017 implementation.

5. Rescheduled all of the lab spaces to double the number of open lab hours to 12 for students which has led to higher retention rates in 200 level classes.

6. Proposal to join forces in Fall 2016 with the Music department for high school recruitment.

COLLEGE POLICIES AND PROCEDURES MEMORANDUM NO. 105

ROBERT S. KING SCHOLARSHIP FOR HIGH SCHOOL STUDENTS

Revised: December 13,2013

Original Number: 127
Original Date ofissue: April 30, 1985
Reissued: 127A - September 9, 1986

This memorandum supersedes College Policies and Procedures Memorandum No. 127 of April30, 1985 resulting from Board of Trustees action of April4, 1985. The April1985 session revised original Board action of November 1, 1984.

The Board of Trustees of Community College of Philadelphia will make available a two-year scholarship to a maximum of 20 outstanding graduates, selected through an application process, from public or non-public, registered or licensed, diploma-granting high schools in the City of Philadelphia. These scholarships will come in the form of free tuition, at the Philadelphia rate, and fees at the College for students who plan to emoll as full-time students in programs leading to the Associate Degree.

The Scholarship will be awarded on an annual basis by July 1, and a special ceremony will be held at Community College of Philadelphia in September to recognize the students.

Return to Polices and Procedures home page

Community College *of* Philadelphia

Dashboard

1.0 **Student Success**
- **Implement Guided Pathways Model**
- **Establish Comprehensive Advising System**
- **Institute Predictive Data Analytics**

Indicator of Success		2014-15	2015-16	Peer	CCP Trend	CCP Comparison to Peer	5-Year Goal 2020
	Increase Enrollment						+3 to 5% pts
1.1	New Full-time Students (Fall Admission)	1,574	1,874		↗		
1.2	New Part-time Students (Fall Admission)	3,700	3,599		→		
1.3	Total Fall Credit Hours	158,471	160,972		→		
	Increase Persistence						+5 to 7% pts
1.4	Fall to Fall New Full-time Students	53.5%	TBD[1]	58.0%			
1.5	Fall to Fall New Part-time Students	40.8%	TBD[2]	46.0%			
1.6	Fall to Spring (All first-time) Students	70.6%	72.0%	71.7%	→	→	

[1] Available week of 9/26/2016
[2] Available week of 9/26/2016

September 1, 2016

Community College of Philadelphia

		2011 Cohort 2014	2012 Cohort 2015	2013 Cohort Projection 2016	Peer	CCP Trend	CCC Comparison to Peer	5-Year Goal 2020
	Increase 3-Year CCP Completion							+7 to 10% pts
1.7	3-Yr IPEDS Cohort, Full-time, First-time College Associate Degree/Certificate Awards	10.4%	11.6%	12.3%[3]	21.5%	↗ (green)	↘ (red)	
1.8	New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 3 years	27.3%	24.9%	TBD	14.7%	→ (yellow)	↗ (green)	
1.9	Total percentage of satisfactory student outcomes	37.7%	36.5%	TBD	36.2%	→ (yellow)	→ (yellow)	

		2008 Cohort Reported 2014	2009 Cohort Reported 2015	2010 Cohort Projection 2016[4]	Peer	CCP Trend	CCP Comparison to Peer	5-Year Goal 2020
	Increase 6-Year CCP Completion							+7 to 10% pts
1.10	6-Yr IPEDS Cohort, Full-time, First-time College Associate Degree/Certificate Awards	20.0%	18.5%	21.8%	27.9%	→ (yellow)	↘ (red)	
1.11	New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 6 years	31.6%	31.4%	TBD	18.8%	→ (yellow)	↗ (green)	
1.12	Total percentage of satisfactory student outcomes	51.6%	50.0%	TBD	46.7%	→ (yellow)	↗ (green)	

	Increase Completion	Grad Year 2014	Grad Year 2015	Grad Year 2016 (Projected)	CCP Trend
1.13	Unduplicated Number of Completers by Graduation Year[5]	1,996	2,103	2,045[6]	↗ (green)

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[3] Projection; not finalized until October 2016

[4] Not yet available

[5] Grad year reflects graduates August through July 2016 - not yet finalized; projection = 2,039

[6] Number of completers for Grad Year 2016 is a projected value

September 1, 2016

Community College *of* Philadelphia

		2014-15	2015-16	Peer	CCP Trend	CCP Comparison to Peer	5-Year Goal 2020
	Improve Success Rates of Students in Developmental English						+7% pts
1.14	Placed Developmental English (Decrease annually)	54.9%	46.6%		↗		
1.15	First-Year Success in ENGL 098 (Increase annually)	63.8%	63.5%		→		
1.16	Completed ENGL 101 within two years (Improve annually)	44.0%	TBD				
	Improve Success Rates of Students in Developmental Math						+7% pts
1.17	Placed Developmental Math (Decrease annually)	46.4%	44.0%		↗		
1.18	Success in Foundational MATH 017 (Increase annually)	32.6%	35.6%		↗		
1.19	Completed MATH 118 within two years (Improve annually)	17.0%	TBD				
	Improve Achievement Gap in First Year Success in Developmental English						+5% pts
1.20	All First-time	63.8%	63.5%		→		
1.21	Black	59.7%	58.1%		→		
1.22	Hispanic	65.4%	64.4%		→		
1.23	White	73.2%	76.3%		↗		

September 1, 2016

Community College *of* Philadelphia

	Improve Career Preparation and Employment	2014-15	2015-16
1.24	Career Program Job Placement Rates	83.6%	TBD
1.25	Career Program Graduates' Wages and Wage Growth	$41,926	TBD
1.26	Licensure Exam Pass Rates		
	Clinical Laboratory Technology	100%	86%
	Dental Hygiene	100%	100%
	Diagnostic Medical Imaging	100%	100%
	Nursing	67.1%	83.2%
	Respiratory Care Technology	100%	100%

2.0	**Facilities**	Updates	Target Completion	Progress
	Projects			
2.0	Facilities Master Plan	Draft Master Plan by Fall 2016	Spring 2017	60%
2.1	The Hamilton	Negotiating Letter of Intent	August 2018	5%
2.2	Expansion of West Regional Center	Impasse		1%

3.0	**Finance**	Quarterly Report September 2016 (In Millions)	Quarterly Report December 2016 (In Million)	Quarterly Report March 2017 (In Millions)	Quarterly Report June 2017 (In Millions)	CCP Trend
3.1	Operating Budget Status 2015-2016	Realign budget based on enrollment				
3.2	Operating Cash Flow Position 2015-2016	$15.0				
3.3	Long Term Cash Investments 2015-2016	Projected $22.0				

September 1, 2016

Community College *of* Philadelphia

4.0	Workforce Development – Under development					
4.1	Annual Enrollments					
4.2	Revenue					
4.3	Number of Clients Serviced					

5.0	Community Relationships – Under development		
5.1	Number of College-community partnerships		
5.2	Number of student volunteer hours		
5.3	Monetary value of faculty/staff volunteer hours		
5.4	Number of visitors for events open to the public		

September 1, 2016