

**NEOSHO COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES**

**AGENDA
SPECIAL MEETING**

**July 29, 2014 – 5:30 P.M.
Student Union, Room 209**

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE AGENDA**
- IV. CONSENT AGENDA**
 - A. Personnel
 - B. Salary Corrections
 - C. Revised 2014-2016 Academic Calendar
- V. REPORTS**
 - A. President – Dr. Brian Inbody
- VI. OLD BUSINESS**
 - A. Budget Workshop
 - B. Resolution 2014-57: Approve FY 2014-15 Budget for Publication
- VII. NEW BUSINESS**
 - A. Resolution 2014-58: 2014-2015 Residence Hall Handbook
 - B. Resolution 2014-59: ACBSP Self-Study
 - C. Resolution 2014-60: Custodian
- VIII. ADJOURNMENT**

**NEOSHO COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES**

MINUTES

July 29, 2014 – 5:30 P.M.

Student Union, Room 209

I. CALL TO ORDER

David Peter called the meeting to order at approximately 5:30 p.m. in Room 209 of the Student Union.

II. ROLL CALL

The following members were present: Kevin Berthot, Charles Boaz, Patricia Griffith, Lori Kiblinger, David Peter, and Dennis Peters.

Also in attendance were Amber Burdge, Jim Genandt, Denise Gilmore, Dr. Brian Inbody, Linda Jones, Ben Smith, Sandi Solander, Tyler Stoldt, and The Chanute Tribune.

III. APPROVAL OF THE AGENDA

On motion by Dennis Peters and second by Charles Boaz the agenda was approved as printed.

IV. CONSENT AGENDA

On motion by Dennis Peters and second by Lori Kiblinger the following items were approved unanimously by consent:

A. Personnel

1. Resignation of Part-time Financial Aid Clerk-Ottawa

It was the president's recommendation that the Board accept the resignation of Bristy Fultz, part-time Financial Aid Clerk on the Ottawa campus. Ms. Fultz's resignation shall be effective July 30, 2014.

2. Resignation of Desktop Support Technician-Ottawa

It was the president's recommendation that the Board accept the resignation of Devin Myers, Desktop Support Technician on the Ottawa campus pending his appointment as the Network Systems Administrator.

3. Resignation of Assistant Director of HIT

It was the president's recommendation that the Board accept the resignation of Jennifer Smith, Assistant Director of HIT. Ms. Smith's resignation shall be effective August 11, 2014.

4. Resignation of Health Occupations Coordinator

It was the president's recommendation that the Board accept the resignation of Amber Vail as Health Occupations Coordinator pending her appointment as an Allied Health Instructor.

5. Music Instructor

It was the president's recommendation that the Board approve the employment of Alan Murray as Music Instructor. Mr. Murray has a Bachelor of Music (Performance) from New Mexico State University and a Master of Music (Vocal Performance & Vocal Pedagogy) from Arizona State University.

Mr. Murray has worked as an adjunct associate professor of music/voice at Johnson County Community college, and director of music at both Asbury United Methodist Church in Prairie Village, KS, and Scottsdale Congregational United Church of Christ in Scottsdale, AZ.

Mr. Murray will be paid at MS, Step 6 (\$35,590). His start date will be August 18, 2014.

6. Allied Health Instructor

It was the president's recommendation that the Board approve the employment of Amber Vail as Allied Health Instructor on the Chanute campus. Ms. Vail has an Associate of Applied Science in nursing from NCCC and has worked as the Health Occupations Coordinator here at NCCC since August of 2007.

Ms. Vail will be paid at Instructor, Step 8 (\$35,066). Her start date will be August 18, 2014.

7. Assistant Baseball Coach

It was the president's recommendation that the Board approve the appointment of Ben Jacks as Assistant Men's Baseball Coach. Mr. Jacks has an Associate of Science Degree from NCCC. Mr. Jacks has served as a volunteer coach for the baseball team at NCCC since 2013. As a first year coach Mr. Jacks will receive \$1,450 per month for nine months (\$13,050) plus cafeteria privileges when food service is open. His start date will be August 18, 2014.

8. Assistant Track/Cross Country Coach

It was the president's recommendation that the Board approve the appointment of Shareese Woods as Assistant Track/Cross Country Coach. Ms. Woods has a B.A. from the University of North Carolina-Charlotte. Ms. Woods was co-director and coach at Goal Crush Fitness Speed and Endurance Camp, assistant track and field coach at Coral Reef High School, assistant track and field coach at Christopher Columbus High School, membership counselor and kid's club attendant at 24-Hour Fitness, all in Miami, FL; and volunteer assistant track and field coach at Bethune Cookman University and the University of North Carolina-Charlotte. Ms. Woods has also participated in professional competitive track and field events throughout the United States as well as internationally.

As a first year coach Ms. Woods will receive \$1,450 per month for nine months (\$13,050) plus cafeteria privileges when food service is open. Her start date will be August 18, 2014.

9. Assistant Track/Cross Country Coach

It was the president’s recommendation that the Board approve the promotion of Jason Robbs to the full-time Assistant Track/Cross Country Coach. Mr. Robbs has been employed as a part-time Track/Cross Country Coach at NCCC for the past two years. Mr. Robbs has an Associate of Science Degree from NCCC.

Mr. Robbs will be paid an annual salary of \$17,000 for a nine-month contract. His start date will be August 18, 2014.

10. Network Systems Administrator

It was the president’s recommendation that the Board approve the appointment of Devin Myers as Network Systems Administrator. Mr. Myers has been employed at NCCC since October 2008 first on a part-time basis as tech support and then on a full-time basis as Desktop Support Technician.

Mr. Myers will be paid an annual salary of \$27,500 beginning August 4, 2014.

B. Administrative Assistant to Nursing Title Change

Two salaries listed on the hourly, non-exempt employees salary increases chart approved at the July 10, 2014, Board meeting were listed incorrectly. Their hourly rates were correct, however, the yearly total was figured as full-time instead of part-time.

It was the president’s recommendation that the yearly salary totals for Connie Slaughter and Melissa Smith for 2014-2015 be corrected as follows:

Name	Position	2013-14 Salary	Level	2014-15 hr rate	2014-15 Salary
Slaughter, Connie	Switchboard/Office Services Clerk (1/2 time)	10,254	2	10.08	20,966 <u>10,483</u>
Smith, Melissa	AA to Dean of Student Services (1/2 time)	9,360	2	9.21	19,157 <u>9,578</u>

C. Revised 2014-2016 Academic Calendar

Revised dates for the 2014-2016 Academic Calendar are proposed to adjust for appropriate timelines during final exams, and during the winter intersession related to start date being in alignment with when the college is open. Adjustments are made for any face-to-face courses and proper seat time per established credit hour ratios. A copy of the revised calendar follows. It was the president’s recommendation that the revised 2014-2016 Academic Calendar be approved.

Academic Calendar

Fall Semester – 2014

July 28	Fall Intersession Classes Begin
Aug 18	Faculty Report & In-Service (college closed)
<u>Aug 19</u>	In-Service (college closed)
Aug 22	4 Week Fall Intersession Classes End
Aug 25	Classes Begin
Aug 25	First 8 Week Classes Begin
Sept 1	Labor Day (college closed)
Sept 15	12 Week Classes Begin
Sept 17	Citizenship Day
Sept 29	Middle 8 Week Classes Begin
Oct 17	First 8 Week Classes End
Oct 20	Last 8 Week Classes Begin
Oct 20	Mid Term
Nov 21	Middle 8 Week Classes End
Nov 24-28	Thanksgiving Break (college closed)
Dec 12	12 Week Classes End
Dec 19 -15	Night Class Finals
Dec 15	Fall Classes End
Dec 16-18	Finals
Dec 18	Last 8 Week Classes End
Dec 22	Faculty Assessment Day/Duty Day
Dec 24-Jan 2	Christmas Break (college closed)

Spring Semester – 2015

Jan <u>25</u>	Intersession Classes Begin
Jan 12	Faculty Report & In-Service (college closed)
Jan 16	Intersession Classes End
Jan 19	Martin Luther King Day (college closed)
Jan 20	Classes Begin
Jan 20	First 8 Week Classes Begin
Feb 9	12 Week Classes Begin
Feb 23	Middle 8 Week Classes Begin
Mar 13	First 8 Week Classes End
Mar 13	Mid Term
Mar 16-20	Spring Break
Mar 23	Last 8 Week Classes Begin

Apr 3	Good Friday (college closed)
Apr 24	Middle 8 Week Classes End
May 8	12 Week Classes End
May 7 -12	Night Class Finals
May 12	Night Classes End
May 12	Tuesday Classes are Friday (day classes only)
May 12	Spring Classes End
May 13-15	Finals
May 15	Last 8 Week Classes End
May 15	Commencement 7:00 p.m.
May 18	Intersession Classes Begin
May 18-19	Faculty Assessment Days
May 20	Faculty Duty Day
May 25	Memorial Day (college closed)
May 29	Intersession Classes End

During summer 2015 NCCC is closed on Fridays, May 29 – July 31

Summer I – 2015

June 1	Summer I Begins (4 Week & 8 classes)
June 25	Summer I Ends

Summer II – 2015

June 29	Summer II Begins
July 6	4 th of July Observed (college closed)
July 23	Summer II & 8 Week Classes End
July 27	Fall Intersession Classes Begin
Aug 21	Fall Intersession Classes End

Academic Calendar (cont.)

Fall Semester – 2015

July 27	4 Week Fall Intersession Classes Begin
Aug 17	Faculty Report & In-Service (College Closed)
Aug 18	In-Service (College Closed)
Aug 21	4 Week Fall Intersession Classes End
Aug 24	Classes Begin
Aug 24	First 8 Week Classes Begin
Sept 7	Labor Day (college closed)
Sept 14	12 Week Classes Begin
Sept 14	Middle 8 Week Classes Begin
Sept 17	Citizenship Day
Oct 16	First 8 Week Classes End
Oct 19	Last 8 Week Classes Begin
Oct 19	Mid Term
Nov 6	Middle 8 Week Classes End
Nov 23-27	Thanksgiving Break (college closed)
Dec 11	12 Week Classes End
Dec 10-14	Night Class Finals
Dec 14	Fall Classes End
Dec 15-17	Finals
Dec 17	Last 8 Week Classes End
Dec 21	Faculty Assessment/Duty Day
Dec 24-Jan1	Christmas Break (college closed)

Spring Semester – 2016

Jan 4	Intersession Classes Begin
Jan 11	Faculty Report & In-Service (college closed)
Jan 15	Intersession Classes End
Jan 18	Martin Luther King Day (college closed)
Jan 19	Classes Begin
Jan 19	First 8 Week Classes Begin
Feb 8	12 Week Classes Begin
Feb 15	Middle 8 Week Classes Begin
Mar 11	First 8 Week Classes End
Mar 11	Mid Term
Mar 14-18	Spring Break
Mar 21	Last 8 Week Classes Begin
Mar 25	Good Friday (college closed)

Apr 8	Middle 8 Week Classes End
May 6	12 Week Classes End
May 5 -10	Night Class Finals
May 10	Tuesday Classes are Friday Classes (day classes only)
May 10	Spring Classes End
May 11-13	Finals
May 13	Last 8 Week Classes End
May 13	Commencement 7:00 p.m.
May 16	Intersession Classes Begin
May 16-17	Faculty Assessment Days
May 18	Faculty Duty Day
May 30	Memorial Day (college closed)
May 27	Intersession Classes End

During summer 2016 NCCC is closed on Fridays, May 27 – August 5

Summer I – 2016

June 6	Summer I Begins (4 Week & 8 Week Classes)
June 30	Summer I Ends
July 4	Independence Day (College Closed)

Summer II – 2016

July 5	Summer II Begins
July 28	Summer II & 8 Week Classes End
Aug 1	Fall Intersession Classes Begin
Aug 19	Fall Intersession Classes End

Note: For dates not listed on the academic calendar please contact the registration department. This calendar is approved by the NCCC Board of Trustees, but is subject to change.

V. REPORTS

A. President's Report – Dr. Brian Inbody gave a brief president's report.

VI. OLD BUSINESS

A. Budget Workshop

Sandi Solander, Chief Financial Officer, explained the budget process, how revenue is generated, defined the spending authority budget and the operational budget and answered questions.

B. Approve FT 2014-15 Budget for Publication

It was the president's recommendation that the Board approve the 2014-15 Budget for publication as presented.

Resolution 2014-57

RESOLVED, that the Board of Trustees of Neosho County Community College approves the FY 2014-15 Budget for publication. Further, that the public hearing on the proposed budget will be held on Thursday, August 14, 2014, at 5:30 p.m. in room 209 of the Student Union of the College.

Upon motion by Lori Kiblinger and second by Charles Boaz the above resolution was approved. Motion passed unanimously.

VII. NEW BUSINESS

A. 2014-2015 Residence Hall Handbook

Each year, the college publishes a Residence Hall Handbook for the residents to use as a tool to assist them with being safe and considerate of the residence hall learning environment. Many of the items in the handbook provide accurate details of what the students can expect, as well as what is expected of the students. The changes to the handbook this year are cosmetic in nature and consist of title changes for Kerrie Coomes, Allison Ouellette and Kaleigh Richardson. A few other changes were made to clarify language. A copy of the 2014-2015 Residence Hall Handbook is provided as a separate document. It was the president's recommendation that the Board approve the 2014-2015 Residence Hall Handbook.

Resolution 2014-58

RESOLVED, that the Board of Trustees of Neosho County Community College approves the 2014-2015 Residence Hall Handbook.

Upon motion by Kevin Berthot and second by Dennis Peters the above resolution was approved. Motion passed unanimously.

B. ACBSP Self-Study

Attached as a separate document is the Accreditation Council for Business Schools and Programs (ACBSP) Self-Study Report and accompanying tables. This report is for reaffirmation of accreditation of our business programs. We were accredited in 2004 for 10 years, so it is time to reaffirm. The report is due August 15 and will be submitted electronically through ACBSP's portal, along with documentary evidence to support the report. The evaluation team will come to campus in late September or early October. The date has not yet been scheduled. Since 2008, we have submitted Quality Assurance Reports every other year which have been accepted by ACBSP's Associate Degree Board of Commissioners and recognized as best practices examples in regard to our reporting of assessment of student learning. It was the president's recommendation that the Board approve the ACBSP self-study for submission.

Resolution 2014-59

RESOLVED, that the Board of Trustees of Neosho County Community College approves the ACBSP Self-Study report for submission.

Upon motion by Dennis Peters and second by Charles Boaz the above resolution was approved. Motion passed unanimously.

C. Custodian

It was the president's recommendation that the Board approve the appointment of Sharlene Crawford as Custodian. Ms. Crawford's prior work experience includes serving as a para for ANW Coop; truck driver for Bloom Transport, Aurora, MO, and Barnhart Trucking, Erie, KS; bookkeeper for Vac Shack; and worked in the quality department, upholstery department, and electrical department at Cessna of Independence.

Ms. Crawford will be paid \$10.50 an hour (Level 1) beginning August 4, 2014.

Resolution 2014-60

RESOLVED, that the Board of Trustees of Neosho County Community College approves the appointment of Sharlene Crawford as Custodian.

Upon motion by Dennis Peters and second by Lori Kiblinger the above resolution was approved. Motion passed unanimously with David Peter abstaining.

VIII. Adjournment

On motion by Dennis Peters and second by Charles Boaz the meeting adjourned at 6:50 pm.

Respectfully submitted,

David Peter, Board Chair

Denise L. Gilmore, Board Clerk

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RESIDENCE HALL GUIDE

The contents of this handbook were gathered and compiled by the Dean of Student Services and the Director of Residence and Student Life for residents' use and information. **All information in this publication is subject to change.** It is your responsibility as a resident to read and understand all information in this manual. This manual is provided to help you become familiar with our residence halls, services, programs, facilities, policies, procedures, and staff as well as to understand our philosophy and goals while living at Neosho County Community College. Each resident of NCCC's residence halls must realize that they have not only certain rights as a resident but also responsibilities. The Director of Residence and Student Life, the Coordinator of Residence and Student Life, and the Resident Assistants will be available to answer any questions or concerns. Office hours are posted outside the Bideau Office. The Director and Coordinator of Residence and Student Life are Neosho County Community College staff members who live within the residence halls. They can unlock doors when residents forget their keys, answer questions about the residence halls, and also enforce all the rules and regulations as detailed in this handbook. The College also contracts with an outside security company that provides evening and overnight security services for residents. There are two residence halls at the Chanute campus of Neosho County Community College. Bideau Hall, built in 2000, houses 213 men and women in a two-to-a-room and four-to-a-suite format (same sex). NeoKan houses 81 residents in a two-to-a-room format. As a member of either of these buildings, your school community will consist of you, your roommates, all residents on your floor, and all the residents on campus.

The number one, most important way to have a successful year is to have mutual respect and consideration for others. Before you act, consider the impact of your behavior on the rest of your fellow residents. Consider them and ask that they do the same for you. Everyone on campus has a different lifestyle and background. Your interactions with them will help increase your knowledge of others and can lead to new and lasting friendships. Friends made in college often last a lifetime.

Residential Living Requirements

Unmarried students under 21 years of age who are enrolled full-time and are taking classes on the Chanute campus and not living with parent(s)/legal guardian(s) are required to live in college housing when space is available. Unmarried students under 21 years of age with dependents who live with them are not required to live in college housing. Students living in college housing must participate in the regular meal plan offered by food service. Students with special circumstances who wish exemption from the housing requirement may apply in writing to the Director of Residence and Student Life. Generally, exemptions are limited to physical disability, medical needs, emotional problems, or cultural factors relating to international students. The Director of Residence and Student Life or designee will respond in writing within five (5) business days. If the request is denied, the request may be appealed to the Dean of Student Services who will respond within five (5) business days. This decision will be final. The housing requirement will not apply to exchange students required to reside with a host family by the exchange program.

2014-2015 Residence Hall Schedule

Move In Day	August 23	Residence Halls open at 9 am
Thanksgiving Break	November 21 - 30	Residence Halls Closed
Christmas Break	December 19 - January 18	Residence Halls Closed
Spring Break	March 13 - 22	Residence Halls Closed
Move Out Day	May 15	Residence Halls close at 5 pm

The residence halls are closed during Thanksgiving, Christmas, and Spring Breaks. All residents are required to find other housing arrangements during this time. Only students living in the residence halls who are required to participate in college activities at these times will be granted permission to remain in the residence halls.

STUDENTS ARE NOT PERMITTED TO STAY IN THE HALLS TO WORK OFF CAMPUS.

Housing Staff

Director of Residence and Student Life #: 1-913-396-9704

The Director of Residence and Student Life resides in Bideau Hall. The Director is the resource person for students with questions or concerns about housing and residence and student life activities. The Director supervises the residence hall staff and provides leadership for the overall residence hall operation. The Coordinator of Residence and Student Life resides in NeoKan. The Coordinator assists the Director in all residence and student life operations.

Resident Assistants

Resident Assistants (RAs) live in the residence halls and are there to ensure a positive living experience for residents while encouraging student achievement both in and out of the classroom. RAs will ensure the safety of all residents by following the Emergency Action Plan guidelines. RA positions are open to all incoming sophomores. Residents may apply for this position in the spring semester by filling out an application which is available in the office of the Director of Residence and Student Life.

Dining Services Information

All residents must purchase the 19-meal plan as part of their room and board package. All meals are served in the cafeteria located in the Student Union. A valid student ID card **must** be presented upon entrance to the cafeteria. Cafeteria property including glasses, cups, plates, and tableware must remain in the cafeteria. It is also Great Western Dining policy that no food or drink may leave the cafeteria without specific permission.

Cafeteria Attire: Appropriate dress is expected in the cafeteria. Shirts and shoes must be worn at all times. Great Western Dining Staff regulates what is considered appropriate attire and may suggest changes in consultation with college officials.

Food Service Committee: If you have any suggestions or concerns about the food service, the food committee is available to hear your concerns. The committee meets once a month

throughout the school year. Contact the Director of Residence and Student Life for more information.

Guests: Guests may eat in the dining hall. Meal charges are posted at the cashier and online via the Housing page. Guests may purchase a multiple meal card or pay cash for individual meals.

Meal Times

	Monday-Friday
Breakfast	7:00am – 9:00am
Lunch	11:30am - 1:15pm
Dinner	5:30pm - 7:30pm
	Saturday
Brunch	12:00pm – 1:00 pm
Dinner	5:00pm – 6:00pm
	Sunday
Brunch	11:30am – 1:30pm
Dinner	5:00pm – 6:00pm

***Meal times are subject to change and will be posted in the dining hall and in both residence halls each semester. Two meals are served on days when the college is closed. No food service is available during Thanksgiving, Christmas, and Spring Breaks.**

Residence Hall Housing Contract and Application Fee

A \$125, non-refundable, application fee is required at the time of a signed contract in order to reserve a room in the residence hall. Housing contracts are available in the office of the Director of Residence and Student Life.

Residence Halls Amenities and Services

Bulletin Boards

Bulletin boards are located in the lobby and on each wing of the residence halls. Announcements and upcoming events will be posted so please check the bulletin boards frequently. All advertisements must be approved and posted by residence hall staff. Residents are responsible for all posted information.

Cable TV

Basic cable is provided for residents free of charge. Residents must provide their own cable adaptor. Each residence hall room is provided with only one cable connection. Problems with this service should be reported via e-mail to housing@neosho.edu.

Internet Service

High-speed wireless internet service is provided free of charge to all residents. To report problems with internet service, contact help@neosho.edu. Depending on usage times, online game play may be affected by regular internet traffic. If you need a dedicated internet connection for gaming, please contact AT&T. Keep in mind that there is a 24-hour gaming lounge on the 2nd floor of Bideau, specifically for online gaming.

Laundry

Laundry is free across campus and those facilities are located on each wing in both residence halls. Residents are not limited to the use of the laundry facilities on their own hallway.

Lost and Found

All found items should be turned in to the Director and/or Coordinator of Residence and Student Life.

Mail Service

Each room in Bideau has an assigned mailbox. The mailbox number corresponds with the resident's room number. Mail will be delivered each weekday. NeoKan residents will have their mail delivered by the residence hall staff. Any packages received that do not fit in the mailbox, will be placed in a locked cabinet and a package slip will be placed in the resident's mailbox. Package pick-up times and procedures will be posted. To ensure timely mail delivery, please encourage friends and family to use the following address format:

STUDENT NAME
801 West 10th Street
Residence Hall & Room #
Chanute, KS 66720

Maintenance Requests

Residents are encouraged to report all maintenance problems promptly. Residents may submit a maintenance request online via www.neosho.edu/Departments/Housing under Forms and Information. Residents' rooms and their furnishings are property of the College; therefore, appropriate personnel will be assigned to make the necessary repairs. **Residents are not allowed to make their own repairs. Maintenance emergencies should be reported to the Residence Life staff immediately.**

Parking

Parking for residents is parking lot P4, located on the east side of Bideau Hall, and overflow parking is in P3 in designated **reserved** resident parking painted spots. Residents are required to park in either lot. Each student will be required to register their vehicle and obtain a parking sticker at the time of check-in. The sticker will be required to be placed on the lower left-hand side of the front window. Residents who do not display the parking sticker or who violate parking regulations will have their vehicles ticketed and possibly towed at their own expense.

Recreation Areas

No matter what your favorite recreational activity might be, there are facilities available for your use. Tennis courts are available on campus on the west side of Bideau, an outside basketball court is located at the end of the west parking lot, and a weight room is available between 12:00 pm and 1:30 pm Monday through Friday for non-student athletes. There is also billiards, foosball and ping pong tables found in the residence halls lobbies. The equipment for these games as well as board games and video games may be checked out by an RA. To check out equipment in the residence halls, you must contact the RA on duty. The Student Union, gym, and weight room are also open during posted times.

In addition to the areas listed above, residents will find a 24-hour high-speed gaming lounge and a 24-hour movie room located on the 2nd floor of Bideau Hall. In the gaming lounge, residents and their guests have access to seven big screen televisions equipped with gaming consoles

and controllers. Individual internet access is dedicated to each station for those residents who wish to play games online. Multi-positional chairs and plush couches provide residents with seating suitable for all types of gamers. The movie room has a 72-inch television with a Blu-Ray and regular DVD player, basic cable, and internet access. Seating in the movie room consists of couches along with a table and chairs for those who may want to relax or those who need to study.

Recreation Equipment

Recreation equipment, including gaming consoles, board games, video games, and game equipment is available for check-out from an RA. Recreation equipment can be checked out for a maximum of two (2) days. Residents must wait 24 hours before checking out the same equipment again. Lost or damaged equipment must be paid by the person who checked it out. Loaning college equipment to another college student is prohibited.

Room Amenities

Each room is equipped with two extra-long twin beds (39"x80"), mattresses, dressers, desks, chairs, cable TV, and Wi-Fi internet service. Rooms in Bideau Hall are suite-style, in which residents of two rooms share a common bathroom. NeoKan residents on each floor share a common bathroom. Study lounges are located on each wing of Bideau Hall and a 24-hour computer lab and study area is located in NeoKan. A common lobby lounge is located on the main floor of both residence halls.

Security

There is overnight security in the residence halls. Security guards are there to assist the Coordinator and Assistant Coordinator of Residence and Student Life and to provide overnight supervision. The Chanute Police Department also monitors off-campus student activities at off-campus locations. All students are considered representatives of Neosho County Community College and as such they are expected to act in such a way that represents the college well. If they are found in violation of the student code of conduct either on or off campus, students may face disciplinary action.

Telephone Service

Telephone service is not provided by NCCC. Each room in Bideau and NeoKan has two phone jacks.^{[KR1][JK2]} Residents must provide their own phone service and telephones.

Vending Machines

Vending Machines are located on each floor of Bideau and on the first floor of NeoKan. If a vending machine fails to operate properly, you may submit a request for a refund by emailing housing@neosho.edu.

Safety and Security

The safety and security of our students is our top priority. Security cameras are located in all hallways and common areas of each residence hall and in various other locations on campus. When in public areas, all residents are under 24-hour video surveillance. A minimum of one security officer is on duty each night in college housing. The Chanute Police Department can be reached by the blue security phones between the residence halls, near the softball field and near the Student Union parking lot at any time. The Bideau Office is staffed by a security guard overnight. Students should contact the residence life staff member on duty at any time for security concerns.

Residents should call “911” and alert residence hall staff in the event of an emergency after office hours. The Chanute campus is a safe campus, but the following security guidelines are suggested:

1. Always lock the door to your room, even when leaving for a few minutes.
2. Don't leave valuables in lounges or study rooms.
3. Don't keep large amounts of money or valuables in your room.
4. Do not prop open the outside doors of the residence hall.
5. Do not open windows – they are sealed closed. You are subject to a \$50 fine for breaking the window seal.
6. Report any theft to a residence hall staff member immediately.

Emergency Drills, Shelter, and Evacuations:

Periodically, emergency drills will be performed in each building. The Vice President of Operations and the Chanute Fire Department, in conjunction with the Chanute Police Department will plan building evacuation drills. A list of drills will be maintained each year in this plan. Exact dates will be determined and the appropriate personnel will be notified several days before the drill.

Building	Facility Coordinator	Tornado/Severe Weather Shelter
Bideau Hall	Director/Coordinator of Res & Student Life	Restrooms/Interior Hallways. If time permits, in interior first floor hallways. Weather radio located in Bideau Security Office
Boiler Room	Maintenance A, B, or C/ Maintenance Supervisor	In gym in hallways under bleachers and mezzanine. Weather radio located in Maintenance office
Cafeteria/Food Service	Food service Manager/Assistant Dean of Outreach and Workforce Development	Restrooms/Interior hallways. If time permits, in gym in hallways under bleachers and mezzanine. Weather radio located in Bookstore.
CLC/CAVE	STARS Director/Developmental Lab Coordinator	CAVE. Weather radio located in Librarian office.
CLC/Library	Assistant Director of the CLC/Director of Library Services	Restrooms/CAVE if time permits. Weather Radio located in Librarian office and the Switchboard
Gym	AD/Assistant AD	Hallways under bleachers and mezzanine. Weather radio located in Bookstore
Hudson Field (Baseball field)	Head Baseball Coach/Asst. Baseball Coach	In Gym hallways under the bleachers and mezzanine.
Machine Shed	Maintenance, A, B, or C/Maintenance Supervisor	In gym hallways under bleachers and mezzanine. Weather radio located in Maintenance office.
Maintenance	Maintenance Supervisor/Maintenance A, B, or C	In gym in hallways under bleachers and mezzanine. Weather radio located in Maintenance office.
Multipurpose Building	Assistant AD/AD	In gym in hallways under bleachers and mezzanine. Weather radio located in office.
Neely Field (old softball field)	Assistant Softball Coach/Head Softball Coach	NeoKan restrooms/first floor interior hallways.

NeoKan Hall	Director/Coordinator of Res & Student Life	Restrooms/Interior hallways. If time permits, in interior first floor hallways. Weather radio located in Asst. Res Hall Coordinator apartment.
New Softball Field	Head Softball Coach/Asst. Softball Coach	CAVE
Rowland Hall	CIO/Director of Technology Services	Restrooms/Interior Hallways. Move to gym area if time permits. Weather radio located in the IT Department
Sanders Hall	CFO/Dean of Student Services	Art room/music room/restrooms/interior hallways. Weather radio located at President and VP's offices and at Registration Desk
Snyder Chapel	Dean of Student Services/CFO	Restrooms/CAVE if time permits. Weather radio located in Reading Room
Stoltz Hall	Coordinator of Assessment/AA for Div. Chairs/Faculty/Assessment	Faculty offices/Lecture Hall/restrooms/interior hallways. Weather radio located in AA to faculty office
Student Union	Dean of Students/ ^[KR4] /Assistant Dean for Outreach and Workforce Development	Restrooms/interior hallways. If time permits, in gym in hallways under bleachers and mezzanine. Weather radio located in Bookstore.
Wellness Center	Assistant AD/AD	In gym in hallways under bleachers and mezzanine. Weather radio located in office.

Note: The College reserves the right to change Building Coordinators as recommended by the Safety and Security Committee.

Periodically, emergency drills will be performed at the Ottawa campus. The Dean of the Ottawa Campus and the Ottawa Fire department, in conjunction with the Ottawa Police department will plan building evacuation drills. A list of drills will be maintained each year in this plan. Exact dates will be determined and the appropriate personnel will be notified several days before the drill.

Ottawa Dean of the Ottawa Campus or designee Restrooms/Interior Hallways

The emergency response manual has been designed to provide contingency procedures for Neosho County Community College administrators to follow in the event of campus emergencies. While the manual does not cover every conceivable situation, it does supply the basic administrative guidelines necessary to cope with most campus emergencies. College policies and procedures herein are expected to be followed by all administrators whose responsibilities and authority cover the operational procedures found in the manual. Any exception to these emergency management procedures must be approved by the appropriate administrators directing and/or coordinating the emergency operations. All proposals for changes to the procedures described must be submitted in writing to the Safety and Security Committee for review. All changes recommended by the committee will be submitted in writing to the President and Executive Committee for evaluation and adoption.

Emergency Procedures

In case of an emergency notify residence life staff or call "911."

Fire

If you find fire in any of the residence halls you should:

1. Pull the closest fire alarm.
2. Call "911."
3. Locate a Housing Official or Security, if possible.
4. Fire extinguishers are provided in each hallway.
5. Evacuate the building. Those residents that live at the end of the hall up to the study areas on each wing will evacuate from the building using the side fire escape doors. All other residents must quickly move to the front entrance.

Fire Codes

In accordance with state and local fire codes, combustible materials such as large sheets of paper, fish nets, curtains, or bed sheets are not allowed to be draped on the walls or from the ceiling. Curtains and bed sheets may not hang from the exit side of the bed as to avoid these items getting tucked in and stuck, causing an inability to exit the bed in an emergency. Any floor covering other than small throw rugs must be approved by the Director of Residence and Student Life before being placed in a room. Furniture that blocks a reasonably safe exit from the residents' room is prohibited. The Director or Coordinator of Residence and Student Life may ask residents to rearrange or remove items blocking a reasonably safe exit. Placement of posters on the walls, ceiling, or doors is prohibited if attachment causes damages to paint or wood surfaces. Residents will be charged the cost of restoring surface finishes damaged by posters. Combustible materials such as gasoline, fireworks, ammunition, and explosives are expressly prohibited in college housing. No items with an open flame or exposed heating element may be used in the residence halls. The NeoKan residence hall is equipped with fire doors which may be held open only by the existing magnetic devices and must at no time be held open with any other blocking apparatus. The hall doors leading directly to the outside are to be used only as emergency exists and are not to be propped open at any time. Fire code violations may result in fines of up to \$250 being assessed to the person(s) responsible for the infraction.

Fire Drills

A fire drill is conducted at least twice per semester and provides an opportunity for residents and staff to practice evacuating the building and to understand the importance of personal safety in the event of an emergency. All persons in the building must participate in the fire drill and evacuate the building. Residents who do not comply with this regulation are subject to disciplinary action. Residents shall consider any fire alarm real and evacuate the building immediately. Residents are to move to the grassy area in between Stoltz Hall and the P3 parking lot.

Missing Student Notification Policy and Procedures

If a member of the NCCC community has reason to believe that a student who resides in college housing is missing, he or she should immediately notify the Dean of Student Services (ext. 651). The Dean of Student Services will generate a missing person report and initiate an investigation. In addition to registering a general emergency contact, students residing in college housing have the option to identify confidentially an individual to be contacted by NCCC in the event the student is determined to be missing for more than 24 hours. If a student has identified such an individual, NCCC will notify that individual no later than 24 hours after the

student is determined to be missing. A student who wishes to identify a confidential contact can do so through the NCCC Housing department by completing the Missing Student Contact Registration Form. A student's confidential contact information will be accessible only by authorized campus officials and law enforcement in the course of the investigation.

After investigating a missing person report, should NCCC determine that the student has been missing for 24 hours, NCCC will notify Chanute Police Department and the student's emergency contact no later than 24 hours after the student is determined to be missing. If the missing student is under the age of 18 and is not an emancipated individual, NCCC will notify the student's parent or legal guardian immediately after CPD has determined that the student has been missing for 24 hours.

Tornado

Tornado Watch: Conditions are favorable for tornados or severe weather.

Tornado Warning: A tornado has been sighted nearby and you should go at once to the designated area in your building. The city sirens will usually sound, but if you see or hear a tornado, do not wait for the warning siren. Go to your shelter area if there is time. If not, kneel on the floor and place your hands over your head to protect yourself.

Shelter areas:

Bideau Hall – first floor hallways of each wing

NeoKan – first floor hallways of each wing

Residents are responsible for ensuring that their guests are aware of emergency procedures. Failure to take shelter during a tornado warning will result in disciplinary action.

Residence Hall Policies

Assignment of Housing or Rooms

Room assignments are made only by the Director of Residence and Student Life. Students are not guaranteed roommate assignments based on their preferences on the Residence Hall Contract. The Director of Residence and Student Life will not make room assignments based on race, religion, nationality, or sexual orientation of those assigned to the same room. The College reserves the right to assign or reassign rooms in order to attain optimum occupancy or to accommodate the occupants.

Bicycles/Motorcycles/Scooters/Skateboards/Sports Equipment

Bicycles may not be stored in residents' rooms. Racks are provided in several locations across campus. Street legal motor vehicles may not be driven on college sidewalks or grounds. Any vehicle that requires a license plate must be parked in designated Residence Hall parking spots. If the vehicle does not require a license plate, then it may be parked and locked up near the bicycle racks. If a resident would like to park their vehicle in the Residence Hall specific parking spots, whether it has a license plate or not, it must have a valid NCCC parking sticker. There is no playing of sports in the hallway which includes Frisbee, football, soccer, or any type of Nerf toys (including Nerf guns). **No balls should be bounced or thrown while inside the residence halls.** No "Ripstiks", rollerblades, skateboards, or scooters are to be used or operated in the residence halls.

Building Entry

Entering or exiting through windows is prohibited. Residents and guests are to enter and exit

through the main front entrances only. The Bideau Hall entrance and all entrances to NeoKan hallways remain locked at all times. The NeoKan lobby doors lock at 10pm every weeknight and are locked during the weekend. Residence hall students may gain access to the buildings by using their ID cards.

Cans/Bottle Collections

For health and sanitation reasons, collections of cans or bottles in a resident's room are prohibited. The presence of empty alcohol containers will be considered an alcohol policy violation.

Check-in Procedures

Upon moving into the residence hall, residents will be checked in by a residence hall staff member. A "Room Condition" form will be completed for each resident. Also at the time of check-in, all residents must provide the appropriate paperwork (health form and vaccination forms) and register their vehicle.

Check-out Procedures

When residents check out of their room, the room should be cleaned to the satisfaction of residence hall staff. The original "Room Condition" form will be used to officially check out of the residence halls. This form will be completed by the residence hall staff at the time of check-out with the resident. If the resident does not check out with a residence hall staff member, the student will also be charged for improper check-out.

The steps for checking out of your room:

1. Notify the Director or Coordinator of Residence and Student Life at least 2 hours advance notice of leaving and need to be checked out of your room.
2. Clean your room completely: remove all trash, sweep, and mop the floor if needed.
3. Turn the heating/AC unit to low heat low fan in the winter and low cool, low fan in the spring or summer.
4. Remove **all** personal belongings.
5. A residence hall staff member will check you out with your "Room Condition" form to assess any damages in the room.
6. You will turn in your keys to the residence hall staff member.
7. A final walk through will be done by the residence hall staff after the residence halls have closed for the academic year. Final charges for residents will be determined by the staff during this time. Failure to check out of the residence halls with residence hall staff will result in a \$100 fine.
8. Residents will check out of the halls a maximum of TWENTY-FOUR (24) hours after their last final. However, if you have a final starting after noon on the last day of finals, residents must be out of the halls by 12-noon on the following day.

Common Areas

Residents are expected to treat common areas respectfully. Lobby and lounge furniture may not be removed from its original location. Furniture located in common areas is for the use of all residents. Lobby furniture discovered in a resident's room will result in a fine for all residents of the room. Our housekeeping staff works hard to maintain a clean, healthy environment in the residence halls. Please respect our staff and keep all common areas clean and picked up. Residents should appreciate and respect the responsibilities of housekeeping staff.

Complicity

A resident shall not, through act or omission, assist another student, individual, or group in committing or attempting to commit a violation of this Code of Conduct. A student who has knowledge of another committing or attempting to commit a violation of the Code of Conduct is required to report the incident or remove him or herself from the situation. Failure to do so when reasonable under the circumstances may be the basis for a violation of this policy. Violation of this policy will result in the same consequence(s) as the policy to which the student was complicit.

Conduct of Residents

Students who reside within the residence hall system are under contractual obligation to abide by the rules and regulations governing residence hall living, as well as by the NCCC catalog and all other College rules and regulations governing the conduct of students. The Director of Residence and Student Life and/or the Dean of Student Services may institute penalties such as cancellation of contract, removal from residence hall system, moving within the same or to a different hall, imposing a behavior contract, restitution, or other appropriate penalties. The student may grieve the decision by following the grievance procedure found in this handbook. This handbook is meant to be a guide for residents in college housing, and these regulations are designed to protect the rights of individual privacy as well as personal and college property. **Students need to be mindful that multiple disciplinary violations will have an accumulative effect.** The administration reserves the right to make exceptions to the written discipline procedures if deemed necessary.

Consolidation Policy

It is expected that every student have a roommate unless they choose to pay the single room rate (only as space allows). A brief consolidation period will be determined for each new semester in which residents will be **required** to consolidate or pay the cost of a single room if consolidation is possible. The Director of Residence and Student Life has the authority to reassign rooms and roommates to consolidate rooms in the best interest of the residence community and the College.

Damage to Rooms & Common Areas

Roommates will share equally any damage charges assessed to their room unless one of the roommates assumes the responsibility. When multiple residents occupy the same room or living area and the College cannot determine responsibility for damage or loss in the room, costs shall be divided equally among the residents of the room. If damage occurs in a common area of college housing and the person responsible for the damage cannot be identified, the residents of the entire floor (or in the case of the lobby, the entire hall) will be assessed for the cost of repairing the damage.

Decorations

Residents are encouraged to decorate their rooms to make it home with a few restrictions. No nails, hooks, or screws may be used. Posters may be hung, but tape marks shall result in damage charges. Murals and contact paper are prohibited. Residents may only use 3M Command strips, painter's tape, and/or sticky tack to hang pictures on the walls.

Default

Residents must be current in their college housing and tuition/fee payments. A student may be asked to move out of the residence hall if:

1. Any payment due under this contract is thirty (30) days past due (food service may also be terminated if the default is not resolved within five (5) working days after written notice of default); or
2. The student is no longer enrolled at NCCC or has dropped out of all classes at NCCC, in which event NCCC may, at its option, require the student to vacate the premises. The student will not be permitted to return to college housing or enroll at NCCC until delinquent obligations under this contract are paid in full or satisfactory payment arrangements are made in writing.
3. Any student who falls below full-time status at the college may be required to vacate housing.

Disorderly Conduct

Behavior or actions which infringe on the rights and well-being of students or guests will not be tolerated. Violations will result in disciplinary action.

Violations

First Occurrence: Written Notice, \$50.00 Fine, 15 Hours Community Service

Second Occurrence: Written Notice, \$100.00 Fine, 30 Hours Community Service with Disciplinary Probation

Third Occurrence: Dismissal from college housing

Disrespect of College Personnel

College personnel are here to assist you and to ensure your safety and security in the residence halls and/or on campus. Disrespect of these members will not be tolerated and is subject to disciplinary action.

Violations

First Occurrence: Written Notice, \$50.00 Fine, 15 Hours Community Service

Second Occurrence: Written Notice, \$100.00 Fine, 30 Hours Community Service with Disciplinary Probation

Third Occurrence: Dismissal from college housing

Electrical Appliances

Microwaves and mini fridges are allowed in the residence halls. Mini fridges must not exceed 3.3 cubic feet in size. Microwaves are the only approved cooking appliance. In order to minimize blown fuses, try to limit wattage in each room. In the case of a blown fuse, contact the Coordinator of Residence and Student Life. TVs, radio/stereos, computers, printers, hair dryers, hair straighteners, curling irons, and razors are permitted. The following items are NOT approved including, but not limited to, electric blankets, electric space heaters, candle warmers, toasters, toaster ovens, deep fryers, crock pots, halogen lamps, and electric skillet/grills. Use of electrical extension cords, multiple socket plugs, running cords under carpeting and direct splicing in the electrical outlet is prohibited. The use of U.L. approved surge protection strips is required. The College reserves the right to control total amperage used in each room and confiscate unauthorized electrical appliances.

Explosives/Fireworks

Explosives endanger the entire community and are not allowed on campus under any circumstances. Possession of explosives or any explosive device on campus may result in immediate dismissal from college housing and the college.

Violations

First Occurrence: Written Notice, \$100.00 Fine, 20 Hours Community Service and Disciplinary

Probation. Possible dismissal from housing depends on the severity of the act.

Second Occurrence: Dismissal from college housing

False Fire Alarms in College Housing

Violations

First Occurrence: Written Notice, \$250.00 Fine and 20 Hours of Community Service, and placed on Disciplinary Probation. Police may be notified and legal action taken.

Second Occurrence: Police may be notified and legal action taken. Dismissal from college housing and the College

Failure to Evacuate During Fire Drills

All persons, including guests, in the building must participate in the fire drill and evacuate the building. Residents who do not comply with this regulation are subject to disciplinary action and fines. Residents shall consider any fire alarm real and evacuate the building immediately.

Failure to evacuate the residence halls during a fire alarm will result in disciplinary action.

Violations

First Occurrence: Written Notice and \$50.00 Fine

Second Occurrence: Written Notice, \$100.00 Fine, 10 Hours Community Service, Suspension of Visitation and Disciplinary Probation

Third Occurrence: Dismissal from college housing

Fire/Security Equipment

In compliance with State regulations, fire extinguishers and fire alarm equipment are installed in all buildings. A usable fire extinguisher can be used to put out small fires. Misuse of fire or security equipment, theft, damage or making equipment inoperative for immediate use is considered a breach of State and college regulations and may result in a \$250 fine and/or damage charges, suspension from the college, dismissal from college housing, and criminal charges being brought against the guilty party or parties.

Firearms

Residents and guests are not allowed to bring firearms into the residence halls. Keeping hunting weapons in college housing or on campus is not allowed.

NCCC is committed to providing a safe and secure environment for all students, employees and patrons of campus services. At this time the college has received an exemption from recent state legislation which allowed licensed conceal and carry holders to legally carry guns while inside of NCCC buildings. This exemption makes it illegal for anyone, except certified law enforcement, to carry guns while in campus buildings. College officials are working with local law enforcement agencies to create a security plan which will address social and legal issues regarding guns on campus.

Violations

First Occurrence: Written Notice, \$100.00 Fine, 20 Hours Community Service and Disciplinary Probation. Possible dismissal from college housing depends on the severity of the act.

Second Occurrence: Dismissal from college housing

Keys

Each resident is issued one key to his/her room. Lost keys should be reported to residence hall staff immediately. Should a resident request a lock change for any reason, the charge for the change will be \$50. If a student loses his/her keys, an automatic \$25 fee will be assessed to the student's account for leasing out another key. When residents are locked out of their room, they

may call a residence hall staff member or security to open their door. Each student is permitted to have two “free” lock outs per year. A \$5 fee may be assessed to open the room after the second lockout. It is against the law to duplicate a key.

Possession of an unauthorized room key

Residents are not allowed to give out their key or ID card to any other resident or non-resident. Possessing an unauthorized room key or ID card is considered a safety and security violation which may result in disciplinary action, including a fine of up to \$250, community service, or other sanctions as determined by the appropriate college official.

Littering

Trash from residents’ rooms must be disposed of in the trash compactor near P4. Bags of trash may not be left in public areas such as the hallway, laundry rooms, or lobbies for any period of time.

Violations

First Occurrence: Written Notice and \$50.00 Fine, 10 Hours Community Service

Second Occurrence: Written Notice, \$100.00 Fine, 20 Hours Community Service with Disciplinary Probation

Third Occurrence: Dismissal from college housing

Overnight Guests

Overnight guests will be allowed. “Guests” are defined as anyone not assigned to the resident’s room. Roommate(s) consent is required. Guests must present a photo ID to the residence hall or Security staff in the Bideau Security Office. Guests are allowed for no more than two (2) consecutive nights and no more than six (6) nights per semester. The Director of Residence and Student Life may grant exceptions to this policy. Residents will be held responsible for their guest’s behavior and any room charges incurred or damages caused by their guest. All resident and non-resident students of NCCC are under the jurisdiction of NCCC residence hall policies while near or in the residence halls. Non-residents who are guilty of rule infractions will lose visiting privileges.

Violations

First Occurrence: Written Notice and \$25.00 Fine

Second Occurrence: Written Notice, \$50.00 Fine, 5 Hours Community Service, Suspension of Visitation, and Disciplinary Probation

Third Occurrence: Dismissal from college housing

Painting

Painting of residence hall rooms is prohibited. Fines will be assessed for the repainting of the walls.

Personal Property Liability

Neosho County Community College assumes no responsibility for residents’ or guests’ personal belongings. Many homeowners’ insurance policies cover a resident’s belongings while at college. Residents are encouraged to investigate this matter to assure proper coverage for valuables. The college will make every effort to ensure the safety of residents’ property, but it should be understood that the college is not in any way liable for the loss, theft, or damage of property belonging to any resident or guest. Residents are strongly encouraged to purchase personal property insurance.

Pets

All animals (except service animals for the disabled) are prohibited, including fish. Written documentation must be provided to the Director of Residence and Student Life to show a need for a service animal. Residents are responsible for notifying the Director of Residence and Student Life of any and all disabilities.

Violations

First Occurrence: Written Notice and \$25.00 Fine, 5 Hours Community Service

Second Occurrence: Written Notice, \$50.00 Fine, 10 Hours Community Service with Disciplinary Probation

Third Occurrence: Dismissal from college housing

Physical Assault

Physical assault is defined as an intentional act by one person that creates an apprehension of harmful or offensive contact with someone else. Violence of any kind, including fighting, on campus will not be tolerated.

Violations

First Occurrence: Written Notice, \$100.00 Fine, 20 Hours of Community Service with Disciplinary Probation and possible Dismissal from college housing depending on the severity of the act. Police may be notified.

Second Occurrence: Dismissal from college housing. Police may be notified.

Possession or Use of Alcohol

Alcoholic beverages, including 3.2 beer and “non-alcoholic” beer, wine, etc, are not allowed on college grounds or in college buildings, including residence halls or campus parking lots, **regardless of the person’s age**. Possession of any alcoholic beverages on campus will be subject to disciplinary action.

Under the influence, Presence, Possession or Consumption of Any and All Alcoholic Beverages

Violations

First Occurrence: Written Notice, \$50.00 Fine, 10 Hours of Community Service, and completion of an online alcohol education course. Police may be notified.

Second Occurrence: Written Notice, \$100.00 Fine, three (3) substance abuse counseling sessions. Police may be notified.

Third Occurrence: Dismissal from college housing

Possession or Use of Controlled Substances, Drugs, or Paraphernalia

Persons possessing illegal drugs or paraphernalia will be referred to the appropriate law enforcement agency and may be dismissed immediately from college housing and from the College.

Any Illegal Drugs/Drug Paraphernalia: Under the influence, Presence, Possession or Use

First Occurrence: Written Notice, \$200.00 Fine, 20 Hours of Community Service, and Disciplinary Probation. (Possible dismissal from college housing and college depending on the severity of the act) Police may be notified.

Second Occurrence: Dismissal from college housing, Police may be notified.

Propping Doors

Propping entrance/exit doors open in the residence halls presents a security risk for all residents and is prohibited. This includes main doors to the building as well as doors leading to the NeoKan hallways.

Violations

First Occurrence: Written Notice and \$100.00 Fine, 10 Hours Community Service
Second Occurrence: Written Notice, \$200.00 Fine, 20 Hours Community Service with
Disciplinary Probation
Third Occurrence: Dismissal from college housing

Quiet Hours

All floors shall have quiet hours from 11pm to 7:00a.m. Sunday – Thursday, and 1am-9am Friday and Saturday nights. The respect of others and their need for quiet and the need to sleep or study is the number one rule in the halls; therefore, “courtesy hours” will be observed 24 hours a day. **During final exam periods, quiet hours are 24 hours.** Hours are subject to change based on student behavior. Residents who infringe on the rights of others to sleep and study will be referred to the Director of Residence and Student Life or the Dean of Student Services. The residence hall staff may confiscate audio equipment if residents are consistently loud.

Violations

First Occurrence: Written Notice and \$25.00 Fine
Second Occurrence: Written Notice, \$50.00 Fine, 5 Hours Community Service
Third Occurrence: \$100.00 fine, suspension of visitation privileges and Disciplinary Probation
Fourth occurrence: Confiscation of Sound Equipment and Dismissal from college housing

Relocating NCCC Property/Room Furnishings

NCCC property may not be removed from the room or building in which they are located without the written permission of the Director of Residence and Student Life. This includes, but is not limited to: beds, room chairs, lobby and lounge furniture, and all other NCCC property. Residents must not remove college furniture from their room without permission. Removal may result in the student being billed for the missing furniture during check-out. Relocation of college property will result in a fine and disciplinary action.

Residence Hall Expense Listing for Repair and Replacement

The following is a list of items and the approximate cost for repair and replacement and may be changed due to severity of the damage.

Doors

Room Door Replacement: \$250.00	Door Lock: \$150.00
Refinish Room Door Interior: \$75.00	Striker Plate: \$20.00
Refinish Room Door Exterior: \$75.00	Peephole: \$20.00

Furniture

Desk Damage: up to \$250.00	Plug Outlet/Cover: \$10.00
Desk Drawer Repair: \$25.00	Light Switches/Cover: \$10.00
Desk Chair Broken: \$105.00	Ceiling Light and Cover: \$50.00
Chest of Drawers Missing: \$350.00	Mirror Damage: up to \$100.00
Missing/Damaged Drawers: \$50.00	Heat Detector Damage: \$100.00
Mattress: \$125.00	Smoke Detector Damage: \$250.00
Trash can missing: \$20.00	Phone Jack Damage: \$35.00
Door # Plates: \$20.00	A/C Unit Damage: \$800.00
HVAC Outlet: \$40.00	General Cleaning: \$100.00
Toilet Seat: \$50.00	Shower Damage: up to \$700.00
Moving Common Area furniture: \$50.00	

Floor Other

Title Floor Replacement: \$10.00/sq. ft
Carpet Damage: \$100.00
Cove Base: \$10.00
Sink Cabinet: up to \$300.00

Closet Rod: \$20.00
Sink Damage: \$200.00
Sink Light and Cover: \$50.00

Walls

Repainting of Walls: \$100.00
Holes in Wall: \$100.00
Repairing Ceiling Tiles: \$10.00

Towel Rack: \$25.00
Painting Ceiling: \$100.00

Windows

Window Pane: \$100.00
Window seal: \$50.00
Window Blinds \$65.00

Window Sill: \$50.00
Window Screen: \$50.00

Room Changes

Residents wishing to change rooms or roommates must email housing@neosho.edu and wait for approval. When changing rooms, residents must check out of their original room and check in to their new room with residence hall staff. **Making an unauthorized room change may result in a \$100 improper check-out fee.**

Room Cleanliness/Room Inspections

The College respects the privacy of each resident. However, the College reserves the right to enter and inspect student rooms for purposes of maintenance and repair, regularly scheduled room checks, whenever it appears college property may be damaged, or when it appears that college policy is being violated. Residence hall staff will inspect all rooms at the end of each semester and prior to breaks. Residents are expected to have their room clean upon inspection. If upon entry a violation is visible (i.e.: lounge furniture, alcohol, etc.) it will be handled through the disciplinary process. Prohibited items may be confiscated to promote safety and compliance with college policy. Vacuum cleaners, as well as cleaning supplies, are available for check-out in the security office in Bideau Hall. In order to check them out, residents must present their valid student ID in the security office with a residence hall staff member.

Violations

First Occurrence: Written Notice, \$25.00 Fine

Second Occurrence: Written Notice, \$50.00 Fine, 10 Hours Community Service

Third Occurrence: Written Notice, \$100.00 Fine and Disciplinary Probation.

Fourth Occurrence: Dismissal from college housing

Sexual Offense or Assault

Any resident that is sexually assaulted either on or off campus should notify a residence hall staff member, the Dean of Student Services, security, or the police or sheriff's department regardless of whether or not the resident intends to press charges. A victim's physical and emotional well-being is of paramount concern to NCCC. Appropriate law enforcement agency may be notified. This situation will be referred to the Dean of Student Services and the college compliance officer, who will then decide disciplinary sanctions.

Single Rooms

Single rooms are available when space allows- There is an additional charge for single rooms. See the 2014-2015 NCCC Residence Hall Housing Contract for details.

Storage

Storage of room furniture or personal possessions is not permitted in college housing. Students who leave college housing must remove all belongings. Failure to remove all items may result in a fine and/or disposal of items.

Television/Stereos

The use of televisions, stereos, and other audio equipment must not disturb other residents. If they are played too loudly, as judged by the residence hall staff, the offender may be required to remove the item from college housing. Failure to remove a stereo, radio, television, etc. when notified by the residence hall staff may result in removal and storage by the College until it is convenient for the owner to take it home and/or fines are paid.

Theft

Neosho County Community College is not responsible for any theft which may occur. You should contact the Director of Residence and Student Life and/or security staff if you discover the theft of your personal property. Police may be notified.

Violations

First Occurrence: Written Notice, \$50.00 Fine, 20 Hours of Community Service with Disciplinary Probation with the Dean of Student Services and possible Dismissal from college housing depending on the severity of the act. Police may be notified.

Second Occurrence: Dismissal from college housing. Police may be notified.

Tobacco Free Facilities

All residential facilities are Tobacco-free. Tobacco is prohibited in all college facilities. Tobacco inside the resident halls is prohibited.

Violations

First Occurrence: Written Notice, \$5.00 Fine

Second Occurrence: Written Notice, \$25.00 Fine and 10 Hours Community Service

Third Occurrence: Written Notice, \$50.00 Fine, 20 Hours Community Service, and Disciplinary Probation

Fourth Occurrence: Possible College Suspension

Tornadoes/Severe Weather

Residents are responsible for ensuring that their guests are aware of emergency procedures. Failure to take shelter during a tornado warning will result in disciplinary action.

Violations

First Occurrence: Written Notice and \$50.00 Fine

Second Occurrence: Written Notice, \$100.00 Fine, 10 Hours Community Service, Suspension of Visitation, and Disciplinary Probation.

Third Occurrence: Dismissal from college housing.

Trash

Residents are expected to take their trash to the trash compactor located east of NeoKan Residence Hall. Failure to comply with this policy will result in disciplinary action. See "Littering" (pg. 16) for related violations.

Vacation/Breaks

Residence halls are closed during Thanksgiving, Christmas, and Spring Breaks. There is no food service available during breaks. Detailed information on break periods is provided in the college calendar in the front of this Handbook. Information on registration deadlines for break housing will be posted prior to the beginning of each break period. Failure to vacate the residence halls at the designated break closing time will result in a monetary fine. **Residents may be asked to move to another building during breaks.** Residents wishing to have permission to remain in college housing during a vacation or break must submit a written request at least ten (10) days in advance of a scheduled break to the Director of Residence and Student Life. Approval of a request will be provided in writing by the Coordinator at least five (5) days in advance of the scheduled break. Failure to obtain permission will result in a \$75, per day monetary charge to the student's account or termination of his/her residence hall contract.

Vandalism

The deliberate destruction or damage of any property will not be tolerated.

Violations

First Occurrence: Written Notice, \$200.00 Fine, 10 Hours of Community Service. Possible Disciplinary Probation and Dismissal from college housing depending on severity of the act. Student will pay for damages. Legal charges may be filed depending upon the nature and circumstances.

Second Occurrence: Written Notice, \$250.00 Fine, 20 Hours Community Service with Disciplinary Probation with the Dean of Student Services and Dismissal from college housing depending on severity of the act. Students will pay for damages. Legal action may be taken.

Third Occurrence: Dismissal from college housing. Students will pay for damages. Legal action may be taken.

Visitation in College Housing/Guests

Visitation hours are:

10:00 a.m. until 12:00 a.m. (midnight) Sunday through Thursday

10:00 a.m. until 1:00 a.m. Friday and Saturday

Guests will not be allowed entrance without proper ID. **All guests must be accompanied by a resident.** If a guest is found to be unescorted, he/she will be asked to leave. All guests are required to be 18 years of age or over. Anyone under the age of 18 must be accompanied by an adult or legal guardian (proof of guardianship must be provided). Residents are responsible for the conduct of their guests. For information about overnight guests see "Overnight Guests" on pg. 16

Violations

First Occurrence: Written Notice and \$25.00 Fine

Second Occurrence: Written Notice, \$50.00 Fine, 5 Hours Community Service, Suspension of Visitation, and Disciplinary Probation

Third Occurrence: Dismissal from college housing

Final Note

This handbook is meant to be a guide for residents in college housing and on college property. These regulations are designed to protect the rights of individual privacy and to protect both personal and college property. **The administration reserves the right to make exceptions to the written discipline procedures if deemed necessary.** Students may grieve policies they feel unfair by utilizing the Student Grievance Procedure outlined in this handbook. **The list of housing penalties is not meant to be all inclusive. Action may be taken even though an infraction is not written in the policies.**

Neosho County Community College

Reaffirmation of Accreditation Self-Study 2012-13

For Demonstrating Excellence in
Associate Degree
Schools and Programs

ACBSP
11520 West 119th Street
Overland Park, Kansas 66213 USA
Telephone (913) 339-9356
FAX: (913) 339-6226
www.acbsp.org

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**Accreditation Council for Business Schools and Programs
(ACBSP)
Self-Study Title Page**

SELF-STUDY YEAR: 2012-13

NAME OF INSTITUTION: Neosho County Community College

PRESIDENT OR CHANCELLOR'S NAME: Dr. Brian Inbody

CHIEF ACADEMIC OFFICER'S NAME: Mr. Jim Genandt

DEAN OR HEAD OF BUSINESS SCHOOL OR PROGRAM: Linda Jones, Division Chair

PRIMARY INSTITUTIONAL CONTACT DURING THE ACCREDITATION PROCESS:

Name: Linda Jones

Title: Applied Science Division Chair

Address: 800 W. Fourteenth St.

City: Chanute State: KS Zip: 66720 Phone: (620)431-2820, Ext. 227

E-Mail Address: ljones@neosho.edu

DATE OF SUBMISSION OF THE SELF-STUDY: August 15, 2014

Listing of all business and business related programs

Column A: List all business or business-related programs (including those with designations in the degree or major title such as “business,” “industrial,” “administration,” “management,” or “organizational.”)

Column B: Indicate with “yes” or “no” whether the program is administered by the business unit.

Column C: Indicate with “yes” or “no” whether the program is to be accredited by ACBSP. If no, provide justification explaining why the program should be excluded from the accreditation process.

Column D: Indicate number of degrees conferred during self-study year

Business or Business Related Programs	Program in Business Unit	To be Accredited by ACBSP	Number of Degrees Conferred During Self-Study Year
AS – Business Administration	Yes	Yes	11
AAS – Accounting	Yes	Yes	1
AAS – Computer Information Systems	Yes	Yes	1
AAS – Computer Support Specialist	Yes	Yes	1
AAS – Management	Yes	Yes	0
AAS - Marketing	Yes	Yes	0
AAS – Office Technology	Yes	Yes	1

COMMENT: _____

OVERVIEW AND ORGANIZATIONAL PROFILE FOR ACCREDITATION

This section of the self-study document is used to provide general information about the institution and its business program.

Institution Response:

A. **Self-Study Preparers: Identify those individuals who prepared the self-study.**

Names: Linda Jones, Applied Science Division Chair/Accounting Instructor
Charles Babb, Computer Science Instructor
Chad DeVoe, Computer Science Instructor
Richard Webber, Management/Marketing Instructor

B. **Self-Study Purpose: State your institution's purposes for the self-study.**

The primary purpose of the self-study is to review and document NCCC's adherence to the Associate Degree Standards as set forth by the Accreditation Council of Business Schools and Programs (ACBSP.) In addition, the self-study process

- Documents the business unit's alignment with NCCC's mission, vision, and purposes.
- Promotes excellence and continuous improvement in NCCC's business programs.
- Contributes to upholding the credibility of the business programs provided by NCCC.
- Serves to provide accountability to students, employers, the community, transfer institutions, and other stakeholders.

C. **Self-Study Timeline: Include the timeline used for the self-study.**

ACBSP Self-Study Timeline	Task
August, 2013	Meetings with Business Unit instructors to plan reaffirmation process, distribute tasks, and plan timeline.
Fall 2013 - Spring 2014	Ongoing Business Unit planning meetings
	Ongoing meetings with campus committees, campus personnel and advisory board
June, 2014	Ongoing faculty credential review with Director of Human Resources
June-July, 2014	Final drafts of each standard to VPSL for review
July, 2014	Self-Study Report to VPSL and President for final review
July, 2014	Self-Study Report to Board of Trustees for approval
August 15, 2014	Self-Study Report submitted
August – September, 2014	Preparation for ACBSP reaffirmation site visit

D. **Regional Accrediting Body: State which regional accrediting body has provided your institution with regional accreditation. Enclose a copy of the letter of affirmation or reaffirmation of regional accreditation.**

Neosho County Community College is accredited by The Higher Learning Commission and a member of the North Central Association. NCCC completed the HLC Self-Study in 2013 for reaffirmation of accreditation. Reaccreditation was affirmed, and there was no recommendation for follow-up in the team's report. Letter enclosed.

E. Profile of the Institution: Provide a profile of the institution, including the business unit, service area, and student composition.

Neosho County Community College (NCCC) traces its beginnings to Chanute Junior College, established in 1936 so that graduates of Chanute High School, as well as other area high schools, could attend college close to home. Chanute Junior College operated as a part of the public school system and was governed by the Chanute Board of Education until July 1, 1965. In 1961, state legislation provided the means for the College to become a countywide community junior college, and on July 1, 1965, Chanute Junior College became Neosho County Community Junior College, an institution with its own governing Board of Trustees. Voters in Neosho County passed a bond issue in October 1965 providing for a four-building campus, separate from the high school, to be constructed in the southwestern part of Chanute. The new facilities—two instructional buildings, with one containing an administrative center; a library; and a student center—were ready for use at the start of the 1968 fall semester. Added to the campus was an interdenominational chapel, a gift from the estate of the late Jewel and K.C. Snyder.

Since 1968, several new buildings have been added to the Chanute Campus, including two residence halls, one built in 1971 and another in 2000; a vocational building, completed in 1981; a wellness center, completed in 1991; and a multipurpose building, completed in 2001, as well as expansion and remodeling of some existing facilities. Initial accreditation by the North Central Association was approved in 1976.

The university parallel transfer program remains an important one, but state legislation in July 1980 allowed the College to reflect the fact that the transfer program was only one aspect of the total operation of the College. The word *junior* was omitted from the college name.

In 1979, the Kansas State Board of Education, the state-level body that then exercised oversight for community colleges, assigned service areas to the various colleges. In addition to Neosho County, the College was assigned Franklin County and most of Anderson County. In 1991, the College opened a branch campus in Ottawa, the county seat of Franklin County, using a new building through a lease agreement with the City of Ottawa. An expansion of that building occurred in 1995 and again in 2010. In 2003, the NCCC Foundation completed the purchase of that facility. In 2011, the new \$8.1 million Ottawa Campus opened at 900 S. Logan Street. The new Franklin and Anderson County campus sits on 27 wooded acres off of Highway K-68. The building is 52,000 square feet and features modern classrooms and a Teaching and Learning Center.

Today, the College offers classes and other services on the Chanute Campus, the Ottawa Campus, and outreach sites throughout Eastern Kansas. Additionally the College offers courses through the Lawrence Center, Mercy Hospital in Independence, KS, the Pittsburg State University campus, the University of Kansas campus, and numerous high schools. The College boasts robust online offerings.

In 2011, the College announced a \$36 million 18-year plan to revitalize the Chanute Campus with major renovations to campus buildings and new structures. Rowland Hall and Chapman Learning Center were updated with over \$1 million for a new simulated hospital, business department, elevators and restrooms. A new softball complex was completed in 2012, as well as renovations to the gymnasium and Student Union, totaling \$1.2 million.

College Demographics

NCCC is a fully accredited public community college, with primary campus locations at

Chanute and Ottawa, Kansas [Higher Learning Commission]. It has been one of the fastest growing community colleges in Kansas for 9 of the last 10 years. In 2003 the institution ranked 18th of 19 in student headcount enrollment; today it ranks 9th. The November 26, 2012 edition of *Community College Week* listed NCCC the 14th fastest growing college of its enrollment category in the United States. During the self-study year, NCCC had a total student enrollment of 4,176 (headcount), and credit hour production slightly over 50,000. The average class size is 13, classes are offered at 14 locations in Kansas, and over 1,200 classes are being offered during an academic year.

	2008-09	2009-10	2010-11	2011-12	2012-13
Total Institutional Headcount	3175	3553	3721	3928	4176
Total Institutional Credit Hours Generated	36,344	40,951	45,324	49,844	50,059

NCCC was ranked 31st of more than 1,000 community colleges its size nationwide for student completion rates according to a *CNN Money* report in 2011-12. Credit hour production has increased significantly and steadily over the past five years as well. NCCC provides access through various distance learning approaches, including online courses and blended or hybrid courses that combine web delivery with face-to-face sessions.

Female students comprise 66% of the student enrollment. The average student age is 27. Full-time students represent 36% of the student population. Approximately 23% of NCCC students indicate a non-white race/ethnicity. An estimated 60% of students enter the College to pursue transfer education goals, and 40% have career and technology occupation goals. At the Chanute Campus residential housing is available for 296 students. NCCC has 11 intercollegiate athletic teams, 20 student clubs and organizations, and the mascot is the Panther.

Neosho County Community College has 54 employees with designation as faculty, more than 140 adjunct instructors, and 192 employees classified as non-instructors (109 full-time, 84 part-time, including student workers). The institution is approved to offer associate level degrees (Associate of Arts, Associate of Science, Associate of General Studies, Associate of Applied Science) and a variety of certificate programs. The College also provides a robust adult education program, leading a consortium effort involving four other community colleges and one public school district. NCCC also provides developmental math instruction for Pittsburg State University. These collaborations were developed at the request of each of the universities based on two factors: one, the academic performance results of the NCCC developmental math program, and two, the action by the Kansas state legislature in 2012 that disallowed any public senior college or university in the state to use state funds for developmental education instruction.

The NCCC service region is known within the College as the southern region (Neosho County) and the northern region (Franklin County and the northern half of Anderson County). Neosho County is the taxing district (property tax) for the College. The northern territory was assigned as a service area to the College by the Kansas state legislature, but without the tax obligation. A different Kansas community college has the county immediately north of Neosho County as well as the southern half of Anderson County. This represents a unique geographic design service area for NCCC. The college service area covers more than 1,000 square miles of predominantly rural farmland where the average K-12 free and reduced school lunch eligibility is over 70%, where 30% of families with children under 18 are low-income and only 16% of adults have a bachelor's degree or higher. The December 2012 labor report by the Kansas Department of Labor indicated a statewide unemployment rate of 5.3%. Franklin County was at 5.8%, Anderson County at 6%, and Neosho County at 6.6%.

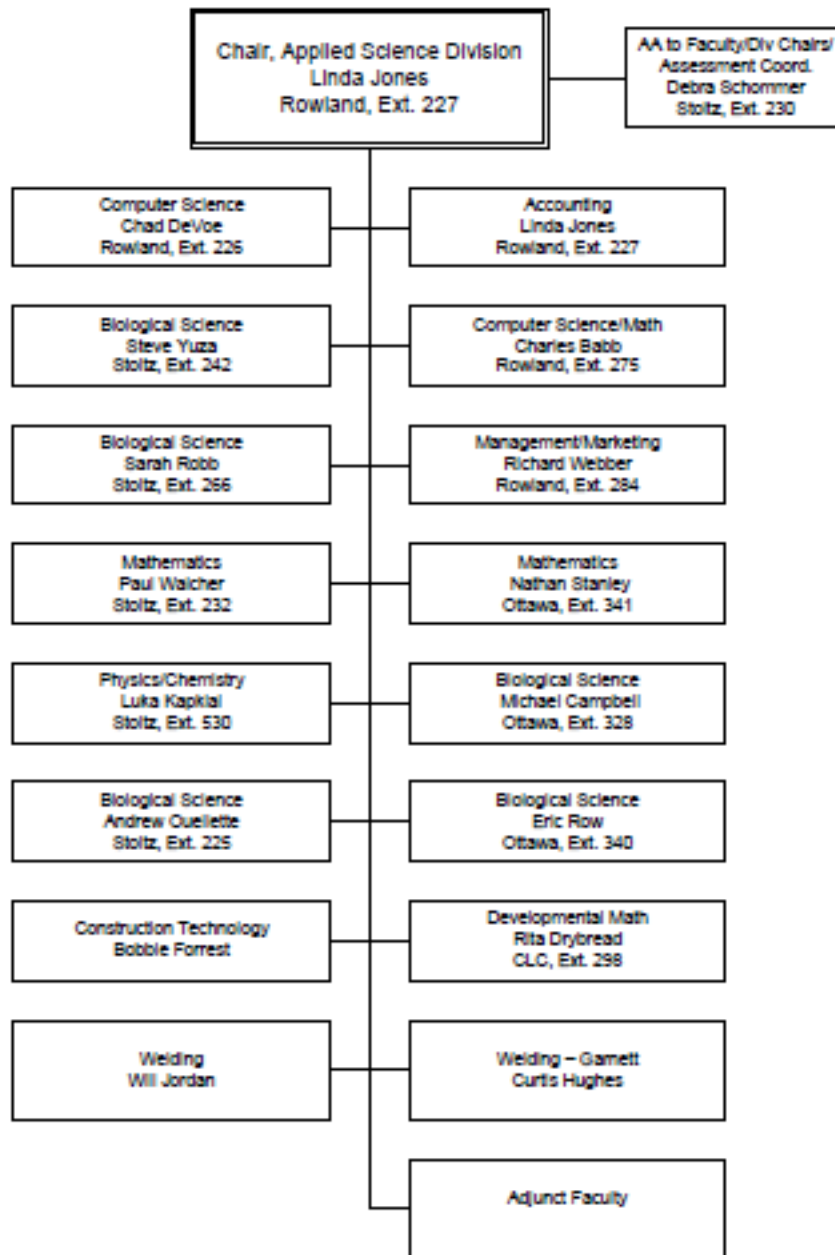
No community in the service area assigned to NCCC has a population exceeding 13,000, and only two communities (Chanute and Ottawa) have populations exceeding 9,000. The other 15 towns in the service region range in population from Earlton, with a population of 80, to Baldwin City, with a population of 4,515. Anderson County's total population is 8,102, Franklin County's population is 25,992, and Neosho County's population is 16,512. The primary employers in the service region are health care, government (with an emphasis on state/county/local levels), education, and services. Small businesses, light to medium manufacturing, natural resource production, and transportation complete the next largest sectors of employment.

Chanute is located approximately 90 miles from several cities, including Topeka (the Kansas state capitol), Tulsa (Oklahoma), Joplin (Missouri), and the Kansas City metropolitan area (the Kansas suburbs of Olathe and Overland Park). Ottawa is located just 50 miles west of Kansas City, Missouri, and within a half-hour of the western suburbs (Olathe and Overland Park). While Chanute has US Highways 169 and 75 nearby, Ottawa is serviced by both Interstate 35 and US Highway 59.

F. Organizational Chart: Include a copy of the institution's organizational chart and the business school or program organizational chart.

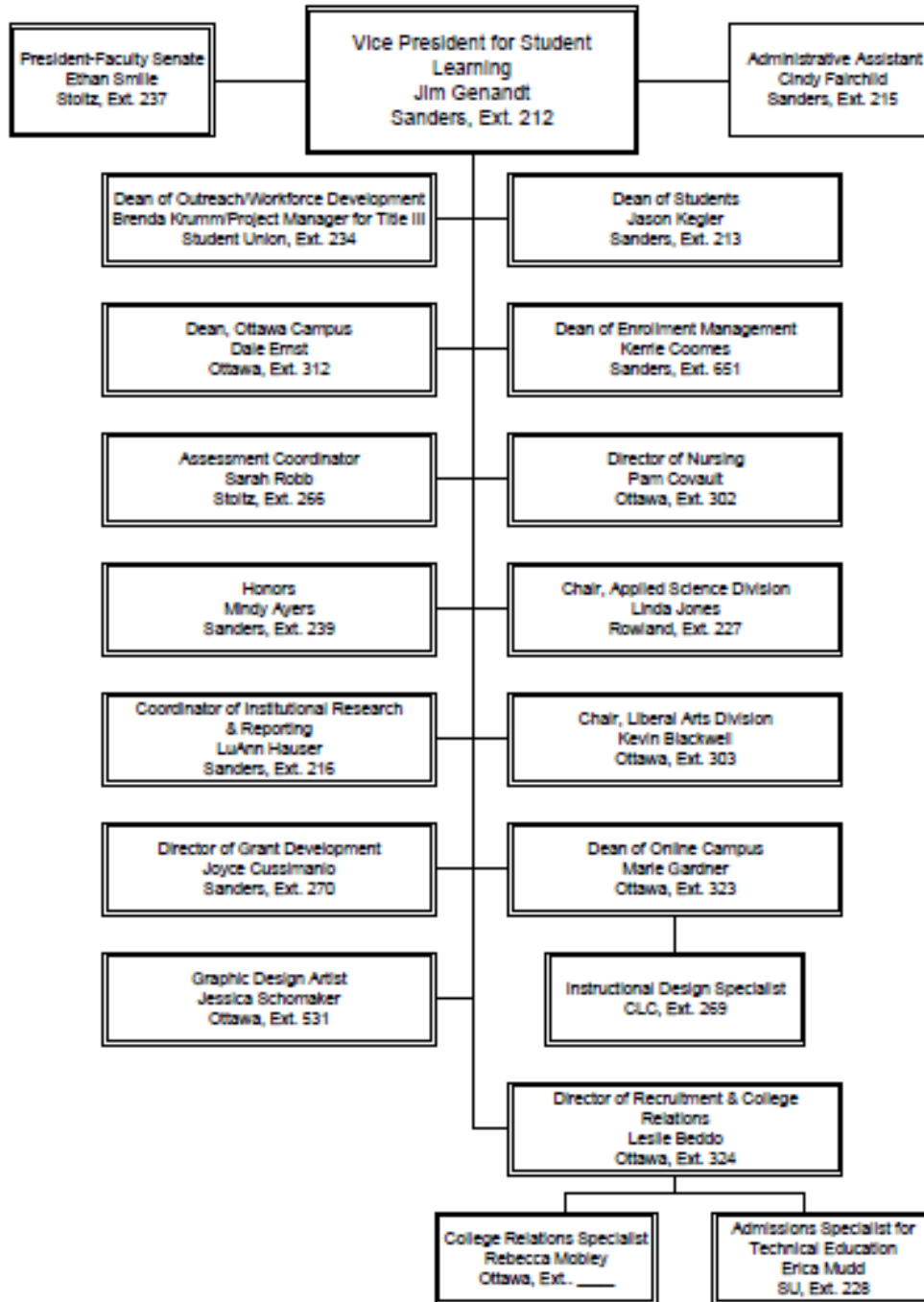
The business unit is a part of the Applied Science Division for which Linda Jones serves as Division Chair.

APPLIED SCIENCE DIVISION



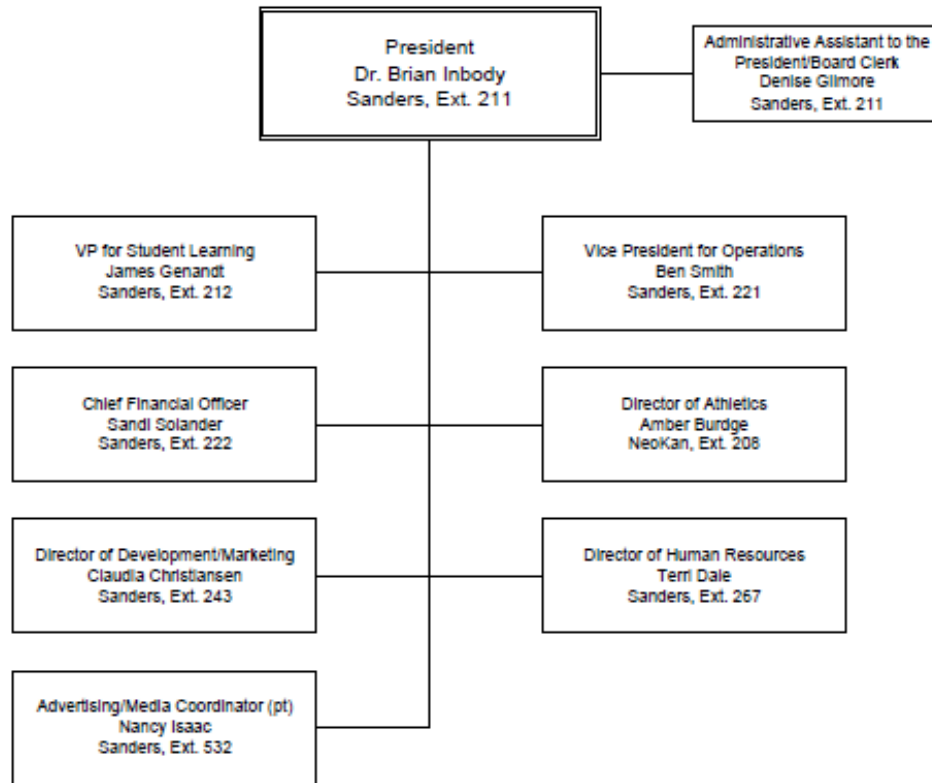
The Applied Science Division is under the Vice President for Student Learning (VPSL), Jim Genandt, who leads the Student Learning Division. The Division Chair, Linda Jones, reports to Jim Genandt.

STUDENT LEARNING DIVISION



Jim Genandt, Vice President for Student Learning reports to the President, Dr. Brian Inbody.

EXECUTIVE



G. Legal Authorization: Cite the legal authorization your institution has to operate and confer degrees.

Under Chapter 71 of Kansas Statutes Annotated, Neosho County Community College is duly authorized and granted rights to operate as a community college. As a public institution, Neosho County Community College is legally authorized by state legislation, (K.S.A.) 71.120 to operate as a community college. Neosho County Community College operates under the authority of the Kansas Board of Regents, 1000 SW Jackson Street, Suite 520, Topeka, KS 66612-1368. 785-296-3421, Fax 785-296-0983, www.kansasregents.org

H. Governing Board: Describe the governing body legally responsible for the institution's activities and how it represents the public interest (e.g., names of board members, meeting schedule, etc.).

Members of the Neosho County Community College Board of Trustees are elected by college district voters and, as required by state law, conduct meetings at least once per month to enact and review policy. Board members are prohibited by state law from being an employee of the college. The Board of Trustees functions in accordance with all state and applicable laws as well

as the regulations of the Kansas Board of Regents. The duties and responsibilities of the Board of Trustees are included in the Kansas States Annotated, (K.S.A.) 71.201.

Board meetings are held the second Thursday of each month and are open to the public. The Board agendas and minutes are posted on the college's website.

The Board of Trustees consists of six members who are elected for four-year terms. Every two years three members of the board are elected at large from Neosho County. Elections are held on the first Tuesday in April in each odd-numbered year in a general school election. Current members of the NCCC Board of Trustees and the year in which their terms expire include:

NCCC Board of Trustees

Name	Term Expiration Date
David Peter, Chair	2015
Kevin Berthot, Vice Chair	2017
Charles Boaz	2017
Patricia Griffith	2017
Lori Kiblinger	2015
Dennis Peters	2015

The Board appoints the college attorney, secretary, treasurer, and clerk. Members of the Board of Trustees receive no pay although they are reimbursed for expenditures incurred as a result of college related activities or travel. The Board members expend a substantial amount of time and energy on behalf of NCCC.

I. Institution Mission: Provide the statement of mission for your institution and indicate whether it is listed in your institution's catalog of program offerings.

Neosho County Community College's vision statement, mission statement, and purposes are stated in the College Catalog as follows:

Vision Statement

Neosho County Community College will grow and expand through serving students with innovative, creative programs based on leadership and excellence in faculty, administration and staff and be the premier community college in Kansas.

Mission Statement

The mission of Neosho County Community College is to enrich our communities and our students' lives.

Purpose Statements

Our purposes are:

student learning through

- the meeting of students' needs,
- quality educational programs, and
- effective assessment processes;

student success through

- providing personal attention,
- individualized advising, and
- the opportunity to meet personal goals;

ensuring access through

- affordability,
- flexible delivery and scheduling methods,
- responsive student services, and
- safe and comprehensive facilities;

responsiveness to our stakeholders through

- open communication,
- ethical management of resources,
- accountability, and
- the development of leaders;

meeting community needs through

- collaboration and innovation,
- lifelong learning opportunities,
- a commitment to diversity,
- cultural enrichment, and
- the providing of an educated workforce.

The current mission statement was developed during January 2004 using a process which gathered input from all employees during in-service sessions with follow-up meetings to refine their feedback. The College's Strategic Planning Committee developed the statement based on employee comments. The purposes section was also developed at that time and is part of the annual review. The purpose element on diversity was added to reinforce the institutional commitment to helping students, employees, and the communities we serve better understand and value each other and the various ways we influence the world around us.

The draft statement was reviewed and approved by the Student Government group, and then by the college community at-large in February 2004. The NCCC Board of Trustees confirmed the statement along with the purposes of the College. The Trustees review the mission and purposes statements annually. In December 2009, "a commitment to diversity" was added as a result of this yearly review. In addition the word "staff" was added to the vision statement in February of 2011 in order to be clear that all employees are part of the future vision of NCCC no matter their job title.

- J. Business Unit Mission: State the mission and objectives of the business program(s) for which you are seeking accreditation. Describe how the programs in business are compatible with the institution's mission and whether the business program is accomplishing its purpose.**

Business Unit Vision Statement

The Neosho County Community College business unit will grow and expand through serving students with innovative, creative programs based on leadership and excellence in faculty, administration and staff and be the premier community college business program in Kansas.

Business Unit Mission Statement

The mission of the Neosho County Community College business unit is to enrich our communities and our students' lives.

The business unit vision and mission are patterned directly off of the vision and mission statement for the institution. There is alignment of the business programs with the vision, mission, and purposes.

NCCC Purpose 1:

student learning through

- the meeting of students' needs,
- quality educational programs, and
- effective assessment processes;

To meet students' needs, a full range of business courses is provided on a regular rotation schedule. Instructional areas include accounting, business, computer science/information systems, computer technology, management, marketing, and office technology.

The business unit programs are quality educational programs meeting the standards of excellence of the Accreditation Council for Business Schools and Programs.

The Business Administration transfer program is designed with the intent of providing a seamless transfer for business administration majors. Statewide core outcomes are in place for several courses as a result of statewide core outcomes meetings, involving Kansas university and community college faculty.

Transferability and curriculum alignment have also been strengthened within the Kansas higher education system through the Kansas Board of Regents identification of general education level courses that would be accepted for transfer without issue within the state's public colleges and universities. As of February 13, 2014, 46 courses have been identified and approved by the Regents.

Articulation agreements with both secondary schools and with other postsecondary institutions (public, private, and for-profit) assist students with meeting their educational needs. Several reverse transfer agreements are in place to assist with the broader goals of student completion and tracking of transfer students and their academic performance.

In addition to the transfer program, the NCCC business unit serves the community by offering several AAS degrees designed for students who wish to enter the job market upon completion of their associate's degree.

The business unit programs are following the assessment processes which have been established at NCCC in an effort to improve student learning of course and program outcomes.

NCCC Purpose 2:

student success through

- providing personal attention,
- individualized advising, and
- the opportunity to meet personal goals;

The philosophy that personal attention and individualized advising are essential for student success is employed. All full-time business unit faculty have advising duties. Students have the opportunity to earn certificates and degrees or just take a few classes to meet their personal goals.

NCCC Purpose 3:

ensuring access through

- affordability,
- flexible delivery and scheduling methods,
- responsive student services, and
- safe and comprehensive facilities;

The business programs provide affordable instruction for students, with the standard tuition rates applying to courses within the program. Most courses do not require the assessment of additional fees. Business program scholarships, covering tuition only, are available to full-time business students who are Neosho County residents and are taking at least nine credit hours of business courses per year.

Courses within the programs are regularly offered in accordance with the course rotation schedule. Many courses are available online or as hybrid classes. There are few evening courses available since demand has shifted to online classes instead of night classes.

Business students benefit from the variety of student services available to NCCC students. Facilities on both campuses are safe, up-to-date, and handicapped accessible. Students on both the Chanute and Ottawa campuses have ready access to computer labs, tutoring services, advising, and other student support services.

NCCC Purpose 4:

responsiveness to our stakeholders through

- open communication,
- ethical management of resources,
- accountability,
- the development of leaders;

Communication with area business professionals and stakeholders is maintained through the Business and Technology Advisory Board and various other ways. The division chair is a native of Chanute and maintains contact with local professionals in the accounting, business, and education fields. Business unit instructors also serve on several high school advisory boards within the county.

Ethical management of resources and accountability is a priority. Accreditation through the ACBSP requires accountability in providing quality educational offerings. Ethics is at the forefront of business education and covered in most classes. The accounting instructor is a CPA who is required to complete continuing professional education related to ethics.

In addition, the development of leaders is certainly a focus within the program. Input is received regarding the industry expectations so that leaders in the field can be produced through NCCC's accounting program. Student are encouraged to take NCCC's Leadership class.

NCCC Purpose 5:

meeting community needs through

- collaboration and innovation

- lifelong learning opportunities
- cultural enrichment, and
- the providing of an educated workforce.

Courses are offered to meet community needs as demand warrants. Cultural enrichment occurs in the classroom, as well as through the Business and Innovation Club. Local businesses send employees to NCCC for training.

K. Business Programs: Identify the business programs in your institution (e.g., Accounting, Banking) to be evaluated for accreditation. Identify and provide justification for any business program(s) to be excluded.

AS – Business Administration emphasis

AAS – Accounting

AAS – Computer Information Systems

AAS – Computer Support Specialist

AAS – Management

AAS – Marketing

AAS – Office Technology

L. Academic Degrees: List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year. If you offer or confer nontraditional business degrees, explain how they relate to your overall business unit. Include in your response the extent to which it is (or is not) possible to earn a degree entirely through alternative methods of instructional delivery or at locations other than the main campus.

Degrees Offered	2012-13 Degrees Conferred
Associate of Science – Business Administration	11
Associate of Applied Science – Accounting	1
Associate of Applied Science – Computer Information Systems	1
Associate of Applied Science – Computer Support Specialist	1
Associate of Applied Science – Management	0
Associate of Applied Science – Marketing	0
Associate of Applied Science – Office Technology	1

The Associate of Science – Business Administration may be earned on the Chanute campus and/or through a combination of online and hybrid courses. The AAS degrees above as outlined in the College Catalog and in Tables 6.1 through 6.6 may not be earned entirely online. They require a combination of both face-to-face and online courses. Provisions are in place to provide for curriculum variances by the Vice President for Student Learning within the established ACBSP parameters in which case an entirely online degree might be possible. It is not currently possible to earn any of the above degrees entirely on the Ottawa campus.

M. Class Time: Provide documentation that all business courses have classroom meetings of 50 minutes per week per one hour of credit (e.g., a 3 credit hour course meets 150 minutes per week during the semester or quarter. Describe

how classes delivered with alternative methods of instruction are structured to ensure equivalent credit hour coverage.

Face-to-face lecture classes are required to meet 750 minutes for one semester hour of credit plus time allotted for a final examination. Laboratory classes are required to meet 1,125 minutes for one semester hour of credit. For on-the-job training, internships, practica, studio work or clinical experiences, a minimum of 2,700 minutes is required for one semester hour of credit.

In distance education or blended hybrid courses, the number of semester hours of credit allowed is assigned based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

N. Course Delivery: List the delivery modality of business courses (i.e., hybrid, on-ground, online, web-enhanced, video conferencing, etc.)

Business courses are offered in a variety of modalities, including face-to-face, hybrid, and online. During the self-study year, there were 51 sections of business classes offered face-to-face and 41 sections offered online. Hybrid classes are defined as those requiring 50% or more face-to-face contact, so some classes designed as online required face-to-face meeting time. All classes are web-enhanced in that the course gradebook is required to be kept in online learning management system called Inside NC. Instructors routinely post handouts, use online forums, and provide other resources through Inside NC in all classes.

O. Credit Hours: The associate degree system requires a minimum of two academic years of full-time course work. State how your institution awards credit hours (e.g., semester or quarter hours) and how these credit hours are calculated.

Neosho County Community College operates on a semester basis. Page 23 of the College Catalog outlines the definition of a credit hour as follows:

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define a credit hour and have specific regulations that the College must follow when developing, teaching and assessing the educational aspects of the College. As such, the College shall utilize and adhere to the following:

1. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately 15 weeks for one semester hour of credit or an equivalent amount of work over a different amount of time.
2. The College shall record one semester hour of credit for any student attending a lecture class if the student has made satisfactory progress in the class and the class consists of at least 750 minutes of class instruction, plus time allowed for a final examination. The College shall record one semester hour of credit for any student attending a laboratory class if the student has made satisfactory progress in the class and the class consists of at least 1,125 minutes. The College shall record one semester hour of credit for any student who completes a minimum of 2,700 minutes in on-the-job training, internships, practica, studio work or clinical experiences in health occupations.

3. The number of semester hours of credit allowed for each distance education or blended hybrid course shall be assigned by the College based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.
4. This Board policy shall be publically available on the College website, catalog and all course procedures.

Neosho County Community College is approved by the Kansas Board of Regents to grant the Associate of Science, Associate of Arts, Associate of General Studies, and Associate of Applied Science degrees, and several certificates that are part of the career and technical education component of the Student Learning Division. Students must complete a minimum of 64 credit hours to earn an associate degree; those credit hours come from courses designated to meet the requirements of the degree and specific program of study. Students must also complete the degree requirements with a minimum cumulative grade point average of 2.0 (4.0 scale.)

P. Student Communication: Identify how and where the business program requirements, tuition and fees, student policies, and academic credentials of the faculty are communicated to students.

Business program requirements are communicated to students via the “program sheets” which are located in the College Catalog and on the college’s website.

Tuition and fees are stated on the college website. Student policies are communicated via the website and are also included in the student planners. The College Catalog includes faculty credentials.

STANDARD 1: LEADERSHIP

Business Unit administrators and faculty should lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. Values and expectations should be integrated into the business unit's leadership system to enable the business unit to continuously learn, improve, and address its societal responsibilities and community involvement.

Criterion 1.1 - Leadership Strategies

Institution Response

A. Explain the business unit leadership strategies or systems to foster a high-performance work environment that results in meeting the mission of the business unit.

The mission of the business unit is "To enrich our communities and students' lives." NCCC's overall vision, mission, and purpose statements, along with the president's yearly goals as set by the Board of Trustees, provide the framework under which the business unit operates and employs its mission. As a part of the in-service meetings at the beginning of each semester, the president and other administrators set the stage for the semester by presenting information and initiatives and communicating current issues and concerns which are affecting the institution. Leading the business unit is the Applied Science Division Chair who directly reports to the Vice President for Student Learning (VPSL). The division chair and the VPSL solicit faculty input in many administrative decisions.

The division chair leads the faculty in creating and maintaining the curriculum. New courses, changes in course outcomes, and program changes typically originate with a faculty member and are brought to the Applied Science Division and then to the Curriculum Committee for approval.

Faculty have input into the classroom schedule by providing schedule proposals to the division chair and to the Dean of the Online Campus. While the administration sets the schedule in the end, faculty proposals are implemented when plausible. Faculty members have demonstrated that they are conscientious in meeting the needs of the students and the community. Faculty have volunteered to teach night classes, online classes, hybrid classes, and additional sections of courses to better accommodate students.

Faculty requirements and expectations are communicated in the Negotiated Agreement and in the Board of Trustees Policy Handbook. Faculty evaluation procedures are outlined in the Negotiated Agreement which indicates that "the purpose of Professional Employee evaluation shall be to promote quality in teaching" [Article 10, Section A]. Faculty evaluations are performed by the direct supervisor (division chair, dean, or assistant dean) and include Form A Self Evaluation Check List, Form B Student Classroom Assessment Rating Instrument (SCAIRI), Form C Video or Classroom Evaluation, and Form D Online or Hybrid Course Evaluation. The Negotiated Agreement also includes topics related to the workload and calendar affecting the academic instructors, grievance process, professional development expectations, and fringe benefit/leave policies. The Board of Trustees Policy Handbook addresses fiscal control of resources, employee policies, and academic and student personnel policies.

B. Explain how the business unit maintains effective communications and develops participation throughout the business unit.

The Vice President for Student Learning holds biweekly Student Learning Division (SLD) meetings in which the Division Chair participates, along with other chairs, deans, and directors. During SLD meetings, initiatives are communicated and discussed. The Division Chair reports back to the division members both informally and through monthly division meetings.

The business unit consists of four full-time instructors, one of which is the Division Chair. All full-time business instructors are located on the Chanute campus with offices in proximity in Rowland Hall. This allows for informal verbal communication on a daily basis. Daily communication also occurs through email correspondence. The Applied Science Division, which includes business, mathematics, biological science, and physical science, holds monthly meetings, including meetings during in-service each semester. In addition, business instructors meet individually on occasion.

The College provides in-service development for faculty twice per year, at the start of the fall and spring semesters. Additionally, a portion of faculty meetings led by the Vice President for Student Learning have components for discussion with faculty about ideas and concerns related to teaching and learning.

Meetings with full-time, adjunct, and concurrent instructors are held at the start of the fall semester and at the conclusion of the spring semester. The fall meeting includes a general session that focuses on policies and procedures, followed by individual discipline meetings. These meetings allow for collaboration and exchange of course materials between the various instructors of courses and help to ensure that the expectation of rigor is carried out in each section of each course. Faculty in all disciplines are expected to attend an "End-of-year Adjunct Discipline Meeting." As part of the CEP Agreement, concurrent instructors are required to attend, and all adjunct instructors are given a stipend for participating. The meetings provide an opportunity for instructors to discuss assessment results, share ideas/experiences, and discuss changes for the future in each discipline. These meetings are perhaps one of the most important mechanisms for communication among instructors and lead to standardization across courses and modalities.

At the same time, the College realizes that an area of concern is lack of strength in our approach to working with adjunct instructors. This issue is one of active discussion to determine some appropriate strategies and resources to support the actions we believe are needed to enhance adjunct instructor engagement. The Strategic Planning Committee stated intentions to investigate the viability of having full-time faculty members mentor adjunct instructors on assessment process to ensure that the data gathered is recorded accurately, completed thoughtfully and used in the most effective manner. This might reveal needs of adjunct instruction that would need to be reflected in the budgeting process. In an effort to improve in this area, in the spring of 2014, a full-time instructor was provided as a mentor to online adjunct instructors.

Both the division chair and the VPSL are available to hear faculty concerns and offer advice related to student and classroom issues.

The institution added a full-time staff position of Instructional Design Specialist in January 2013. With this additional resource, the College is making progress to put more reinforcement into the design and review of the coursework and to enhance interaction with full-time faculty and adjunct instructors with best practices related to distance learning approaches.

Criterion 1.2 – Leadership Measures of Performance

Institution Response

Explain how the business unit leadership ensures the establishment, deployment, and evaluation of performance measures and ensures that the results are used to improve performance.

Evaluations of courses and instructors are carried out per the evaluation policy per the Board of Trustees Policy Handbook, and collective bargaining agreement with the professional education association of the College. Evaluations are completed by the academic administrator who is the direct supervisor for the instructor and reviewed by the Vice President for Student Learning. The evaluation process follows policy which is divided into three instructor levels: full-time faculty with tenure, full-time faculty without tenure, and adjunct instructors.

- The first part of the evaluation is completed using Form A Evaluation Check List. Each faculty member completes a Self Evaluation and the faculty member's direct supervisor completes a copy, as well. Form A includes questions related to classroom instruction and course materials, professional growth, student support and institutional support.
- A second component of the evaluation process includes observations by the direct supervisor. Supervisors use the appropriate form for the evaluation: Form D Online or Hybrid Course Evaluation and Form C Video or Classroom Evaluation for face-to-face courses.
- Students in both face-to-face and online courses have the opportunity to complete a student rating form. Students in online courses are provided with an electronic version of the student rating form which includes specific questions about the online environment that do not apply to a face-to-face class.

Criterion 1.3 – Leadership and Community

Institution Response

Explain how the business unit addresses its responsibilities to the environment and practices good citizenship.

Business instructors are showing a commitment to the environment in several ways. Most assignments in the department have moved from paper based assignments to online homework managers. When paper is used on an assignment there is now a paper recycle bin located in Rowland 309. Most offices in the department have had motion sensing light switches installed that automatically turn the lights off if the office user forgets. None of the instructors in the department utilize any chemicals or substances that may harm the environment. The building HVAC system is computer controlled for optimal energy savings.

Business instructors communicate with and serve the community in various capacities. The Business and Technology Advisory Board meets twice per year and provides an opportunity for business instructors to communicate with and receive input from local and area employers. Business instructors also serve on advisory boards for the local school districts. The division chair and the computer science instructor serve on the Chanute High School Advisory Board and the division chair

also serves on the Erie High School Advisory Board. In addition, the Kansas Small Business Development Center (KSBD) Outreach Office is located in the Rowland Vocational Building adjacent to the business department. Business instructors regularly communicate with the KSBD representative. Last year, business students assisted a KSBD client in creating a business plan.

Student internships are continually sought out. A computer support specialist student worked as an intern in NCCC's IT department. In the spring of 2014, the Advanced Web Page Design class is working with RK Steel in Fredonia, Kansas to produce a web page for the company.

The Business and Innovation Club is required to have two community service projects per year. For the fall 2013 semester, the group worked on a marketing campaign for Christmas in the Park on East Main in Chanute. The club members created flyers to promote the event and distributed them to local and area businesses and schools in Chanute, Erie, Parsons, Fredonia, Humboldt, Iola and Altoona/Midway. In March, the club assisted with a Pi Day event on campus. A canned food drive was held to collect food for the local food pantry at the Otterbein Methodist Church, with a goal of collecting 314 cans of food. Business club members manned a table in the Student Union during the week preceding Pi Day, helping to collect and transport food items.

Business faculty members are involved in campus activities and support the NCCC community in many ways. Business instructors routinely participate in Panther Preview Days and Panther Enrollment Days, by providing information to potential students and assisting with enrollment and advising of new students. The accounting instructor and the management/marketing instructor sponsor the Business and Innovation Club. Both of the computer science instructors have previously been elected to serve as Faculty Senate President. One of the computer science instructors serves as Phi Theta Kappa Advisor and is heavily involved with PTK service work. Faculty members attend NCCC sporting events, plays, and concerts, and volunteer to help with late-night breakfasts during finals week. Instructors routinely support college fundraising efforts, including college scholarship galas and those that support athletic teams.

Faculty members belong to professional organizations, including the National Business Education Association (NBEA) and the American Institute of CPAs (AICPA). The division chair serves on ACBSP's Digital Media Communications Committee.

Faculty members also participate in other community organizations, including coaching youth sports teams, volunteer fire department member, local pilots association, and church committees and projects.

The college maintains a number of articulation agreements with both secondary and post-secondary institutions. A copy of each articulation agreement is available in the resource room on campus.

NCCC's purpose statements were updated in 2009 to include a "commitment to diversity." The purpose element on diversity was added to reinforce the institutional commitment to helping students, employees, and the communities we serve better understand and value each other and the various ways we influence the world around us. The diversity of the college student body greatly exceeds the diversity in the surrounding areas, particularly in ethnicity. As part of NCCC's commitment to programs and activities that reflect human diversity, the College has an International program which brings in students from all around the globe. International students attending KU and other colleges take classes part time on NCCC's Ottawa Campus. These students provide cultural diversity in the classroom and enhance classroom discussions. Besides the international students attracted to the College each year, 23% of the college population is non-Caucasian; the College is more diverse than the counties of Neosho, Franklin and Anderson, which average 4% non-Caucasian.

Summary of Standard 1 - Leadership

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 1 - Leadership.

Strengths:

- The business unit mission correlates with the institutional mission and is being fulfilled.
- All full-time business instructors work closely together and communicate effectively.
- Full-time business instructors demonstrate dedication to serving the institution, the students, and the community.
- Business instructors are involved in many activities on campus.
- End-of-year assessment meetings with full-time and adjunct instructors are effective in fostering communication.

Opportunities for Improvement:

- Enhancing mentoring projects to assist new employees, adjunct instructors, etc., with policies, procedures, and assessment.
- Extend the number of faculty and staff who complete diversity awareness and appreciation professional development, and monitor follow-up projects and activities provided to the College and communities which enhance the value of diversity.
- Enhancing awareness of diversity of the college community and engaging that diversity as a learning experience and interaction with the communities we serve.
- Enhanced training of faculty and adjunct instructors on policies, with an emphasis on academic honesty (similar to the process the College has used with sexual harassment).

STANDARD 2: STRATEGIC PLANNING

The business unit has a process for setting strategic directions to address key student and program performance requirements. The strategic development process leads to an action plan for deploying and aligning key plan performance requirements. The strategic planning process should ensure that there are adequate resources in the area of finance, facilities, and equipment. This should create an environment that encourages and recognizes innovation and creativity.

Criterion 2.1 Strategic Planning Process

Institution Response

A. Describe the business unit's strategic planning process to address key student and program performance requirements; include the key steps and participants.

At the institutional level, Neosho County Community College employs a multi-level, comprehensive strategic planning approach which includes all employees, as well as students and external stakeholders. A series of master plans (3-5 year ranges), as well as an annual Strategic Plan integrate the assessment of strengths, weaknesses, opportunities and threats, as well as environmental scanning. The master plans are reviewed and revised on a rotating basis (every 3-5 years at minimum) and help form the goals and objectives used in annual overall strategic planning. Short- and long-term strategies are guided by the mission, vision, and purposes of the institution. Strategic planning has been integrated with the institution's institutional effectiveness scorecard, resource allocation, technology and facilities planning, educational planning, and financial planning. In compliance with the Kansas Open Meetings Act [KOMA], the College has made its planning process and documents open to the public and have invited public comment and engagement on a regular basis for planning purposes.

NCCC's institutional master plans include:

- The Educational Master Plan
- The Strategic Technology Plan
- The Capital Improvement Plan
- The Emergency Action Plan
- The Financial Plan
- The Facility Master Plan
- The CEO Succession Plan
- The Strategic Plan

NCCC's institutional Strategic Plan is broken into three sub-groups:

- Goal A: Ensuring the opportunity for student success, satisfaction, and enrichment
- Goal B: Ensuring community success, satisfaction, and enrichment
- Goal C: Ensuring employee success, satisfaction, and enrichment

At the business unit level, the strategic planning process is driven by the full-time business faculty and is inclusive of both internal and external stakeholder input. Using the mission and vision of the institution and of the business unit, NCCC's institutional strategic plan, the president's goals, and the ACBSP standards as a framework, the short-term and long-term action plans are developed.

At the business unit level, the strategic planning process includes the following key steps and participants:

1. At the fall in-service meeting, the President communicates the institution's initiatives and sets the direction for the upcoming year.
2. The institution's strategic plan and president's goals for the year are reviewed by the faculty.
3. Full-time business instructors meet to brainstorm, discuss, and develop the business unit's strategic planning initiatives.
4. Strategic input and feedback is gathered from internal and external stakeholders, including adjunct and concurrent business instructors, Business and Technology Advisory Board members, local business and industry, the Kansas Small Business Development Center Consultant, and of course, students. Meetings with adjunct and concurrent instructors are held at the beginning and end of the year. The Business and Technology Advisory Board meets biannually. Input is also accepted throughout the year.
5. Using the ACBSP standards as a framework, the business unit full-time faculty members develop and prioritize the business unit's strategic initiatives.
6. The business unit strategic initiatives are tied to NCCC's overall Strategic Plan and to the president's goals.
7. The business unit is represented on the NCCC's Strategic Planning Committee by the Applied Science Division representative and by the Vice President for Student Learning (VPSL). The Division's representative reports back to the Division at the monthly division meetings. The Division Chair formally meets with the VPSL at the monthly Student Learning Division meetings, and informally communicates with the VPSL on a regular basis.
8. The Business and Technology Advisory Board reviews and approves the Business Unit Strategic Plan.
9. Assessment of plan progress is reviewed at least annually.
10. The strategic plan is updated and modified based on the results of assessment, new developments, and new institutional initiatives.

B. Identify the key strategic initiatives included in the business unit's strategic plan and describe how the business unit decides upon these initiatives.

During the 2013-14 academic year, key strategic initiatives were developed using the process identified in Part A. above. Through various meetings and with the input of both internal and external constituencies, the business unit's strategic initiatives have been established by the full-time business faculty and correlated with the ACBSP standards. Key strategic initiatives are summarized as follows:

- **Standard 1- Leadership:** Provide leadership opportunities for students through campus clubs and organizations and support and encourage faculty involvement in professional organizations.
- **Standard 2 - Strategic Planning:** Enhance facilities to include a STEM/Entrepreneurship Center and enhance and maintain equipment to support the business programs.
- **Standard 3 - Stakeholder and Market Focus:** Integrate with the community through student internships, hold monthly entrepreneurship lunches, maintain positive relationships with advisory board members, and implement a business incubator. Build a student community through the Business and Innovation Club and implement a student-run business. Enhance marketing and recruiting.

- **Standard 4 - Measurement, Analysis, and Knowledge Measurement:** Improve students' critical thinking skills through research projects. Encourage team building through group presentations.
- **Standard 5- Faculty and Staff Focus:** Improve percentage of professionally qualified faculty, increase pool of qualified adjunct instructors and obtain full-time business instructor position on Ottawa campus.
- **Standard 6 - Process Management:** Develop new courses and programs and market non-core classes.

C. Describe how the business unit communicates and deploys the strategic plan throughout the business unit.

The strategic planning process for the business unit has involved all four full-time business instructors as indicated in Section A, making all full-time instructors very knowledgeable of the plan. Plans and initiatives are shared with adjunct business instructors at the beginning-of-the-year and end-of-year discipline meetings.

Deployment of many of the initiatives in the plan depends on available funding. Funding for some initiatives is already in place, such as funds that are currently available for clubs and organizations and faculty professional development funding. However, some initiatives, such as the STEM/Entrepreneurship Center, will require substantial money which is not currently available. Faculty, administration, and the Director of Grant Development keep their eyes and ears open for alternative sources of funding to make these initiatives possible.

D. Describe how the business unit evaluates and improves the strategic planning process.

The full-time business faculty periodically meet to review the plan, update the plan and make necessary adjustments to the plan. Since the business unit is small and the full-time faculty converse on almost a daily basis, informal evaluation frequently occurs. Division meetings occur monthly at which time there is an opportunity for formal discussion. Business faculty meet as a unit as needed to maintain communication, to discuss and process new ideas and initiatives, and to implement changes and improvements.

Criterion 2.2 Current Strategic Plan

Institution Response

A. Describe the business unit's key strategic objectives.

The business unit's key strategic objectives are outlined the in the **Business Unit Strategic Plan 2013-14**. The Business Unit Strategic Plan is organized according to the ACBSP Standards, with initiatives identified for Leadership; Strategic Planning; Student, Stakeholder, and Market Focus; Measurement, Analysis, and Knowledge Measurement; Faculty and Staff Focus; and Process Management. In the plan spreadsheet, Column 1 lists the ACBSP Standard to which the initiative relates. For each initiative the priority/date, funding source, status, taskowner, and assessment measure are presented. Each initiative is also tied to institutional strategic plan strategies and to the president's goals and objectives.

B. Describe the business unit's action plans that address key strategic objectives, including who, what, when, where, and how.

The business unit's action plans are included in the Business Unit Strategic Plan 2013-14 in columns C,D,E,F, and G.

C. Describe the performance measures used to assess the business unit's action plans.

The performance measures used to assess the Business Unit Strategic Plan 2013-14 are recorded in the plan in column G.

Criterion 2.3 Finances

Adequate financial resources should be budgeted and allocated to the business school or program to support a high-quality teaching faculty and create an environment consistent with its mission and objectives. This includes the necessary technology, program support, and professional development of faculty.

Institution Response

A. Describe how the business unit links finances to strategic planning.

The business unit is involved in the institutional process of linking finances to strategic planning. The institutional process begins in the fall semester with strategic planning initiatives and large expenditure items (that have not already been budgeted for), with the budget proposal completed in the late spring semester. The President, through the representatives of the Executive Committee, solicits requests for budget consideration for items that relate to strategic planning initiatives, mandated items with significant increases, and items that have been identified as high priority with significant budget implications. The business unit is represented on the Executive Committee by the Vice President for Student Learning (VPSL.)

The business unit has three budgets under which it directly operates and makes requests: # 12 1205 Management/Marketing, #12 1210 Accounting/Business and #12 1211 Computer Science. Business instructors have an opportunity to submit budget requests for these areas and are required to identify how their request supports the institutional mission to reinforce alignment of resource allocation. The College has put into place a system of line item budgeting as part of the standard annual process which details to the item what is being requested. This process enables the administration to make sound decisions based on the actual need year to year rather than carrying forward budgets based solely on amounts being used. Budget requests are submitted to the division chair who in turn submits them to the VPSL. The VPSL and the division chair meet to review and discuss the submitted requests.

The VPSL works with the President and the Executive Committee reviewing prioritization of budget items related to the revenue assumptions. Adjustments are made to the budget proposal to ensure that expenditure estimates are appropriate to the revenue information. A tentative budget proposal is prepared and examined against revenue assumptions. This information is also shared with the Board of Trustees as they make final decisions on changes to tuition, fees, and the mill levy on Neosho County property taxes. Final funding information from the state and county levels is often not available until June, so the final budget is approved early in the new fiscal/academic year (starting July 1).

NCCC follows an inclusive and transparent process to ensure use of resources is optimized for accountability, effectiveness, and efficiency. Beginning with the Board of Trustees Policy Handbook, Section III-Fiscal Control, the institution takes proactive steps to manage resources appropriately, evidenced as follows:

- The budget process involves all employees who manage budgets, reviewing annual needs and resources, prioritizing operations and materials needed to accommodate the ever-changing availability of resources, and identifying needs that require further review due to resources needed and the justification to make those allocations.
- Evidence that the policies and processes work is in the fact that the annual independent audits have identified no major findings, and minor findings have been addressed so that they are not repeated in subsequent audit reviews.
- The Institutional Effectiveness Dashboard evaluation of appropriate and ethical use of resources has scored 59 of 60 possible points.

Examples of linking financing to strategic planning include the following:

In relation to assessment of student learning, the College has implemented a very effective assessment program, and the Strategic Plan requires this process to be constantly evaluated and enhanced, often involving changes in the planning and budgeting processes [Strategic Plan 11-12 Goals A.1.2 and A.1.2.2]. The college's Strategic Planning Committee and Executive Committee strive to ensure that student learning assessment processes and results are used in the evaluation, planning and budgeting processes.

The Strategic Plan also states that the College will ensure that the assessment processes are fully integrated into the Online Campus. This ensures that the data from the assessment of online courses will also be reflected in the planning and budgeting processes. Instructors can identify projects/needs as they do their course/program assessments of student learning that can be linked to budgeting to ensure that student learning remains a priority of the institution. This has included video capture capability, clickers for student interaction, and lab supplies. [Strategic Plan 11-12 Goal A.1.2.4].

Another example is that the viability of having full-time faculty members mentor adjunct instructors on assessment processes to ensure that the data gathered is recorded accurately, completed thoughtfully and used in the most effective manner is under consideration. This might reveal needs of adjunct instruction that would need to be reflected in the budgeting process [Strategic Plan 11-12 Goal A.1.2.3].

The College has been a strong supporter of using technology to enhance current curriculum and enable new methods of learning and distribution of content. The technology fee is utilized to enhance and/or replace the technology that directly impacts student learning. The technology services budget is used to enhance and replace infrastructure that supports these objectives. With a current budget of nearly \$200,000 and fees currently generating in excess of \$200,000 annually the institution has been able to meet needs without reliance on other revenue sources.

The college's Strategic Plan also supports appropriate technical training for employees [C.3.1]. Technical support mechanisms are available via e-mail through "help desk" and "web help." Technical support is also provided onsite by the Technical Services department [C.3.2]. Up-to-date hardware and software is purchased through departmental budgets [C.3.3]. Computers in computer labs and employee computers are on a replacement schedule. Updates to new software are

installed on computers as these become available. [C.3.3]. Regular IT department maintenance keeps equipment and servers in optimal condition.

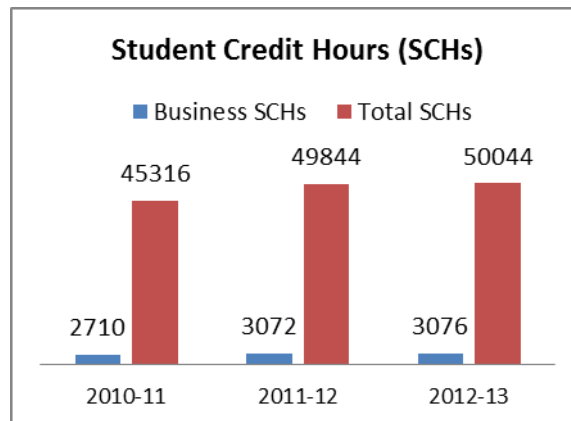
B. Report and graph the following financial information for the past three years (two years plus the self-study year):

1. The total student credit hours (SCHs) generated for the institution and each business unit program being considered for accreditation.

Student credit hours are presented in the graph below for the business unit as a whole. Total student credit hours generated in courses with the prefixes ACCT, BUSI, CSIS, ECON, business-related ETEC, MGMK, and OTEC are included for the Chanute Campus, Ottawa Campus, Online Campus, In-District Outreach and Out-District Outreach.

Enrollment data by program would be difficult to accurately generate. If enrollment were queried by course, many business unit courses serve multiple programs, so it would be difficult to divide the course enrollments by program. If enrollment were queried by major, there would be inaccuracies because often students do not declare a major or change their major, but do not update it in our computer system. Furthermore, in tying enrollment to the budget in part 2 below, some budgets serve multiple programs. Therefore, given these conditions, it seems most appropriate to report on enrollment in classes for which the business unit is responsible for offering and for which financing is provided through the business unit budgets.

Total student credit hours (SCHs) generated have increased over the last three years. The following graph compares total student credit hours (SCHs) generated for the institution to the total student credit hours generated for the business unit.



The increase in business student credit hours has been comparable to the increase in total student credit hours. Business student credit hours increased from 2,710 in 2010-11 to 3,072 in 2011-12 which was a 13.36% increase. During this same period of time, total credit hours for the institution increased from 45,316 in 2010-11 to 49,844 in 2011-12, which was a 9.99% increase. From 2011-12 to 2012-13 business student credit hours increased from 3,072 to 3,076 which was a .13% increase. From 2011-12 to 2012-13 overall student credit hours increased from 49,844 to 50,044 which was a .4% increase. Over the two year period, business student credit hours increased 13.5%.

The percentage of business unit student credit hours to total student credit hours has been steady at about six percent of total student credit hours.

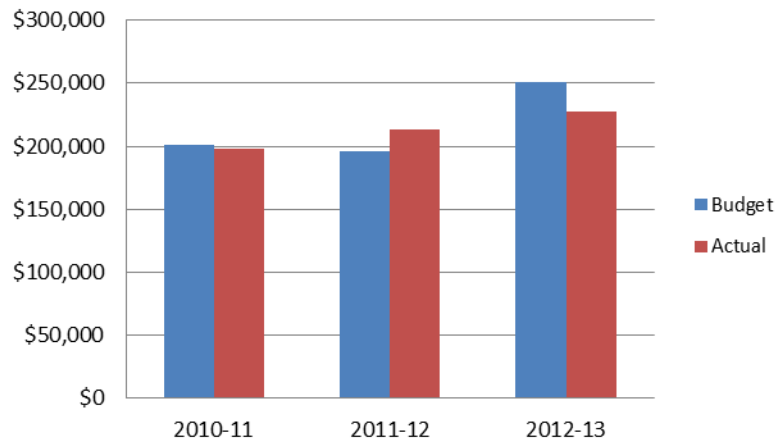
Business Unit Student Credit Hours as Percentage of Total Student Credit Hours

	2010-11	2011-12	2012-13
Business unit student credit hours	2,710	3,072	3,076
Total student credit hours	45,316	49,844	50,044
Percentage of business SCHs to total SCHs	5.98%	6.16%	6.15%

2. The business unit budget and actual expenditures.

The business unit budget has slightly increased over the last three years. Total expenditures went from \$197,582.42 in 2010-11 to \$227,183.86 in 2012 -13, representing an increase of 15%.

**Budget and Actual Expenditures
(including salaries and fringe benefits)**



As previously reported, there are three budgets that directly serve the business unit: #12 1205 Management/Marketing; #12 1210 Accounting/Business; and #12 1211 Computer Science. These budgets primarily finance the business unit offerings in Chanute and some of the expense of offering online classes. In addition, other adjunct and concurrent instructor salaries are paid out of other budgets based on site, including out-district concurrent instructors and Ottawa adjunct instructors. Plus, there is a separate budget for online instruction which finances the online supplemental pay that instructors receive in addition to the regular salary for the class. To arrive at the total expenditures, in addition to the #12 1205, #12 120, and #12 1211 expenditures, the adjunct rate of pay has been calculated for the number of business credit hours taught in Ottawa and in concurrent offerings and the online supplement has been added. This represents a fair matching of the expense of offering the business unit courses that generated the student credit hours reported in Part 1 above.

	2010-11		2011-12		2012-13	
	Budget	Expenditures	Budget	Expenditures	Budget	Expenditures
#12 1205 Management/Marketing	\$46,407.00	\$49,628.69	\$51,043.00	\$53,828.94	\$56,682.76	\$36,819.98
#12 1210 Accounting/Business	49,442.00	45,946.01	46,572.59	55,110.58	76,313.73	74,624.19
#12 1211 Computer Science	72,257.00	69,516.47	69,224.41	74,637.27	84,175.36	82,383.44
Out District Concurrent Instructor Pay	11,475.00	11,475.00	7,650.00	7,650.00	9,450.00	9,450.00
Online Supplemental Pay	6,991.25	6,991.25	7,958.13	7,958.13	9,056.25	9,056.25
Ottawa Adjunct Pay	14,025.00	14,025.00	13,600.00	13,600.00	14,850.00	14,850.00
Total Business Unit Budget	\$200,597.25	\$197,582.42	\$196,048.13	\$212,784.92	\$250,528.10	\$227,183.86

The chart above shows that in several instances expenditures exceeded the budget. This was due to budgeting irregularities in regard to salaries and to social security not included in the budget, but charged against the budget. It was not due to overspending on the part of the faculty. In 2012-13, the expenditures in Management/Marketing declined due to replacing an instructor with a doctorate who quit with an instructor with a master's degree and less experience.

3. The business unit budget and actual expenditures as a percent of the institution's academic budget and actual expenditures.

The business unit's portion of the institution's total academic budget and expenditures has remained fairly consistent between three and four percent. The business unit's percent of the budget is slightly lower than the business unit's percent of the total student credit hours.

	2010-11		2011-12		2012-13	
	Budget	Expenditures	Budget	Expenditures	Budget	Expenditures
Total Business Unit Budget	\$200,597.25	\$197,582.42	\$196,048.13	\$212,784.92	\$250,528.10	\$227,183.86
Total College Academic Budget	\$6,452,604.00	\$5,271,063.00	\$7,846,226.00	\$5,982,994.00	\$6,379,529.00	\$5,943,310.00
Business Unit % of Total Budget	3.11%	3.75%	2.50%	3.56%	3.93%	3.82%
Business Unit % of Total SCHs		5.98%		6.16%		6.15%

C. Describe the adequacy of the budget to support changing technology, program improvement, and professional development of faculty.

The budgets have been adequate in supporting the business unit faculty and programs. In addition to the business unit budgets reported above, there are several other sources of funding which have supported the business faculty and programs. These include the faculty professional development fund, technology funds, and the Carl Perkins Grant.

Under Article 8 of the *Negotiated Agreement*, each full-time faculty member is eligible for \$750 per year to be used to defray expenses for attendance and travel to workshops, clinics, conferences, and other professional activities. The Board of Trustees increased the professional development funds from \$500 per academic year to \$750 in 2010 to better support the faculty. In addition, the president loans the professional development fund \$10,000 and this is used to fund an additional \$500 of a request at the time the request is made. In May, the balance of the fund is distributed to faculty whose requests exceed \$1,250. Faculty are required to complete 6 units (credit hours or the equivalent) of professional development every 5 years, so faculty readily use the professional development funding.

Much of the technology in use in the business unit has been financed through the technology fund or the Carl Perkins Grant. The College has been a strong supporter of using technology to enhance current curriculum and enable new methods of learning and distribution of content. The technology fee that is charged to students is utilized to enhance and/or replace the technology that directly impacts student learning. The technology services budget is used to enhance and replace infrastructure that supports these objectives. With a current budget of nearly \$200,000 and fees currently generating in excess of \$200,000 annually the institution has been able to meet needs without reliance on other revenue sources.

Out of the technology fees, each division is allowed \$2,000 per year for software and \$2,000 per year for hardware. The business unit shares this allocation with Mathematics, Biological Science, and Physical Science. Technology fees have paid for computers in the computer labs, faculty computers, SmartBoards and Sympodiums in the classroom, and software. Computers in Lab 333 were updated in 2012 through Technology Funds and Carl Perkins Grant funds.

Additionally, the Carl Perkins Grant has been used to support the business unit. Computers in Lab 338 were updated in 2009 through Carl Perkins funding. Perkins funds have been used to send the division chair to the ACBSP Annual Conferences, supported professional association dues for faculty, and purchased QuickBooks software and instructional materials.

Criterion 2.4 Facilities

The physical facilities must be adequate to support business programs. Classrooms must be adequate in number and size to accommodate all classes, and classroom functionality must relate to the program. Limiting class size promotes learning and classrooms should be assigned to implement this philosophy. Appropriate space must be available to faculty to create a professional atmosphere in which to work. Laboratory space must be adequate to support both day and evening programs with state-of-the-art equipment, including computer hardware and software, to meet student needs.

Institution Response

A. Describe how the business unit links facility planning to strategic planning.

The business unit, the technology department, and the college all have strategic plans. The business unit strategic plan relates its master plan with the existing master plans for technology and the college. The college's facilities master plan calls for the business unit on the Chanute campus to move to another building on campus in the future, but that is several steps away.

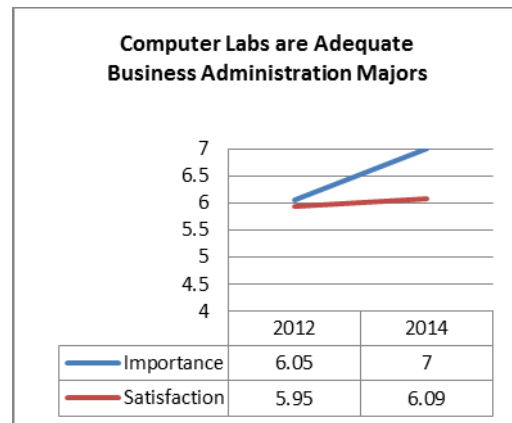
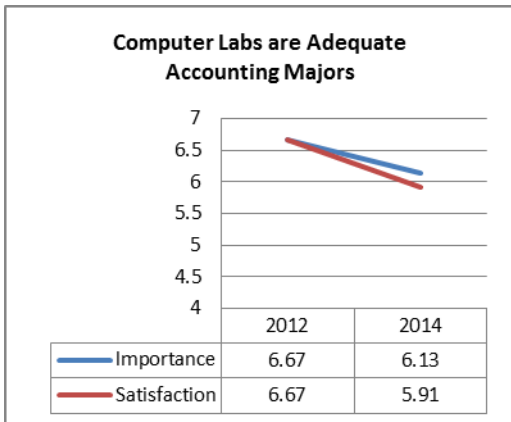
B. Describe how the business unit classrooms, laboratories, and office space meet the needs of students and faculty.

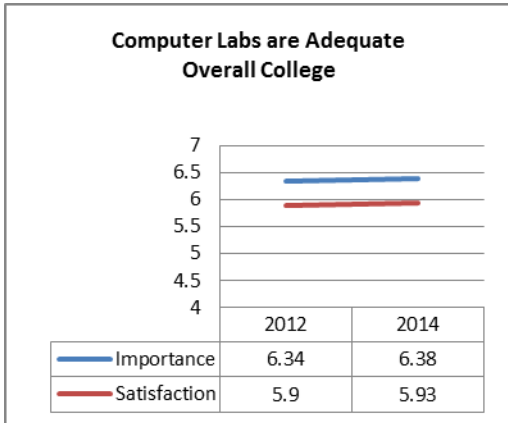
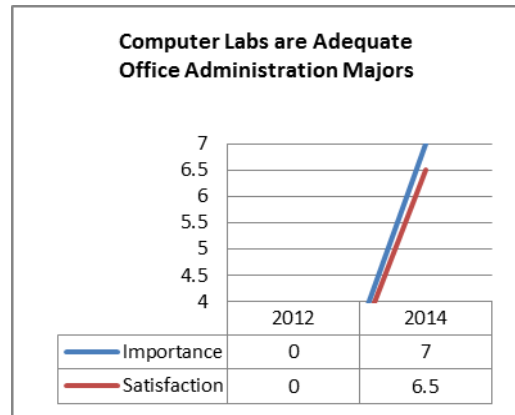
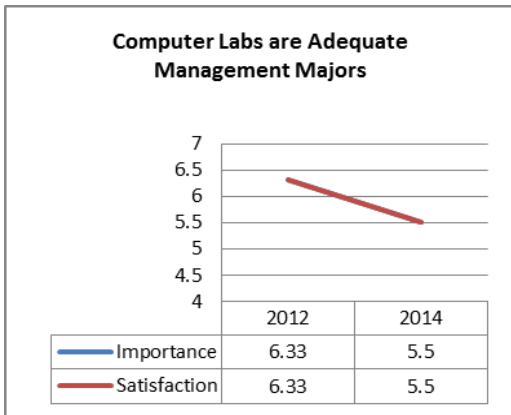
The Chanute campus has three classrooms and two computer labs designated for business use. Each instructor has an office and has access to an administrative assistant.

Recent significant investments in facilities by the institution include the \$8.1 million property acquisition and new facility construction for the Ottawa Campus and an \$800,000 renovation of Rowland Hall in Chanute, which included business classrooms and healthcare program facilities. Facilities are new, well-kept, safe, and attractive.

For the faculty, the classrooms, laboratories and office space are adequate. Faculty offices could be larger, but complaints are not heard from the faculty about office size.

Through the Noel Levitz Survey, student responses to "Computer labs are adequate" indicated a gap between importance and satisfaction, with satisfaction levels not quite measuring up to importance. Results are broken down by majors, as listed by Noel Levitz. The gap between importance and satisfaction may have stemmed from computer lab availability at night. Business computer labs are not normally available after 5:00 p.m. unless a faculty member happens to be on campus and keeps the lab open. Computers in the Chapman Learning Center and the TLC in Ottawa were available until 8:00 p.m. at the time of the survey. Presently, a new concept and schedule is being implemented in the Chapman Learning Center to provide 24-hour access for students. Results will continue to be monitored for improvement in student satisfaction.





Criterion 2.5 Equipment

Equipment adequate to the mission of the business unit must be provided, including adequate computers and software to support the integration of computer applications into the curriculum. The institution must have procured and must maintain state-of-the-art instructional equipment, including computer equipment and software, to support the business unit.

Institution Response

A. Describe how the business unit links equipment planning to strategic planning.

The Strategic Technology Plan for Neosho County Community College is attached. This plan links equipment planning to strategic planning.

B. Explain the business unit's plan for acquisition, upgrade, and maintenance of equipment which reflects current technology.

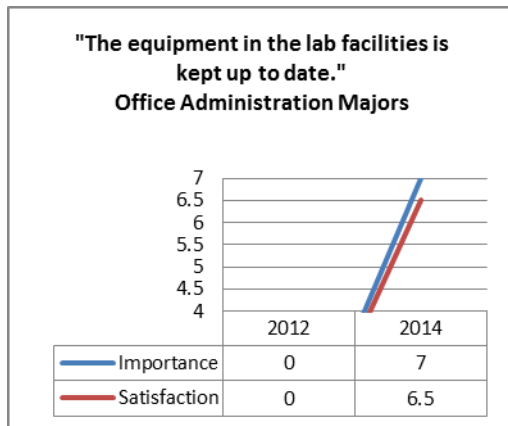
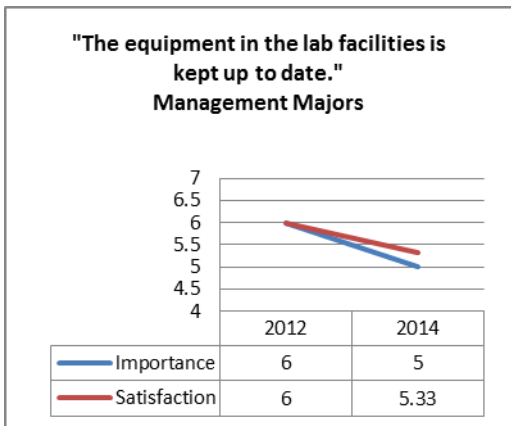
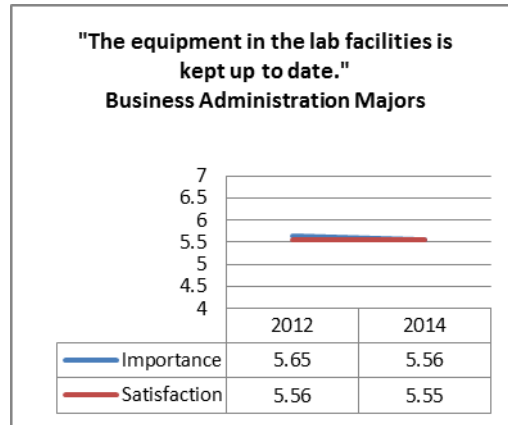
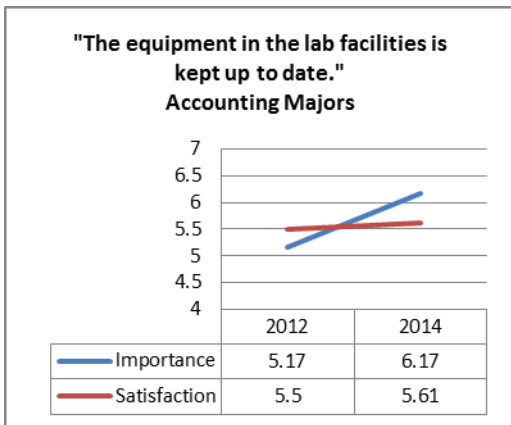
The business unit's plan for acquisition, upgrade, and maintenance of equipment is outlined in several strategic plans, including the Business Unit Strategic Plan which was composed by the business unit faculty and the Technology Plan which was written by the Technology Planning Committee.

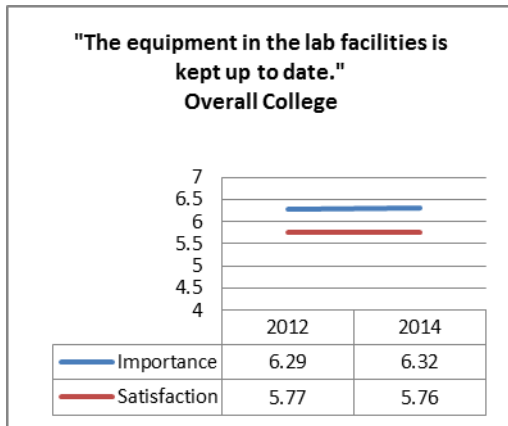
C. Describe how well current equipment meets the instructional needs of the business unit, including students, staff, and faculty.

In Chanute, students have two designated labs in the business area, Lab 333 and Lab 338, both with Office 2013 available. Software for computer programming classes is current and up to date. QuickBooks 2013 is available in Lab 338. Students also have access to software in the Center for Academic and Vocational Excellence (CAVE), the Chapman Learning Center, and the residence halls. Computers in the labs are on a four year replacement cycle. In Chanute, Lab 333 was last updated in 2012 and Lab 338 was last updated in 2009.

In Ottawa, computers are available in several locations. Most computers were updated in 2009, with TLC (The Learning Center) computers replaced in 2013. Free wireless Internet is also available across both campuses for students.

In response to the Noel Levitz survey question, “The equipment in the lab facilities is kept up to date,” the following results were tabulated by major:





In some cases, student satisfaction is lower than the level of importance they indicated. These results will continue to be monitored.

The business unit faculty have computers and printers available in office with current software that matches their current course loads. Every classroom has either a SmartBoard or a Symposium, and one classroom has an ELMO. An ECHO 360 system is available in one classroom, but has not been functional. A copy machine that includes scanning and faxing capability is available in the department, in addition to the College's copy center that provides copy services. Some faculty use the Scantron machine which is located across campus.

The Learning Management System, Jenzabar, is functioning. In the past, it had glitches, but in recent years, it has greatly improved and now has very few problems. The Associate Dean for Online Learning oversees training for faculty and students on Inside NC and serves as a liaison to Jenzabar.

The NCCC Strategic Technology Plan includes an initiative to "deliver options for different modes of teaching, learning, and discovery." Included are plans "to continue to expand the mobile presence of the college by acquiring technologies that provide mobile platforms." Concerns have been expressed and discussed on campus related to online homework managers in use that are not compatible on mobile devices. Apple TVs have recently been installed, but faculty need iPads and training to implement this technology.

The Strategic Technology Plan also lists the following:

- Webcams to record face-to-face lectures and post online for students who missed class or need to review
- Student feedback through the use of selected applications and devices.
- Video screen capture software that allows for the recording of voice and computer function so that instructors can demonstrate various software and then post those demonstrations
- Overhead cameras or Elmo's to capture images of anything placed under the camera for classroom demonstrations
- Tablet devices that enhance content delivery and encourage student engagement.

- Computer Lab management software that focuses attention of students in the lab by taking over the lab machines remotely and allow for student computer monitoring
- Smart Boards and Sympodium devices that greatly enhance on-screen presentations by allowing the instructor to interact with the computer in a more interactive manner.

Overall, the equipment is meeting the needs of the students, staff, and faculty. The main concern at this time is that future budget cuts due to factors beyond the business unit and college's control may challenge the ability of the unit to retain its current status.

Summary of Standard 2 - Strategic Planning

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 2 - Strategic Planning.

Strengths

- The strategic planning process is effective and in use.
- Business student credit hours have been stable and have slightly increased.
- Financial resources have been adequate to support the business unit faculty and programs.
- Equipment and software is up-to-date and has been sufficient to support the educational programming in the business unit.
- The campus and classroom facilities in both Chanute and Ottawa are new, well-kept, safe, attractive and up-to-date.

Opportunities for Improvement

- Enhancement and improvements in technology will continually need to be evaluated and considered for implementation. Most immediately, the Apple TVs that have been recently installed in the classrooms may be put to use with faculty training.
- Increases in computer lab availability for students, such as the new plan for the Chapman Learning Center to provide 24-hour access represents an opportunity for improvement.

STANDARD 3: STUDENT, STAKEHOLDER, AND MARKET FOCUS

The business unit examines how it determines requirements, expectations, and preferences of its students and stakeholders. Also examined is how the business unit builds relationships with students and stakeholders and determines their satisfaction. Additionally, practitioners serve as role models and counselors for students regarding business careers. They also provide faculty with information to update professional skills, make curriculum changes, and serve as classroom speakers.

Criterion 3.1 Stakeholders

Institution Response

A. List the business unit's key stakeholders.

The business unit's key stakeholders include external and internal constituents as follows:

1. Students majoring in accounting, business, computer information systems, computer support specialist, management, marketing, and office technology;
2. Students who are not majors, but who are taking courses with a prefix of ACCT, BUSI, CSIS, ECON, business-related ETEC, MGMK, and OTEC;
3. Business and industry in Neosho County, Anderson County, and Franklin County.
4. Entrepreneurs in Neosho County, Anderson County, and Franklin County.
5. The service-area population in Neosho County, Anderson County, and Franklin County.
6. Employees/internal stakeholders

B. Explain how the business unit determines key stakeholder requirements and expectations.

The business unit determines key stakeholder requirements and expectations using various means, both formal and informal. Overall, NCCC has developed a very comprehensive master planning process which responds to the current and future needs of the college's faculty, staff, students, and patrons. It communicates the college's vision and direction to the stakeholders.

Student Requirements and Expectation

Student requirements and expectations are determined through student surveys including the Noel-Levitz and the Community College Survey of Student Engagement (CCSSE), student ratings of instruction, student participation on campus committees, student membership on the Business and Technology Advisory Board, conversations with students in the classroom, conversations with faculty advisors during advising sessions, and conversations with faculty during office hours. Results of the surveys and conversations are reviewed, discussed and acted upon by faculty, staff, and administrators in various meetings and committees.

Business and Industry Requirements and Expectations – Business and Technology Advisory Board

Requirements and expectations of service-area stakeholders have been gathered in various ways. The Business and Technology Advisory Board is a primary means of gathering input. The

Advisory Board, comprised of local and area business professionals, meets at least once per semester. The Advisory Board has reviewed and approved all of the business program outcomes and curriculum. Examples of Advisory Board suggestions:

- Expressed need for QuickBooks training and it was added to the Office Technology program in relation to outcome #7. The program assessment matrix was reviewed to ascertain appropriate inclusion of ACCT 205 QuickBooks Accounting.
- Noted weakness in employees' communication skills and COMM 213 Interpersonal Communication was added to the curriculum for most business programs.
- Expressed concerns related to student's interviewing skills, appropriate attire, and knowledge of basic personal management concepts, therefore a new course, OTEC 108 Career Life Skills was developed.

The Business and Technology Advisory Board has been supportive of entrepreneurship training. A consultant for the Kansas Small Business Development Center (KSBDC) serves on the board, and has an office in Rowland Hall with the business unit. He has been excellent in communicating local and area business trends and needs that he observes through his clients and through his professional development. In the spring 2013 semester, one of his clients needed assistance with a business plan, so several students in the Small Business Management class provided help. Feedback from all parties was positive.

Another member of the Advisory Board is a recent NCCC computer information systems graduate. He arranged for an opportunity for the Advanced Web Design students to design a website for his employer, RKSteel in Fredonia, Kansas.

Service Area Requirements and Expectations

The college has held campus meetings (often featuring cobbler and ice cream) to review survey and other data and discuss plans and ideas for facilities, landscaping, and other college ideas/concerns. These have included open meetings for the public, and presentations to civic groups and city/county organizations to gauge stakeholder support and address any concerns. These were used during the master planning process for the campus. Input from these meetings was reviewed by the appropriate committees as well as shared with architects and designers of the proposed projects.

In 2010 the College worked with Wichita State University to obtain a comprehensive study of NCCC from an external stakeholders' perspective. The findings from the study indicated external understanding and support for the value of NCCC, but also revealed some areas where NCCC could improve its image and standing with constituents. Issues related to taxpayer cost versus what they perceived as what they received were noted, with specific comments about more technical education, more community/lifelong learning courses and programs, and always seeking ways to increase access as primary needs. The findings from the report have been analyzed at several levels of the College, including in-service with all employees, strategic planning, and master plan revisions.

In 2012 the College contracted with EMSI (Economic Modeling Services Inc.) to prepare an economic impact study (the company had prepared one study for a statewide perspective for the Kansas Community College Trustees Association). The report included the College economic impact compared with economic and social data for the counties affected by college programs and services: Neosho, Franklin, and Anderson. The report elements revealed a positive economic and social impact. The report findings have been used in presentations to employees, the trustees, and in area media outlets.

In the spring semester of 2013, a position for Assistant Dean of Outreach and Workforce Development was created to be at the Ottawa Campus to serve Franklin, Anderson, and Douglas

counties (a similar position was in place at the Chanute Campus). Dr. Tony Brown was selected for the position

Internal Stakeholders/Employees Requirements and Expectations

To gauge internal stakeholders’ perceptions and needs, the employee survey includes specific items related to the purposes of the College. One of the purposes states: “Responsiveness to our stakeholders through open communication, ethical management of resources, accountability and the development of leaders.” Employee responses from the entire institution, (using a scale of 1=strongly agree through 5=strongly disagree), averaged as follows:

Purpose: Responsiveness to our stakeholders through open communication, ethical management of resources, accountability and the development of leaders.				
	2010	2011	2012	2013
This purpose is appropriate	1.62	1.77	1.72	1.69
The college is fulfilling this purpose	1.95	1.98	2.03	1.92
The college provides ethical management of resources.	1.88	1.96	2.01	1.88
The college is accountable	1.85	1.90	1.95	1.87

Overall

In addition, overall stakeholder expectations are also addressed at professional meetings and conferences, such as the ACBSP Annual Conference which has been regularly attended by the division chair. National Association of Community College Entrepreneurship (NACCE) conferences have been attended by several faculty. Other faculty have been active in the Kansas Core Outcomes Group meetings which are state meetings including faculty from Kansas community colleges and Regents universities for the purpose of improving articulation through the adoption of statewide core outcomes.

Criterion 3.2 Stakeholder Satisfaction

Institution Response

A. Explain how the business unit builds relationships to attract and retain students.

Marketing

Neosho County Community College makes every effort and continually seeks ways to enhance the image of the institution to students and the public. Common sources of information concerning the College that are readily accessible to students and the public include, but are not limited to:

- the college website [www.neosho.edu],
- the College Catalog (also accessible through the website),
- the Student Handbook (website accessible),
- agendas and minutes of board meetings (accessible through the website),
- news stories, marketing items, and interaction with the constituent groups.

The College developed and filled a part-time Advertising Media Coordinator to manage public information. This individual assists directly with implementing marketing strategies for the institution, with an emphasis on advertising, public information, and image/branding of the College. The College has strengthened its capacity for public relations through reinforcing engagement of employees, particularly persons in director/dean/senior administrative positions with the communities served by the institution. The College also created a full-time position for a Graphic

Design Specialist and part-time Webmaster to strengthen capabilities in both areas which have a direct impact on the marketing and public relations aspects. One of the Admissions Specialist positions had social media added to the job description so that the institution can begin integration of that component of communication and marketing.

The college's Marketing Committee is charged with planning, organizing, and implementing marketing strategies. The Management/Marketing instructor is a member of the committee and actively participates and contributes to the committee.

Changing demographics are carefully considered in the strategies to increase and sustain enrollment [A.1.1]. The Strategic Plan provides for new marketing strategies specifically for the Online Campus which developed from technological advanced and continues to expand. [A.3.2]. The Strategic Planning Committee's awareness of the globalization of the market for the College has led to an increased emphasis on the need to enhance the effectiveness of the website [A.2.3]. The plan also takes into account the changing demographics of the service area, providing for lifelong learning opportunities that may be desired by the increasing population of nontraditional students [A.2.3]. The committee also develops strategies to utilize emerging technologies such as social media in the most effective manners. We have also restructured job descriptions to meet changing needs, including a specific designation of an Ottawa staff person to be the primary point of contact for international students at that campus.

The college's website at www.neosho.edu also serves as a marketing tool. Plus the learning management system, Inside NC, provides resources to aid in retention.

Panther Preview Days

The business unit participates in Panther Preview Days when local and area high school students are invited to campus to learn about Neosho County Community College. An information table is set up in Penner Lounge where business faculty provide information about their programs.

Scholarships

Students are attracted to the business unit by business scholarships which may be awarded to business majors who are Neosho County residents. To be eligible for the scholarship, students must successfully complete 12 total credit hours per semester, successfully complete at least nine credit hours of business classes per year and maintain a 2.0 gpa.

Another scholarship which is available to business majors is the Laura Klingner Vocational/Technical scholarship. This scholarship was created for students who are usually not eligible for other scholarships, as it requires a gpa of 1.0 – 2.49. Students who are Chanute High School graduates or who have earned a GED are preferred and must be majoring in business, healthcare, welding, constructions, or energy management.

<http://www.neosho.edu/Departments/AlumniFoundation/Scholarships.aspx>

Constituent Service

The NCCC business faculty pride themselves on providing personal service and individualized attention to students as a means of retention. All instructors have open-door policies. Students are encouraged to feel welcome to communicate with faculty. In recent years, NCCC has had an increased focus on constituent service. In-service topics since the Fall 2011 have included information and sessions designed to enhance constituent service from employees (both for internal and external constituents). Data from subsequent CCSSE and Noel-Levitz surveys indicated a stronger student satisfaction with student services and college responsiveness.

Relationships with Service Area High Schools.

The administration and faculty maintain relationships with the local and area high schools. In Neosho County, the division chair and the computer instructor serve on the Chanute High School Advisory Board. The division chair also serves on the Erie High School Advisory Board. Relationships with Neosho County high schools are also maintained by the Dean and Assistant Dean for Outreach and Workforce Development – Chanute who coordinate concurrent classes and work directly with the high schools. In the northern service area, relationships are maintained by the Assistant Dean for Outreach and Workforce Development – Ottawa. Meetings at the beginning and end of the year between the full-time and concurrent instructors in the high schools also help in building and maintaining these relationships.

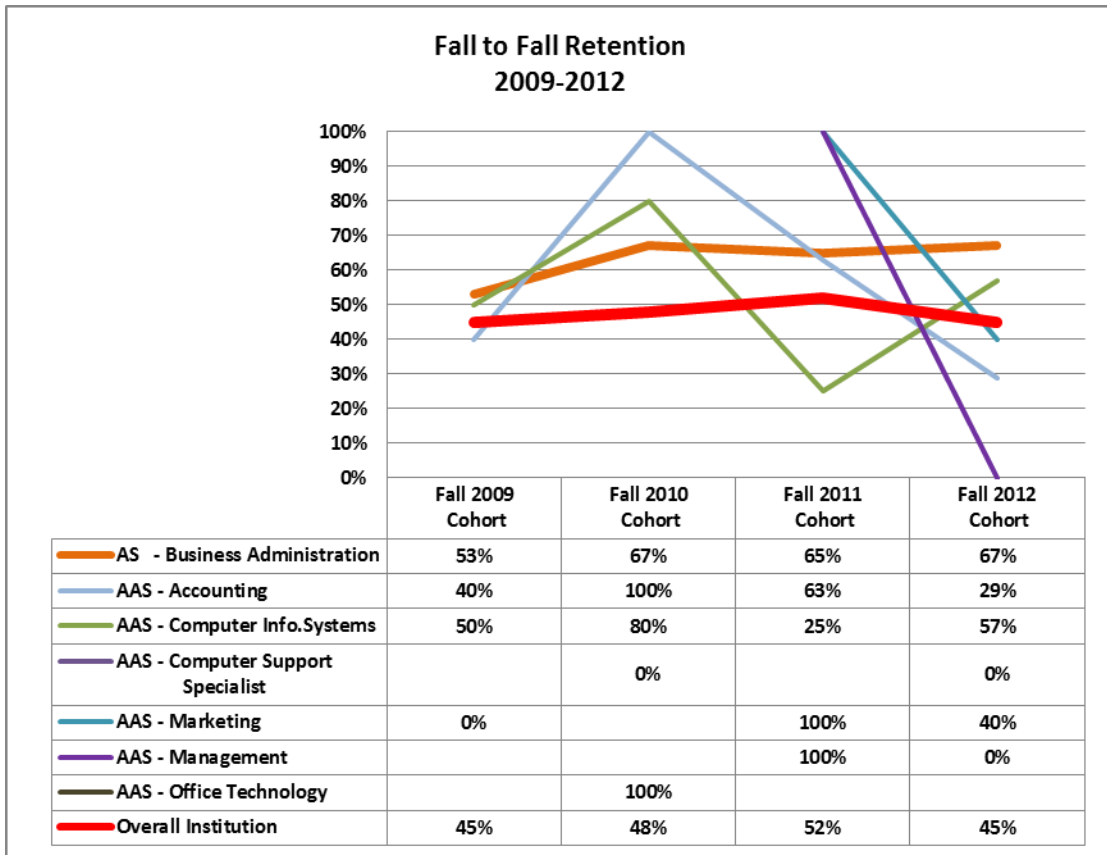
Promotion of Certificate and Degree Completion

Level I (30 cr. hr.) and Level II (46 cr. hr.) certificates are available in accounting, management, marketing, and office technology. These stackable credentials can serve as a means of retaining students. Students, particularly non-traditional students who are returning to school after many years, may enter college without confidence. They may view a degree as unattainable. When they experience success and are able to complete a Level I certificate, they are encouraged to continue. The satisfaction of earning the certificates can encourage and give them confidence to stay in school and finish their degree. There are no fees assessed for certificate or degree completion. The fees that were charged in the past were removed to encourage degree completion and to retain students.

Retention

The Educational Master Plan states that “The Board of Trustees of Neosho County Community College has identified improving retention as a primary goal for the College. To that end, the College has embarked on a multifaceted plan to improve retention. The goal is to increase retention by 1-3% per year.” The goal is to stay above the national average (IPEDS) for earning an associate degree. Within the last two years the Student Learning Division personnel have begun discussing and sharing of information related to retention and completion as part of the institution’s restructuring toward a more comprehensive enrollment management environment. Changes are being made related to advising, early warning for students not at a C grade level in their courses, and in providing more access to counseling to reinforce retention of students. Restructuring within the Student Learning Division has occurred and has been designed to enhance available resources to emphasize retention and completion efforts, with special attention to improving advising, enrollment management services, counseling, student life activities, learning centers (for tutoring, testing, placement, etc.), and college recruitment and college relations to help reinforce marketing and public information.

Neosho County Community College tracks fall-to-fall retention rates for students in the Full-Time-First-Time-In-Any-College (FTFTIAC) cohort. In most cases, retention of business unit majors has exceeded that of the overall institution as indicated in the following graph.



Retention of students in the Business Administration transfer program has been stable and has consistently exceeded the overall institution. This is a positive, as the majority of students in the business unit are transfer students as follows:

	Fall 2009 Cohort		Fall 2010 Cohort		Fall 2011 Cohort		Fall 2012 Cohort	
	Enrolled Fall 2009	Enrolled Fall 2010	Enrolled Fall 2010	Enrolled Fall 2011	Enrolled Fall 2011	Enrolled Fall 2012	Enrolled Fall 2012	Enrolled Fall 2013
AS - Business Administration Declared Majors	17	9	24	16	17	11	33	22

Retention in other programs, which are the AAS non-transfer programs, has fluctuated from year to year. The number of declared majors is small, so the percentages can greatly fluctuate.

	Fall 2009 Cohort		Fall 2010 Cohort		Fall 2011 Cohort		Fall 2012 Cohort	
	Enrolled Fall 2009	Enrolled Fall 2010	Enrolled Fall 2010	Enrolled Fall 2011	Enrolled Fall 2011	Enrolled Fall 2012	Enrolled Fall 2012	Enrolled Fall 2013
AAS – Accounting Declared Majors	5	2	2	2	8	5	7	2
AAS – Computer Information Systems Declared Majors	2	1	5	4	4	1	7	4
AAS – Computer Support Specialist Declared Majors	0	--	1	0	0	--	1	0
AAS – Marketing Declared Majors	1	0	0	--	1	1	5	2
AAS – Management Declared Majors	0	--	0	--	1	1	1	0
AAS – Office Tech. Declared Majors	0	--	1	1	0	--	0	--

There is a concern in regard to the small number of declared majors in most of the AAS programs. It is acknowledged that there are inaccuracies in students' self-declared majors. The main concern is with no retention of first-time, full-time students entering the Computer Support Specialist program. The number of first-time, full-time students declaring the major has been slim, with one major in the fall 2010 cohort and one major in the fall 2012 cohort. There were no first-time, full-time students in fall 2009 and fall 2011 who declared a Computer Support Specialist major. During the self-study year, there was one completer of the Computer Support Specialist program, however, he would not have been included in the cohort, as he was not a first-time, full-time student, but instead a non-traditional student who returned to school later in life and transferred in hours. Students often enter the program, take the first networking class which is challenging and are either not successful or decide not to continue in the program. In addition, students entering the program tend to be non-traditional, part-time students.

To collect data relevant to student retention, NCCC also makes use of the CCSSE and Noel-Levitz surveys, which the Curriculum Committee uses in order to formulate "suggestions for ways of improving engagement of students and student satisfaction with the learning process." Utilizing the results of these nationally recognized standardized surveys ensures that this institution's methodologies are consistent with those across the nation. In addition, NCCC has joined the National Community College Benchmarking project to participate in data sharing and evaluation with peer institutions. Part of the data analysis will include efforts at retention. IPEDS data is reported regularly and reviewed annually as well. The College is constantly striving to increase engagement of students through surveys, personal contact, and other methods to get feedback from students concerning their difficulties and barriers to being successful in their coursework and in completing their programs of study.

The College has set a goal to increase retention by 1-3% per year. The goal is to stay above the national average (IPEDS) for earning an associate degree. This goal also applies to the business unit programs.

The State of Kansas transfer system has not encouraged graduation because only a percentage of the courses have seamlessly transferred to the Regents Universities. The Kansas Board of Regents (KBOR) has acknowledged this and has begun to accept a set of courses for seamless transfer; however, that list falls well short of the required credit hours for an associate of science degree. In fact, that list of transfer courses was only accepted beginning summer 2012. Things are changing, with the Regents universities now interested in signing reverse transfer agreements so that students can complete their associates degree by transferring courses back to NCCC once they are completed at the four-year institution and thereby complete their associates degree. Acquiring complete student transfer data within the state system is less than complete due to FERPA interpretation disagreements between institutions and within the state regents' legal staff.

Clubs and Organizations

A variety of student clubs and organizations, including the Business and Innovation Club, provide many opportunities for student engagement and inclusion.

Chanute Campus Clubs and Organizations:

- Academic Excellence Challenge Team
- Art Club
- Business and Innovation Club
- Black Student Union

- Crafting of Yarn Club
- Honors Program
- International Student Club
- Literature and the Movies Club
- Mary Grimes Student Nurse Association
- National Technical Honor Society (NTHS)
- Panther History Club
- Panther Players
- Phi Theta Kappa(ΦΘΚ)
- Scientifically Minded Adventurer's Club
- Student Ambassadors
- Student Senate

Ottawa Campus Clubs and Organizations:

- Cultural Exchange Club
- Honors Program
- Mary Grimes Student Nurse Association
- Occupational Therapy Assistant Student Organization
- Panthers Stampers Club
- Phi Theta Kappa (ΦΘΚ)
- Student Ambassadors
- Student Senate

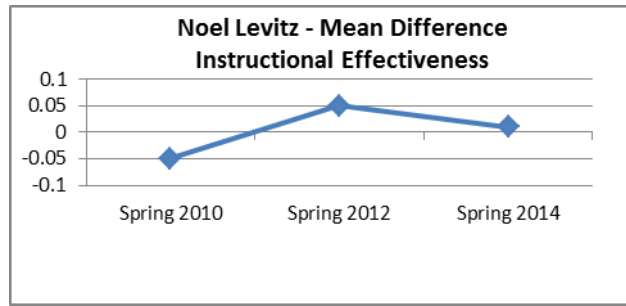
Community Service

Students and faculty strengthen relationships with the community through service projects. Student clubs and organizations are required to complete one service project per semester. The Business and Innovation Club completed two projects this year. For the fall semester, the group worked on a marketing campaign for Christmas in the Park on East Main in Chanute. The club members created flyers to promote the event and distributed them to local and area businesses and schools in Chanute, Erie, Parsons, Fredonia, Humboldt, Iola and Altoona/Midway. In March, the club assisted with a Pi Day event on campus. A canned food drive was held to collect food for the local food pantry at the Otterbein United Methodist Church, with a goal of collecting 314 cans of food. Business club members manned a table in the Student Union during the week preceding Pi Day, helping to collect and transport food items.

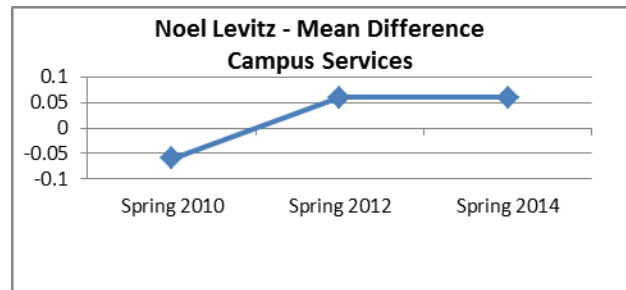
B. Explain how the business unit delivers services that satisfy students and stakeholders.

A measurement of student satisfaction is the Noel-Levitz Satisfaction Survey which has been administered since 2000. The mean differences are reported. When the mean difference is positive, NCCC students are more satisfied than other community college students. When the mean difference is negative, NCCC students are less satisfied than other community college students.

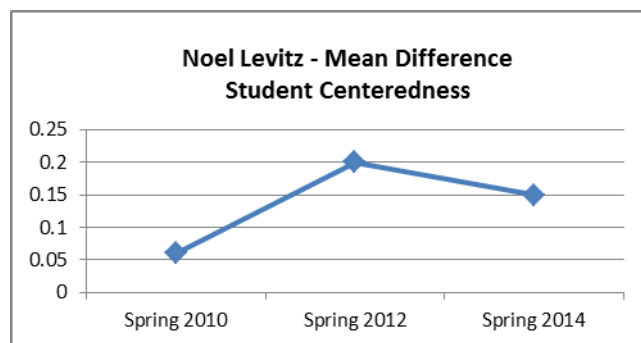
The following chart indicates the most recent results of NCCC student perceptions of instructional effectiveness from the Noel-Levitz survey. It covers student satisfaction with regard to quality of instruction, fairness of faculty, timely feedback from faculty, availability of faculty, and use of practical experiences and applications. In the spring of 2010, NCCC students were less satisfied than other community college students, but comparatively satisfaction has increased.



Another category of the Noel-Levitz survey is titled campus services and students are asked to rate their satisfaction for each of the following items: library resources, equipment in labs, tutoring services, computer labs, and career planning services. Student satisfaction has improved and remained steady.



Student centeredness is also measured through the Noel Levitz Survey. Students rank things such as campus staff being caring and helpful, being made to feel welcome, and administrators being available to hear concerns. Student have been more satisfied than other community college students.

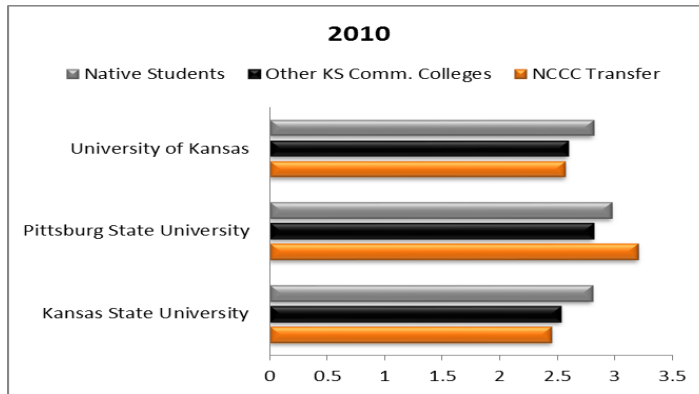


C. Describe how the business unit learns from former and current students to determine and anticipate changing needs and expectations.

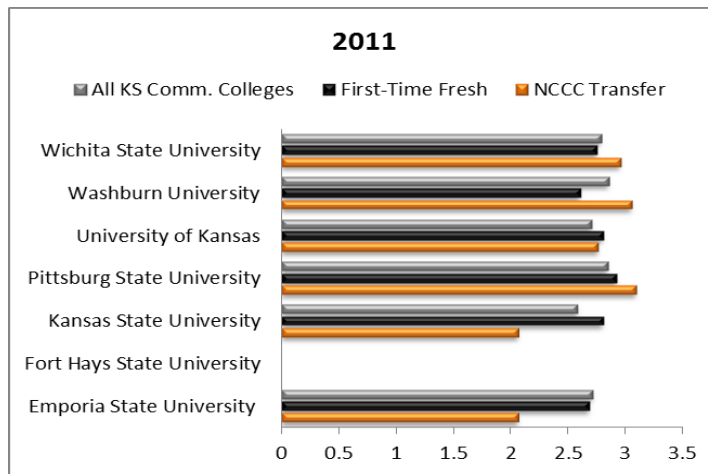
Former Students

The business unit learns from former students through the Kansas Board of Regents (KBOR) Transfer Feedback Reports which measure how NCCC students perform after they transfer. These reports include overall results for the institution as a whole. Typically, NCCC students transfer to Pittsburg State University and the University of Kansas more than the other institutions. Reports have not been made available online since 2012, but reports for 2010, 2011 and 2012 show that NCCC student performance is respectable.

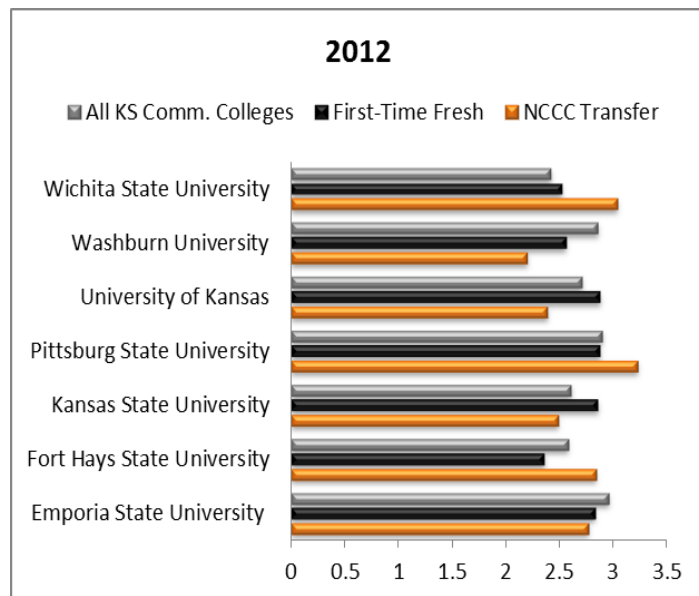
In 2010, NCCC transfer students outperformed other students at Pittsburg State University, but did not do as well as other students at the University of Kansas and Kansas State University.



In 2011, NCCC students earned a higher gpa than other students at Wichita State University, Washburn University, and Pittsburg State University.

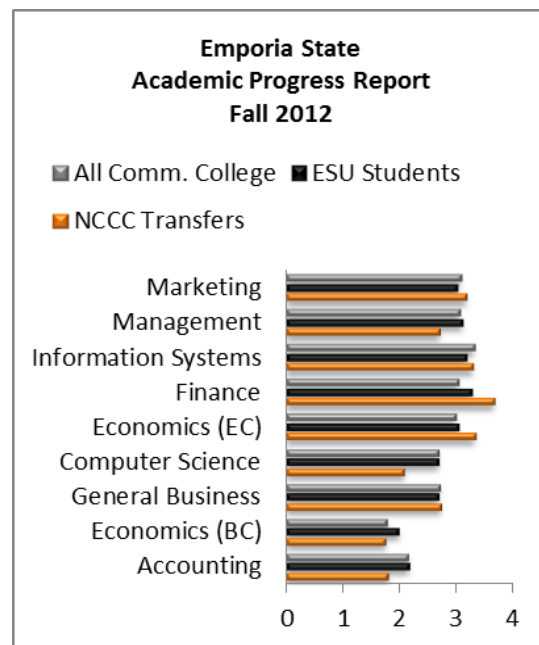
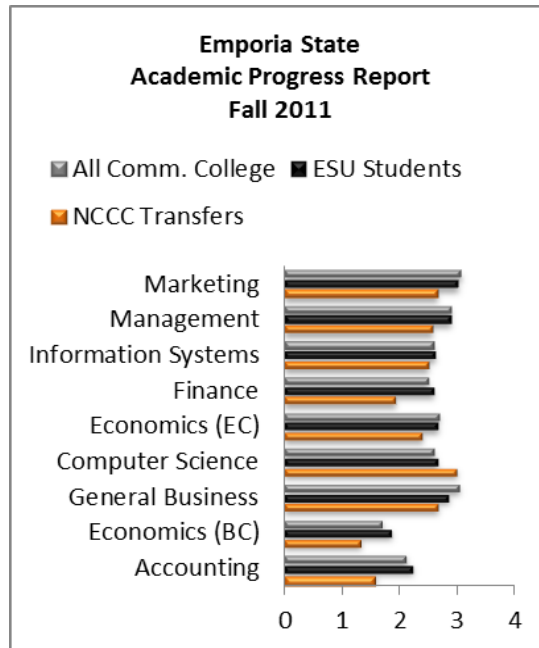


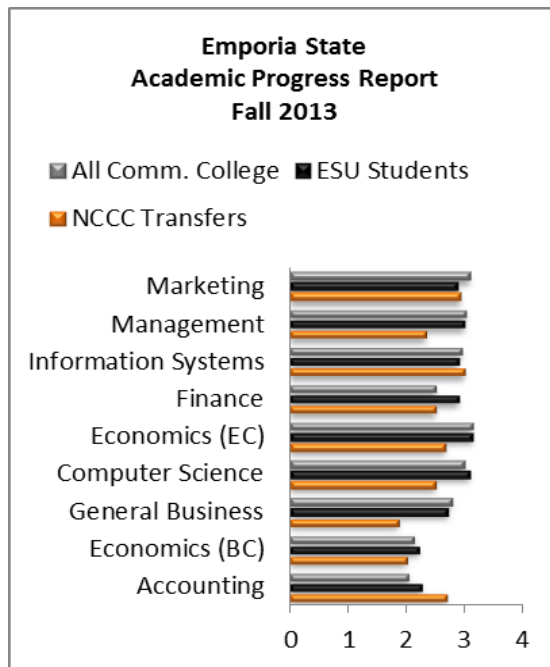
In 2012, NCCC students performed better than other students at Wichita State University, Pittsburg State University, and Fort Hays State University.



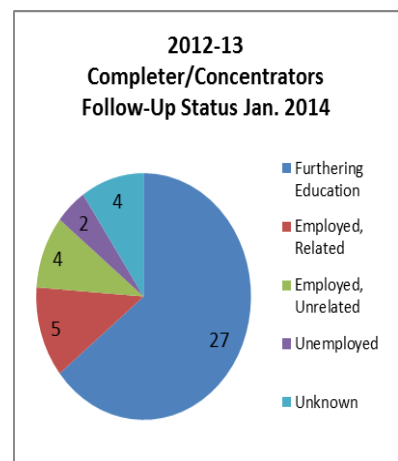
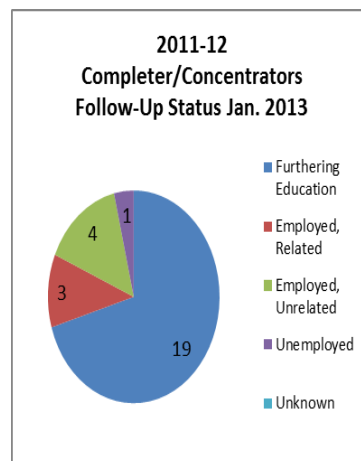
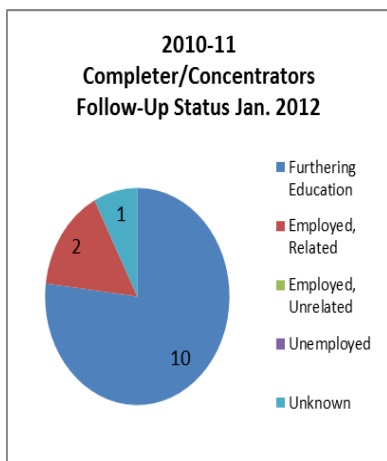
http://kansasregents.org/transfer_feedback_reports

Transfer data reported specifically for business students is less easily attained. Most Kansas Regents schools no longer provide transfer gpa reports by major, with the exception of Emporia State University from which an Academic Progress Report is received, comparing NCCC transfer student grade point averages with ESU native students and other community college transfers. However, the results do not necessarily reflect students who completed business courses at NCCC. In reviewing the list of students included in the report, the accounting instructor did not identify having many of the students in her accounting classes at NCCC. Students are included who only took concurrent courses through NCCC while in high school and who may have only taken a limited number of credit hours from NCCC. At any rate, these results are not taken lightly and will continue to be monitored.





Feedback from former students is also obtained when conducting follow-up studies for the Kansas Higher Education Data System (KHEDS.) For Perkins eligible programs, including AAS degrees and certificates, follow-up data is reported on completers and concentrators (students who have completed at least 12 career and technical education (CTE) hours within a program.) Follow-ups are conducted in January of each year to determine the student's status as of the second quarter following the end of the program year.



Current Students

Current students also have an opportunity to provide input through the SCAIRI (Student Course and Instructor Rating Instrument) that is used for faculty evaluations. For full-time faculty, the SCAIRI is administered once a semester for the first and second year, and once a year for the third and fourth years and after the fourth year, full-time faculty are evaluated at least one time every three years. Negotiated Agreement Article 10, Section C. For all adjunct instructors, the SCAIRI is administered once a year. The instrument is used in both face-to-face and online courses, with the online version including specific questions about the online environment that do not apply to face-to-face classes.

In addition, the Noel-Levitz and the Community College Survey of Student Engagement (CCSSE) are used to measure student satisfaction.

Instructors also learn from current students in the classroom. Due to small class sizes, instructors typically become well acquainted with their students. Classroom discussion and conversations sometimes lead to students expressing their needs and expectations related to instruction, courses, and program requirements.

Instructors serve as academic advisors, so during individual advising meetings, instructors learn from their advisees. Advisors typically inquire about the student's current status in class, and students may share issues or problems they are encountering. In the process of developing the student's class schedule and enrolling the student, advisors can become aware of scheduling issues, course rotation schedule problems, or course availability concerns.

Current students also provide feedback through the Noel Levitz survey and the Community College Survey of Student Engagement (CCSSE.) The surveys provide information related to student satisfaction for the overall college.

D. Explain the process for utilizing stakeholder feedback in program development and enhancement.

NCCC has developed a comprehensive master planning process which responds to the current and future needs of the college's faculty, staff, students, and patrons providing a blueprint for the future and a vehicle for the Board of Trustees to lead the shaping of the College as well as communicate to stakeholders the college's vision and direction. Input from stakeholders is incorporated into the institution's planning documents.



Criterion 3.3 Student Support

Institution Response

A. Describe the support services available to business students, including admissions, financial aid, and advising.

Admissions

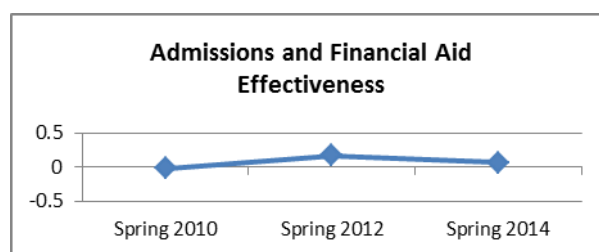
NCCC attempts to make the admissions process as simple as possible. The first step is to apply to the college at www.neosho.edu, click perspective student and then apply online. Once the form has been submitted, the student will receive an email letting them know that the application has been

received and that it will be processed within 24 to 48 business hours. Once the application is processed, the student will receive an acceptance letter by email. This is sent to their personal email address. The acceptance email provides them with their student ID#, InsideNC password and student email, as well as instructions on how to set up their student email. The new students are then also sent one last email to their personal email address called the Next Step. This email explains what steps they will need to take next to get enrolled in classes. Once or twice a week the admissions staff also calls all the new students that have just been accepted to see what else we might be able to help them with. The admissions staff also set up campus visits which usually include a time to meet with someone in their major area of interest.

Financial Aid

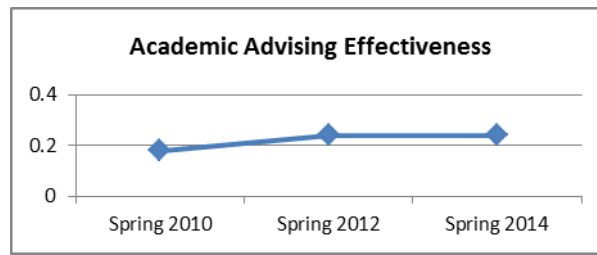
The Financial Aid Office is available to assist students in finding resources to finance their education. Scholarships, grants, loans, and work study are provided to qualified students. Students interested in receiving financial aid should contact the financial aid office well in advance of the start of each semester/school year.

Student satisfaction with admissions and financial aid effectiveness from the Noel Levitz Survey shows the following results:



Advising

One of NCCC's purpose statements is "Student success through providing personal attention, individualized advising, and the opportunity to meet personal goals. The Student Handbook communicates to students the importance and purpose of the academic advisor as follows, "Your academic advisor is an important person during your time at NCCC. Whether you plan to enter the workforce after graduation or if you plan to transfer to a college or university, your academic advisor can help you with these important transitions. If you have declared a major, you will be assigned an advisor in that academic area. If you have not yet decided on an academic major, your advisor can assist you in exploring career options. To find out your advisor assignment, to change advisors, or to change your major, see the Coordinator of Advising & Articulation on the Chanute Campus or the Coordinator of the Teaching and Learning Center on the Ottawa Campus." Academic advising is provided to students by faculty and staff members on both the Chanute and Ottawa Campuses. The advising efforts are supervised by the Coordinator for Advising and Articulation on the Chanute Campus and the Director of the Teaching & Learning Center (TLC) of the Ottawa Campus. These individuals also both monitor the needs of online students related to advising. Training workshops for advisors are conducted in which changes in academic programs, degree requirements, or general student trends are discussed. Other support for academic advisors is provided through the advisor resources on the faculty tab in InsideNC. All degree-seeking students at NCCC are assigned an academic advisor after their initial advising meeting. Non-degree seeking students may also request an advisor assignment by contacting the student services office on the Chanute Campus or the admissions office on the Ottawa Campus. Students with placement scores that require them to take developmental coursework are advised by developmental advisors in the Center for Academic and Vocational Excellence (CAVE) or the Teaching and Learning Center (TLC) until they complete their developmental courses. The average advisee load is currently 26 students per advisor. Students who are a part of the STARS (TRIO Grant) program may have dual advisors, with a STARS advisor in addition to their program advisor.



STARS Program

Students Thriving Achieving and Recognizing Success (STARS) is a federally funded student support project. The goals of STARS are to help students stay in college, graduate from NCCC, and transfer to a four-year institution to obtain a bachelor's degree. Students must apply to the program and meet one or more of the following eligibility requirements: 1) be a first-generation college student; 2) meet federal income guidelines as determined by the U.S. Department of Education; 3) have a documented disability.

The STARS project serves 160 NCCC students. Services available to participants include one-on-one and small group tutoring, academic/transfer/career advising, additional financial aid, regular workshops on a variety of topics, cultural enrichment activities, four-year college campus visits, and other support services. The STARS offices are in the CAVE, located in the lower level of Chapman Learning Center on the NCCC Chanute Campus. The STARS program is not available to students at the NCCC Ottawa Campus.

The STARS project objectives report for 2011-12 indicated the following performance of the program: 74% retention rate of project participants for persisting in college from one academic year to the start of the following academic year (goal was 60%), 92% of project participants met satisfactory academic progress standards of the College (goal was 80%), 47% of project participants earned their certificate and/or associate degree within 4 academic years (goal was 30%), and 59% of participants transferred to a senior college or university after earning their certificate and/or associate degree (goal was 20%).

Tutoring

Academic tutoring is provided for NCCC students for all courses through the Center for Academic and Vocational Excellence (CAVE) on the Chanute Campus and the Teaching and Learning Center (TLC) on the Ottawa Campus. In addition, tutoring is available to students online during selected hours through the Panther Academic Resource Center (PARC). Tutors are solicited from the staff of developmental course instructors, the local communities, and academically strong current students. New tutors receive training in tutoring best practices, and are mentored by more senior tutors. Monthly tutoring staff meetings are held to discuss common issues or challenges, new and successful tutoring strategies, and suggestions for future service to the NCCC students. More than 1,000 hours of tutoring are provided each academic year through the College to assist students. Tutors for business classes have sometimes been difficult to find, particularly for Managerial Accounting which is often taken during the student's last semester of attendance. In addition, tutors for business electives, such as Business Law, are scarce when enrollments in the class are small.

Early Academic Warning System

To facilitate students' access to tutoring services, NCCC uses an Early Academic Warning System (EAW) that alerts students, advisors, and activity sponsors when a student is struggling in a course. An "early warning notification" is issued for all students earning grades of "D," "F," or "NP" at designated reporting dates throughout the semester. Students, through direct contact by phone from a college administrator and/or faculty member, are encouraged to contact their instructors and/or advisors when they receive early warning notification, and to seek out additional academic support provided by the tutoring services offered in the Center for Academic and Vocational

Excellence (CAVE), and The Teaching and Learning Center (TLC.) Approximately 350 total students in various majors at the institution are warned per semester through the EAW process.

Services to Students with Disabilities

NCCC has various types of assistance available to support qualified students with physical or learning disabilities. Appropriate documentation of a disability is required. Students are responsible for forwarding their documentation and scheduling an appointment for consultation with the Dean of Students on the Chanute Campus or the Dean of the Ottawa Campus. Reasonable accommodations are made based on the documentation. Available services include, but are not limited to note takers, scribes, readers, extended time exams, alternative testing, tutorial services, and study skills

B. Describe the policies that govern student relationships with the business unit, including the procedures used to resolve student concerns.

Policies governing student relationships with the business unit are found in the NCCC Student Handbook. Policies include academic policies and procedures, including academic honesty and academic appeals; code of conduct; disciplinary proceedings; and safety and security.

Academic Honesty

Violations of the Academic Honesty policy include academic dishonesty, which is behavior in which a deliberate means is employed to gain undeserved intellectual credit or advantage, either for oneself or another, or which is disruptive of a course of study. Some examples of academic dishonesty are:

- 1) Plagiarism: Intentionally using the printed/published data, distinctive ideas, or language of someone else without specifically acknowledging the original source, for example, copying another student's paper, creative work, article, or computer work and submitting it as one's own original work is not allowed. On the other hand, the use of "common knowledge" or of ideas that are not distinctive to a single source does not require acknowledgement. Subject to the foregoing, the particular circumstances under which acknowledgment is required may vary among the different disciplines, which make up the College; in addition, the manner or style used to acknowledge a source will vary among disciplines. In a particular course, students must follow the acknowledgement/citation customs and standards of the discipline offering the course and acknowledge sources in the manner expected by that discipline.
- 2) Unauthorized collaboration on out-of-class projects: Students may not present work as individual when, in fact, the work was done by/or with other students.
- 3) Cheating on exams: This is defined as the unauthorized or inappropriate use of information about the exam (questions/answers) and/or the taking of an exam with the assistance of unauthorized materials such as notes, textbooks, crib sheets, and/or any electronic means such as cell phones. It is the responsibility of each instructor to inform students which information aids, if any, may be used on exams.
- 4) Unauthorized access to exams in advance of the examination: Students who in any unauthorized manner obtain exams in advance of the date and hour of the examination are committing an act of academic dishonesty. Unauthorized access to exams does not include obtaining copies of exams given in previous semesters and returned to students, but it does include a sharing of information about an unreturned exam between a student in an earlier section of a class and a student in a later section.

5) Aiding and/or abetting an academically dishonest undertaking: A student is responsible for ensuring that other students do not misuse his/her work. Students are required to protect the integrity of their own work by, for example, not allowing, knowingly or through carelessness, another student to plagiarize a term paper or copy answers to an exam.

6) Responsibility for Academic Honesty: The fundamental responsibility for the maintenance of the standards of honesty rests upon the student. It is each student's responsibility to be familiar with College policy on academic honesty and to uphold the standards at all times in all situations. Faculty members are responsible for clarification to their classes of those standards of honesty for class assignments or project where such standards may be unclear or when such standards vary from the accepted norm. The Faculty is expected to take reasonable precautions to protect academic honesty.

Consequences of Academic Honesty Violations: Incidents of Academic Honesty violation in the classroom will be the responsibility of the individual instructor. Upon discovery of such violations, the instructor will have a private meeting with the student to inform him/her of the situation or notify him/her via email. The consequences of violation of the Academic Honesty policy are at the discretion of the instructor and can range from redoing the assignment for partial credit to course dismissal, to the receiving of a grade of "XF" for the course. A grade of "XF" indicates the student failed the course due to violations of the academic honesty policy and remains on the permanent transcript unless removed by passing the Ethics and Integrity course. All actions taken by the instructor will be documented by the instructor, reported to the Division Chair and the Vice-President for Student Learning and a copy of the documentation placed on file with the Dean of Student Development or the Dean of the Ottawa Campus. If the student does not agree with the actions taken by the instructor, he/she may utilize the Academic Honesty Appeal Procedure listed in this handbook.

Records of acts of misconduct will be kept on file by NCCC. In case of serious violations of the Academic Honesty or multiple violations of the policy, the Dean of Student Development on the Chanute campus or the Dean of the Ottawa campus will require a meeting with the student to determine what action needs to be taken. Actions may range from a warning to expulsion from the college.

Academic Integrity: NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic Integrity in the classroom is a specific requirement. Consequences of violation of the Academic Integrity policy can range from redoing the assignment for partial credit to course dismissal at the discretion of the instructor. Definitions and examples of Academic integrity, as well as the Academic Honesty Policy, can be found in the Student Handbook.

Academic Appeals

A. Final Grades

Final grades are based only on academic standards and the instructor's evaluation of how well a student achieved those standards. Final grades shall be based upon written grading criteria given to the student at the beginning of each course. Each instructor is required to issue a syllabus for the course the first class session each semester outlining the requirements for the course and the grading criteria to be used in the course. Only final grades given at the conclusion of the course may be appealed. Grounds for Final Grade

appeals include:

1. Failure of the instructor to follow the written criteria given to the student at the beginning of the course (or failure of the instructor to provide written criteria as required).
2. Alleged errors in the mathematical calculation of grades.
3. Alleged errors in recording the grade on the student's transcript.
4. Non-academic issues such as attendance (i.e. if a student completed the work and would otherwise have been entitled to a grade acceptable to the student, but did not receive the grade due to poor attendance, poor class participation, discrimination, etc.) In the case of a final grade appeal, the student must begin the appeal process within ninety (90) days from the conclusion of the course. Each final grade being questioned must be appealed separately.

B. Academic Honesty

In the case of an academic honesty violation, (as defined in the Code of Student Conduct and Discipline) the student must begin the appeal process within two (2) working days from the date disciplinary action was initiated by the faculty member or other College official, except in the case of an XF. If the student wishes to appeal the grade of an XF, the above final grade appeal deadlines are then used.

C. Assignments/ Test Grades

Assignments/grades cannot be appealed. Once the course is completed the student may use the final grade appeal process listed in this handbook.

D. Appeal Procedure

A student begins the appeal process by completing the Academic Appeal Form available in the office of the Chief Academic Officer and then:

1. To initiate a grade appeal, confer with the appropriate course instructor first. If the problem cannot be resolved, the student may continue the appeal process by making an appointment with the Chief Academic Officer.
2. For an academic honesty appeal, including appeal of an XF grade, meeting with the course instructor is not required, and the student shall make an appointment with the Chief Academic Officer. It rests with the Chief Academic Officer's discretion to investigate and determine the basis for the appeal and then either resolve it or refer it to an ad hoc committee appointed by the Chief Academic Officer or by the President of the College. No further appeal by the student is allowed.

Criterion 3.4 Stakeholder Results

Institution Response

A. Describe how the business unit measures student utilization of offerings and services.

Student utilization of offerings and services is measured by enrollment in classes within the business unit. Enrollment as of the certification date is official. Headcount and credit hours generated are tracked by site and by time/modality as part of the program review process. The number of certificate and degree completers is another measurement of utilization of offerings that is also reported in the program review process. Membership in the Business and Innovation Club is reported to the Vice President for Student Learning. Attendance at Business and Innovation events is tracked through student sign-in sheets.

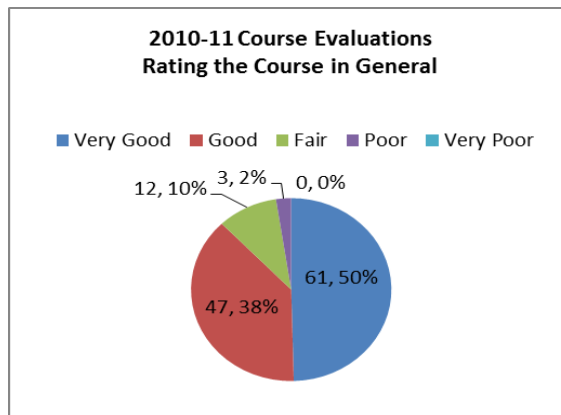
B. Report and graph the following student and stakeholder satisfaction results for the past three years (two years plus the self-study year):

Course Evaluations

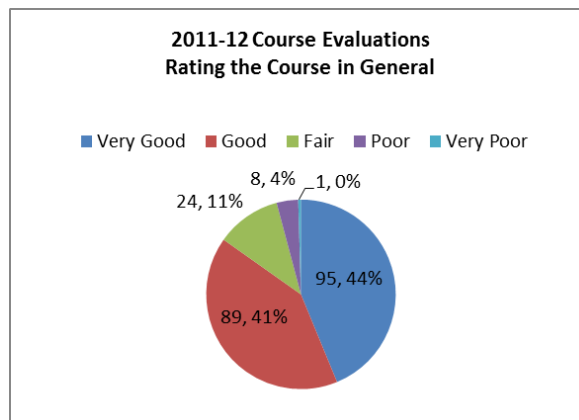
Instructors are evaluated regularly in accordance with Article 10 of the negotiated agreement. Full-time faculty are evaluated once a semester for the first and second years, once a year for the third and fourth years, and after the fourth year, full-time faculty are evaluated at least one time every three years. Adjunct and concurrent instructors are evaluated at least once a year. Student rating of instruction utilizes the SCAIRI (Student Course and Instructor Rating Instrument) in face-to-face classes. Students in online courses are provided with an electronic version of the student rating form which includes specific questions about the online environment that do not apply to a face-to-face class. Online participation has been low in some instances since students are not required to complete the rating. Instructors send students a link to the online survey, but students don't always respond.

The following graphs report results from question #7 of the SCAIRI, "Rate the course in general," and question #24 of the online student rating form which is similar.

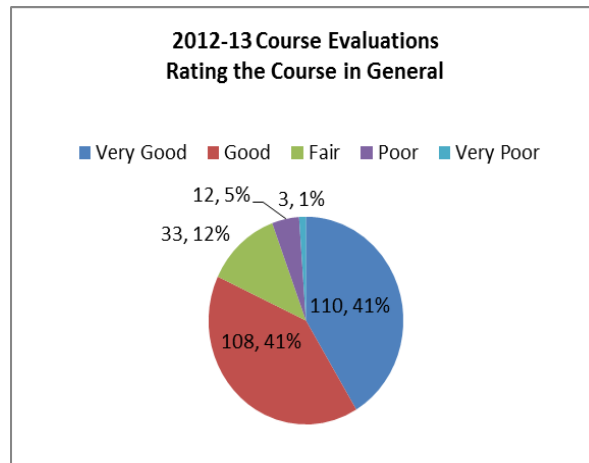
In 2010-11, 123 students responded in 24 sections of classes within the business unit within the business unit. Eighty-eight percent of the ratings were good or very good.



In 2011-12, 195 students responded in 27 sections of classes within the business unit. Eighty-five percent of ratings were good or very good.



In 2012-13, 266 students responded in 42 sections of classes within the business unit. Eighty-two percent of the ratings were good or very good.

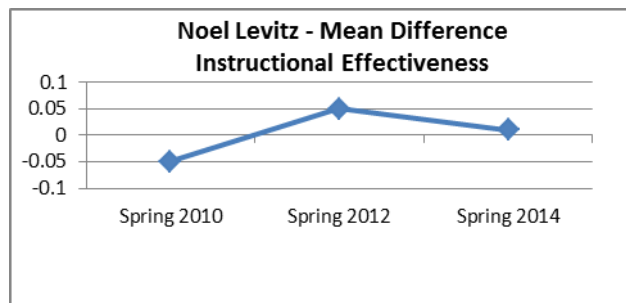


The percentage of good and very good ratings has decreased over the last three years. Of course, the above results stem from only question on the evaluation instrument. In some cases, the instructor might receive high ratings, but the course in general would be lower, or vice versa. Also, the mix of instructors being evaluated changes each year with the rotation schedule for the full-time faculty members. Results of student ratings are reviewed by the instructor, the immediate supervisor, and the Vice President for Student Learning. The administrative assistant who processes the evaluations flags negative comments to bring them to the attention of the supervisors who discuss the issues brought forth with the instructors.

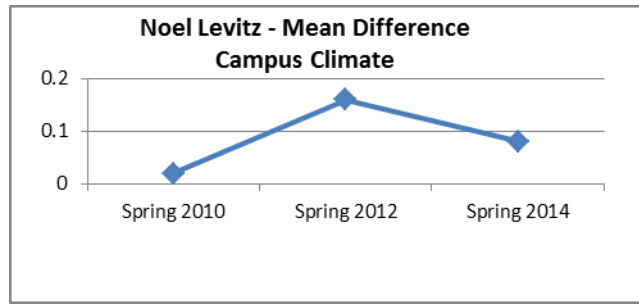
Student Satisfaction Surveys – Noel Levitz

For the past six years, NCCC has used the Noel Levitz survey to measure student satisfaction. The Noel Levitz is administered every other spring and results from the three most recent surveys are reported. The following graphs report the mean difference which compares NCCC student satisfaction with other community college student satisfaction. When the mean difference is positive, NCCC students are more satisfied than other community college students. When the mean difference is negative, NCCC students are less satisfied than other community college students.

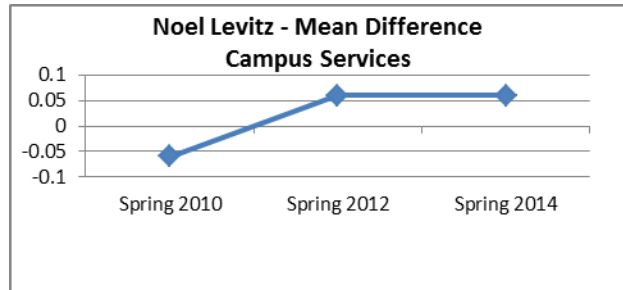
NCCC students were less satisfied with instructional effectiveness than other community college students in 2010, but satisfaction increased in 2012 and slightly declined in 2014.



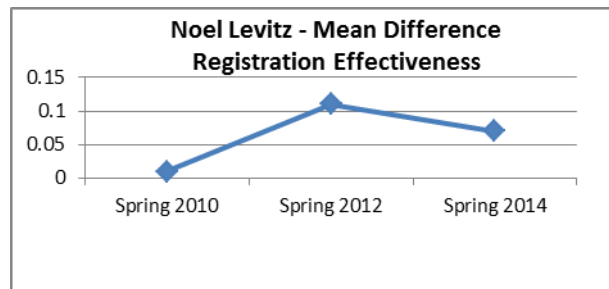
Over the last three years, NCCC student satisfaction with the campus climate has been similar or better than other community college student satisfaction. Satisfaction greatly increased in 2012 and then declined in 2014.



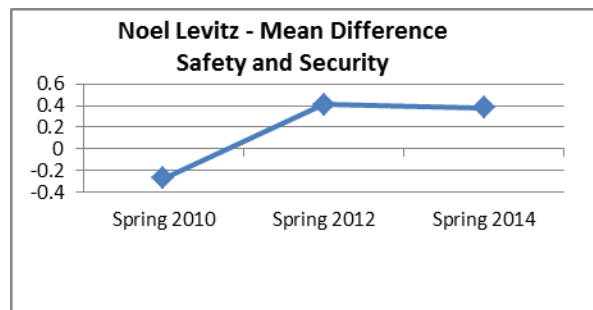
In 2010, NCCC students were less satisfied with campus services than other community college students. Satisfaction increased in 2012 and remained stable.



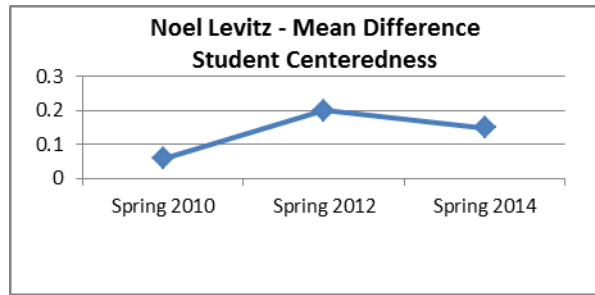
Over the last three survey periods, NCCC students have been as satisfied or more satisfied with registration effectiveness than other community college students.



NCCC student satisfaction with safety and security has increased and remained consistent. In 2010, NCCC students were less satisfied than other community college students, but in 2012 and 2014, they are more satisfied.



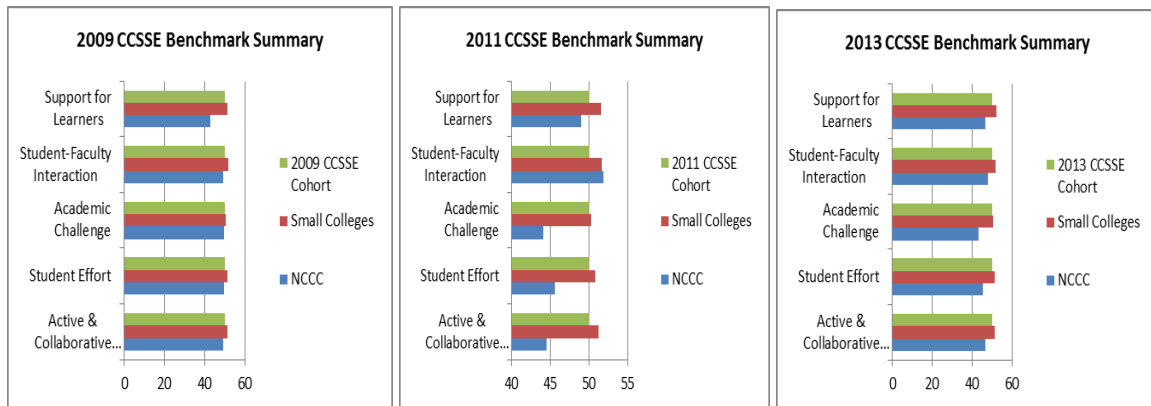
Students rated their satisfaction with NCCC's student centeredness higher than students at other community colleges.



In general, Noel Levitz results were lowest in 2010, improved in 2012 and slightly declined in 2014.

Student Satisfaction Surveys - CCSSE

The Community College Survey of Student Engagement (CCSSE) is alternated with the Noel Levitz survey. The CCSSE was administered in the spring semesters of 2009, 2011, and 2013. Separate data is not available for the business unit. These results are for NCCC as a whole.



In 2009, detailed CCSSE results showed that NCCC fell notably below the mean in students coming to class without reading or assignments, which is positive. NCCC was notably above the mean in using email to communicate with instructors. The CCSSE report illustrated that students do not feel that their knowledge, skills, and personal development growth is being met. NCCC fell notably below the mean in regard to challenging students to do their best work and encouraging significant amounts of study. NCCC also fell notably below the mean in several areas of support for learners. Faculty were instructed to consider incorporation of higher levels of Bloom's taxonomy in their coursework. Tutoring was better advertised and recommended by instructors.

In 2013, CCSSE results showed several items related to rigor that were of concern as follows:

		Your College		Small Colleges			2013 Cohort		
Item	Variable	N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?									
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often									
4b. Made a class presentation [ACTCOLL]	CLPRESEN	516	1.84	130,853	2.13	-0.31**	456,636	2.13	-0.31**
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	REWROPAP	514	2.24	130,369	2.52	-0.28**	454,860	2.52	-0.27**
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	514	2.42	130,590	2.79	-0.39**	455,307	2.8	-0.40**
4e. Came to class without completing readings or assignments [STUEFF]	CLUNPREP	517	1.66	130,213	1.79		454,294	1.82	-0.21**
4j. Used the Internet or instant messaging to work on an assignment	INTERNET	514	2.66	130,048	3.03	-0.39**	453,653	3.03	-0.39**
4m. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	514	1.96	130,207	2.18	-0.24**	454,066	2.1	
4s. Had serious conversations with students of a different race or ethnicity other than your own	DIVRSTUD	511	2.11	130,513	2.33	-0.22**	455,130	2.43	-0.30**
4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	512	2.13	130,324	2.32		454,554	2.35	-0.22**

4u. Skipped class	SKIPCLA S	51 5	1.3 5	130,7 82	1.5 1	- 0.25 **	456,0 86	1.5 4	- 0.29 **
Item 5: During the current school year, how much has your coursework at this college emphasized the following mental activities?									
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much									
5b. Analyzing the basic elements of an idea, experience , or theory [ACCHALL]	ANALYZE	51 2	2.7 4	130,5 65	2.8 8		455,3 10	2.9 1	- 0.20 **
Item 6: During the current school year, about how much reading and writing have you done at this college?									
1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20									
6c. Number of written papers or reports of any length [ACCHALL]	WRITEAN Y	51 0	2.5 8	129,8 17	2.9 1	- 0.29 **	452,4 43	2.9	- 0.28 **
Item 7									
1 = Extremely easy ... 7 = Extremely challenging									
7. Mark the response that best represents the extent to which your examinatio ns during the current school year have challenged you to do your best work at this college [ACCHALL]	EXAMS	48 9	4.6 8	125,3 81	5.0 3	- 0.29 **	436,1 65	4.9 8	- 0.25 **
Item 9: How much does this college emphasize each of the following?									
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much									
9a. Encouragin g you to spend significant amounts of time studying [ACCHALL]	ENVSCH OL	50 8	2.7 4	129,8 09	3.0 6	- 0.40 **	452,4 50	3.0 4	- 0.36 **
9f. Providing the financial support you need to afford your education [SUPPOR T]	FINSUPP	50 5	2.4 2	129,0 73	2.6 8	- 0.23 **	449,2 80	2.5 9	
9g. Using computers in academic work	ENVCOM P	50 5	3.0 3	129,6 37	3.2 5	- 0.26 **	451,7 03	3.2 2	- 0.22 **

In response to the CCSSE results, action was taken in the business unit. The management instructor and the accounting instructor collaborated to organize a group presentation night during the fall

2013 semester. Students in Intro. to Business, College Accounting, and Financial Accounting were assigned a group project which they presented at the group presentation evening. In the spring of 2014, the event was expanded to include Intro. to Web Design, as well as Microbiology students and was renamed the NCCC Interdisciplinary Colloquium. In addition, a contest was held to honor the best presentation. This gave the students an opportunity to work and present in groups to a panel of faculty and peers from multiple classes and disciplines and addressed several of the items in the CCSSE that were flagged as concerns. Plans are to continue the colloquium in the future.

Alumni satisfaction surveys

Surveys of alumni are conducted related to the KSPSD (Kansas Postsecondary Database) reporting requirement. The division chair attempts to contact completers that are listed in the KSPSD spreadsheet that is received from the registrar or from the Coordinator of Institutional Research and Reporting. Contact information is gathered from the college's computer system, but is sometimes out of date, particularly if cell phone numbers have not been gathered. If the student is contacted, the Career-Technical Education Student Follow-Up Survey form is completed to document the follow-up. The final question on the survey is "Please tell us whether your CTE program helped you or how we could improve the program."

An option for improvement would be to conduct an electronic alumni survey. Students are required to use a neosho.edu email address during their tenure at NCCC, but once they graduate, they quit using their school email. A process for gathering a new email addresses needs to be established to maintain contact with graduates for follow-up purposes.

Employer satisfaction surveys

As previously indicated, most graduates continue their education, as opposed to entering the workforce. Attempts are made to gather feedback from employers of graduates of AAS programs who are employed in a related field. Prior to 2010, employer satisfaction was reported under the Kansas Post-Secondary Database (KSPSD) collection process, but starting in 2010, the employer rating was removed from the required submission. Student lists received from the registrar or the Coordinator of Institutional Research and Reporting are used to determine completers for which follow-ups occur and attempts are made to contact employers and receive feedback. The number of AAS graduates is very small, and in recent years several have become self-employed after graduation. Feedback from self-employed graduates is collected via the process mentioned under alumni satisfaction surveys. Students completing the AS degree are not necessarily tracked in regard to employment even though some may enter the workforce.

Academic Year	Completers per KSPSD Employed in a Related Field	Self Employed	Other Employment	Very Good Rating	Good Rating	Poor Rating	No Rating
2010-11	2	1	1	1			1
2011-12	3	3	0				3
2012-13	5	0	5	1	1		3

An option for improvement would be to conduct a formal electronic employer satisfaction survey. The process to obtain employer contact information and email addresses would need to be put in place and would be difficult.

Criterion 3.5 BUSINESS/INDUSTRY RELATIONS

Each academic unit must demonstrate linkages to business practitioners and identify organizations which are current and significant, including advisory boards. Examples of linkages include, but are not limited to, executives in residence; guest speakers; partnerships and cooperative agreements with organizations; student organizations (societies) in various business disciplines related to major fields of study; internship programs; cooperative education programs; and student organizations with business leaders as members.

Institution Response

A. Describe the business unit's partnerships and processes that link the business unit's business programs to business and industry.

Business and Technology Advisory Board

The business unit connects with business and industry through the Business and Technology Advisory Board which meets twice per year. The Advisory Board has reviewed and approved all of the business program outcomes and curriculum. Advisory Board members have been periodically surveyed regarding the program outcomes and the courses within each of the business programs. Suggestions from the Business and Technology Advisory Board that have been implemented include:

- Expressed need for QuickBooks training and it was added to the Office Technology program in relation to outcome #7. The program assessment matrix was reviewed to ascertain appropriate inclusion of ACCT 205 QuickBooks Accounting.
- Noted weakness in employees' communication skills and COMM 213 Interpersonal Communication was added to the curriculum for most business programs.
- Expressed concerns related to student's interviewing skills, appropriate attire, and knowledge of basic personal management concepts, therefore a new course, OTEC 108 Career Life Skills was developed.

Kansas Small Business Development Center (KSBDC)

The KSBDC has a satellite office on the campus of Neosho County Community College. The office is located in Rowland Hall adjacent to the business unit area, enabling interaction between the business instructors and KSBDC consultant Tom Byler. Mr. Byler serves on the Business and Technology Advisory Board and has been excellent in communicating local and area business trends and needs that he observes through his clients and through his professional development.

Student Internships/Projects

Student internships have been difficult to fill, but there are several positive examples of students working with local business and industry. In the spring 2013 semester, Tom Byler with the KSBDC and the Business and Technology Advisory Board connected one of his clients who needed assistance with a business plan with students in the Small Business Management class. The students were allowed to work with the client in writing a business plan and utilize the experience to meet the class project requirement. Feedback from all parties was positive.

During the summer of 2013, a computer support specialist graduate completed an internship in the NCCC Technology Services Department. The student was a non-traditional student who had come back to school after being laid off of a job in which she had worked for close to 20 years. The KansasWorks program helped provide her with an education. After the internship, she secured an

information technology job with a local bank. Currently, an accounting student is working on a service scholarship in the NCCC Alumni Relations/Development office.

During the spring 2014 semester, Advanced Web Design students designed a website for RKSteel in Fredonia: rksteel.neoshowebclass.org. The banner and site background are photoshopped pictures of the RKSteel facility taken at a site visit made by the students. The website works well and looks good on any sized monitor, including phones. During the project students learned to work together and listen to the customer. This opportunity through an NCCC graduate who works for RKSteel and serves on the Business and Technology Advisory Committee.

Business and Innovation Club

The Business and Innovation Club has been instrumental in linking the business unit to business and industry to providing guest speakers on campus and small field trips. The club was unofficially started in 2012-13 and officially organized for the 2013-14 year. Events have included the following:

Business and Innovation Club Events

Friday, September 28, 2012	Field trip to Chanute Business Incubator
Friday, October 26, 2012	Guest Speaker – Ken Lickteig – Bank of Commerce
Friday, May 3, 2013	Field trip to B & W Trailer Hitches in Humboldt, KS
Mon., Sept. 30, 2014	Field Trip to CherryBerry
Friday, November 1, 2014	Guest Speaker - Chris Cleaver - Cleaver Farm and Home
Friday, November 15, 2014	Guest Speaker - Betsy McReynolds - Talk of the Town and Venue on Main
Friday, November 22, 2014	Fall Community Service Project Planning Meeting
Thursday, December 5, 2014	Meeting to Work on Fall Community Service Project
Friday, March 7, 2014	Guest Speaker - Kevin Krokstrom - Ravin Printing
Monday, March 10 – Friday, March 14, 2014	Spring Community Service Project – Pi Day benefitting local food pantry
Friday, March 28, 2014	Guest Speakers - Jami and Greg Woodyard - Benchwarmers
Friday, April 11, 2014	Tour of Green Parrot Coffee Company owned by Lisa Armstrong
Friday, April 25, 2014	Field trip to Kansas Innovation Summit in Independence, KS

B. Describe the impact or results of business and industry linkages.

The interaction and linkages with business and industry have been beneficial to the students. Informal feedback has been positive. In reference to the activities mentioned in Section A above, the KSBDC representative indicated the management students did a fine job with the business plan. After completing the internship at NCCC, the computer support specialist student was hired to work in the IT department of a local bank. RKSteel seems to be pleased with the website developed by the Advanced Web Design students. Feedback from the students who participated in the club activities has been positive. It has been difficult to get some students to participate due to their busy schedules with school, part-time jobs, with many student/athletes who spend a considerable amount of time in practice.

NCCC hopes to continue to build on these activities and provide additional opportunities for students to connect with business and industry. It is hoped that more internships will become available and that students will be available to fill those internships. The Business and

Innovation Club will be continued, with several guest speakers already identified for next year. Participation was adequate this year, but membership growth is targeted for next year.

Summary of Standard 3 - Student, Stakeholder, and Market Focus

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 3 - Student, Stakeholder, and Market Focus.

Strengths

- Key stakeholders requirements and expectations are gathered, considered, and implemented when feasible during the planning process.
- Several mechanisms are in place for attracting and retaining students.
- The Business and Innovation Club has been reactivated and is providing linkages to business and industry.
- In general, the Noel Levitz and Community College Student Survey of Engagement (CCSSE) results are positive.
- Former students' performance is respectable at Kansas Regents universities.
- The majority of completers and concentrators in business programs are continuing their education.
- Numerous student services are available and in use to provide support to students.
- The majority of student ratings using the SCAIRI instrument report the course in general was good or very good.

Opportunities for Improvement

- Increased efforts to attract and retain students are needed to grow the business unit.
- Promotion of certificates and degrees should continue to increase the number of degree completers.
- Internship opportunities should be continue to be sought to better serve business and industry and provide enrichment opportunities for students.
- Business and Innovation Club membership and participation should be promoted to increase linkages with business and industry.
- Development of an alumni survey and a process for administering it would enable the gathering of additional feedback from degree completers.
- Development of a formal employer survey and a process for administering it would enable the gathering of additional feedback.

STANDARD 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

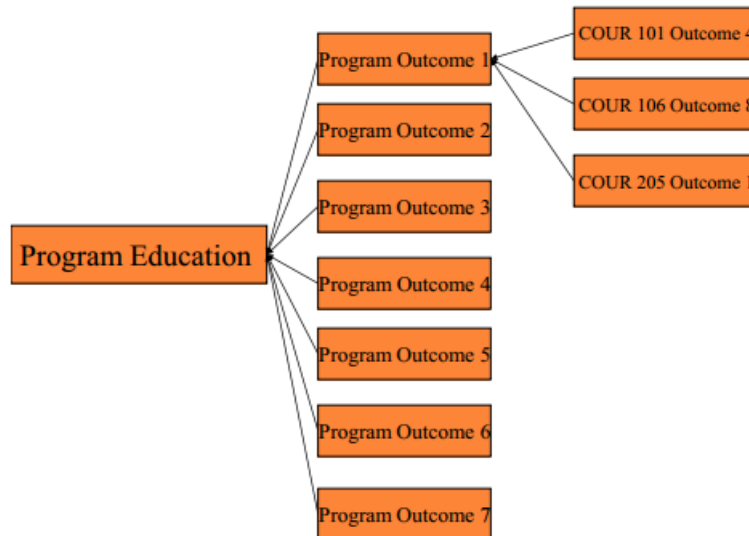
The business unit must have an outcomes assessment process for each program, correlated with initial assessment, measuring student achievement of stated learning goals in general education and in program areas. The process must be developed, deployed, and document how the business unit collects, analyzes, and uses performance data and information to enhance and improve academic programs and student learning.

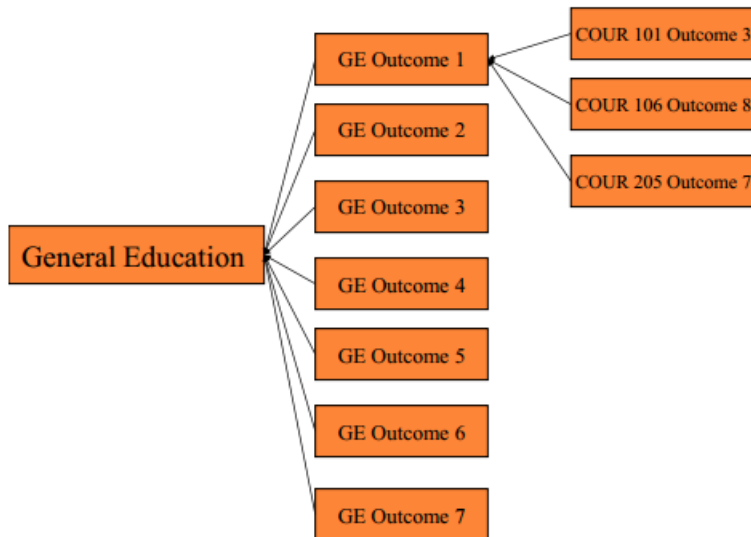
Criterion 4.1 Student Learning Outcomes Assessment

Institution Response

A. Describe the current student learning outcomes assessment plan.

Neosho County Community College employs a comprehensive assessment process which occurs at the course, program, and general education levels. Course outcomes are assessed in every section of every course. The data gathered from the course outcomes feeds into assessments at the program and general education level. Below is a chart showing how an individual course outcome assessment can be used to determine if students learned the program and general education outcomes.





The assessment activities at NCCC reflect best practices. We believe in our process of assessment and our methodologies and know that it is constantly evolving and adapting to the needs of our students and with the work of our faculty. NCCC’s assessment process has been awarded the following honors:

- 2008 Exemplary Initiatives Competition – Winning Entry from the National Council of Instructional Administrators
- 2009 – Bellwether Award Finalist from the Community College Futures Assembly

Additionally, our system is used by or adapted for us by several other schools:

- Independence Community College
- Cloud County Community College
- Colby County Community College
- Iowa Western Community College

The outcomes assessment system has been presented and well received at the following national conferences:

- NISOD
- League for Innovations
- AACCT Congress
- HLC Annual Meeting (twice)
- Innovations CIT (now called STEM Tech)

The faculty at NCCC were involved in developing the system and agreed to include assessment activities as part of the normal professional workload as defined in the Negotiated Agreement. The College maintains a Coordinator of Assessment position that is currently filled by a full-time faculty member who is given a stipend and release time for the additional duties. The Coordinator of Assessment provides orientation to the assessment process to new faculty at meetings at the beginning of the fall semester each year. Direct supervisors provide the initial orientation to the system, referencing the assessment guide which is available through Inside NC, the learning

management system. Almost every in-service for the past five years has included sessions specific for faculty on assessment improvement. The Coordinator of Assessment is available to meet with individuals needing assistance with assessment.

B. Describe the student learning outcomes assessment process and include information about the following:

- **What student learning data is collected and why**

Assessment information is collected and used for:

- Courses
- Program Assessment Reports Including General Education (yearly, converting to biannual)
- Program Reviews (five year reports on average)

Course Level Assessment

All courses taught at NCCC have an established set of learning outcomes that are listed in the course syllabi. The assessment goal per outcome is also stated. These outcomes and goals are written and adopted by the faculty in the discipline, and then approved through the Division and the Curriculum Committee. For many of the courses, the assessment goal per outcome is 70%, which was the established minimum when the process began. At NCCC 70% represents the bottom of the average grade of “C” on our widely accepted grading scale.

Every course outcome is required to be assessed in each section of the class that is offered for the purpose of improving student learning. Instructors have the freedom to assess the outcomes using their chosen methodology. For instance, College Accounting may use an outcome-referenced comprehensive final exam to measure each outcome, whereas Computer Concepts and Applications may assess outcomes throughout the semester as each Office application is covered. At the conclusion of the course, the instructor completes an assessment report, including scores per outcome and relevant qualitative information, such as new pedagogies or teaching methods employed and results of implementing recommended changes from previous assessment reports.

Once the data has been submitted, the Coordinator of Institutional Research and Report runs periodic checks to let supervisors know who has and has not filed a report. Full-time faculty participation in the process has been 100% and adjunct instructor participation typically exceeds 90%. Adjunct instructors receive a supplemental contract of \$50 per credit hour for completing the assessment report.

Program Level Assessment

Each program of study (leading to a certificate or degree) has established program level outcomes. These outcomes are listed on the program sheet in the College Catalog. For each program, faculty have developed program assessment matrices that link individual course learning outcomes to the program level outcomes. During the academic year, course assessment data is collected from each section of each course. Once the academic year is complete, a report is compiled showing the program outcome results. The faculty in the discipline use this data to complete the program assessment reports. Program level outcomes assessment has been provided annually, but this is going to a two-year rotation. The change comes after several meetings and discussion by members of the Assessment and Program Review Committee and the Student Learning Division team. The program assessment reports are used in the five-year program review process described below.

General Education Assessment

The general education learning outcomes at NCCC are posted on the college website, posted in various locations throughout campus and the Curriculum Committee approved the addition of these outcomes to syllabi for transfer courses. Students who have fulfilled general education expectations at Neosho County Community College will be prepared to:

1. **Practice responsible citizenship through:** identifying rights and responsibilities of citizenship,
 - identifying how human values and perceptions affect and are affected by social diversity,
 - identifying and interpreting artistic expression;
2. **Live a healthy lifestyle (physical, intellectual, social) through:**
 - listing factors associated with a healthy lifestyle and lifetime fitness,
 - identifying the importance of lifetime learning,
 - demonstrating self-discipline, respect for others, and the ability to work collaboratively as a team;
3. **Communicate effectively through:** developing effective written communications skills,
 - developing effective oral communication and listening skills;
4. **Think analytically through:** utilizing quantitative information in problem solving,
 - utilizing the principles of systematic inquiry,
 - utilizing various information resources including technology for research and data collection.

General education outcomes are assessed by targeting a strong sample of all courses where faculty (through the Assessment and Program Review Committee) have identified a specific link with one or more of the general education outcomes. In 2010-11, the general education matrix was revised, paring it down to 128 course outcomes in the matrix that are now used to assess the general education of our students. The course outcome data collected by instructors are compiled to identify a score per general education outcome. There is a target score for each general education outcome of 70% based on instructor input for those courses that have one or more of the general education outcomes specifically identified for monitoring and evaluation. General education assessment results are monitored on a yearly basis and reported at yearly in-service, shared with the Board of Trustees and posted on the website.

Program Review

Program reviews are used on a rotating basis for all formal programs of study. Together, the course and program level outcomes analysis is used as part of the rotation for program review. The review includes an analysis of enrollment, student performance, assessment of course and program level outcomes, personnel and fiscal resources, and recommendations for future direction, needs, and value of the program. Details of the program review process are discussed below.

- How the business unit uses student-learning data to improve the business program and enhance student learning

As stated on NCCC's website, the purpose of assessing student learning at Neosho County Community College is to ensure the educational purposes of the institution are met and appropriate changes are made in program development and classroom instruction to allow for student success. More importantly, assessment of student learning assists in ensuring that students are prepared to

meet transfer institution expectations, discipline expectations, course sequence expectations, and employer expectations.

Use of Course Level Assessment Data

When instructors fill out their assessment report at the end of teaching a course, they report on their outcomes assessment score, but they are also asked to provide answers to the following questions:

- “Indicate specific changes, recommendations, and/or enhancements in pedagogy, advising, scheduling, and/or course content that were undertaken in the previous semester effected student learning in this semester.”
- “What additional resources are needed to further improve student learning for this course?”
- “Please explain any significant circumstances that may have impacted the mean score in an unexpected manner. (Example: Several students did not complete this individual outcome which means several scores of 0 were averaged into the mean).”
- For each outcome score, the instructor is asked to respond to the following: “Indicate specific changes, recommendations, and/or enhancements in pedagogy, course content, assessment measures, advising, scheduling, or course outcomes that you anticipate making in this class as a result of these data.”

With this, faculty are encouraged to continuously report on assessment data, indicate changes that they’ve done to impact what’s happened currently, and make plans for future enhancements. Some example narratives from individual assessment reports are as follows:

“A new edition of the textbook was adopted this year. This included electronic working papers, as the traditional hard copy of the workbook was no longer available. The effects of this on student learning are difficult to measure. One drawback is that not all student printed working papers before coming to class, so they did not have access to them during class periods when practice problems were worked. This could negatively affect learning. A homework manager could be considered for this course, especially when it is offered again online. With a homework manager, automatic grading of homework would give students more immediate feedback and could free class time to concentrate on additional concepts.”
Linda Jones – Accounting Instructor

“I have added videos to both online and on-campus courses for students to review in Intro. to Business, Microeconomics, and Macroeconomics. I have also reviewed assessment scores to add class activities to apply and synthesize concepts such as diminishing marginal returns and economics of scale in Microeconomics incorporating teaching strategies based on Howard Gardner’s research on multiple intelligences and Bloom’s Taxonomy. Dr. Mark Watkins – former Business Instructor

Use of Program Level Assessment Data

The Program Assessment Report includes a compilation of assessment results for each program outcome which are used by the faculty to analyze student learning by answering four questions. The responses in the 2012-13 Management Program Outcomes Assessment Report prepared by Richard Webber provide a sample as follows:

1. *Should any of the student learning goals and course/program outcomes be considered for revision and why?*
 - a. *This information was added on May 21st 2014.*
 - b. *Not at this time. The state of Kansas is working toward common course outcomes in the most common 100 and 200 level courses. Introduction to business is the most common course taken in the management program, and is on the schedule to begin creating state wide outcomes fall of 2014. Once the state outcomes are set at the course level, we will review the program outcomes for change and realignment.*
2. *Which program assessment elements can be identified as being the strongest, and can those be used to enhance other program level elements? How?*
 - a. *We have started an interdisciplinary colloquium. This allows students in a course to work as a group and present before a panel of instructors and group of peers from multiple courses. Currently in the management the Introduction to Business course is the only course to participate. It would enhance program outcome #9 "Evaluate the benefits and costs of team-based management" if we could find a way to incorporate interdisciplinary colloquium into other management courses. Most of the other management courses are taught primarily online, making adding this type of group work a challenge.*
3. *Are there any new program level assessment strategies that can be identified for future consideration, and how might these add value to the assessment process?*
 - a. *Once the new course level outcomes are revised by instructor committees at the state level, program level assessments will need revised and realigned.*
4. *Any additional comments...*
 - a. *Management instructors are attempting to build community through guest speaking engagements.*

Instructors have an opportunity to identify projects and/or needs when they complete their program assessment reports, such as identifying a need to upgrade computer networking equipment and maintain computers in the labs.

Use of General Education Assessment Data

As mentioned earlier the assessment of general education goals at the College is based on the course level learning outcomes. In looking at trends in the data, the College noticed a downward trend over the last several years associated with the goal of thinking analytically from 76% in 2009-10 to 72% in 2011-12. During 2012-13, analytical thinking was targeted for specific focus. Both the August 2012 and January 2013 in-service agendas featured mandatory faculty sessions to discuss and develop ideas addressing analytical thinking specifically, and raising awareness of the general education learning outcomes in general.

When CCSSE results indicated that students believed they were not being challenged with general education exposure the faculty worked together and added specific general education outcomes in course syllabi, and the College increased awareness of general education learning outcomes.

- How comparative or benchmark data is used to enhance and improve of student learning

During the course assessment process, comparative data from prior years is available via the assessment database. Previous course assessment reports are easily accessible by instructors. One of the requirements on the course assessment report is “Indicate specific changes, recommendations, and/or enhancements in pedagogy, advising, scheduling, and/or course content that were undertaken in the previous semester effected student learning in this semester.” Faculty analyze the effects of changes on the results of student learning.

Trends in general education outcomes are continually tracked. As mentioned earlier, the downward trend in analytical thinking led to increased focus in this area.

The program review process, which is discussed below, also involves an analysis of comparative data. Assessment results for the five-year program review period are reported and evaluated.

- **How the business unit improves, refines, or enhances the student outcomes assessment process**

Since the business unit is small, with four full-time faculty members, informal discussions frequently take place. At the end of the semester, when course assessment reports are being finalized and faculty encounter assessment goals that are not met, they often discuss the issue among themselves and brainstorm possible solutions for improvement. Solutions may include things such as changes in pedagogy, changes in coursework, or changes in assessment methodologies.

One of the formal vehicles used to discuss assessment of student learning is the discipline assessment meetings held at the end of the spring semester. Full-time, adjunct, and concurrent faculty gather to review assessment results, as well as assessment processes. The Coordinator of Assessment provides assessment data reports for review at the meeting. Instructors compare results of student learning and compare methodologies used in assessment. Instructors may share final exams which might be used for assessing outcomes and they may discuss issues and concerns encountered with the assessment process. At the last assessment meeting, assessment processes for the revised CSIS 100 Computer Concepts and Applications course were discussed, noting that it was more efficient to assess the outcomes throughout the semester than waiting until the end of the semester.

Assessment is discussed in various committees, including the Assessment and Program Review Committee which includes representatives of faculty and administration. The business unit is represented on the committee by the Applied Science Division Chair. The Assessment and Program Review Committee meets monthly during the academic year to review information and propose recommendations related to the assessment process.

C. List the student learning outcomes for each program seeking accreditation or re-affirmation.

AS – Business Administration Program Outcomes

1. Display adequate human relation skills and recognize the relationship to customer service, employee relations, teamwork, and productivity
2. Recognize the importance of attendance and personal appearance in achieving organizational and career goals.
3. Demonstrate the proper use of different forms of electronic communications.

4. Display a set of personal and business standards/values that are socially acceptable in regard to family, work, and diverse cultural situations.
5. Demonstrate a basic knowledge of marketing.
6. Demonstrate the use of basic accounting terminology, principles, and practices involving business situations.
7. Prepare and evaluate basic external financial statements, including an income statement, balance sheet, and statement of cash flows.
8. Discuss the basic principles and problems of economics.
9. Describe the function of money, money development, and operations of the money and banking system.
10. Utilize computer application software.

AAS - Accounting Program Outcomes

1. List and perform steps in accounting cycle.
2. Prepare basic external financial statements including the income statement, balance sheet, and statement of cash flows.
3. Evaluate basic financial statements with widely used accounting ratios.
4. Perform accounting procedures for a firm's internal information needs.
5. Explain and employ the accrual basis of accounting.
6. Define basic generally accepted accounting principles.
7. Demonstrate the proper use of a computerized accounting system.
8. Compute and prepare payroll checks.
9. Prepare the required Federal and Kansas payroll reports
10. Make ethical decisions incorporating the standards of the profession.

AAS – Computer Information Systems Program Outcomes

1. Demonstrate effective written and oral communications skills
2. Make ethical decisions incorporating the standards of the profession
3. Collaborate with others in a team project setting
4. Identify the function and use of common hardware and software components
5. Plan and implement a simple Local Area Network
6. Analyze computer information systems and troubleshoot hardware problems
7. Apply principles of accounting, economics, management, and marketing in the workplace
8. Utilize computer application software
9. Demonstrate entry-level programming skills

AAS – Computer Support Specialist Program Outcomes

1. Install, maintain, and repair computer hardware.
2. Install, maintain, and repair computer software and systems.
3. Provide support services to system users.
4. Communicate effectively using verbal, written, and electronic means.
5. Demonstrate the fundamentals of computer programming.
6. Design, install, troubleshoot, and maintain computer networks.

AAS – Management Program Outcomes

1. Evaluate several theories of management.
2. Discuss different kinds of planning as related to different levels of management.

3. Describe the importance of conducting an environmental scan and/or a SWOT analysis as related to proactive planning.
4. Evaluate elements of the organizing process.
5. Compare the informal organization to the formal organization.
6. Explain the role of managers and employees in creating an organizational culture.
7. Evaluate elements of the staffing function.
8. Contrast several theories of motivation.
9. Evaluate the benefits and costs of team-based management.
10. Analyze the main elements of a control process.

AAS – Marketing Program Outcomes

1. Describe the importance of conducting an environmental scan and/or a SWOT analysis as related to proactive planning.
2. Contrast differences that exist between consumer and organizational buying behavior.
3. Evaluate methods for identifying market segments and targets.
4. Explain the product life-cycle concept and relate a marketing strategy to each stage.
5. Discuss several pricing strategies.
6. Explain what is meant by a marketing channel of distribution.
7. Describe factors considered by marketing executives when selecting and managing a marketing channel.
8. Evaluate the unique characteristics of each promotional mix element.
9. Discuss the main elements of the personal selling process.
10. Explain the relationship of supply to demand as related to pricing.

AAS - Office Technology Program Outcomes

1. List and perform the steps in the accounting cycle
 2. Use basic office machines.
 3. Demonstrate effective oral and written communications skills.
 4. Utilize computer application software.
 5. Collaborate with others in a team project setting.
 6. Explain the role of managers and employees in creating an organizational culture.
 7. Demonstrate the proper use of a computerized accounting system.
 8. Compute and prepare payroll checks.
 9. Prepare the required Federal and Kansas payroll reports
 10. Make ethical decisions incorporating the standards of the profession.
- D. Complete **Table 2 – Student Learning Results**, at the end of this section, for each program seeking initial accreditation or re-affirmation.
- Results of current levels and trends in key measures of student learning, such as nationally-normed or locally-prepared tests, portfolios, and other assessments
 - Three to five years of trend data—two to four years plus the self-study year
 - (Candidates with less than three years of data are eligible for accreditation with conditions.)
- E. Provide a comparison of the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.

Following is a comparison of course assessment results for the academic year 2012-13 based on delivery method.

Course assessment results comparing student learning of outcomes in face-to-face classes with student learning in online classes has been generated for the core business classes, including ACCT 108 College Accounting, ACCT 201 Financial Accounting, ACCT 202 Managerial Accounting, CSIS 100 Computer Concepts and Applications, CSIS 130 Introduction to Computer Information Systems, ECON 200 Microeconomics, ECON 201 Macroeconomics, and MGMK 101 Introduction to Business. For the most part, results are fairly comparable.

In ACCT 108 College Accounting, assessment results in the online class equal or exceed those in the face-to-face sections. College Accounting is taught face-to-face in Chanute, Ottawa, and concurrently in the northern service area. It is taught online in the fall only.

Comparison of Assessment Results for ACCT 108 College Accounting		
	Face-to-Face	Online
Enrollment	46 Students	15 Students
Outcome 1: Explain the nature and importance of accounting.	80%	87%
Outcome 2: Use a double entry accounting system.	85%	92%
Outcome 3: List and perform the steps in the accounting cycle.	79%	80%
Outcome 4: Identify basic procedures for accounting for cash.	70%	70%
Outcome 5: Apply basic accounting procedures for a merchandising business.	76%	86%

In ACCT 201 Financial Accounting, assessment results in the online course equal or exceed those in the face-to-face sections for eight out of nine outcomes. Financial Accounting is taught face-to-face in Chanute and Ottawa. It is taught online in the spring only.

Comparison of Assessment Results for ACCT 201 Financial Accounting		
	Face-to-Face	Online
Enrollment	35 Students	9 Students
Outcome 1: Describe the nature and environment of accounting and the ethical responsibilities of accountants.	84%	96%
Outcome 2: Recognize the information conveyed in the four basic financial statements.	81%	88%
Outcome 3: List and define important generally accepted accounting principles (GAAP).	80%	94%
Outcome 4: List and perform the steps in the accounting cycle.	85%	96%
Outcome 5: Apply generally accepted accounting principles to the measurement of business income.	78%	78%
Outcome 6: Apply generally accepted accounting principles in accounting for and reporting on current assets, including cash, accounts receivable, and inventory.	72%	83%
Outcome 7: Apply generally accepted accounting principles in accounting for and reporting on noncurrent productive assets.	85%	100%
Outcome 8: Apply generally accepted accounting principles in accounting for and reporting on current liabilities, noncurrent liabilities, and stockholders' equity.	80%	85%
Outcome 9: Use financial statement analysis to evaluate a	90%	85%

company's performance.		
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In ACCT 202 Managerial Accounting, assessment results vary between the face-to-face and online sections. Managerial Accounting is taught face-to-face in Chanute online in the fall only. Out of eleven outcomes, results are higher in the face-to-face class for six of the outcomes.

Comparison of Assessment Results for ACCT 202 Managerial Accounting		
	Face-to-Face	Online
Enrollment	14 Students	8 Students
Outcome 1: Discuss the work of the management accounting.	93%	88%
Outcome 2: Define and classify costs into basic categories.	68%	86%
Outcome 3: Use a job order costing system.	81%	80%
Outcome 4: Use a process costing system.	99%	87%
Outcome 5: Explain common cost behavior patterns and apply them to cost prediction.	74%	85%
Outcome 6: Use cost-volume-profit analysis in decision-making.	79%	87%
Outcome 7: Discuss absorption vs. variable costing.	68%	66%
Outcome 8: Discuss activity-based costing (ABC).	95%	88%
Outcome 9: Demonstrate knowledge of the budgeting process.	85%	69%
Outcome 10: Explain the use of a standard costing system as a means of control.	34%	82%
Outcome 11: Compute and analyze other measures used for control and decisionmaking in an organization.	81%	88%

In CSIS 100 Computer Concepts and Applications, results are comparable between the face-to-face and online classes. For this reporting period, there were nine face-to-face sections taught in Chanute, Ottawa, and concurrently, and 10 sections online.

Comparison of Assessment Results for CSIS 100 Computer Concepts and Applications		
	Face-to-Face	Online
Enrollment	164 Students	141 Students
Outcome 1: Hardware – Understand specifications and configurations of computer hardware.	88%	88%
Outcome 2: Software – Understand and identify the functions of system and application software.	87%	86%
Outcome 3: Operating Systems and Systems Software – Understand and identify the major roles of operating systems and systems software.	86%	87%
Outcome 4: Internet – Understand the impact and use of the Internet.	93%	98%
Outcome 5: Word-processing – Use word-processing software to create, edit and produce professional looking documents.	88%	83%

Outcome 6: Spreadsheets – Create spreadsheets and charts to analyze, investigate and/or interpret numerical and financial data to support problem-solving process.	84%	82%
Outcome 7: Database – Design, create and maintain a database that provides easy access to information in multiple dimensions.	76%	71%
Outcome 8: Presentation – Use presentation software to create, edit and produce professional looking presentations.	88%	94%
Outcome 9: Integration – Understand integration applications software.	86%	89%
Outcome 10: Ethical Issues and Concepts – Understand ethical and social standards of conduct regarding the use of technology.	85%	95%

In CSIS 130 Introduction to Computer Information Systems, there were five sections in Chanute, two sections in Ottawa and one section online. Results in the online section equal or exceed those in the face-to-face sections for nine of the ten outcomes.

Comparison of Assessment Results for CSIS 130 Intro. to Computer Information Systems		
	Face-to-Face	Online
Enrollment	111 Students	13 Students
Outcome 1: Hardware – Understand specifications and configurations of computer hardware.	67%	78%
Outcome 2: Operating Systems and Systems Software – Understand and identify the major role of operating systems and systems software	79%	78%
Outcome 3: Internet – Understand the impact and use of the Internet.	84%	84%
Outcome 4: Word-processing – Use word-processing software to create, edit and produce professional looking documents.	92%	98%
Outcome 5: Spreadsheets – Create spreadsheets and charts to analyze, investigate and/or interpret numerical and financial data to support problem-solving process.	90%	99%
Outcome 6: Database – Design, create and maintain a database that provides easy access to information in multiple dimensions.	81%	87%
Outcome 7: Presentation – Use presentation software to create, edit and produce professional looking presentations.	94%	99%
Outcome 8: Integration: Understand integration applications software	94%	98%
Outcome 9: Ethical Issues and Concepts: Understand ethical and social standards of conduct regarding the use of technology	86%	89%
Outcome 10: Cyber Security: Identify and understand security threats and solutions	86%	89%

ECON 200 Microeconomics was taught face-to-face in Chanute and Ottawa and online in the spring semester. Face-to-face results are slightly higher for three of the four outcomes.

Comparison of Assessment Results for ECON 200 Microeconomics		
	Face-to-Face	Online
Enrollment	33 Students	15 Students
Outcome 1: Demonstrate an understanding of basic principles, nature, and problems of economics.	71%	74%
Outcome 2: Evaluate the microeconomics of the product markets.	74%	73%
Outcome 3: Evaluate the microeconomics of the resource market.	68%	66%
Outcome 4: Evaluate the microeconomics of the government.	72%	66%

ECON 201 Macroeconomics was taught face-to-face in Chanute and Ottawa and online in the summer and fall semesters. Face-to-face results exceed those in the online sections.

Comparison of Assessment Results for ECON 201 Macroeconomics		
	Face-to-Face	Online
Enrollment	31 Students	30 Students
Outcome 1: Evaluate macroeconomics principles and economic measurements.	74%	73%
Outcome 2: evaluate macroeconomic models and fiscal policies.	75%	63%
Outcome 3: Assess monetary policy which includes money development, functions of money, and the banking system.	71%	71%
Outcome 4: Explore current issues of macroeconomic theory and policy.	79%	60%

MGMK 101 Intro. to Business was taught in Chanute and online. For the most part, results in the online section were slightly higher than in the face-to-face sections.

Comparison of Assessment Results for MGMK 101 Intro. to Business		
	Face-to-Face	Online
Enrollment	35 Students	19 Students
Outcome 1: Evaluating business from an economic and global environment.	79%	82%
Outcome 2: Analyze the importance of ethics and entrepreneurship as related to the different forms of business ownership.	70%	68%
Outcome 3: Outline the importance of empowerment as a leadership philosophy and as part of operations	62%	69%

management.		
Outcome 4: Evaluate human resource management issues as related to dealing with and motivating employees.	55%	67%
Outcome 5: Demonstrate the use of marketing activities and discuss their importance in a competitive global environment.	52%	75%
Outcome 6: Apply accounting principles and promotional techniques in business situations.	68%	68%

For all of the above courses, full-time faculty members teach both face-to-face and online sections and monitor and compare results. In particular, Charles Babb who teaches multiples sections of CSIS 100 has shared results comparing face-to-face and online assessments and also comparing differences in assessment results between his 9:30 and 11:00 face-to-face classes. For example, in March 2014, Mr. Babb reported via email on his CSIS 100 mid-term exam results. He noticed a difference between his 9:30 class with an average of 72.5% and his 11:00 class with a 54.61%, compared to his four online sections showing averages of 86.25%, 79.42%, 78.89% and 84.5%. Faculty will continue to be cognizant to identify and analyze significant differences in assessment results between face-to-face and online sections.

Criterion 4.2 Program Evaluation

A systematic program evaluation (including evaluation of courses from the supporting disciplines) is required to maintain academic excellence and meet changing needs.

Institution Response

A. Describe how the business unit conducts each program evaluation (i.e, DACCUM, program review, etc.)

Program review has been ongoing at the College. In 2004, the College formed a Program Review Committee charged with implementing a regular practice of program reviews. This committee was led by the Vice President for Student Learning and was comprised of division chairs, deans, and faculty representatives. This committee established a program review rotation that required a program review report to be completed for every program once every five years for peer review and administrative oversight. At the end of the review, the committee decides if the program should be 1) continued; 2) continued with changes (either expansion or reduction); or 3) eliminated.

During the 2012-2013 academic year, the program review guidelines were updated, along with a revised schedule for program reviews. The new approved program assessment review schedule is shown here:

Program Assessment and Review Rotation Cycle										
0	1	2	3	4	5	6	7	8	9	10
Collect Assessment Data										
		Program Assessment		Program Assessment	Program Review over Years 0-4		Program Assessment		Program Assessment	Program Review over years 5-9

This schedule will allow faculty in each program to collect and analyze data on a two-year cycle, and then perform comprehensive program reviews every five years. Many of our programs are dependent on sequence courses that are not taught every semester, so a two-year cycle may be more effective for the assessment process.

Program reviews are used on a rotating basis for all formal programs of study. The content of the program review report incorporates several key elements. These include:

- Alignment of the program mission and purposes with the college mission and purposes;
- An overview of the program curriculum, including specific information and analysis of assessment data (course-level and program-level), and results, program curricular changes since the previous review, and other relevant data and narrative;
- If the program is primarily focused on transfer, then information is included related to course enrollments, number of students earning their transfer degree with a concentration in the program area (NCCC does not provide majors in the transfer areas), course academic performance analysis, and transfer data where/when available;
- If the program is primarily focused on career and technical education, then information is included related to course enrollments, number of completers, job placement into a related field, interaction with advisory committees, efforts to stay current with curriculum and skills/applications, and external accreditation (if appropriate);
- Resources analysis: fiscal, personnel, facilities and equipment/technology; and
- SWOT analysis of the program and the assessment of student learning related to the program core courses/program outcomes. The program SWOT analyses are used to inform the Educational Master Plan.

The faculty who have direct responsibility for the program area develop the review proposal. They are able to call on other employees for support related to statistics, budget data, and other needs. There is a formal Assessment and Program Review Committee which includes representatives of faculty, administration, and staff to review and provide assistance with the analysis of strengths, weaknesses, opportunities, and threats (SWOT) for the program. The program SWOT analyses are summarized in the Educational Master Plan.

A. Describe faculty involvement in the program evaluation process.

Faculty in the program discipline areas are charged with the production of the program review report. The Coordinator for Institutional Research and Reporting compiles much of the data, including enrollment data and assessment data. Budget information is gathered from the Chief Financial Officer. The faculty analyze the data and write the report. Once the faculty member(s) complete the report it is sent to the Assessment and Program Review Committee. A program review meeting is conducted during which time the Committee assists with the development of the SWOT analysis.

Business unit program reviews and the faculty member(s) responsible for writing the review are as follows:

Program	Date of Last Review	Faculty Member(s) Preparing Report
AS – Business Administration	Spring 2010	Linda Jones/Dr. Mark Watkins
AAS – Accounting	Spring 2014	Linda Jones
AAS – Computer Information Systems	Fall 2010	Charles Babb/Chad DeVoe/Marie Gardner
AAS – Computer Support Specialist	Fall 2011	Chad DeVoe
AAS – Management	Spring 2011	Dr. Mark Watkins
AAS – Marketing	Spring 2011	Dr. Mark Watkins
AAS – Office Technology	Fall 2009	Linda Jones

The next scheduled program review will be the Office Technology review in fall 2014.

B. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).

Several means of assessment are used to determine if programs meet the educational objectives of graduates.

- The program review report as described above is one means. Section one of the review reports on alignment of the program mission and purposes with the mission and purposes of NCCC. Program effectiveness is also measured in the report through reviewing transferability of program courses, transfer GPA in major, efforts to stay current in the curriculum, Advisory Board activities, and the number of students completing degrees and certificates. Plus, a major part of the program review is an evaluation of assessment of student learning results for the program.
- The Noel Levitz and CCSSE surveys as mentioned under Criterion 3.2, Part B, are used as overall means of assessing effectiveness of courses and programs. Noel Levitz data
- Transfer GPA data is considered as reported under Criterion 3.2, Part C.

C. Describe how program evaluation data and information is shared with internal and external stakeholders.

Typically, once the Assessment and Program Review Committee has acted on the review, results are shared at the Applied Science Division meeting. Program review content and results have been shared with the Business and Technology Advisory Board. Advisory Board minutes and PowerPoints Program review reports are posted on the college’s website.

D. Describe the improvements that have been implemented as a result of the program evaluation.

The main improvement that has been implemented throughout the course of the most recent program review cycle is the development of online courses. This was mentioned as an opportunity in most program reviews and has been an initiative as a means of increasing access for students. Comments from recent reviews:

- Accounting Spring 2009: “A number of courses have been put online, but there are still courses that could be developed, leading to an online AAS degree in accounting.”
- Office Technology Fall 2010: “Additional online courses have been developed. This opportunity continues as there are still a few courses remaining to be put online.”
- Computer Information Systems Fall 2010: “The development of online classes in the program presents an opportunity for expansion. Courses which have already been put online have been popular.”
- Business Administration Spring 2010: “Development of additional online classes in the program continues to present an opportunity for expansion.”
- Management/Marketing Fall 2011: “Since the last review (Fall, 2006), access to the program has been increased with seven online courses developed. Development of additional online classes in the program continues to present opportunities for expansion.”

The following items were also suggested:

- Business Administration Spring 2010: “Reinvigorate business program in Ottawa with new campus.”

During the 2013-14 academic year, Chanutte full-time instructor Richard Webber taught several classes on the Ottawa campus and held regular office hours there.

- Management/Marketing Fall 2011: “Articulation agreements have been created with Chanutte High School and Manhattan High School for the Marketing Program. An agreement with Parsons High School is in process.”

The Parsons High School articulation agreement was completed.

- Accounting Spring 2014: Program outcome #1 is being changed to “Implement the accounting cycle” to distinguish it from similar course outcomes and to implement a higher order of learning.

This change will be processed fall 2014.

Criterion 4.3 Student Assessment

Each institution must have a validated means of assessing student needs for developmental assistance, providing courses or systems that assist students to improve identified deficiencies, and demonstrating the development of assessed deficiencies.

Each institution must explain the means of assessing student ability for advanced placement, if applicable.

Each institution must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic

success, and other characteristics reflecting student performance and degree satisfaction.

Institution Response

A. Explain the process for identifying student needs for developmental assistance.

The College Catalog specifies the procedure to determine students' academic preparation as follows:

"In an effort to assure that all students pursuing degrees or certificates at NCCC are fully prepared to succeed in college credit courses, the College administers placement tests, such as the COMPASS, to evaluate student readiness to meet college-level mathematics, reading, and writing requirements. Students who score below the minimum standards for college level courses will be required to take developmental (pre-college) course work. In cases where developmental courses are indicated in more than one area, the student will be required to successfully demonstrate competencies at the developmental level as a prerequisite for registration in general education courses. Developmental level courses are signified by a zero as the first digit in the course number and do not count toward graduation but will be figured in the student's GPA.

Non-native speakers of English may elect to take developmental courses in English (ENGL 015 English for Non-Native Students, ENGL 016 English as a Second Language – Reading). However, those courses will not be mandated and are not part of the mandatory placement requirements."

B. Explain the process for determining and awarding advanced placement, if applicable.

The College Catalog states, "Students awarded credit by examination must be enrolled at NCCC. NCCC accepts the results of the College Entrance Examination Board Advanced Placement (CEEBAP) and College Level Examination Program (CLEP) for credit by examination. NCCC is not a College Board test center; thus, students who participate in these programs must have their test results forwarded to the College. Recommendations for courses and number of credit hours must be ratified by the department faculty and division chairperson. Courses receiving "pass" as a grade will not be used in the computation of the student's GPA, but courses for which letter grades are awarded will be used in determining the student's cumulative GPA. The registrar will post credit by examination to the student's transcript at the direction of the appropriate departmental faculty." It goes on to say, "Students desiring advanced academic placement and university credit for those courses validated by such placement may do so by using the CEEBAP examination. Students completing the CEEBAP examination with a score of three or better will receive appropriate college credit recorded as "pass.""

C. Explain the student advisement process, including the use of remedial assessment information.

Academic advising is provided to students by faculty and staff members on both the Chanute and Ottawa Campuses. The advising efforts are supervised by the Coordinator for Advising and Articulation on the Chanute Campus and the Director of the Teaching & Learning Center (TLC) of the Ottawa Campus. These individuals also both monitor the needs of online students related to advising. Training workshops for advisors cover changes in academic programs, degree requirements, or general student trends are discussed. Other support for academic advisors is

provided on a continuing basis, both face-to-face and through the advisor resources on the faculty tab in InsideNC. The Vice President for Student Learning has been exploring options to restructure advising with the goal of more accuracy and accountability. Additional non-faculty trained as advisors have started assisting with initial advising.

All degree-seeking students at NCCC are assigned an academic advisor after their initial advising meeting. Non-degree seeking students may also request an advisor assignment by contacting the student services office on the Chanute Campus or the admissions office on the Ottawa Campus. Students may request a change of advisor by completing a Request for Change of College Record form available in the student services office. Students with placement scores that require them to take developmental coursework are advised by developmental advisors in the Center for Academic and Vocational Excellence (CAVE) or the Teaching and Learning Center (TLC) until they complete their developmental courses. The average advisee load is currently 26 students per advisor.

Students, through their responses on the CCSSE and Noel-Levitz surveys (performed alternate years by NCCC), indicate satisfaction with advising. However, the Employee Satisfaction Survey indicates a concern about the quality of advising that is provided. The institution has used a blended approach for advising of selected staff and all faculty have advising as part of their non-instructional duties (according to the PEA negotiated agreement).

D. Report data that correlates assessment scores to retention and improved academic skills as a result of developmental offerings.

Developmental education rigor is of high importance at NCCC due to the high number of developmental students we have and their unique needs. NCCC provides comprehensive developmental education courses, with an emphasis on the basic skills areas of reading, writing, and mathematics. In developmental education, rigor is evaluated with student success at the remedial level and then examining student success at the appropriate college-level course (i.e., Intermediate Algebra to College Algebra, Pre-Composition to English Composition I). College data concerning the effectiveness of developmental education indicates that those students completing Intermediate Algebra have a success rate of 70% in completing College Algebra (with a grade of C or higher). The data analysis for English indicates that those students completing Pre-Composition have a success rate of over 60% for completing English Composition I. Students who entered the College with a college-level reading deficiency and who completed remedial reading classes (Reading Proficiency II and Reading in the Disciplines) with NCCC have a greater than 50% pass rate in two identified reading intensive general education courses (General Psychology and Introduction to Sociology) as one method used to gauge effectiveness.

E. Complete Table 3 – Organizational Performance Results. For each business program report results tracked by the business unit such as enrollment patterns, student retention, graduation rates, student placement, academic success, and/or other characteristics reflecting student performance and degree satisfaction (items suggested herein are intended to be suggestive, not prescriptive, although the business unit should document student performance and degree satisfaction using several key indicators). Results should be illustrated by graphs, tables, or figures. Provide three to five years of trend data —two to four years plus the self-study year. (Candidates with less than three years of data are eligible for accreditation with conditions.)

F. Describe how you routinely provide reliable information to the public on your performance, including student achievement.

Performance information, including results of outcomes assessment, is routinely shared with the public. Assessment results are monitored on a yearly basis and reported at yearly in-service, shared with the Board of Trustees, shared with the Business and Technology Advisory Board and posted on the website.

Student achievement is highlighted in several ways. Students who complete 12 semester credit hours or more and achieve a 4.0 semester GPA are placed on the President's Honor Roll at the close of each semester. Students who complete 12 semester credit hours or more and achieve a 3.50 to 3.99 semester GPA are placed on the Vice-President's Honor Roll. Course numbers under 100 cannot be counted in determining either honor roll. Honor rolls are published in local and area newspapers in accordance with student permission.

At the end of the spring semester, outstanding graduates are honored. Each department may present outstanding graduate awards. The criteria for outstanding business students include completion of at least 15 credit hours of business course, a 3.5 overall GPA, a 3.75 business GPA, and nomination by a business faculty member. A ceremony is held where students receive a medal which is to be won at commencement exercises.

Summary of Standard 4 - Measurement, Analysis, and Knowledge Management

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 4 - Measurement, Analysis, and Knowledge Management.

Strengths

- NCCC's assessment of student learning process has been recognized as a model by several external groups (Bellwether finalist, HLC)
- Faculty participation in the assessment process is excellent and faculty members are using assessment results to improve student learning.
- Assessment results comparing face-to-face classes with online classes reveal no disturbing differences.
- All business programs have gone through the program review process within the last five years with support from the Program Review Committee to continue the programs.
- Business unit student credit hours have been stable and slightly increasing.
- Online business unit student credit hours have shown an upward trend over the last five years.

Opportunities for Improvement

- More accurate tracking of majors is needed with additional clarification as to the appropriate declaration of major for transfer vs. non-transfer students.
- Improvement in retention and particularly degree completion rates presents an opportunity. The institution has begun restructuring within the Student Learning

Division toward a more comprehensive enrollment management environment, with special attention to improving advising, enrollment management services, counseling, student life activities, learning center and college recruitment and college relations. An opportunity exists for enhancing awareness of distance learning (NCCC Online Campus) opportunities that expand access to students for retention and completion of programs of study.

STANDARD 5: FACULTY AND STAFF FOCUS

The ability of a business unit to effectively fulfill its mission and meet its objectives is dependent upon the quality, number, and deployment of the faculty and staff. Each business unit: (1) develops and implements policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives, (2) evaluates the faculty based on defined criteria and objectives, (3) provides opportunities for faculty development and ensures scholarly productivity to support department and individual faculty development plans and program objectives; and (4) fosters an atmosphere conducive to teaching and learning.

Criterion 5.1 Human Resource Planning

Institution Response

- A. Describe the business unit's criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.

In general, qualifications of faculty and adjunct instructors follow guidelines of the Higher Learning Commission and the Kansas Board of Regents, as well as institutional policies. ACBSP credentials are expected when hiring instructors within the business unit.

The Board of Trustees Policy Handbook (Pg.29-30) states "Employment as an instructor at NCCC shall be based on factors of minimum qualifications and best qualified." It is the intent of the Board of Trustees that every instructor meets or exceeds minimum standards. The institution's overall instructor credential requirements were updated in May 2014 and are outlined in the Board of Trustees Policy Handbook as follows:

- Master's degree or higher in the selected academic discipline or related field (preferred); or
- Successful completion of at least 18 graduate credit hours (grades of C or higher) in the selected academic discipline or related field, with a bachelor's degree in the academic discipline/related field, or Master's degree in education with a bachelor's degree in the academic discipline/related field; or
- The following standard is limited to extenuating circumstances: Bachelor's degree in the selected academic discipline or related field with at least 5 years of teaching experience in an accredited institution; use of this standard requires the review and approval of the Vice President for Student Learning and the stipulation that the course final exam will be the final exam used by the college per the standards of the KBOR CEP Agreement.

The Handbook also stipulates, "If the NCCC course is in an academic area with an external accreditation requirement (such as ACBSP), those professional requirements must be satisfied with the selection of the instructor." In addition, the Handbook goes on to state, "all persons considered for employment by NCCC as faculty are expected to show concern for the quality and totality of the educational experience and demonstrate evidence of, or potential for, effective teaching. "

Full-Time Faculty Hiring Process

Full-time faculty member searches begin with a review of the job description and qualifications by the hiring supervisor(s) and the Director of Human Resources. The Director of Human Resources advertises the position in the *Chronicle of Higher Education*, local newspapers, several online publications, and through ACBSP. An internal Search Committee is formed, chaired by the Applied Science Division Chair and including one full-time faculty member from the Applied Science Division, one full-time faculty member from another academic discipline, the faculty administrative assistant, and another member of the staff or administration. If the position is on the Ottawa campus, the Dean of the Ottawa Campus also participates. The Search Committee reviews the applications and selects candidates to interview. Telephone interviews may be conducted, particularly if there is large number of candidates in whom the committee is originally interested and/or if the potential candidate is located a long distance away. The Search Committee normally invites three or four candidates to campus for interviews which include a teaching demonstration, an interview with the Search Committee, an interview with the Vice President for Student Learning and the President, and a campus tour. The Search Committee recommends a qualified applicant(s) to the president for his/her approval. The president recommends to the Board of Trustees the candidate to be approved for hire, along with the rate of pay, classification, and status. The candidate is hired by the Board of Trustees after a review of the candidate's credentials.

Adjunct/Concurrent Faculty Hiring Process

The process of hiring adjunct and concurrent instructors is similar except that the direct supervisor has hiring authority. The Board of Trustees Policy Handbook states, "The selection of adjunct faculty and faculty for overload assignments must be guided by academic credentials and/or experience. The task of selecting adjunct faculty and overload assignments is the responsibility of the appropriate supervisor in collaboration with the supervisor of the class meeting site and/or mode of delivery. The chief academic officer is recognized by the president as the final authority in the process." The hiring supervisor varies depending on the position as follows:

Position	Direct Supervisor
Chanute Campus Full-Time	Applied Science Division Chair
Chanute Campus Adjunct	Applied Science Division Chair
Ottawa Campus Full-Time	Applied Science Division Chair and Dean of Ottawa Campus
Ottawa Campus Adjunct	Dean of Ottawa Campus (Applied Science Division Chair is now starting to assist)
Outreach/Concurrent in Neosho County	Dean or Assistant Dean for Outreach and Workforce Development - Chanute
Outreach/Concurrent in Franklin and Anderson County	Assistant Dean for Outreach and Workforce Development - Ottawa
Online and Hybrid	Dean for the Online Campus and Applied Science Division Chair

Adjunct instructors have been somewhat difficult to recruit and retain, particularly on the Chanute campus. The rate of adjunct pay is relatively low, so professionals can often earn more by devoting more time to their full-time jobs, as opposed to serving as an adjunct.

B. Describe how the business unit's work environment, compensation, career progression, and workload assignments support recruitment of high-performance faculty.

Work Environment

Full-time instructors are provided with a work environment which contributes to high performance. All full-time business instructors have a private office equipped with a personal computer with Windows 7 or higher, Office 2010 or Office 2013, other applications software and Internet access. Computers are maintained and updated by the Technology Services Department and are in good working order. Some faculty have local printers in their office and others print to network printers in the break room or in the computer lab. Faculty offices are located near the classrooms and computer labs in which the faculty teach. The computer labs are also updated and maintained by the Technology Services Department. Some of the office and classroom facilities in Rowland Hall were updated two years ago and are attractive. Faculty have access to an administrative assistant who is willing to assist as needed. The administrative assistant is located across campus in Sanders Hall.

Compensation

Faculty compensation is determined according to the Salary Schedule in Article 12 of the Professional Educators Association Negotiated Agreement. The salary schedule considers education and experience. Columns indicate the salary according to instructor level (less than MS), MS, MS 15, MS 30, MS 45, MS 60 and doctorate with rows for steps 1 through 28 of experience. In addition to the salary schedule, instructors have opportunities to earn supplemental pay for accepting assignments that are not part of the primary contract, including overload teaching, summer teaching, sponsoring clubs and supervisory duties. Additional stipends are also paid for developing and teaching online and hybrid courses. For online courses, one hour of release time for one credit hour of online course developed is allowed, and starting in 2014-15, one-half hour of release time for one semester hour of hybrid course development will be allowed. Once the course is developed, faculty receive additional compensation for each section of each online and hybrid course taught an amount equal to 25% of the summer/overload scale for the first two semesters the course is taught and 10% each subsequent semester. In addition to salary and supplemental contracts, NCCC offers an attractive benefit package, including single membership health insurance coverage, dental insurance, a 403(b) matching plan, a Section 125 Cafeteria Plan, NCCC tuition reimburse for full-time employees and their dependents, free admission to school events, and a bookstore discount. Professional employees receive 70 hours of sick leave per year and may accumulate up to 630 hours, along with 14 hours per year of emergency/personal leave which can be accumulated to 28 hours.

Career Progression

Professional development leading to career progression is encouraged at NCCC. In fact, each professional employee is required to complete a minimum of six units (semester hours or equivalent) of professional development every five years. A professional development fund provides at least \$750 per year in funding to each faculty member, with additional funding often available. Professional employees are allowed professional leave of up to 21 hours per year for attending or participating in professional conferences or meetings, with additional days upon Chief Academic Officer approval. The administration has been supportive of professional development leading to advancement on the salary schedule. Faculty may make application to have qualifying professional development activities apply to advancement on the salary schedule upon approval by the Vice President for Student Learning.

Workload

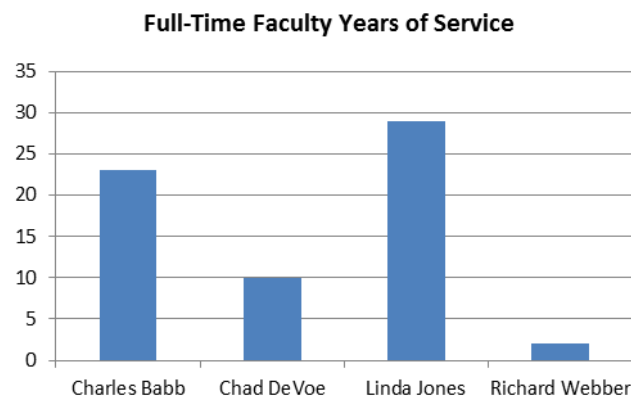
As stated in Article 2 of the PEA Negotiated Agreement, "The normal professional workload consists of 30 credit hours of teaching (or the equivalent as determined by the Administration) per academic year. In addition, other assigned duties may include faculty workshops, in-service days, assistance with enrollment, student registration, student academic advisement, recruitment, committee assignments, outcomes assessment duties, and sponsoring activities related to the Professional Employee's teaching assignments. Committee assignments shall be limited to two standing committees per academic year and ad hoc committees as needed. "Professional employees are required to be on campus 5 days per week for a total of 35 hours per week, plus overload. Faculty can obtain administrative approval for alternative work schedules, teaching online classes from a remote site. Full-time instructors are given an opportunity to teach overload classes prior to the class being offered to an adjunct. Overload assignments are limited to one to three (3) classes, but not more than six (6) credit hours per semester. Additionally, total contract load is not to exceed twenty-one (21) credit hours per semester. The Chief Academic Officer may approve a greater overload assignment with advanced written authorization.

C. Describe how the business unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff.

- Interaction between full-time faculty members is frequent since there are only four full-time business unit faculty who are all on the Chanute campus. Open communication steadily flows, and faculty have a close working relationship.
- The facilities contribute to a good work environment, with full-time faculty offices located in proximity, aiding in communication between instructors.
- The Applied Science Division holds monthly meetings during which faculty have an opportunity to discuss curriculum and other division and institutional matters, hear committee reports and news from meetings and conferences, and voice their opinion and concerns on any matters which surface.
- Full-time faculty members have the opportunity to submit class schedule proposals each semester. The division chair gives high priority to assigning faculty to teach classes according to the schedule they have submitted if at all feasible.
- Full-time faculty have the flexibility of setting their own office hours, within limits and subject to the approval of the division chair and/or the vice president for student learning.
- The current administration encourages innovation, new ideas, and new technologies, and provides support for such activities if possible.
- The administration recognizes hard work and has hosted celebrations, such as a serving cobbler and ice cream upon receiving news of HLC re-accreditation.
- Adjunct and concurrent faculty members have an opportunity for interaction and communication during the beginning and end-of-year meetings, as well being encouraged to communicate with full-time instructors and supervisors at any time.
- Full-time instructors have been very willing to assist adjunct instructors, provide support, and share materials with them.

D. Report evidence of business unit faculty and staff well-being and satisfaction.

One measure of business unit faculty satisfaction is years of service. Three of the four full-time business instructors have been employed at NCCC for at least 10 years.



Mr. Richard Webber became a full-time faculty member in 2012 after having taught for NCCC for several years as an adjunct. He replaced Dr. Mark Watkins who served as a full-time faculty member for seven years prior to accepting a dean's position at another community college. The administrative assistant, Debra Schommer, has served for 10 years.

There are several adjunct faculty members who have taught for a number of years. Leroy Bailey who teaches in Ottawa, started in 2001 and continues to teach. Tammy Crays and Melinda Taylor, who both started teaching in 2006, have been faithful adjunct instructors. Marie Gardner, who is now Dean of the Online Campus, started as a full-time math/computer instructor in 2004, and now teaches computer applications courses on occasion.

There have been no grievances or complaints filed by the business unit faculty.

Criterion 5.2 Faculty Qualifications

Employee qualifications and credentials are a critical foundation for business success. Qualified faculty must teach all class sections taught within the business unit. Faculty qualifications in the business unit are defined as Master's or Doctorate Degree Qualified, Professionally Qualified, or as Exceptions.

Master's or Doctorate Degree Qualified

A Master's or Doctorate Degree Qualified faculty member meets at least one of the following criteria:

1. Doctorate in teaching field— The institution must provide documentation.
2. Juris Doctorate— Qualified to teach law courses. The institution must provide documentation.
3. MBA—The institution must provide documentation. Qualified to teach any introductory or principle level business courses.
4. Master's degree in teaching field— The institution must provide documentation.
5. Related or out-of-field master's or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level – The institution must provide documentation.
6. Related or out-of-field master's or doctorate degree with documentation in two or more of the following areas:

- a. In-field professional certification (national, regional, or state)—The institution must provide documentation.
- b. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
- c. Teaching excellence—The institution must provide documentation.
- d. In-field research and publication—The institution must provide documentation.
- e. Relevant additional training equivalent to 18 semester/27 quarter credit hours of CEU's, military training, vendor training, etc.—The institution must provide documentation.

Professionally Qualified

A Professionally Qualified faculty member possesses a bachelor's degree in the teaching field with documentation in two or more of the following areas:

- a. Professional certification (national, regional, or state)—The institution must provide documentation.
- b. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
- c. Teaching excellence—The institution must provide documentation.
- d. In-field research and publication—The institution must provide documentation.
- e. Relevant additional coursework beyond the bachelor's degree equivalent to 18 semester/27 quarter credit hours or equivalent subject matter coursework, CEU's, military training, vendor training, etc.—The institution must provide documentation.

Exceptions

The institution should provide an explanation of qualifications for faculty who do not meet the criteria for Master's or Doctorate Degree Qualified or Professionally Qualified.

Note: Criterion 5.3 provides that at least 90 percent of the faculty FTE should be Master's or Doctorate Degree Qualified or Professionally Qualified, allowing a maximum of 10 percent exceptions.

NOTE: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation which clearly states the qualification.

Institution Response

Complete Table 4 – Faculty Qualifications for the self-study year to provide clear evidence that characteristics of full-time and part-time faculty match program objectives.

- Identify all full-time and part-time faculty members who taught during the self-study year in alphabetic order.
- List the major teaching field for each faculty member.
- List courses taught during self-study year; do not duplicate if taught both fall and spring semesters.
- List the highest qualifying degree earned—state the degree as documented on the transcript, including the major field.
- For Professionally Qualified faculty, Exception faculty, and faculty with related or out-of-field master's or doctorate degrees, list ALL professional certifications and supporting areas of documentation beyond the academic credential as defined in Criterion 5.2.

- List the ACBSP qualification of each faculty member – Master’s/Doctorate Degree, Professional, or Exception.

Criterion 5.3 Faculty Composition

In order to teach at the associate degree level, at least 50 percent of the full-time equivalent (FTE) faculty should be Master’s or Doctorate Degree Qualified and at least 90 percent of the FTE faculty should be Master’s or Doctorate Degree Qualified or be Professionally Qualified.

Full-time equivalent (FTE) faculty members are typically measured by dividing workload during the academic year by the definition of full-time load in credit and/or contact hours. Calculation considerations:

- **Semester system: one full-time faculty member teaching 30 semester credit hours in the academic year typically equals 1.00 FTE faculty. (A part-time faculty member teaching 6 semester hours equals .20 FTE faculty).**
- **Quarter system: one full-time faculty member teaching 45 quarter credit hours in the academic year typically equals 1.00 FTE faculty. (One part-time faculty member teaching 18 quarter credit hours equals .40 FTE faculty).**

Institution Response

- A. Explain the business unit’s method of calculating FTE teaching loads for full-time and part-time instructors.**

Full time equivalency (FTE) teaching loads are computed based on 30 semester credit hours equal to one FTE.

- B. Complete **Table 5 – FTE and Faculty Composition**. List all full-time and part-time faculty members for the self-study year in alphabetic order.**

- C. Report the following:**
- 90.87% Masters/Doctorate qualified
 - 0.00% Professionally Qualified
 - 9.13% Exceptions

- D. If exceptions exceed 10%, provide a detailed plan to improve and meet Criterion 5.A.2.**

N/A

Criterion 5.4 Faculty Deployment

Each school or program must have a minimum of one (1) full-time, professionally-qualified faculty member in each program in which a business degree is offered.

Institution Response

- A. For the self-study year, report how each program deploys full-time faculty resources among the disciplines, units, courses, departments, and major fields in**

such a way that every student attending classes regardless of delivery method (on- or off-campus, day or night, online, etc.) has an opportunity to receive instruction from full-time faculty.

The full-time faculty members coordinate the business programs as follows:

AS – Business Administration	Linda Jones
AAS – Accounting	Linda Jones
AAS – Computer Information Systems	Charles Babb
AAS – Computer Support Specialist	Chad DeVoe
AAS – Management	Richard Webber
AAS – Marketing	Richard Webber
AAS – Office Technology	Linda Jones

Due to the enrollment numbers, the institution has not justified hiring a full-time instructor for each program. Due to the overlap in courses between the programs, students may have access to a full-time instructor in the discipline. As illustrated below, full-time faculty are teaching nearly 50% or more of the sections of courses in each of the programs.

Overall, full-time faculty taught 50.57% of the sections of business courses, 92.31% of sections on the Chanute campus, 42.86% of online, and 100% of the hybrid sections. There are no full-time faculty in Ottawa, so 100% of Ottawa business classes were taught by adjunct instructors. No business programs are 100% available in Ottawa. All concurrent/dual credit business classes were taught by instructors in the high school.

		# Sections	Chanute	Ottawa	Outreach/ Concurrent	Online	Hybrid
Overall	Full-Time	44	24	0	0	15	5
		50.57%	92.31%			42.86%	100.00%
	Part-Time	43	2	16	5	20	0
		49.43%	7.69%	100.00%	100.00%	57.14%	

Based on the core business courses designated in the AS – Business Administration emphasis, including College Accounting, Financial Accounting, Managerial Accounting, Computer Concepts and Applications, Introduction to Computer Information Systems, Microeconomics, Macroeconomics, and Intro. to Business, full-time faculty taught 53.33% of all sections. Full-time faculty taught 90% of the sections in Chanute and 70% of the online sections.

		# Sections	Chanute	Ottawa	Outreach/ Concurrent	Online	Hybrid
AS - Business Admin.	Full-Time	32	18	0	0	14	0
		53.33%	90.00%			70.00%	
	Part-Time	28	2	15	5	6	0
		46.67%	10.00%	100.00%	100.00%	30.00%	

For the AAS – Accounting program, full-time faculty taught 49.30% of the sections overall, 91.30% of the sections in Chanute and 50% of the sections online.

		<u># Sections</u>	<u>Chanute</u>	<u>Ottawa</u>	<u>Outreach/ Concurrent</u>	<u>Online</u>	<u>Hybrid</u>
AAS - Accounting	Full-Time	35	21	0	0	14	0
		49.30%	91.30%			50.00%	
	Part-Time	36	2	15	5	14	0
		50.70%	8.70%	100.00%	100.00%	50.00%	

For the AAS – Computer Information Systems program, full-time faculty taught 56.86% of the sections overall, 88.89% of the sections in Chanute, and 68.42% of the sections online.

		<u># Sections</u>	<u>Chanute</u>	<u>Ottawa</u>	<u>Outreach/ Concurrent</u>	<u>Online</u>	<u>Hybrid</u>
AAS - Computer Information Systems	Full-Time	29	16	0	0	13	0
		56.86%	88.89%			68.42%	
	Part-Time	22	2	12	2	6	0
		43.14%	11.11%	100.00%	100.00%	31.58%	

For the AAS – Computer Support Specialist program, full-time faculty taught 62.50% of the sections overall, 87.50% of the sections in Chanute, 46.67% of the sections online, and 100% of the hybrid sections. Chad DeVoe teach Intro. to Networking and CISCO Networking II as hybrid classes, offering labs on both the Chanute and Ottawa campuses.

		<u># Sections</u>	<u>Chanute</u>	<u>Ottawa</u>	<u>Outreach/ Concurrent</u>	<u>Online</u>	<u>Hybrid</u>
AAS - Computer Support Specialist	Full-Time	25	14	0	0	7	4
		62.50%	87.50%			46.67%	100.00%
	Part-Time	15	2	3	2	8	0
		37.50%	12.50%	100.00%	100.00%	53.33%	

For the AAS – Management program, full-time faculty taught 51.61% of the sections overall, 90.48% of the sections in Chanute, and 54.17% of the sections online.

		<u># Sections</u>	<u>Chanute</u>	<u>Ottawa</u>	<u>Outreach/ Concurrent</u>	<u>Online</u>	<u>Hybrid</u>
AAS - Management	Full-Time	32	19	0	0	13	0
		51.61%	90.48%			54.17%	
	Part-Time	30	2	12	5	11	0
		48.39%	9.52%	100.00%	100.00%	45.83%	

For the AAS – Marketing program, full-time faculty taught 51.61% of the sections overall, 90.48% of the sections in Chanute and 54.17% of the sections online.

		<u># Sections</u>	<u>Chanute</u>	<u>Ottawa</u>	<u>Outreach/ Concurrent</u>	<u>Online</u>	<u>Hybrid</u>
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AAS - Marketing	Full-Time	32	19	0	0	13	0
		51.61%	90.48%			54.17%	
	Part-Time	30	2	12	5	11	0
		48.39%	9.52%	100.00%	100.00%	45.83%	

For the AAS – Office Technology program, full-time faculty taught 50% of the sections overall, 90% of the sections on the Chanute campus and 45.45% of the sections online.

		<u># Sections</u>	<u>Chanute</u>	<u>Ottawa</u>	<u>Outreach/ Concurrent</u>	<u>Online</u>	<u>Hybrid</u>
AAS - Office Technology	Full-Time	28	18	0	0	10	0
		50.00%	90.00%			45.45%	
	Part-Time	28	2	9	5	12	0
		50.00%	10.00%	100.00%	100.00%	54.55%	

In 2013-14, the year following the self-study year, Richard Webber who is a full-time instructor on the Chanute campus volunteered to teach in Ottawa on Wednesdays in an effort to increase enrollment in Ottawa and provide full-time instructor presence on the campus. His schedule was arranged so that he taught Tuesday and Thursdays in Chanute, Wednesdays in Ottawa, and had several online classes. This enabled the Ottawa students an opportunity to have contact and interact with a full-time instructor. He was available for tutoring and also provided academic advising.

Chanute full-time faculty routinely assist in advising students on the Ottawa campus. Ottawa advisors often contact a full-time faculty member for advice and assistance when they are advising business majors.

B. For any program not meeting this criterion, provide a detailed plan to improve and meet the criterion.

Efforts will be continued to increase business enrollment on the Ottawa campus and provide justification for hiring a full-time business instructor for the Ottawa campus. At one time, a full-time business instructor, Mark Watkins, was in place on the Ottawa campus. When an instructor on the Chanute campus retired, Mr. Watkins chose to relocate to Chanute and was not replaced in Ottawa. Since that time, distance education has increased and a substantial number of online classes are taught by full-time faculty to serve the Ottawa students. Business degrees are not fully available on the Ottawa campus and require Ottawa students to take online classes in addition to face-to-face.

Criterion 5.5 Faculty Load

Excellent teaching requires that a full-time faculty member should not be expected to have teaching, committee, advising, or other assignments which exceed a normal workweek as defined by the institution. Faculty workloads tend to vary among institutions according to actions of state legislatures, trustees, and administrative policies. However, an appropriate faculty workload is critical to an institution’s ability to provide an effective and positive education. Limits of normal teaching responsibilities should be considered with respect to:

- **The number of course preparations**
- **Administrative or coordination assignments**
- **Student advising and/or counseling activities**
- **Institutional and community program service activities**
- **Business and industry interaction**
- **Scholarly activities**
- **Curriculum development activities**
- **Instructional technology efforts**

Institution Response

A. Describe the business unit’s faculty load management policy for full-time and part-time faculty; include policies related to teaching load (credit/semester/quarter hour), released time, class size, number of preparations, delivery mode, and other related factors.

Professional Work Load

Article 2, paragraph B of the Professional Educators Association Negotiated Agreement defines normal professional workload as follows:

“The professional work load shall consist of 30 credit hours of teaching (or the equivalent as determined by the Administration) per academic year. In addition, other assigned duties may include faculty workshops, in-service days, assistance with enrollment, student registration, student academic advisement, recruitment, committee assignments, outcomes assessment duties, and sponsoring activities related to the Professional Employee’s teaching assignments. Committee assignments shall be limited to two standing committees per academic year and ad hoc committees as needed. Standing Committee assignments will be announced on or before the fall semester in-service meeting and are subject to change due to vacancies or reorganization. The standing committee chairs shall be announced during the spring semester prior to the effective date of assignment.”

Release Time – Online

A special provision applies to online classes. The Negotiated Agreement provides for one (1) hour of release time for one (1) semester for each credit hour of online course development. For the 2014-15 academic year, this is being expanded to allow for one-half hour of release time for each credit hour of hybrid course development. For online classes, in addition to the normal contract, the Professional Employee will be compensated for each section of each course taught in an amount equal to 25% of the summer/overload scale of this article for the first two semesters the course is taught and 10% each subsequent semester. In addition, the Professional Employee in conjunction with the administration may propose an alternative work schedule that includes teaching an online course from a remote site. All work schedules are subject to the approval of the chief academic officer.

Release Time – Other

One hour of release time is provided to the Faculty Senate president. Computer instructor Charles Babb served as Faculty Senate president during the self-study year. The Board of Trustees Policy Handbook provides for a reduced teaching load for division chairperson as follows: “Division chairpersons will be accorded a reduced teaching load of 20% for each 5 full-time equivalent faculty members to the extent that funding by the board of trustees is feasible. This reduced load will be limited to a 20% minimum and a 50% maximum. Division chairpersons who are temporarily overloaded because of unusual circumstances, such as development of new programs, may negotiate additional release time, or be compensated at the current per credit hour rate paid for

overload Division chairpersons shall be expected to enter into at least a ten-month contract with the board to perform such additional duties as assigned by the chief academic officer.” Linda Jones serves as Applied Science Division Chair and receives 15 hours of release time per year.

Overload

Section IV of the Board of Trustees Policy Handbook provides for overload pay as follows:

“Instructors are entitled to overload pay if they teach more than 30 credit hours or its equivalent per contract period. That is, if an instructor has completed 30 credit hours of instruction, he/she will receive overload pay for those credit hours taught over 30. If not, no entitlement exists. If an instructor is employed for one semester or resigns after one semester, overload pay will be granted for teaching credit hours exceeding 15. Calculations for overload pay will be made in September and February.”

Article 13 of the Negotiated Agreement stipulates, “A supplemental contract shall be issued to each Professional Employee accepting assignments that are not part of the primary contract as described in the master agreement. These assignments include, but are not limited to, overload teaching, summer teaching, and sponsorship/supervising duties.”

Article 13 also limits overload to “one to three (3) classes, but not more than six (6) credit hours per semester. Additionally, total contract load is not to exceed twenty-one (21) credit hours per semester. The Chief Academic Officer may approve a greater overload assignment with advanced written authorization.” The current overload rate is \$450 per credit hour.

Class Size

As a general rule, a minimum class size of at least eight students is required. However, required classes on the course rotation schedule may run with less than eight students. In some cases, faculty have the option of teaching a class with less than eight students with administrative approval for a prorated amount of pay. Maximum class sizes vary, but most business classes do not exceed 24 students. Online and hybrid classes are limited to 22 students.

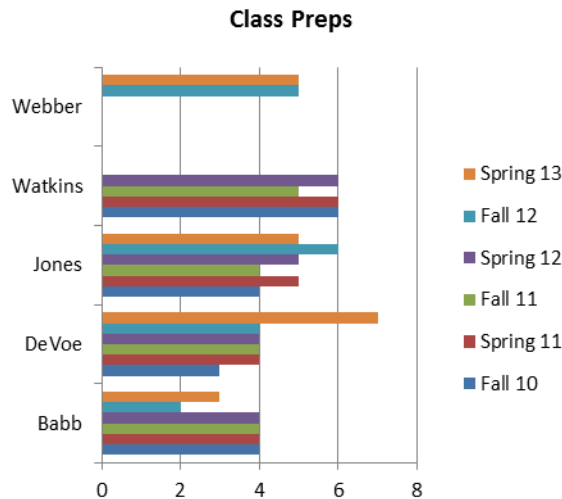
Work Days

The Negotiated Agreement defines professional work days as follows:

“Professional Employees shall be required to be on campus 5 days a week for 35 hours per week exclusive of meals, (or equivalent as determined by the Administration), including regular class time (other than overload class time), regular posted office hours, and other assigned duties. Professional work load schedules shall be subject to the approval of the Administration. The Administration may approve time off from regular duties for the conducting of college business, attendance at conferences, workshops, or seminars, or for other purposes which benefit the College. Overload class time is in addition to the 35 hour- per- week requirement described above.”

Class Preparations

There is no policy in place regarding the number of class preparations. Based on enrollment and demand for course, full-time faculty routinely have multiple preparations. In the graph below, a face-to-face section and an online section of the same class are considered separate preparations due to the difference in delivery method. The faculty members satisfactorily manage these preps, however, the time required to manage them can cut into time available for innovation and implementation of new pedagogies



Even with multiple preps, faculty members are contributing, serving, and managing their workloads. Mr. Babb also supports the mission by serving as advisor of the Phi Theta Kappa Honor Society. He routinely volunteers for special projects on campus. Mr. Babb and Mr. DeVoe have both served as Faculty Senate President in the past. Mr. DeVoe also administers computer literacy tests. Mrs. Jones serves as Division Chair. She and Mr. Webber co-sponsor the Business and Innovation Club. Mr. Webber has developed the new Entrepreneurial Mindset class and is working toward building interest in entrepreneurship. All instructors manage their advisee loads, participate as required on campus committees, and embrace new technologies.

Adjunct Load

Adjunct instructors are limited to teaching nine credit hours per semester. This limit has recently been at the forefront of discussions in relation to requirements under the Affordable Care Act. New guidelines are being adopted to include 1.25 hours of preparation time outside of class for every one credit hour, so as to not exceed 30 hours per week, including other adjunct duties on campus. Adjuncts are also compensated for developing and teaching online and hybrid classes in accordance with the policies in place for full-time instructors.

B. For the self-study year, explain the circumstances for any faculty member exceeding the institution's maximum teaching load.

In the fall of 2012, Charles Babb had a load of 22 credit hours. No other faculty members were willing to serve as Faculty Senate president, so Mr. Babb stepped up to serve, resulting in an additional credit hour being allowed as compensation for the Faculty Senate position. The excess overload was approved by the Vice President for Student Learning, given the extenuating circumstances, Mr. Babb's willingness to take on the load, and Mr. Babb's history of dedication and years of experience. The overload was reduced in the spring. There were no other full-time faculty members who exceeded the maximum teaching load. However, all full-time instructors had overload and received supplemental pay. Each semester, faculty load is documented on Faculty Load Forms.

No adjunct business instructors exceeded the nine credit hour per semester limit.

Criterion 5.6 Faculty Evaluation

Each institution must have a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contracts, award of tenure, and/or of promotion. Any special

criteria for the evaluation of faculty who utilize alternative methods of instructional delivery must be included and described in detail.

Institution Response

A. Describe the formal system of faculty evaluation used by the business unit for full-time and part-time faculty.

The system of faculty evaluation is published in Article 10 of the Negotiated Agreement and includes the following provisions:

The purpose of Professional Employee evaluation shall be to promote quality in teaching and all other professional duties as outlined in Article II. The intent of the evaluation procedures shall be:

1. To provide a means of evaluating the instructional process;
2. To identify specific strengths and/or weaknesses of the Professional Employee;
3. To provide a means of upgrading and improving the skills of the Professional Employee;
4. To ascertain all aspects of the professional employee's job description are being conducted at satisfactory levels; and,
5. To provide a means for a hearing by the evaluation review committee, if needed.

The policy is based on the assumption that only qualified Professional Employees are initially employed; therefore, the task of evaluation is not to determine qualifications, but to improve all aspects of the professional employee's teaching and all other professional duties. All evaluation resources should be directed toward that goal.

1. The process herein described shall apply to all full-time Professional Employees from the date of initial employment.
2. The evaluation process for Professional Employees shall be conducted by the Chief Academic Officer or the Professional Employees direct supervisor.
3. Evaluation schedule: All first and second year Professional Employees shall be evaluated at least one time each semester; all third and fourth year Professional Employees shall be evaluated at least one time each year. After the fourth year of employment, all Professional Employees shall be evaluated at least one time every three years. Both Form C and D shall be used for all Professional Employees who teach both modalities. Professional employees teaching an on-line course on a rotational schedule shall be evaluated using the Form D On-line Course Observation form at least once every three years. The Chief Academic Officer will prepare a schedule of these evaluations so that each Professional Employee will know the academic year in which he/she is to be evaluated.

Professional Employees teaching on-line for the first time shall be evaluated using the Form D On-line Course Observation form in the first semester the course is taught.

The evaluation process shall consist of the following:

- Form A - Evaluation Checklist/Self Evaluation Form
- Form B - Student Rating Form (either the in-class or the on-line version, where appropriate)
- Form C - Video Tape or Classroom Observation Form
- Form D – On-line Course Observation Form

First, and second year Professional Employees shall be evaluated every semester using all four forms of evaluation, the evaluation check list (Form A), the student rating (Form B), and the video tape evaluation or classroom observation (Form C) and, if appropriate On-line Course Observation (Form D).

Third and fourth year Professional Employees will use the check list (Form A) as well as the student rating (Form B) during the first semester. If deemed necessary by the Chief Academic Officer or the Division Chair, third and fourth year Professional Employees may also have a video tape evaluation or a classroom observation (Form C) and, if appropriate On-line Course Observation (Form D).

All Professional Employees evaluated after the fourth year will use all four forms of evaluation (A, B, C and D). Those Professional Employees being evaluated may be scheduled either the first or second semester.

The videotape or classroom evaluation may include:

1. Videotape(s) of a current class.
- or
2. Classroom observation(s) of a current class(es) by the Chief Academic Officer or the immediate supervisor.

The evaluator will provide the Professional Employee with a copy of Form C identifying standards and specific areas to be evaluated and will follow-up with a completed Evaluation Form, citing any identified strengths or suggestions for improvement. Videotape(s) will be viewed simultaneously by the Professional Employee and the evaluator with the express purpose of identifying areas for improvement of instruction. The self-examination necessary in this procedure should provide the basis for effective improvement of instruction. The Professional Employee may want to videotape and review his or her class performance prior to the selection of an evaluation tape or classroom observation. All videotaping will be coordinated by the library audio/visual department and tapings will be limited only by scheduled use of the equipment. In the event that the Professional Employee should desire a hearing to appeal the evaluation the videotape will be kept until the appeal procedure has been completed.

Guidelines for On-line or Hybrid Evaluation.

- A. As a part of the regularly scheduled evaluation procedure, the Professional Employee's Chief Academic Officer or Direct Supervisor will evaluate the courses when they have reached between 25-75% of completion.
- B. The course selected for evaluation is determined by the supervisor. Criteria for selecting the course for evaluation should be based on:
 1. number of students enrolled with preference for greater enrollment,
 2. number of semesters the on-line or hybrid course has been offered with preference for courses that have been offered the fewest number of times.
- C. The evaluator will provide the Professional Employee with a copy of Form D identifying standards and specific areas to be evaluated and will follow-up with a completed On-line or Hybrid Course Evaluation Form, citing any identified strengths and/or suggestions for improvement.

- D. After a mutually agreed upon meeting time has been determined, the evaluation should be done simultaneously by the Professional Employee and the evaluator with the express purpose of identifying areas for improvement of instruction. The self-examination necessary in this procedure should provide the basis for effective improvement of instruction.
- E. The Professional Employee may want a peer review of his or her on-line or hybrid course prior to the supervisor's evaluation. Assistance will be made available through the on-line instruction committee, the Coordinator of On-line Campus, and/or Technology Services.
- F. In the event that the Professional Employee requests a hearing to appeal the evaluation of the on-line or hybrid course, both the Self and Supervisor completed versions of Form D will be kept until the appeal is completed.

B. Describe how the results of the evaluation are shared with the faculty member.

The Form B Student Rating Form results are tabulated by the faculty administrative assistant and emailed to the instructor and the supervisor. Other results are shared with the faculty member and placed in the faculty member's file. There shall be a conference between each of the Professional Employees evaluated and the evaluator to review the results of the evaluation process. A written report of the conference shall be prepared, signed by both parties, and placed in the personnel file of each Professional Employee, along with any supportive documentation. Any item marked less than satisfactory by the evaluator will be supported by a written comment. A copy of the report will be received by the Professional Employee and may include: (a) any strengths or weaknesses noted, (b) any recommendations for improving, teaching and all other professional duties as outlined in Article II and (c) other possible comments. The Professional Employee shall have the opportunity to attach additional written comments to the reporting form within 10 working days of receiving said form.

The Professional Employee and the Chief Academic Officer and/or immediate supervisor will discuss steps that can be taken to improve teaching and all other professional duties as outlined in Article II. These steps may include the following:

- (1) Evaluation and revision of objectives and syllabus for the courses taught.
- (2) Observations of the instructional techniques of colleagues.
- (3) Additional college or university work.
- (4) Scheduled conferences with the Chief Academic Officer or the immediate supervisor.
- (5) Additional classroom visitations by the Chief Academic Officer or the immediate supervisor.
- (6) In-service workshops.
- (7) Consultations or conferences with other colleagues.
- (8) Additional workshops or seminars.
- (9) Other steps "mutually agreed upon" with the Chief Academic Officer or immediate supervisor.

In the event a Professional Employee receives an unfavorable or unacceptable evaluation of performance, the Professional Employee has the right to respond within two weeks and make a written request to the Chief Academic Officer for a hearing by the evaluation review committee. The Chief Academic Officer will have one week from receiving the request to organize the evaluation review committee. (One week is defined as 5 business days.)

C. Describe how the faculty evaluation is used in making decisions.

The Negotiated Agreement states, “The purpose of Professional Employee evaluation shall be to promote quality in teaching and all other professional duties as outlined in Article II. The intent of the evaluation procedures shall be:

To provide a means of evaluating the instructional process;

To identify specific strengths and/or weaknesses of the Professional Employee;

To provide a means of upgrading and improving the skills of the Professional Employee;

To ascertain all aspects of the professional employee’s job description are being conducted at satisfactory levels; and,

To provide a means for a hearing by the evaluation review committee, if needed.”

Evaluation results are, of course, used in making continuing contract decisions

Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

The business unit provides opportunity for faculty and staff development consistent with faculty, staff, and institutional expectations. All faculty members should be involved in activities that enhance the depth, scope, and currency of their knowledge related to their discipline and instructional effectiveness. The business unit should demonstrate balanced participation of scholarly and professional activities by all faculty. Scholarly and professional development activities may include:

- Graduate courses
- Special awards and recognition
- Conferences, workshops, in-service (attendance, etc.)
- Community (service activities, presentations, committee work, etc.)
- Presentations
- Committees (college-related)
- Business and Industry (guest speakers, internships, partnerships, etc.)
- Instructional (develop or update curriculum, learn new skill/technique, accreditation, etc.)
- Multicultural and Diversity Initiatives (note on-campus or off-campus)
- Memberships (boards, commissions, etc.)
- Research and Publication
- Grants (list the awarding agency and funded allocations)
- Continuing Education (classes, seminars, certification, etc.)
- Other

Institution Response

- A. **Describe the business unit's faculty and staff development policies and processes for activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and other activities that contribute to continuous performance improvement of faculty and staff.**

Professional Development

Faculty professional development policies are outlined in Article 8 of the Negotiated Agreement:

Responsibilities

Each professional employee will be required to complete a minimum of six (6) units (semester hours or equivalent) of professional development every five year period of employment. Hours completed for horizontal salary schedule movement under Article 11 may also be used to satisfy professional development requirements under this article. The units shall be related to the professional employee's discipline of instruction or of benefit to NCCC, may be in the form of college credit hours or an equivalent measure of training or educational coursework. A formula of 15 clock hours equals one unit will be used for conversion purposes. Units can be determined in 1/5 hour increments. Units shall be approved in advance by the Chief Academic Officer, as recommended by the Professional Development Committee, on written forms provided by the office. The anniversary date for determining if sufficient units for professional development have been completed shall be February 1st of each year. On February 1st of each year a professional employee shall be in compliance with this article if (a) the Professional Employee's employment originated less than five years prior; or (b) the Professional Employee has completed six units during the preceding five years.

Once a professional employee has satisfied his/her professional development requirements for a given five year period as outlined above, following the February 1st deadline of the Professional Employee's fifth year, he/she may submit professional development activities toward fulfillment of the requirements for the next five-year professional development period without waiting for the beginning of the next contract year.

If a professional employee fails to fulfill the six (6) units of professional development requirement by the established deadline the salary of the professional employee shall remain at its current amount regardless of any approved steps or additions to the salary schedule in subsequent negotiated agreements. The Professional Employee salary shall remain at that amount until the professional employee completes the required units. Once the expectation has been met, the professional employee's salary will be adjusted at the next contract year to the current salary schedule that may have been adopted while his or her salary was frozen and set at the appropriate step number that would have been achieved if the salary had not been frozen. Failure to comply with the professional development requirement during one five-year period does not alter the deadline for subsequent minimum professional development requirements. If a professional employee fails to complete the initial required six (6) units of professional development within a seven year period of employment, additional action may be taken including possible non-renewal of contract.

Support

Each fiscal year the institution will establish a "Professional Development Fund" equal to the number of full-time professional employees times \$750.

During the academic year, individual Professional Employees who have received approval for units from the Chief Academic Officer may submit written application in advance for funds to be used to defray expenses for the approved academic coursework, activity. Each Professional Employee is eligible for \$750 per year. A Professional Employee may submit written application in advance for funds to be used to defray expenses for attendance of, and travel to workshops, clinic, conferences and other professional activities. Between April 15th and May 1st, Professional Employees may apply for any uncommitted funds. Applications must be submitted no later than May 1st and no funds will be committed after June 1st.

Application will be reviewed by at least three (3) members (who do not have a conflict of interest) of a five (5) member committee to be elected by the Professional Employees at large in May of each year during a scheduled Professional Employee meeting. The Committee will meet at least once a month during the academic year to review applications. The Committee will be responsible for developing all methods of implementing funding criteria including any forms they see fit to develop for application of funds.

Compensation for mileage expenses involving the use of personal vehicles, and/or charges for use of College vehicles, shall be the same as the Board-approved rate in effect at the time the travel expense was incurred. These rates will be recorded, when appropriate, on the Application for Professional Development Credit and Funding.

Upon completion of the professional development activity, the Professional Employee shall submit a Certification of Activity Completion form and shall attach written proof as to how the funds were expended. Additionally, the Professional Employee will return any non-utilized funds to the Chief Academic Officer as soon as practicable.

Sabbatical Leaves of Absence

The Board of Trustees encourages its Professional Employees to pursue advanced study in their respective academic disciplines, or other areas of expertise that may be of direct benefit to the College and its stakeholders. The Board acknowledges its role in aiding the Professional Employee in this worthwhile undertaking and advances the provisions outlined here pursuant to that end.

- A. The Board of Trustees, upon the recommendation of the appropriate administrator and the President of the College, may grant sabbatical leaves of absence for advanced study or other appropriate educational activities. The Professional Employee will submit their request for sabbatical leave of absence no later than the first working day in November for consideration of granting the leave by the next contract year. Board action on the recommendation from the President will occur at the March board meeting. Any Professional Employee having been employed for six (6) years by the College becomes eligible for up to one (1) year of sabbatical leave. Professional Employees who have received a sabbatical become eligible to apply for additional leaves after completing an additional six full years of teaching.
- B. The number of Professional Employees who may be granted sabbatical leave during any one academic year shall be determined by the Board of Trustees upon recommendation of the President of the College. If the application for sabbatical leave is denied, the applicant shall be notified in writing of the reason(s) for the denial within a period not to exceed one calendar week following the regularly scheduled Board of Trustees meeting at which the sabbatical leave was denied.
- C. During such leave a Professional Employee will be eligible to receive compensation equal to one-half salary plus full fringe benefit for a one-year sabbatical, or, full salary and full fringe benefit for a one-

half year sabbatical. Sabbatical compensation will be based on the Professional Employee's salary and full fringe benefit compensation during the contract year of the sabbatical leave. Professional Employees on sabbatical leave shall be eligible for participation in the College health insurance plan according to the provisions in effect at the time sabbatical leave is taken.

- D. The Professional Employee is obligated to continue his/her employment with the College for a period of not less than two (2) contract years following the conclusion of the sabbatical. Professional Employees who fail to return to Neosho County Community College following the sabbatical period for the full two years shall refund all sabbatical compensation provided by the College. Additionally, the Professional Employee who fails to complete two (2) full contract years will pay all costs assumed by the College to cover the Professional Employees teaching load while on sabbatical leave. The Professional Employee who is found to not have made good faith effort to complete his/her planned sabbatical leave activities, may be required to pay back all or part of the compensation he/she received and the College's costs incurred when he/she was on sabbatical leave including the Professional Employee's salary, cost of fringe benefits, and cost of the salary and fringe benefits for the Professional Employee's replacement.
- E. After completion of the sabbatical leave, the Professional Employee shall be reinstated in the same position he/she held when the sabbatical leave was granted. Or, the Professional Employee may, at his/her discretion, agree to be reassigned to a different position, should such an offer be made by the Administration.
- F. Within the first semester upon completion of his/her sabbatical leave the Professional Employee will submit a written report to the Chief Academic Officer detailing knowledge gained from the sabbatical activities. Such a report will be placed in the Professional Employee's official personnel file. Additionally, the Professional Employee will give a presentation to the college community and the Board of Trustees of knowledge gained during the sabbatical leave.
- G. Upon resuming duties at the College, and commencing with the next contract year, the Professional Employee shall be granted appropriate advancement on the salary schedule, including step, that incurs as a result of the advanced study undertaken on sabbatical, in addition to any advancement in salary and/or step which may have been negotiated on behalf of the Bargaining Unit during his/her absence.

Professional Leave

The Board encourages full-time Professional Employees to belong to local, state, and national educational associations and to attend and participate in their meetings and activities subject to the prior approval of the Chief Academic Officer:

- a. Professional Employees shall be allowed professional leave of up to twenty-one (21) hours per year, without loss of pay, to be used for attending or participating in conferences or meetings not related to labor relations, which contribute to the professional enrichment of the Professional Employee and which benefit the College, other employees and students. Additional days may be granted by the Chief Academic Officer upon request by the Professional Employee.
- b. Subject to prior approval of the Chief Academic Officer, Professional Employees who are invited to make presentations of an educational nature at professional meetings shall receive payment for actual expenses incurred for attending such meetings if those expenses are not paid by the organization sponsoring the meeting, subject to the availability of funds.

- c. Any expenses actually incurred through professional leave may be recommended for payment by the Board after expenses have been approved in advance by the Chief Academic Officer and the Chief Business Officer.

B. Report the participation of business unit faculty and staff in professional development and scholarly activities. Provide three years of data —two years plus self-study year.

Faculty Professional Development Activities

Faculty are required to complete six units of professional development every five years. Deadlines vary depending on the faculty member's start date. All business unit faculty members are current in their professional development requirements at this time.

Charles Babb's last deadline was 2010. His next reporting period is 2010-2015. For the period 2005-2010, he completed 6.4 hours, and he has completed .67 hours for the 2010-2015 period.

Chad DeVoe's last reporting period was 2009-2014 during which time he completed six hours and fulfilled the requirement.

Linda Jones' current reporting period is 2010-2015 for which she has completed 8.06 hours and has satisfied the requirement.

Richard Webber began employment in 2012, so his reporting period is 2012-2017. To date, he has completed 4.07 hours.

Mark Watkins, who quit in 2012, had completed 15 hours between 2010 and 2012.

Community/Membership (boards, commission)

Business unit faculty interact with high school business instructors and administrators within the county by serving on the school's advisory board. Chad DeVoe and Linda Jones serve on the Chanute High School Advisory Board. Linda Jones also serves on the Erie High School Advisory Board.

Committees (college-related)

All full-time business unit faculty participate as required on college committees. For the self-study year, Charles Babb was elected Faculty Senate President, so based on his position was a member of the Executive Committee. He also served on the Scholarship and Financial Aid Committee. Chad DeVoe was on the Curriculum Committee and was a Faculty Senate appointment to the Student Appeals Committee. As Division Chair, Linda Jones was on the Assessment and Program Review Committee, the Curriculum Committee, and attended the Student Learning Division meetings as a direct report to the Vice President for Student Learning. In his first year as a full-time faculty member, Richard Webber was appointed to the Marketing Committee and elected to be an alternate for the Curriculum Committee.

- C. Provide examples of how the professional development and scholarly activities of the building faculty and staff knowledge, skills, and capabilities that contribute to high performance.

Several of Mr. Babb's professional development activities have related to the Phi Theta Kappa honor society, as well as leadership. Mr. Babb is the Phi Theta Kappa advisor on the Chanute

campus and has been active in working with the chapter in which business student involvement is encouraged. This relates to the business unit's initiative to "Provide leadership opportunities for students through campus clubs and organizations."

Mr. DeVoe's professional development activities have focused on gaining increased knowledge to support the AAS – Computer Support Specialist program. The knowledge he gained supports him in teaching the microcomputer repair classes to better meet the needs of the stakeholders.

Mrs. Jones has attended multiple ACBSP conferences and several activities related to accounting education and supporting process management, including curriculum and faculty innovation. Mrs. Jones and Mr. Webber both attended a NACCE (National Association of Community College Entrepreneurship) conference tying in with integrating with the community and the initiative to "Explore development of entrepreneurship certificate" in the Business Unit Strategic Plan.

Mr. Webber completed the ICE House Entrepreneurship training to prepare him to teach the new Entrepreneurial Mindset course as a part of Process Management – Curriculum in the Business Unit Strategic Plan. He also completed a course on using Ipods and Ipads in the classroom relating to the business unit's initiative to "Incorporate new technologies, including Apple TV, in the classroom."

Dr. Watkins completed his doctorate in educational leadership with the help of professional development funding and received professional development credit for the coursework.

Criterion 5.8 Faculty Instructional Development

The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit.

Institution Response

A. Describe the instructional developmental opportunities for business unit faculty to:

1. Improve teaching skills which may include mentoring, orientations, in-service programs, and other activities.

Various opportunities are provided to faculty to aid in improving teaching skills. In-service programs and training by the instructional designer have been two primary means of providing instructional development.

In-Service Programs

College in-service programs have included instructional development opportunities for business unit faculty as evidenced in the in-service agendas as follows.

August 2010 instructional development sessions:

- Online instructors mandatory meeting
- Assessment Update How the Library Can Help You
- Using InsideNC (learning management system) Elementary
- Using InsideNC Update – New Forums Portlet

January 2011 instructional development sessions:

- Films on Demand
- TurnItIn.com
- Advanced SmartBoard
- Advanced InsideNC
- Open Lab Q&A – Have an InsideNC Question? Want to Try Something New with Your Classes?
- Integrated Assessment

August 2011 instructional development sessions:

- How to Have People Get Along with You
- Assessment Update
- Using Inside NC Elementary
- Using Inside NC Adv. Topics/Films on Demand

January 2012 instructional development sessions:

- Accreditation and Federal Compliance Update
- Developing a Course for Hybrid Delivery
- Constituent Service - Why It Matters & Perspectives from a Former Community College President
- Analysis & Use of Assessment Data for Student Learning Improvement
- Strengthening the Course Syllabus & Curriculum Change Request Process
- Recruitment, Retention, Completion: Discussion on the role of instruction

August 2012 instructional development sessions:

- Harassment
- Constituent Service: Enriching Lives is More Than our Brand
- Assessment of Student Learning: Program Level Enhancement
- Inside NC updates/gradebook, etc.

January 2013 instructional development sessions:

- Breakout for small group professional development sessions: The Organizational Advantage: Collaboration, Cooperation, & Communication
- Faculty: Assessment Workshop
- Revisions to course outcomes due to core outcomes decisions in the state
- Review/revisions to program level assessment outcomes
- Discussion on general education outcomes and strengthening student learning
- Academic advising: best practices to enhance retention & completion

Instructional Designer Training

In 2013, NCCC hired an instructional designer, who provided a variety of training workshops for the faculty, including:

- Fundamentals of InsideNC webinar – Topics: creating assignments, utilization of the discussion board, usage statistics and the context editor
- Word Forms
- Hybrid Courses: How to Effectively Combine Traditional & Online Teaching
- Inside NC Collaboration Tools – Discussion boards, RSS feeds, blogs
- iPad Applications and More

A number of training workshops were held over the summer as listed in the attached training flyer.

The Associate Dean for the Online Campus and the Instructional Designer also put out a weekly newsletter, “Quick Tips & Tricks – Inside NC” which was distributed by email and made available under the Faculty Resources on Inside NC.

2. Acquire skills in the use of alternative methods of instructional delivery.

As mentioned above, there have been several opportunities for faculty to acquire skills in alternative methods of instructional delivery. A mandatory meeting for online instructors was held during the fall 2010 in-service and had been held several times prior. In January 2012, an in-service session specifically devoted to hybrid course development was provided. The instructional designer also provided training entitled, “Hybrid Courses: How to Effectively Combine Traditional & Online Teaching.”

B. Describe the instructional development opportunities for business unit faculty to improve knowledge of curriculum development. Provide examples of how instructional development activities of the business unit have supported the achievement of the business unit’s mission, including building faculty knowledge, skills, and capabilities that contribute to high performance.

In-service training as listed above is mandatory for all full-time faculty members. Training listed above through the instructional designer is optional, with business unit faculty participating as their schedules allow. These activities have contributed to building and enhancing faculty knowledge and skills.

In accordance with the mission to “Enrich our communities and our students’ lives” and our purpose of providing access to students, many courses have been developed online. The administration has encouraged development of online and hybrid classes, with release time and stipends paid to faculty for development. Looking back at the self-study year and the two years prior, many business courses had already been developed as online classes. Some of the most recent development includes: CSIS 130 Introduction to Computer Information Systems which Mr. DeVoe developed online spring 2010 and first taught it fall 2010; MGMK 135 Human Relations and Supervision which Dr. Watkins developed spring 2010 and first taught spring 2011; and ETEC 146 Microcomputer Repair – Hardware and ETEC 147 Microcomputer Repair – Software which adjunct instructor Jon Seibert developed online utilizing LabSim software in 2011. Mr. Seibert is also NCCC’s Director of Technology and was supported by full-time instructor Mr. DeVoe and the Dean of the Online Campus, Marie Gardner during the development process.

The NCCC administration is open to new course development by the faculty. The most recent new course is ENTR 130 Entrepreneurial Mindset developed by Mr. Webber, using the Kauffman Foundation's IceHouse curriculum. The college financed the required training to enable Webber to develop and teach the course.

Updates to courses are made as appropriate. During the self-study year, the course outcomes for CSIS 100 Computer Concepts and Applications and CSIS 130 Introduction to Computer Information Systems were updated in correlation with the Kansas Core Outcomes Group (KCOG). Chad DeVoe, computer science instructor, has been active in KCOG and the statewide standardized outcome development effort. The outcomes for ECON 200 Microeconomics and ECON 201 Macroeconomics were also updated in correlation with KCOG, with Richard Webber, business instructor participating. The state core outcomes group meetings have provided an opportunity to build faculty knowledge and relationships with other schools, both 2-year and 4-year in Kansas. The result of these efforts will lead to seamless transfer for the students and should support additional articulation opportunities.

Criterion 5.9 Faculty Operational Policies, Procedures, and Practices

Each institution should develop and use a written system of procedures, policies, and practices for the management and professional growth of faculty members. Written information should be available to faculty members concerning the system. These procedures, policies, and practices normally include:

- **Faculty development**
- **Tenure and promotion policies**
- **Evaluation procedures and criteria**
- **Workload policies**
- **Service policies**
- **Professional expectations**
- **Scholarly expectations**
- **Termination policies**

Institution Response

A. Explain how the business unit faculty and staff access the operational policies and procedures manual.

Faculty operational policies and procedures are found in the Professional Educators' Association Negotiated Agreement and in the Board of Trustees Policy Handbook both of which will be available in the resource room.

B. Provide a copy of the faculty operational policies and procedures manual to the peer review evaluation team in the resource room. (Do not include in the self-study.)

A copy of the Negotiated Agreement and the Board of Trustees Policy Handbook will be provided in the resource room.

Summary of Standard 5 – Faculty and Staff Focus

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 5 - Faculty and Staff Focus.

Strengths

- Retention of full-time business unit faculty has been good. Three of the four full-time faculty members have at least 10 years of service at NCCC.
- Faculty are provided with a good work environment which is conducive to satisfaction and motivation.
- Faculty within the business unit work well together, have open communication, and have a close working relationship.
- Full-time faculty members routinely teach both face-to-face and online classes. For most programs, full-time faculty are teaching close to 50% of the sections within the program.
- NCCC supports professional development of faculty with an approved professional development plan in place in the Negotiated Agreement. Business unit faculty have met the most recent reporting deadline for required professional development hours. Faculty professional development activities have contributed to the business unit's mission.
- Business unit faculty have participated in various instructional development activities which have been provided on campus.
- NCCC's operational policies and procedures are clearly stated and made available to the faculty.

Opportunities for Improvement

- Increase the percentage of master's and professionally qualified faculty.
- Recruit and retain additional adjunct faculty members, particularly on the Chanute campus.
- Increase enrollment to justify a full-time business faculty member on the Ottawa campus.
- Increase enrollment to justify hiring additional instructors. This could potentially be a means of lessening multiple class preparations of full-time business unit instructors.

STANDARD 6: PROCESS MANAGEMENT

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of a global society. The institution must also provide adequate support services and resources to facilitate student success. All business graduates are expected to be competent in the following:

- Knowledge of essential elements and operations of a business
- Knowledge of business ethics
- Computer literacy
- Global business awareness
- Critical thinking and research skills

Business programs require at least the following: 25 percent professional component, 25 percent general education component, and 25 percent business major component (courses for the associate degree beyond the professional component devoted appropriately to the student's area of concentration). For transfer degree programs with documented justification, the business major component and/or the professional component may be satisfied by non-business courses.

Criterion 6. 1 Curriculum

Institution Response

A. Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.

The design of educational programs and offerings at NCCC is faculty driven. New courses, new programs, changes to the master syllabus, changes to programs, and changes to course and program outcomes originate with the faculty and require approval by the Applied Science Division and the institution's Curriculum Committee. Input and approval from the Business and Technology Advisory Board is also required.

When a new course is developed, the faculty design a syllabus using the master syllabus template which was developed and adopted in the spring of 2012. The master syllabus for the course must first be approved by the Applied Science Division. Among the items the Division reviews related to courses are: course title, prefix, and number; credit value (with lecture/lab or other designation), course description and pre/co-requisites, and learning outcomes for assessment. The faculty work with the Coordinator of Assessment in developing the course outcomes.

Once the syllabus has been approved by the Division, the institution's Curriculum Committee must act on it, providing faculty-driven oversight of the academic courses and programs of study. The Curriculum Committee is chaired by full-time faculty and includes deans, division chairs, faculty from each division, Coordinator of Assessment, Coordinator of Advising and Articulation, Registrar, and the Vice President for Student Learning. The Curriculum Committee meets monthly during the fall and spring semester. Its members discuss and ensure that each course possesses any or all prerequisites needed, contains content that is rigorous and appropriate to higher education, and possesses a syllabus that clearly lists the expectations for student learning. In 2012-13, the curriculum change request form was initiated to

help monitor and document Curriculum Committee action. With the leadership of the shared governance Curriculum Committee, rigor will be maintained at the College and within the business unit.

Once the master syllabus has been approved, it is posted to the college's website. After it is in place, any changes to the master syllabus require approval through the same process above, with the Applied Science Division and the Curriculum Committee. If changes are made to the learning outcomes, then approval by the Coordinator of Assessment is required. Every time a course is offered at NCCC, our instructors are expected to evaluate and improve upon that course when necessary. Prerequisites are another item that might need to be established or changed. Again, the supportive information is presented at the Applied Science Division meeting, and the proposal is accompanied by a curriculum change request form. If the proposal passes the division level, it then goes to the Curriculum Committee for review. This process maintains and exercises authority over prerequisites for courses.

The same type of process is used for the establishment of new programs of study which require the development of a program sheet to be placed in the College Catalog. Program level outcomes must be written and reviewed by the Coordinator of Assessment. The program sheet, including the program outcomes are then approved by the Applied Science Division, the Business and Technology Advisory Board, and by the Curriculum Committee. Later changes to program level outcomes are also required to go through the same approval process.

The Applied Science Division Chair, the Dean of the Online Campus, the Dean of the Ottawa Campus, and the Dean of Outreach and Workforce Development are responsible for developing the course schedule and providing access to courses for the students through various delivery methods, various locations, and various days and times. A course rotation schedule is in place, with some courses offered every semester, some courses offered once a year, and some only offered every other year based on demand. The Applied Science Division Chair accepts input from the full-time faculty members for a proposed class schedule, and if possible, the faculty schedule proposals are put into place. The Applied Science Division Chair works with the Dean of the Online Campus in determining online and hybrid offerings. The Dean of the Ottawa Campus schedules face-to-face classes on the Ottawa campus, and the Dean of Outreach and Workforce Development, along with assistants, schedule concurrent classes in the high schools. Once the schedule draft is complete, a master schedule committee reviews the overall schedule.

B. Describe how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

Master Syllabi

NCCC has one master syllabus for every course, including the concurrent courses. A master syllabus template has been adopted that is used to meet the requirement that each course has one standard syllabus. The Curriculum Committee helps to ensure that dual credit/concurrent courses are equivalent in learning outcomes and levels of achievement to the college's higher education curriculum by dictating that each course has one standard syllabus. The rigor and quality control efforts are standard across every course. The master syllabi are accessible on the college's website and available for all faculty, both full-time and part-time.

Assessment of Student Learning

The College oversees quality and consistency in courses through the assessment of student learning that applies to all courses. Approved course outcomes are listed on the master syllabus that is required for every course. Each course outcome must be assessed for every section of every course. A review of course assessment reports shows results of course outcome assessment.

Faculty Evaluation of Instruction

Quality and consistency is also assessed through faculty evaluation of instruction. Classroom evaluations and student ratings aid in monitoring the quality of instruction.

Concurrent Enrollment/Dual Credit

The Kansas Board of Regents website offers the following information for the CEP: “Concurrent Enrollment Partnership (CEP) consists of an agreement between an eligible postsecondary institution and a school district for the purpose of offering college-level learning to students who have been accepted for concurrent enrollment partnership in off-campus classes at a high school at which approved high school teachers teach college credit classes during the normal school day. A student can earn up to 24 concurrent hours while still in high school. For more information, contact your local high school. Policies are found in Chapter IV, Section 8 of the Policy Manual.”

For concurrent/dual credit classes, instructors use the NCCC approved course syllabus and course materials. Under the Kansas Board of Regents Concurrent Education Program (CEP), an annual report is provided to the Regents on secondary schools they select per college for review of coursework, concurrent/dual credit agreement, instructor credentials, and other items to provide oversight of reinforcing appropriate standards. NCCC complies with this state requirement and has had no negative reports. In certain concurrent sections, under the state CEP agreement, the college final exam is administered to help reinforce appropriate consistency. The Kansas Board of Regents does an annual request for information to assess compliance with the state concurrent enrollment program. The 2012-13 CEP Report contains the items KBOR requested for this year’s review.

End-of-Year Discipline Assessment Meeting

As part of the CEP Agreement, a discipline meeting is held at the end of every academic year. This meeting is attended by full-time and part-time instructors. All adjunct instructors are given a stipend to attend. These meetings allow for collaboration and exchange of course materials between the various instructors of courses and help to ensure that the expectation of rigor and quality is enforced, leading to consistency among sections.

Criterion 6.2 Professional Component

At least 25 percent of the business curriculum must consist of a professional component including four of the following areas of study:

- A. Accounting**
- B. Computer information applications**
- C. Quantitative methods of analysis**
- D. Principles of economics**
- E. Business in society - the international environment, legal/political environment, and ethical business behavior**
- F. Marketing**
- G. Entrepreneurship/free enterprise**
- H. Finance**
- I. Management**

Specific courses are not mandated and equal time is not expected to be allocated to each area. Courses taught outside of the business unit may be used to fulfill the professional component. It is the responsibility of the business faculty to monitor such courses to ensure that they provide the competencies implicit in the professional component.

Courses that satisfy the professional component cannot be used to satisfy the general education component or the business major component.

Institution Response

A. Complete the Professional Component portion of Table 6 Curriculum Summary for each program.

The following Curriculum Summaries are attached:

Table 6.0 AS – Business Administration emphasis

Table 6.1 AAS – Accounting

Table 6.2 AAS – Computer Information Systems

Table 6.3 AAS – Computer Support Specialist

Table 6.4 AAS – Management

Table 6.5 AAS – Marketing

Table 6.6 AAS – Office Technology

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

All programs meet the 25% professional component standard.

Criterion 6.3 - General Education Component

The general education component must include at least 25 percent of the credits required for the associate degree and must consist of courses which contribute to the following educational goals: (Note: All ten areas do not have to be included.)

- 1. Written, interpretive, and oral facility with the English language**
- 2. An historical perspective**
- 3. An understanding of the role of the humanities in human experience**
- 4. A personal ethical foundation**
- 5. An understanding of social institutions and the obligations of citizenship**
- 6. Knowledge of science or mathematics and its applications**
- 7. An understanding of contemporary technology**
- 8. An understanding of the principles as well as the investigative strategies of the social sciences**
- 9. An appreciation of the fine and performing arts**
- 10. A global perspective**

The content of general education courses may include more than one of the foundation objectives listed above. Some business courses, if conceived and taught in relation to the institution's definition of general education, may be used to satisfy the general education component.

Courses that satisfy the general education component cannot be used to satisfy the professional component or the business major component.

Institution Response

A. Complete the General Education Component portion of Table 6 Curriculum Summary for each program.

The following Curriculum Summaries are attached:

Table 6.0 AS – Business Administration emphasis

Table 6.1 AAS – Accounting

Table 6.2 AAS – Computer Information Systems

Table 6.3 AAS – Computer Support Specialist

Table 6.4 AAS – Management

Table 6.5 AAS – Marketing

Table 6.6 AAS – Office Technology

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

All programs meet the 25% general education component standard.

Criterion 6.4 - Business Major Component

At least 25 percent of the associate degree or associate of applied science degree must be devoted to courses appropriate to the student's business major beyond the professional component.

Programs that lead to an associate degree in business should be able to demonstrate that the programs include appropriate courses to prepare students for transfer or employment. Institutions offering degrees in business should have content-specific courses that build upon the professional component, have appropriate prerequisite courses, and offer students opportunities to expand knowledge in the major area of study. The curricular goals of each program/option should be reflected in the sequential arrangement of courses and the learning experiences provided to develop the competencies essential to practice in the areas of study.

A specialized business major should provide the following:

- **Areas of specialization that build and/or organize knowledge dealing with specific aspects of business and its environment with interactions between these elements**
- **The ability to increase knowledge, understanding, and skills in prerequisite and concurrent courses and to integrate and apply these gains to subsequent business courses in the major**
- **The depth and breadth of knowledge, understanding, and skills in the content area of specialization beyond that which is in the professional component**
- **Application of knowledge that is utilized by internships, field experiences and cooperative education, simulations, and/or similar activities which enhance the professional education experience**

Courses that satisfy the business major component cannot be used to satisfy the professional component or the general education component.

Institution Response

A. Complete the Business Major Component portion of Table 6 Curriculum Summary for each program.

- B. The following Curriculum Summaries are attached:
- C. Table 6.0 AS – Business Administration emphasis
- D. Table 6.1 AAS – Accounting
- E. Table 6.2 AAS – Computer Information Systems
- F. Table 6.3 AAS – Computer Support Specialist
- G. Table 6.4 AAS – Management
- H. Table 6.5 AAS – Marketing
- I. Table 6.6 AAS – Office Technology

J. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

The AS – Business Administration program is designed to facilitate transfer, particularly to Regents' schools in Kansas. Due to the number of general education requirements (54%), a variance was requested in the 2008 Quality Assurance Report. The Associate Degree Commission approved the variance related to the 25% standard on the business major component.

Criterion 6.5 Off-Campus Operations and Unique Items

The accreditation process includes a review of all business program academic activities at all levels. If an institution has a branch campus or campuses where an entire degree can be earned, then the accreditation process will include all locations and alternative instructional deliveries at one time unless otherwise agreed upon prior to conducting the self-study.

Institution Response

A. Provide the number of business student credit hours produced along with the total number of student credit hours generated for each campus.

	2010-11		2011-12		2012-13		Total	
	Business Hours Generated	NCCC Hours Generated	Business Hours Generated	NCCC Hours Generated	Business Hours Generated	NCCC Hours Generated	Business Hours Generated	NCCC Hours Generated
Chanute Campus	1036	15146	1158	15886	1203	15295	3397	46327
Ottawa Campus	365	12114	448	13804	484	13345	1297	39263
Online Campus	1222	11039	1418	13144	1341	13609	3981	37792
In District	0	3486	0	4010	0	4268	0	11764

Outreach								
Out District Outreach	87	3531	48	3000	48	3527	183	10058
Total	2710	45316	3072	49844	3076	50044	8858	145204

B. Identify any branch campus at which it is possible for students to complete a degree program.

Degree programs are available on the main campus in Chanute. Some degrees also require online courses in addition to face-to-face. Degrees are not entirely available on the Ottawa campus, but some may be completed with the addition of online/hybrid classes.

C. Explain other unique situations, if any, present at the institution requiring special understanding during the accreditation process (i.e., grading, credit hours of courses, etc.).

N/A

Criterion 6.6 Minimum Grade Requirement

Business students must achieve a minimum grade average of “C” for graduation in business. This standard is intended to assure the quality of effective learning and minimum competency in the view of the faculty who assess student performances. The quality of effective learning is reflected in grade consistency and student learning performance outcomes. The business unit should continually monitor grade distribution and student learning outcomes and demonstrate that faculty are informed and involved in improving the evaluation process.

Institution Response

A. Provide evidence that business students from an associate degree program have a minimum grade average of “C”, such as a letter of certification from the registrar or a catalog statement.

From page 59 of the Neosho County Community College Course Catalog:

DEGREE REQUIREMENTS

The Board of Trustees grants the Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of General Studies degrees. Requirements for the degrees include the successful completion of a minimum of sixty-four (64) semester hours credit and a minimum cumulative GPA of 2.0. To be eligible for graduation, students must have earned at least eighteen (18) credit hours from NCCC. Requirements for graduation may be completed during any semester. Any change in graduation requirements must be approved by the vice president for student learning.

Course numbers under 100 will not count toward the sixty-four (64) credit hours required for the associate degrees.

B. Describe how the institution ensures compliance regarding minimum grade requirements.

To ensure compliance regarding minimum grade requirements, all currently enrolled students who plan to graduate at the conclusion of any given semester must file an Intent to Graduate form at the time they enroll for their final semester so that their records may be checked to ensure that all graduation requirements have been met.

The academic advisor completes a degree check sheet to document that the program requirements have been met, and they assist the student in completing the Intent to Graduate form. The student submits the degree check sheet, the Intent to Graduate form and a copy of their transcript to the Registration office. Once the semester is complete and the grades have been posted, the Coordinator of Advising and the Dean of Enrollment Management review the transcripts to determine compliance with the program requirements and minimum grade requirements.

Criterion 6.7 Learning and Academic Resources

Comprehensive and current learning resources should be available to students and faculty which includes library services, tutorial support, open labs, media services, instructional technology support, etc. Students receiving instruction at remote sites should have access to learning and academic resources. Library holdings should be sufficient in size and scope to complement the total instructional program of the business unit, to provide incentive for individual learning, and to support research appropriate for the faculty.

Institution Response

A. Describe the business unit faculty's participation in the library's acquisitions program to ensure the availability of current business learning resources.

Business unit faculty are free to put in requests for library materials at any time. The library staff is proactive in adapting to emerging technology, electronic resources, and engagement with students and to working to meet faculty needs. In 2009 the Library provided subscription access to Films on Demand: Master Academic Collection with streaming access capability to meet face-to-face and online course needs. In 2012 streaming video capacity was added with the Career and Technical Education Collection.

The Director of the library is a member of the Student Learning Division and sits in on the division meetings, is a member of the college Technology Committee and Online Instruction Committee. Because of interaction with these groups the Director hears conversations related to academic needs.

B. Describe how off-campus students have access to the same research and reading assignments as on-campus students. This may include evidence of library resources at other locations in the community or by electronic access or inter-library loans.

Learning resources through the Library have been consistently adapted to web access to support student learning at any location and at any time, with an emphasis on databases, e-books and program specific lib guides. In 2008 the NCCC Library provided access to seven academic databases. In 2012 that had expanded to more than 60 databases. The Library automated its management system in 2009 to enhance student and instructor access to information both on and off campus, including 24/7 access, strengthening customization of library accounts and reserving materials. During the 2011-12 academic year the Library arranged a subscription to provide students and instructors with access to more than

100,000 e-books. Data from a Library Report indicates eBook usage has increased 66% in 2012-13 over its usage in 2011-12.

C. Describe the availability and utilization of other learning and academic resources (tutorial services, instructional technology support, open labs, etc.)

Tutoring

NCCC provides students with access to free tutoring at the Chanute, Ottawa, and Online Campuses. The Center for Academic and Vocational Excellence (CAVE) is used by a majority of students on the Chanute Campus. Along with providing a computer lab and a study area for students, the CAVE offers tutoring in a variety of subjects free of charge. Such tutoring is offered online as well as face-to-face. Computer literacy training and developmental instruction are provided by the CAVE, as well as sessions about goal setting and study skills. Student study groups are encouraged to meet there.

Tutors are solicited from the staff of developmental course instructors, the local communities, and academically strong current students. Several full-time and adjunct instructors also assist. New tutors receive training in tutoring best practices, and are mentored by more senior tutors. Monthly tutoring staff meetings are held to discuss common issues or challenges, new and successful tutoring strategies, and suggestions for future service to the NCCC students. More than 1,000 hours of tutoring are provided each academic year for the College as a whole. There has been a commitment to not limit budget support for tutoring.

STARS

Another resource on the Chanute campus is the Students Thriving Achieving and Recognizing Success [STARS] program. STARS is a Student Support Services (TRIO) project that provides advising, tutoring, workshops on study skills and other relevant topics, and other services to eligible students. The goals of STARS are to help students stay in college, graduate from NCCC, and transfer to a four-year institution to obtain a bachelor's degree. Students must apply to the program and meet one or more of the following eligibility requirements: 1) be a first-generation college student; 2) meet federal income guidelines as determined by the U.S. Department of Education; 3) have a documented disability.

The STARS offices are in the CAVE, located in the lower level of Chapman Learning Center on the NCCC Chanute Campus. The STARS program is not available to students at the NCCC Ottawa Campus.

Ottawa Campus

At the Ottawa Campus, the Teaching and Learning Center (TLC) provides a number of the same services as Chapman Learning Center and the CAVE. The unit acts as a learning resource center with library services, testing services, tutoring, and interaction related to adult education as well as becoming the campus hub for interaction of students and employees. Free tutoring is also provided at the TLC, averaging more than 500 hours per academic year. Due to the success of this unit, similar restructuring of personnel is occurring at the Chanute Campus to blend the library and CAVE (Center for Academic and Vocational Excellence) into one unit as they share the same facility (Chapman Hall). This new unit will be called the Chapman Learning Center.

Technology

The College has been a strong supporter of using technology to enhance current curriculum and enable new methods of learning and distribution of content. The technology fee is utilized to enhance and/or replace the technology that directly impacts student learning. The technology services budget is used to enhance and replace infrastructure that supports these objectives. With a current budget of nearly \$200,000 and fees currently generating in excess of \$200,000 annually the institution has been able to meet needs. More than 200 PCs and/or laptops are available to students, staff, and faculty at the Chanute Campus. This includes open labs in the library and student union, as well as public/open PC

access in each of the residence halls. Other computer labs on the campus, such as the two business computer labs in Rowland Hall, have priority use for classes, but are also available to students and employees for other needs (testing, tutoring, supplemental instruction, etc.). About 150 PCs/laptops are accessible at the Ottawa campus for employees and students. Wi-Fi capacity is available across both campuses (Chanute and Ottawa). Bandwidth capacity is monitored regularly to accommodate needs for teaching and learning, college operations, and residential student life needs on the Chanute Campus. Computers in computer labs and employee computers are on a replacement schedule. Updates to new software are installed on computers as these become available. Regular IT department maintenance keeps equipment and servers in optimal condition.

Criterion 6.8 Support Services

The business unit should have adequate institutional support services such as administrative, clerical, technical, laboratory, and advising support to meet the needs of its programs.

Institution Response

A. Describe the level of institutional support services available to the business unit.

Administrative Support

The business unit receives support from the administration. The college president and the vice president for student learning both support the unit.

Clerical Support

The business unit is served by the faculty administrative assistant who also serves all of the faculty in the Applied Science and Liberal Arts divisions in Chanute. She is located across campus in Stoltz Hall, so convenience could be improved if she was located in Rowland Hall with the business unit faculty. The full-time business faculty are all very self-sufficient and very computer literate, so therefore, they do not heavily utilize her services, although she is always willing to help.

Technical/Laboratory Support

The NCCC Technology Services Department provides technology support to both instructors and students. Technology Services maintains, updates, and repairs computers in computer labs, classrooms, and instructor offices, handles the telephone system, and updates the website. HelpDesk services provide 24x7 support to both instructors and students, including support for the college's learning management system, Inside NC. The Microsoft Work from Home agreement, employees may have the latest Microsoft Office Suite installed on one personal computer.

Advising Support

The advising efforts are supervised by the Coordinator for Advising and Articulation on the Chanute Campus and the Director of the Teaching & Learning Center (TLC) of the Ottawa Campus. These individuals also both monitor the needs of online students related to advising. Training workshops for advisors are conducted on a regular basis in which changes in academic programs, degree requirements, or general student trends are discussed. Other support for academic advisors is provided on a continuing basis, both face-to-face and through the advisor resources on the faculty tab in InsideNC.

Other Support Services

Developmental Education
Financial Aid

Housing
International Students
Students with Disabilities
Student Activities
Lifetime Learning
Athletics

B. Describe how the business unit manages support services to promote student success and achieve the mission of the business unit.

The Applied Science Division Chair who supervises the business unit is a member of the Student Learning Division (SLD) which is led by the Vice President for Student Learning (VPSL) who supervises both academics and student services. SLD meetings are held every other week and include the VPSL, Dean of Outreach and Workforce Development, Dean of Ottawa Campus, Dean of the Online Campus, Dean of Student Services, Dean of Enrollment Management, Director of the Chapman Learning Center, Chair of Applied Science Division, Chair of Liberal Arts Division, Director of Nursing, Coordinator of Assessment, Coordinator of Advising, Director of Recruitment and College Relations, Coordinator of Institutional Research and Reporting, and the Director of Grant Development. SLD meetings provide an opportunity for communication and interaction between the various support service areas.

Several other campus committees aid in managing student support services. For the self-study year, Charles Babb represented the business unit on the Scholarship and Financial Aid Committee and Chad DeVoe was on the Student Appeals Committee. The business unit is represented through Applied Science Division members on other committees such as the Online Instruction Committee and the Technology Planning Committee.

To manage technology support, there is open communication with the Technology Services Department whose office is located adjacent to the business unit in Rowland Hall. Service requests are easily submitted via email to help@neosho.edu.

Criterion 6.9 Educational Innovation

All business schools and programs should provide an environment that encourages and recognizes innovation and creativity in the education of business students.

Institution Response

A. Describe how the business unit encourages and recognizes faculty and staff innovation and creativity.

The business chair, college president, and college vice president verbally encourage innovation in the education methods. Through this process they also state the importance of rigor.

The college and department financially support professional development. The college provides funds for continuing education. Administration working in conjunction with the business unit chairperson seek outside funding to train faculty on new instructional methods or new courses. An example is using Perkins grant funding to pay for a business instructors facilitator training for Kauffman's Entrepreneurial Mindset course.

The college and department chair actively encourage and provide release time to attend or speak at seminars on innovative instructional methods. An example is business faculty attending iTrac conference at Wichita Area Technical College on technology in the classroom.

Each year, the college honors two faculty members with the NISOD Award of Excellence for innovation or going beyond expectations. One of the first winners was computer instructor, Charles Babb, and in 2012, Linda Jones won the award. Winners attended the NISOD Conference. The award is continuing and is now connected to the League for Innovations Conference.

B. Provide evidence of innovations and creativity that have been implemented by the business unit.

There are several creative and innovative instructional methods implemented by the business faculty. Two business instructors created an interdisciplinary colloquium that has now grown beyond the business department and is now integrated into several science courses as well. This gives students an opportunity to work and present in groups to a panel of faculty and peers from multiple classes and disciplines.

An accounting instructor successfully implemented a game based strategy in her classroom by modifying the board game Monopoly with rules to teach accounting. Student feedback suggests they enjoy the creative approach to teaching.

The web design faculty worked with a local business to have his class learn by designing a web site. This involved visiting the business to collect ideas and receive the owner's feedback. The students then worked interactively with the owner and the curriculum to bring the project to life. The students presented the final project at the interdisciplinary colloquium.

A business instructor has twice held a separate face-to-face meeting of a class on the Ottawa campus. This was done in an attempt to build the business program on that campus. The small class sizes proved difficult to hold group discussions, and for now the project is on hold. The attempt, and what some might classify as a failure, was embraced and celebrated among instructors.

The Introduction to Business course has worked to create Guerilla Marketing ideas for the college or departments. One example is a flash mob carried out by the art department in the college cafeteria. The event was filmed and placed on the schools YouTube channel for marketing.

The Introduction to Business course has worked with instructors to create hashtags for social media. An example is the Art instructor presented the idea of using #cre8now. The class brainstormed and suggested #cre8SHO to better tie into other school marketing campaigns that use the "sho" theme.

The business department added a new course on entrepreneurship, utilizing curriculum created by the Kauffman foundation.

Several instructors are teaching courses in a hybrid format. This reduced class time format allows students to learn on their own similar to online classes, but gives the human contact that has proven essential to higher completion rates.

The Small Business Management instructor worked with a client of the Small Business Development Center (SBDC) located in the department to create a business plan. The client did not have the business plan knowledge to properly create the documents for a proposed loan. The students were allowed to use the plan to fulfill their business plan writing assignment in the course. The students and instructor had to follow SBDC rules, including signing non-disclosure agreements.

Business faculty have worked to change some PowerPoint presentations into iPad presentations. In this format students are not bored with bullet pointed lists, but instead only supporting graphs or images, while the instructor has talking points on his view on the iPad.

Business faculty have resurrected the Business and Innovation club. The co-chairs arrange typically three outside speakers a month. Most speakers come to campus and speak over a lunch meeting. Students travel to speakers when warranted, including touring a coffee roasting demonstration, and visiting B&W manufacturing that fabricates truck beds.

One faculty member has introduced collaborative learning into his classroom. Students complete much of the homework in small groups. His outcomes scores went up on average after the change.

Criterion 6.10 Articulation and Transfer Relationships

For the purpose of defining roles, relationships, and procedures which promote the interests of transfer students, the business school or program must provide evidence of articulation and/or course transfer arrangement. On-going communication is the key to effective articulation. A product of this communication process should be a course equivalency document that specifies the type and amount of credit that an institution accepts in transfer. Institutions are encouraged to implement articulation agreements whereby associate degree graduates can obtain junior status and the equivalent of two years' credit toward specified baccalaureate degrees.

Institution Response

A. List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.

NCCC sends the majority of its transfer students to Pittsburg State University and to the University of Kansas which are both Kansas Regents institutions. Pittsburg State University is the closest university in proximity to the Chanute campus, while the University of Kansas is near the Ottawa campus. During 2013, the institution was involved with reverse transfer agreements with Emporia State University, Pittsburg State University, and Wichita State University to assist with the broader goals of student completion and tracking of transfer students and their academic performance.

B. Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study.)

A copy of all articulation agreements will be available in the resource room.

C. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.

The College Catalog addresses duplicate coursework as follows: "Neosho County Community College encourages students to transfer in academic work from accredited institutions. Accredited institutions are those recognized by the U.S. Department of Education. These institutions are listed at http://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html.

An evaluation of transfer credit will be completed after an Admission Form has been filed. The student must request official transcripts be sent from the accredited institution to the NCCC Office of Registrar. Unofficial transcripts will not be considered for transfer. The registrar or his or her designee will determine the equivalency of transfer courses. In most cases the transcript will be evaluated within 30 days of receipt by the Office of the Registrar.

Credit hours completed at accredited institutions will be considered equivalent if the learning outcomes and credit hour length of the courses are comparable to those of courses offered through NCCC. Transfer work deemed not equivalent to NCCC's course offerings will be accepted as "elective credit." A syllabus of the course work and the documented learning outcomes may be required for evaluation of transfer credit.

Only those transfer credits in which a passing grade ("A," "B," "C," or "P") was received will be accepted toward completing a degree or certificate. Courses for which grades of "D" or "F" was earned will not be counted toward the completion of degree or certificate requirements.

Students who wish to appeal the registrar's decision regarding acceptance or equivalency of transfer work, must complete the following steps:

1. Appeal in writing to the appropriate division chair within 10 college working days of notification by the registrar. If the division chair is not available, appeal to the vice president for student learning.
2. If the student wishes to appeal the decision of the division chair, he/she may do so, in writing (within 10 college working days) to the vice president for student learning, whose decision will be final."

If there is concern about a course or program from another institution, procedure indicates that the staff will seek additional information from that institution including course descriptions, course syllabi, etc. and will often involve appropriate NCCC faculty in that evaluation process. Transfer and experiential learning is reviewed by registrar staff and appropriate academic administration prior to approval for transcription. As competency-based learning has been gaining support in the past several months, NCCC will continue to monitor that element, and is making plans to provide appropriate training (CAEL, etc.) for staff and faculty who will likely be involved in more prior learning assessment.

Staff in the registration unit receive training as part of their orientation, and then is continued as our data system is updated, state and federal data projects change, and as other issues emerge during the operation of the unit. The registration staff uses an online resource called TES® the transfer evaluation system from CollegeSource to reference course descriptions from across the country in the evaluation of transfer credit. Additionally, standardization is followed with regard to transferring credit from clock-hour systems into the credit hour system. Assistance is provided by the technology services unit, and the unit training is part of discussion with the enrollment management administrator and the Chief Academic Officer.

D. Describe the student advisement process that counsels students as to the transferability of course work.

Academic advising is provided to students by faculty and staff members on both the Chanute and Ottawa Campuses. The advising efforts are supervised by the Coordinator for Advising and Articulation on the Chanute Campus and the Director of the Teaching & Learning Center (TLC) of the Ottawa Campus. These individuals also both monitor the needs of online students related to advising. Training

workshops for advisors are conducted on a regular basis in which changes in academic programs, degree requirements, or general student trends are discussed. Other support for academic advisors is provided on a continuing basis, both face-to-face and through the advisor resources on the faculty tab in InsideNC. All degree-seeking students at NCCC are assigned an academic advisor after their initial advising meeting. Non-degree seeking students may also request an advisor assignment by contacting the student services office on the Chanute Campus or the admissions office on the Ottawa Campus. Students with placement scores that require them to take developmental coursework are advised by developmental advisors in the Center for Academic and Vocational Excellence (CAVE) or the Teaching and Learning Center (TLC) until they complete their developmental courses. Students may request a change of advisor by completing a Request for Change of College Record form available in the student services office. The average advisee load is currently 26 students per advisor.

Advisors inform students that developmental courses (course numbers less than 100) do not count toward a degree and do not transfer. In addition, courses in which a grade of D is earned typically do not transfer. In planning a class schedule, the student should keep in mind career and vocational plans, the graduation requirements of NCCC, and university degree requirements. Students who plan to complete a bachelor's degree should select courses to meet the requirements of the institution to which they expect to transfer. The College Catalog states, "The final responsibility for correct course selection lies with the student."

Summary of Standard 6 – Process Management

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 6 - Process Management.

Strengths

- Processes are in place to help safeguard the quality and consistency of courses taught by full-time and part-time instructors at multiple sites and through multiple modalities.
- A process for managing the design and delivery of curriculum is in place and functioning.
- All AAS degree programs meet the professional component, general education component, and business major component requirements.
- Business student credit hours have increased over the last three years.
- The business unit has adequate learning and academic resources and support services to provide for the student needs.
- NCCC is committed to providing tutoring access, including online, reinforcing the capacity for student learning, student performance, retention, and completion.
- The College has been a strong supporter of using technology.
- NCCC supports educational innovation and new innovative ideas are being implemented.

Opportunities for Improvement

- Increase business unit student credit hours generated.
- Locate and provide additional tutors for specific business classes.
- Secure additional articulation agreements.
- Provide additional advising training.

SELF-STUDY SUMMARY

1. Provide a brief summary of the self-study that includes an overview of the strengths and opportunities for improvement identified at the end of each standard.

The self-study report confirms numerous strengths within the business unit. The business unit programs correlate with the institutional and business unit mission and purposes. The business unit has a strategic plan in place that correlates with the institutional strategic plan. Key stakeholder expectations are being gathered and implemented when feasible.

The programs within the business unit are rigorous and strong. Student credit hours generated within the business unit have been steady and slightly increasing. Student ratings of courses are generally good. Processes are in place to safeguard the quality and consistency of courses taught by full-time and part-time instructors at multiple sites and through multiple modalities. Educational innovation and new ideas are encouraged and being implemented.

A major strength of the business unit and of the institution is the award winning assessment system. It was listed as a best practices example in previous QA reports. Assessment is occurring at the course, program, and general education levels. Faculty are fully participating in the system. Assessment of student learning results are positive, with most outcomes being met. Comparisons of student learning results for face-to-face vs. online/hybrid courses reveal no startling results.

Full-time instructors within the business unit work closely together and frequently and effectively communicate among themselves. Retention of full-time business faculty has been good, with three of the four full-time business faculty members having at least 10 years of service. The instructors are dedicated and involved on campus. NCCC has a good professional development system in place to support the faculty.

The facilities and equipment are up-to-date and adequate to support the educational programs. The college has been a strong supporter of technology as feasible within the budget.

The Business and Innovation Club has been re-established and is providing linkages to business and industry. Student support services are available and functioning to provide support to students

Opportunities for improvement primarily revolve around student recruitment, retention and completion. Increased efforts to attract students are needed to grow the business unit. A main area of concern and opportunity for improvement is in the area of retention, with data revealing completion issues, particularly in the AAS programs. Accurate identification of declared majors has also been a problem with discrepancies in students' self-reported declared majors presenting an opportunity for improvement.

There is also room for improvement in implementing better methods of surveying alumni and employers to obtain better feedback from stakeholders.

While NCCC is meeting the requirements for master's and professional qualified faculty, there is an opportunity to increase the percentage. Additional adjunct instructors need to be recruited, as well as increasing enrollment to justify a full-time business instructor on the Ottawa campus. Mentoring of both full-time and adjunct instructors could be enhanced to provide better support.

2. Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification.

The AS – Business Administration program is designed to facilitate transfer, particularly to Regents' schools in Kansas. Due to the number of general education requirements (54%) required for transfer to Kansas Regents' universities, a variance for the 25% standard for Business Major Component was requested in the 2008 Quality Assurance Report. The Associate Degree Commission approved the variance.

3. Explain how student achievement will be made public.

Performance information, including results of outcomes assessment, is routinely shared with the public. Assessment results are monitored on a yearly basis and reported at yearly in-service, shared with the Board of Trustees, shared with the Business and Technology Advisory Board and posted on the website.

Student achievement is highlighted in several ways. Students who complete 12 semester credit hours or more and achieve a 4.0 semester GPA are placed on the President's Honor Roll at the close of each semester. Students who complete 12 semester credit hours or more and achieve a 3.50 to 3.99 semester GPA are placed on the Vice-President's Honor Roll. Course numbers under 100 cannot be counted in determining either honor roll. Honor rolls are published in local and area newspapers in accordance with student permission.

At the end of the spring semester, outstanding graduates are honored. Each department may present outstanding graduate awards. The criteria for outstanding business students include completion of at least 15 credit hours of business course, a 3.5 overall GPA, a 3.75 business GPA, and nomination by a business faculty member. A ceremony is held where students receive a medal which is to be won at commencement exercises.

Standard Three: Student- and Stakeholder-Focused Results - Criterion 3.8

Use this format to respond to Criterion 3.8. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
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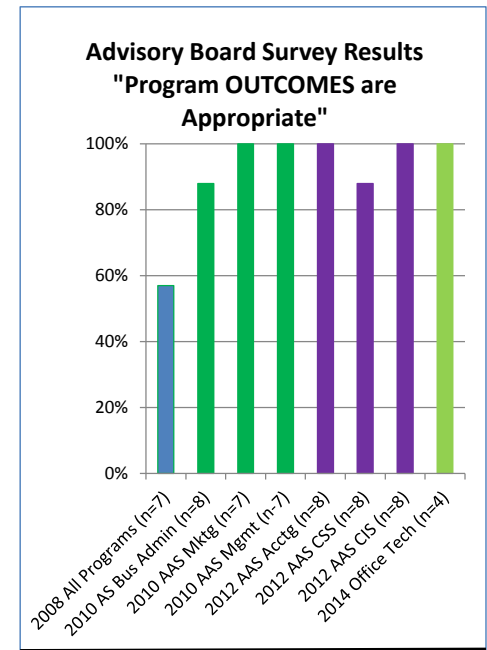
The majority of Business and Technology Advisory Board members responding will "strongly agree" or "agree" that business unit program outcomes are appropriate.

Online survey of Business and Technology Advisory Board members. In 2008, Advisory Board members were surveyed in regard to program outcomes for all business unit programs. In 2010, the survey concentrated on program outcomes for the AS - Business Administration, AAS - Marketing and AAS - Management programs. In 2012, the survey concentrated on program outcomes for the AAS - Accounting, AAS - Computer Support Specialist, and AAS - Computer Information Systems programs. In 2014, the survey concentrated on the AAS - Office Technology program. The survey cycle has been correlated with the program review cycle.

The survey results have indicated the majority of the respondents agree or strongly agree that the program outcomes are appropriate. In 2014, the response rate was low.

Overall, respondents have consistently agreed that the program outcomes are appropriate. Over the course of the six years, the outcomes in all business unit programs have been reviewed. In 2008, Advisory Board members communicated a need for training in the following workplace skills: interviewing skills, proper workplace attire, personal financial management, and the time value of money.

No changes have been made to program outcomes. Program outcomes will continue to be monitored and reviewed.



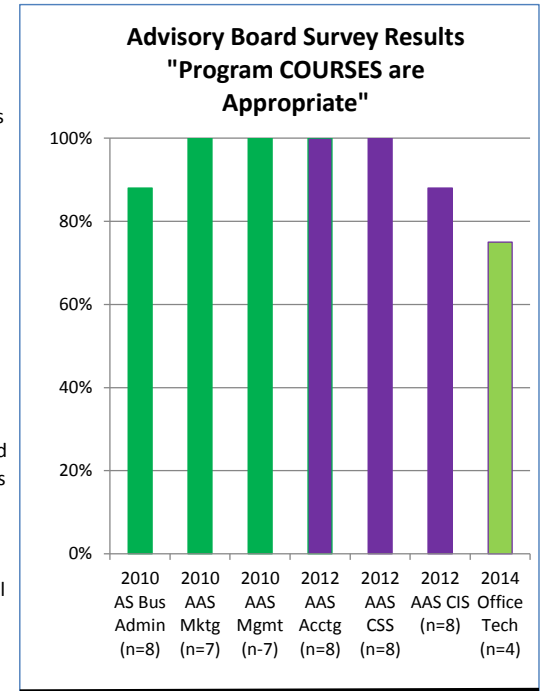
The majority of Business and Technology Advisory Board members responding will "strongly agree" or "agree" that program courses included in the program are appropriate.

Online survey of Business and Technology Advisory Board members. In 2008, Advisory Board members were surveyed in regard to courses within all business unit programs. In 2010, the survey concentrated on courses in the AS - Business Administration, AAS - Marketing and AAS - Management programs. In 2012, the survey concentrated on courses in the AAS - Accounting, AAS - Computer Support Specialist, and AAS - Computer Information Systems programs. In 2014, the survey concentrated on courses in the AAS - Office Technology program. The survey cycle has been correlated with the program review cycle.

The survey results have indicated the majority of the respondents agree or strongly agree that the program courses are appropriate.

Overall, respondents have consistently agreed that the courses included within the programs are appropriate. Over the course of the six years, the courses in all business unit programs have been reviewed.

As a result of the 2008 results, a new course Career Life Skills was developed. QuickBooks has consistently been recommended and was added to the Office Technology program. Upon noting a weakness in employees' communication skills, COMM 213 Interpersonal Communication was added to the curriculum for most business programs. The Advisory Board supported the new Entrepreneurial Mindset course implemented in 2013. In 2014, suggestions included business ethics/office etiquette. New methods for greater emphasis on these topics will be considered for implementation.



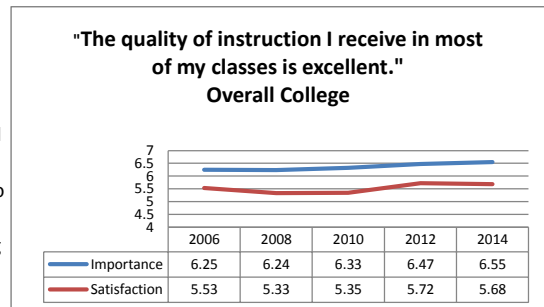
NCCC students will express satisfaction with their NCCC education in the area of instructional effectiveness.

Noel-Levitz student satisfaction survey administered every other year. "The quality of instruction I receive in most of my classes is excellent." Results for 2008 and 2010 are for the organization as a whole only, as disaggregated data for the business unit was not available. For 2012 and 2014, data is available by major.

For the overall college, following a decline in satisfaction in 2008, satisfaction levels have slightly increased.

There is a slight gap between importance and satisfaction, leaving room for improvement in instruction to better meet the students' needs.

In all programs, new methods of student engagement and active learning techniques are continuing to be encouraged and implemented. The use of technology is increasing to better engage students. Some instructors are flipping classrooms and some are using collaborative learning



Satisfaction of accounting majors has only slightly declined.

The accounting majors place a high importance on the quality of instruction. The satisfaction levels are slightly higher than the overall college results. There is a slight gap between importance and satisfaction, leaving room for improvement in instruction to better meet the students' needs.

In 2012, the gap between importance and satisfaction was extremely small.

There is a slight gap between importance and satisfaction, leaving room for improvement in instruction to better meet the students' needs.

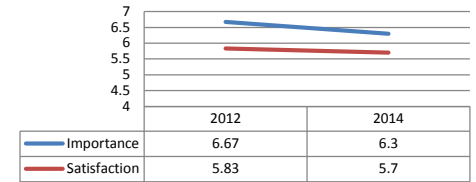
In 2012, satisfaction equaled importance.

The gap between importance and satisfaction is smaller for the Management majors. The satisfaction levels are slightly higher than the overall college results.

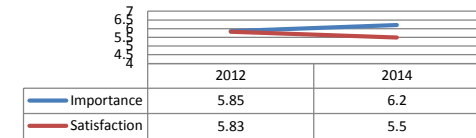
Satisfaction levels were relatively high compared to other majors.

There is a slight gap between importance and satisfaction, leaving room for improvement in instruction to better meet the students' needs. The satisfaction levels are slightly higher than the overall college results.

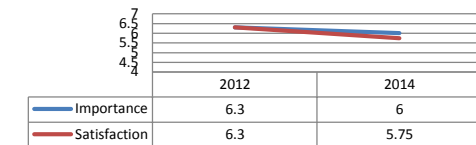
**"The quality of instruction I receive in most of my classes is excellent."
Accounting Majors**



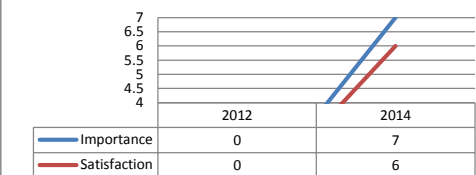
**"The quality of instruction I receive in most of my classes is excellent."
Business Administration Majors**



**"The quality of instruction I receive in most of my classes is excellent."
Management Majors**



**"The quality of instruction I receive in most of my classes is excellent."
Office Administration Majors**



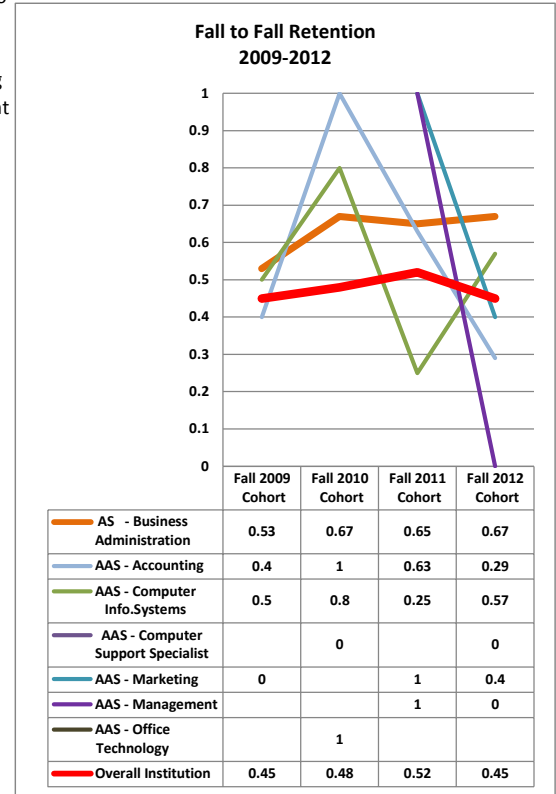
Increase the retention rate of NCCC business majors by 1-3% per year.

Fall-to-fall retention rates for students in the Full-Time-First-Time-In-Any-College (FTFTIAC) cohort.

Retention rates for AS - Business Administration majors have been steady and have slightly increased. Retention in other programs, which are the AAS non-transfer programs, has fluctuated from year to year. The number of declared majors is small, so the percentages can greatly fluctuate.

The main concern is with no retention of first-time, full-time students entering the Computer Support Specialist program. The number of first-time, full-time students declaring the major has been slim, with one major in the fall 2010 cohort and one major in the fall 2012 cohort. There were no first-time, full-time students in fall 2009 and fall 2011 who declared a Computer Support Specialist major. During the self-study year, there was one completer of the Computer Support Specialist program, however, he would not have been included in the cohort, as he was not a first-time, full-time student, but instead a non-traditional student who returned to school later in life and transferred in hours. Students often enter the program, take the first networking class which is challenging and are either not successful or decide not to continue in the program. In addition, students entering the program tend to be non-traditional, part-time students.

These results will continue to be monitored. Retention strategies for the institution are being developed relating to advising and other student services. Strategies will be discussed in the business unit.



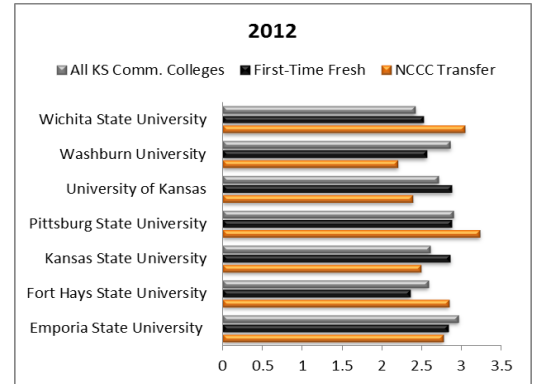
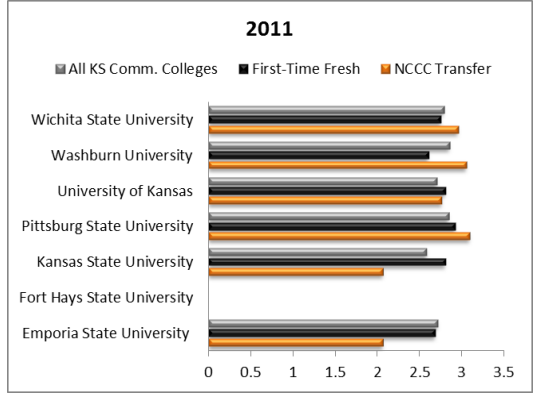
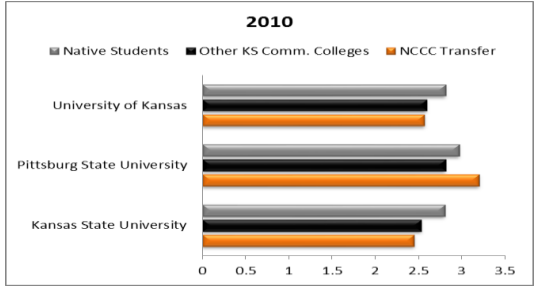
Students transferring from NCCC to a state university in Kansas will perform at a level equal to or above that of native university students and that of students transferring from other Kansas community colleges.

Kansas Board of Regents Transfer Feedback Reports.

In 2010, NCCC students transferring to Pittsburg State University outperformed students transferring from other Kansas community colleges, as well as native students. In 2011, NCCC students earned a higher gpa than other students at Wichita State University, Washburn University, and Pittsburg State University. In 2012, NCCC students performed better than other students at Wichita State University, Pittsburg State University, and Fort Hays State University.

NCCC students have not performed as well at the University of Kansas, Kansas State University, and Emporia State University. However, transfer students are doing reasonably well, especially considering that the university have minimum entrance requirements, while NCCC does not. Results are for the institution as a whole, as program level data is not available.

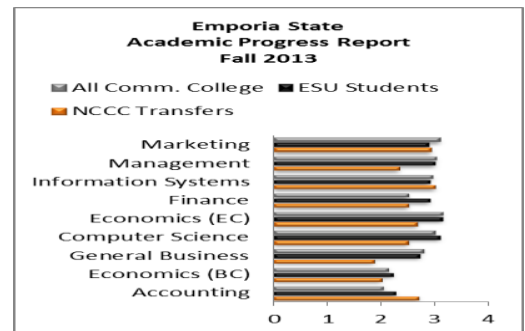
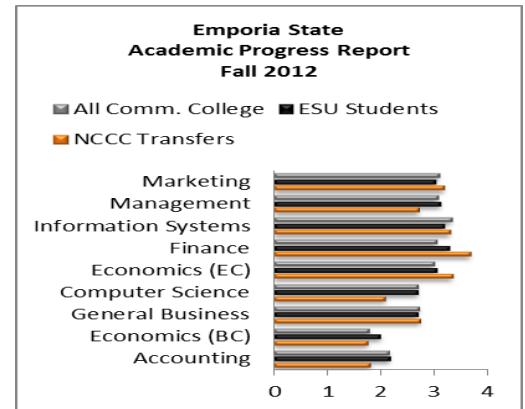
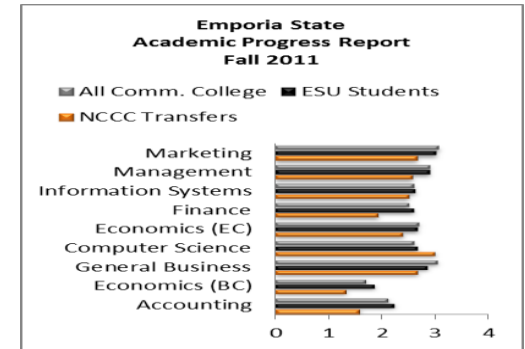
There has been a continuing emphasis on rigor in the classroom at NCCC. Teaching methods, coursework, assessment methods and results have been analyzed and continue to be monitored to assure the level of difficulty in the coursework is appropriate. Grade distributions are routinely reviewed during the program review process. These initiatives will be continued.



Results by major are available from Emporia State University. Results are mixed.

The list of students included in the reports were reviewed. They do not necessarily reflect students who took business classes at NCCC. Some may have only taken concurrent general education courses. The accounting instructor reviewed the names of students included in the accounting data and did not recognize most of the names of having taken accounting classes at NCCC.

The results continue to be monitored and taken seriously with attention to rigor as mentioned above.



Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?													
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																
AS-Business Administration Program Outcome 1: Business Administration students will display adequate human relation skills and recognize the relationship to customer service, employee relations, teamwork, and productivity. Target is a weighted mean score of at least 70%.	Formative, internal, comparative assessment utilized for course outcome 3 in MGMK 101 Intro. To Business.	The target was not met in four out of the five years.	Students are not learning this outcome. The average of 65% in 08-09 depicts one online section of MGMK 101. Results in the online course have been lower than face-to-face sections. However, the course was offered both face-to-face and online in subsequent years.	More class teamwork and collaboration and online communication activities were implemented in 2010-11 which may have caused the temporary increase. Then, in 2012-13 a new instructor took over the course. It has been suggested that this outcome should be considered for revision since it is only covered in one competency in MGMK 101. MGMK 101 Intro. to Business is scheduled to go through the Kansas Core Outcomes Group in the fall of 2014. Outcomes may be revised as a result of the process, so the assessment measure will be reevaluated at that time.	<p style="text-align: center;">AS - Business Administration Program Outcome #1 Weighted Average Mean Score</p> <table border="1"> <caption>AS - Business Administration Program Outcome #1 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>65</td> </tr> <tr> <td>2009-10</td> <td>68</td> </tr> <tr> <td>2010-11</td> <td>72</td> </tr> <tr> <td>2011-12</td> <td>65</td> </tr> <tr> <td>2012-13</td> <td>65</td> </tr> </tbody> </table>	Year	Score	2008-09	65	2009-10	68	2010-11	72	2011-12	65	2012-13	65
Year	Score																
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2010-11	72																
2011-12	65																
2012-13	65																
AS-Business Administration Program Outcome 2: Business Administration students will recognize the importance of attendance and personal appearance in achieving organizational and career goals. Target is a weighted mean score of at least 70%.	Formative, internal, comparative assessment utilized for course outcomes 1 and 12 in ACCT 201 Financial Accounting, course outcomes 1 and 12 in ACCT 202 Managerial Accounting and course outcome 4 in MGMK 101 Intro. to Business	The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.	The outcome mean scores have been relatively stable.	Class discussions regarding attendance and personal appearance continue.	<p style="text-align: center;">AS - Business Administration Program Outcome #2 Weighted Average Mean Score</p> <table border="1"> <caption>AS - Business Administration Program Outcome #2 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>75</td> </tr> <tr> <td>2009-10</td> <td>78</td> </tr> <tr> <td>2010-11</td> <td>75</td> </tr> <tr> <td>2011-12</td> <td>78</td> </tr> <tr> <td>2012-13</td> <td>75</td> </tr> </tbody> </table>	Year	Score	2008-09	75	2009-10	78	2010-11	75	2011-12	78	2012-13	75
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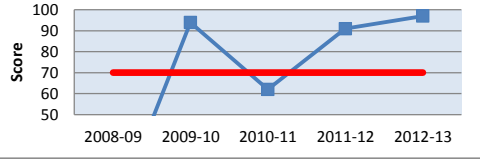
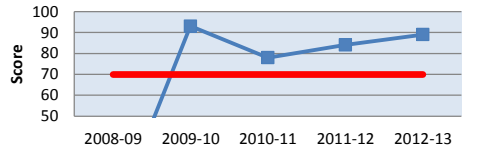
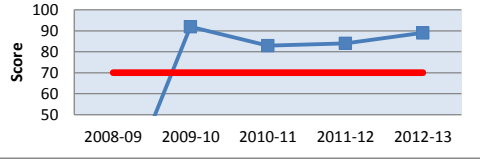
<p>AS-Business Administration Program Outcome 3: Business Administration students will demonstrate the proper use of different forms of electronic communications. Target is a weighted mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized for course outcome 4 in CSIS 100 Computer Concepts & Applications and CSIS 130 Intro. to Computer Information Systems</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>This outcome has historically resulted in high levels of student learning. This information could be used to enhance other program outcomes.</p>	<p>Computer labs and software are continuing to be kept up to date. As more courses are offered online, electronic communications increase. In addition, electronic homework managers have been implemented into various classes. The use of online textbooks is being considered for some classes. The use of clickers and/or cell phones could be increased as a means of communication in class.</p>	<p style="text-align: center;">AS - Business Administration Program Outcome #3 Weighted Average Mean Score</p> <table border="1"> <caption>AS - Business Administration Program Outcome #3 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>95</td> </tr> <tr> <td>2009-10</td> <td>92</td> </tr> <tr> <td>2010-11</td> <td>88</td> </tr> <tr> <td>2011-12</td> <td>85</td> </tr> <tr> <td>2012-13</td> <td>92</td> </tr> </tbody> </table>	Year	Score	2008-09	95	2009-10	92	2010-11	88	2011-12	85	2012-13	92
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<p>AS-Business Administration Program Outcome 4: Business Administration students will display a set of personal and business standards/values that are socially acceptable in regard to family, work, and diverse cultural situations. Target is a weighted mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized for course outcome 12 in ACCT 201 Financial Accounting, course outcomes 1-11 in ACCT 202 Managerial Accounting, course outcome 10 in CSIS 100 Computer Concepts & Applications and CSIS 130 Intro. to Computer Information Systems, and course outcome 1 in MGMK 101 Intro. to Business.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>There was a slight downward trend in the mean scores that reversed in the two most recent years.</p>	<p>Cultural dialogue continues to be a part of business courses.</p>	<p style="text-align: center;">AS - Business Administration Program Outcome #4 Weighted Average Mean Score</p> <table border="1"> <caption>AS - Business Administration Program Outcome #4 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>88</td> </tr> <tr> <td>2009-10</td> <td>82</td> </tr> <tr> <td>2010-11</td> <td>80</td> </tr> <tr> <td>2011-12</td> <td>82</td> </tr> <tr> <td>2012-13</td> <td>85</td> </tr> </tbody> </table>	Year	Score	2008-09	88	2009-10	82	2010-11	80	2011-12	82	2012-13	85
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2012-13	85																
<p>AS-Business Administration Program Outcome 5: Business Administration students will demonstrate a basic knowledge of marketing. Target is a weighted mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized for course outcome 5 in MGMK 101 Intro. to Business</p>	<p>The results for the years 2008-09, 2009-10, 2010-11 and 2011-12 exceed the target and suggest the students learned this outcome. However, in 2012-13 the weighted average mean score fell to 60%.</p>	<p>This assessment is based on MGMK 101 Intro. to Business since it is a core course on the program sheet. Some students completed MGMK 136 Marketing thus enhancing their learning of this outcome, but is not part of this assessment.</p>	<p>Marketing current event discussions and implications are to be continued. This outcome should be considered for revision once the Kansas core outcomes are in place for MGMK 101 Intro. to Business.</p>	<p style="text-align: center;">AS - Business Administration Program Outcome #5 Weighted Average Mean Score</p> <table border="1"> <caption>AS - Business Administration Program Outcome #5 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>72</td> </tr> <tr> <td>2009-10</td> <td>78</td> </tr> <tr> <td>2010-11</td> <td>75</td> </tr> <tr> <td>2011-12</td> <td>78</td> </tr> <tr> <td>2012-13</td> <td>60</td> </tr> </tbody> </table>	Year	Score	2008-09	72	2009-10	78	2010-11	75	2011-12	78	2012-13	60
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<p>AS-Business Administration Program Outcome 6: Business Administration students will demonstrate the use of basic accounting terminology, principles, and practices involving business situations. Target is a weighted mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized for course outcomes 1-12 in ACCT 201 Financial Accounting, course outcomes 1-11 in ACCT 202 Managerial Accounting, and course outcome 6 in MGMK 101 Intro. to Business</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Student learning of this outcome appears to be stable.</p>	<p>Additional computer applications were suggested to enhance this outcome. Online homework managers have been adopted for most accounting classes, giving the students immediate feedback on homework problems. The homework managers should continue to be used.</p>	<p style="text-align: center;">AS - Business Administration Program Outcome #6 Weighted Average Mean Score</p> <table border="1"> <caption>AS - Business Administration Program Outcome #6 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>82</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>82</td> </tr> <tr> <td>2011-12</td> <td>78</td> </tr> <tr> <td>2012-13</td> <td>80</td> </tr> </tbody> </table>	Year	Score	2008-09	82	2009-10	80	2010-11	82	2011-12	78	2012-13	80
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2011-12	78																
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<p>AS-Business Administration Program Outcome 7: Business Administration students will prepare and evaluate basic external financial statements, including an income statement, balance sheet, statement of cash flows. Target is a weighted mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized for course outcomes 2-12 in ACCT 201 Financial Accounting, course outcome 2 in ACCT 202 Managerial Accounting, and course outcome 6 in MGMK 101 Intro. to Business.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Student learning of this outcome appears to be stable.</p>	<p>Online homework managers have been adopted for most accounting classes, giving the students immediate feedback on homework problems. The homework managers should continue to be used.</p>	<p style="text-align: center;">AS - Business Administration Program Outcome #7 Weighted Average Mean Score</p> <table border="1"> <caption>AS - Business Administration Program Outcome #7 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>82</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>82</td> </tr> <tr> <td>2011-12</td> <td>78</td> </tr> <tr> <td>2012-13</td> <td>80</td> </tr> </tbody> </table>	Year	Score	2008-09	82	2009-10	80	2010-11	82	2011-12	78	2012-13	80
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2011-12	78																
2012-13	80																
<p>AS-Business Administration Program Outcome 8: Business Administration students will discuss the basic principles and problems of economics. Target is a weighted mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment Formative, internal, comparative assessment utilized for course outcome 1 in ECON 200 Microeconomics, ECON 201 Macroeconomics, and MGMK 101 Intro. to Business.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>New strategies and increased interactive activities may have had a positive affect on student learning.</p>	<p>Beginning in 2008-09, more students presented course concepts, a way of teaching with instructor oversight. Delivery strategies such as role playing, custom made interactive videos and student led class discussions were used. A new instructor came on board in 2012-13 and is implementing new strategies. Student learning of this outcome will continue to be monitored.</p>	<p style="text-align: center;">AS - Business Administration Program Outcome #8 Weighted Average Mean Score</p> <table border="1"> <caption>AS - Business Administration Program Outcome #8 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>78</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>78</td> </tr> <tr> <td>2011-12</td> <td>75</td> </tr> <tr> <td>2012-13</td> <td>78</td> </tr> </tbody> </table>	Year	Score	2008-09	78	2009-10	80	2010-11	78	2011-12	75	2012-13	78
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<p>AS-Business Administration Program Outcome 9: Business Administration students will describe the function of money, money development, and operations of the money and banking system. Target is a weighted mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized for course outcome 3 in ECON 201 Macroeconomics and course outcome 1 in MGMK 101 Intro. to Business.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>There has been an overall downward trend in mean scores.</p>	<p>Additional collaborative learning techniques such as role playing, customer made interactive videos, and student led class discussions were implemented. In 2012-13 a new full-time instructor was hired who taught several sections of courses contributing to this outcome. This outcome will continue to be monitored.</p>	<p style="text-align: center;">AS - Business Administration Program Outcome #9 Weighted Average Mean Score</p> <table border="1"> <caption>AS - Business Administration Program Outcome #9 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>80</td> </tr> <tr> <td>2009-10</td> <td>78</td> </tr> <tr> <td>2010-11</td> <td>75</td> </tr> <tr> <td>2011-12</td> <td>75</td> </tr> <tr> <td>2012-13</td> <td>75</td> </tr> </tbody> </table>	Year	Score	2008-09	80	2009-10	78	2010-11	75	2011-12	75	2012-13	75
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<p>AS-Business Administration Program Outcome 10: Business Administration students will utilize computer application software. Target is a weighted mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized for course outcomes 2, 5, 6, 7, and 8 in CSIS 100 Computer Concepts & Applications and CSIS 130 Intro. to Computer Information Systems.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Similar to outcome #3, this outcome has historically resulted in high levels of student learning. This information could be used to enhance other program outcomes.</p>	<p>Computer labs and software are continuing to be kept up to date. Software was recently updated to Office 2013. Additional assignments utilizing computer application software continue to be given as a means of engaging students.</p>	<p style="text-align: center;">AS - Business Administration Program Outcome #10 Weighted Average Mean Score</p> <table border="1"> <caption>AS - Business Administration Program Outcome #10 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>85</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>80</td> </tr> <tr> <td>2011-12</td> <td>82</td> </tr> <tr> <td>2012-13</td> <td>85</td> </tr> </tbody> </table>	Year	Score	2008-09	85	2009-10	80	2010-11	80	2011-12	82	2012-13	85
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<p>AAS-Accounting Program Outcome 1: Accounting students will be able to list and perform the steps in the accounting cycle. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized for course outcome #3 in ACCT 108 College Accounting, #4 in ACCT 201 Financial Accounting, #3 and #4 in ACCT 202 Managerial Accounting, and #3 - #7 in ACCT 205 QuickBooks.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Historically, this has been the strongest program outcome.</p>	<p>Because this outcome is stated with identical wording as a course outcome in several courses, the program outcome is being revised for 2014-15 to "Implement the steps in the accounting cycle," to reflect a higher level of learning per Bloom's Taxonomy. An accounting tutor needs to be available on both campuses and online.</p>	<p style="text-align: center;">AAS - Accounting Program Outcome #1 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Accounting Program Outcome #1 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>85</td> </tr> <tr> <td>2009-10</td> <td>90</td> </tr> <tr> <td>2010-11</td> <td>85</td> </tr> <tr> <td>2011-12</td> <td>85</td> </tr> <tr> <td>2012-13</td> <td>85</td> </tr> </tbody> </table>	Year	Score	2008-09	85	2009-10	90	2010-11	85	2011-12	85	2012-13	85
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<p>AAS-Accounting Program Outcome 2: Accounting students will be able to prepare basic external financial statements, including the income statement, balance sheet, and statement of cash flows. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized for course outcome #3 in ACCT 108 College Accounting, #2 and #4 in ACCT 201 Financial Accounting, #2, #5, and #7 in ACCT 202 Managerial Accounting, and #7 ACCT 205 QuickBooks.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>In 2009-10, there was concern about not meeting outcome 7 in Managerial Accounting with a mean score of 67% relating to absorption and variable costing.</p>	<p>Financial statement preparation, including traditional and contribution margin income statements, was increased and the results for Outcome 7 increased from 67% to 73%. In 2012-13, a homework manager was adopted for Managerial Accounting, giving students immediate feedback. Since then, homework managers have been adopted in other classes and recommended to be continued. An accounting tutor needs to be available on both campuses and online.</p>	<p style="text-align: center;">AAS - Accounting Program Outcome #2 Weighted Average Mean Score</p> <table border="1"> <caption>Data for Outcome #2 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>82</td> </tr> <tr> <td>2009-10</td> <td>88</td> </tr> <tr> <td>2010-11</td> <td>85</td> </tr> <tr> <td>2011-12</td> <td>80</td> </tr> <tr> <td>2012-13</td> <td>78</td> </tr> </tbody> </table>	Year	Score	2008-09	82	2009-10	88	2010-11	85	2011-12	80	2012-13	78
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<p>AAS-Accounting Program Outcome 3: Accounting students will be able to evaluate basic financial statements with widely used accounting ratios. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized for course outcome #5 in ACCT 108 College Accounting, #11 in ACCT 201 Financial Accounting, and #11 in ACCT 202 Managerial Accounting.</p>	<p>The target was met or exceeded in each of the five years in the reporting period, suggesting the students are mastering the outcome.</p>	<p>Students have a very basic understanding of financial statement evaluation, but there is room for improvement.</p>	<p>Additional focus on financial statement evaluation was included in ACCT 108 College Accounting in the full-time instructor's class, including implementation of a simplified version of the Financial Accounting annual report project and results increased in 2012-13. It is recommended that this be continued. An accounting tutor needs to be available on both campuses and online.</p>	<p style="text-align: center;">AAS - Accounting Program Outcome #3 Weighted Average Mean Score</p> <table border="1"> <caption>Data for Outcome #3 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>78</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>75</td> </tr> <tr> <td>2011-12</td> <td>72</td> </tr> <tr> <td>2012-13</td> <td>82</td> </tr> </tbody> </table>	Year	Score	2008-09	78	2009-10	80	2010-11	75	2011-12	72	2012-13	82
Year	Score																
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<p>AAS-Accounting Program Outcome 4: Accounting students will be able to perform accounting procedures for a firm's internal information needs. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized for course outcomes #2 - #11 in ACCT 202 Managerial Accounting and #7 in ACCT 205 QuickBooks.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Results have decreased slightly over the last five years.</p>	<p>In 2013-13 a homework manager was adopted for Managerial Accounting online which is continuing to be used. It gives students immediate feedback on homework problems and makes for a more efficient grading system for homework. Additional interactive exercises could be implemented in Managerial Accounting to better engage the students and help them relate the concepts to real-life situations. An accounting tutor needs to be available on both campuses and online.</p>	<p style="text-align: center;">AAS - Accounting Program Outcome #4 Weighted Average Mean Score</p> <table border="1"> <caption>Weighted Average Mean Score Data for Outcome #4</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>85</td> </tr> <tr> <td>2009-10</td> <td>85</td> </tr> <tr> <td>2010-11</td> <td>82</td> </tr> <tr> <td>2011-12</td> <td>78</td> </tr> <tr> <td>2012-13</td> <td>80</td> </tr> </tbody> </table>	Year	Score	2008-09	85	2009-10	85	2010-11	82	2011-12	78	2012-13	80
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<p>AAS-Accounting Program Outcome 5: Accounting students will be able to explain and employ the accrual basis of accounting. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized for course outcomes #6 in ACCT 107 Payroll Accounting, #2, 3, 5 in ACCT 108 College Accounting, # 2-10 in ACCT 201 Financial Accounting, #2-4 in ACCT 202 Managerial Accounting, and #7 in ACCT 205 QuickBooks.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Student learning of this outcome is consistent.</p>	<p>The course outcomes in ACCT 201 Financial Accounting were revised in 2010-11, but there was no noticeable affect on student learning results. An accounting tutor needs to be available on both campuses and online.</p>	<p style="text-align: center;">AAS - Accounting Program Outcome #5 Weighted Average Mean Score</p> <table border="1"> <caption>Weighted Average Mean Score Data for Outcome #5</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>82</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>82</td> </tr> <tr> <td>2011-12</td> <td>82</td> </tr> <tr> <td>2012-13</td> <td>82</td> </tr> </tbody> </table>	Year	Score	2008-09	82	2009-10	80	2010-11	82	2011-12	82	2012-13	82
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<p>AAS-Accounting Program Outcome 6: Accounting students will be able to define basic generally accepted accounting principles. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized for course outcomes #1 - #5 in ACCT 108 College Accounting, #3 in ACCT 201 Financial Accounting, #1, 3, 4 in ACCT 202 Managerial Accounting, and #3-7 in ACCT 205 QuickBooks.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Student learning of this outcome has been fairly consistent. There has been some difficulty with student mastery of the matching principle.</p>	<p>There have been no changes related to this outcome and no program changes are recommended at this time. Monitoring of the student learning of the matching principle continues. An accounting tutor needs to be available on both campuses and online.</p>	<p style="text-align: center;">AAS - Accounting Program Outcome #6 Weighted Average Mean Score</p> <table border="1"> <caption>Weighted Average Mean Score Data for Outcome #6</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>82</td> </tr> <tr> <td>2009-10</td> <td>85</td> </tr> <tr> <td>2010-11</td> <td>80</td> </tr> <tr> <td>2011-12</td> <td>82</td> </tr> <tr> <td>2012-13</td> <td>82</td> </tr> </tbody> </table>	Year	Score	2008-09	82	2009-10	85	2010-11	80	2011-12	82	2012-13	82
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<p>AAS-Accounting Program Outcome 7: Accounting students will be able to demonstrate the proper use of a computerized accounting system. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized for course outcomes #6 in ACCT 107 Payroll Accounting and course outcomes #1-7 in ACCT 205 QuickBooks.</p>	<p>Results have fluctuated. In 2008-09, the courses contributing to this outcome were not offered or did not make.</p>	<p>In 2010-11 when the target was not met, the results are based on only one course outcome in ACCT 107 Payroll Accounting. The program outcome is covered more extensively in ACCT 205 QuickBooks Accounting which is on the course rotation schedule. The results for 2013-13 are based on only three students in QuickBooks.</p>	<p>The textbook for Payroll Accounting was updated for 2013-13, as it is an annual edition, and updating should continue. QuickBooks should continue to be taught based on Advisory Board recommendations. QuickBooks should be updated at least every other year to support this outcome. QuickBooks was last updated in fall 2013 to QuickBooks 2013. A new textbook in ACCT 108 College Accounting is being adopted for fall 2014 which includes QuickBooks and could be incorporated into this assessment. An accounting tutor needs to be available on both campuses and online.</p>	<p style="text-align: center;">AAS - Accounting Program Outcome #7 Weighted Average Mean Score</p>  <table border="1"> <caption>Data for Outcome #7 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>50</td> </tr> <tr> <td>2009-10</td> <td>95</td> </tr> <tr> <td>2010-11</td> <td>60</td> </tr> <tr> <td>2011-12</td> <td>90</td> </tr> <tr> <td>2012-13</td> <td>95</td> </tr> </tbody> </table>	Year	Score	2008-09	50	2009-10	95	2010-11	60	2011-12	90	2012-13	95
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<p>AAS-Accounting Program Outcome 8: Accounting students will be able to compute and prepare payroll checks. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized for course outcomes #2, #3, #4, and #6 in ACCT 107 Payroll Accounting, and #6 ACCT 205 QuickBooks</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>The courses contributing to this outcome were not offered or did not make in 2008-09.</p>	<p>The textbook for Payroll Accounting was updated for 2013-13, as it is an annual edition, and annual updating should continue. An accounting tutor needs to be available on both campuses and online.</p>	<p style="text-align: center;">AAS - Accounting Program Outcome #8 Weighted Average Mean Score</p>  <table border="1"> <caption>Data for Outcome #8 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>50</td> </tr> <tr> <td>2009-10</td> <td>95</td> </tr> <tr> <td>2010-11</td> <td>80</td> </tr> <tr> <td>2011-12</td> <td>85</td> </tr> <tr> <td>2012-13</td> <td>90</td> </tr> </tbody> </table>	Year	Score	2008-09	50	2009-10	95	2010-11	80	2011-12	85	2012-13	90
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<p>AAS-Accounting Program Outcome 9: Accounting students will be able to prepare the required Federal and Kansas payroll reports. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized for course outcomes #3, #4, #5, #7 in ACCT 107 Payroll Accounting, and #6 ACCT 205 QuickBooks.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>The courses contributing to this outcome were not offered or did not make in 2008-09.</p>	<p>The textbook for Payroll Accounting was updated for 2013-13, as it is an annual edition, and annual updating should continue. An accounting tutor needs to be available on both campuses and online.</p>	<p style="text-align: center;">AAS - Accounting Program Outcome #9 Weighted Average Mean Score</p>  <table border="1"> <caption>Data for Outcome #9 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>50</td> </tr> <tr> <td>2009-10</td> <td>95</td> </tr> <tr> <td>2010-11</td> <td>85</td> </tr> <tr> <td>2011-12</td> <td>85</td> </tr> <tr> <td>2012-13</td> <td>90</td> </tr> </tbody> </table>	Year	Score	2008-09	50	2009-10	95	2010-11	85	2011-12	85	2012-13	90
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<p>AAS-Accounting Program Outcome 10: Accounting students will be able to make ethical decisions incorporating the standards of the profession. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized for course outcomes #1 in ACCT 107 Payroll Accounting, #1-5 in ACCT 108 College Accounting, #12 in ACCT 201 Financial Accounting, #1 in ACCT 202 Managerial Accounting, #1-7 in ACCT 205 QuickBooks.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Ethics is covered in every accounting course.</p>	<p>Additional ethics-related exercises should be assigned to reinforce the ethical standards of the profession. Assignment of ethics cases should be increased in every accounting course. Due to time limitations, these assignments could be set up as a forum assignments on Inside NC. An accounting tutor needs to be available on both campuses and online.</p>	<p style="text-align: center;">AAS - Accounting Program Outcome #10 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Accounting Program Outcome #10 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>82</td> </tr> <tr> <td>2009-10</td> <td>88</td> </tr> <tr> <td>2010-11</td> <td>80</td> </tr> <tr> <td>2011-12</td> <td>85</td> </tr> <tr> <td>2012-13</td> <td>83</td> </tr> </tbody> </table>	Year	Score	2008-09	82	2009-10	88	2010-11	80	2011-12	85	2012-13	83
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<p>AAS-Computer Information Systems Program Outcome #1: CIS students will be able to demonstrate effective written and oral communications skills. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure outcomes #5-10 in ACCT 201 Financial Acctg, #5 & 9 in CSIS 100 Computer Concepts and Applications and CSIS 130 Intro. to CIS, #1 & 2 in CSIS 117 Intro. to Web Design, #1,2,3 in CSIS 229 Adv. Web Design, #1 & 2 in CSIS 240 C++ Programming, #2 IN etec 146 Micro. Repair-Hardware</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>The scores seem pretty realistic. There are no scores above 90. However, oral communication skills are not as heavily documented as written skills in the CSIS classes. An area of concern in 2010-11 was the difference between course outcome #5 & course outcome #9 for CSIS-100 & CSIS-130. Course outcome 5 reflects use of Microsoft Word while course outcome 9 reflects a more general understanding of communication skills.</p>	<p>During the self study year, the course outcomes for CSIS 100 Computer Concepts and Applications and CSIS 130 Introduction to Computer Information Systems were updated in correlation with the Kansas Core Outcomes Group (KCOG).</p>	<p style="text-align: center;">AAS - Computer Info. Systems Program Outcome #1 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Computer Info. Systems Program Outcome #1 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>85</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>82</td> </tr> <tr> <td>2011-12</td> <td>83</td> </tr> <tr> <td>2012-13</td> <td>85</td> </tr> </tbody> </table>	Year	Score	2008-09	85	2009-10	80	2010-11	82	2011-12	83	2012-13	85
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<p>AAS-Computer Information Systems Program Outcome #2: CIS students will be able to make ethical decisions incorporating the standards of the profession. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #12 in ACCT 201 Financial Accounting, #10 in CSIS 100 Computer Concepts and Applications and CSIS 130 Intro. to CIS and</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>In 2010-11, a downward trend was identified that indicated students might be struggling in this area. However, that trend has reversed.</p>	<p>When discussing this goal with the Program Advisory Committee ethical decision making was a high priority with the committee members. Course outcomes in ACCT 201 Financial Accounting were revised, but the changes were not carried through to this program matrix in 2010-11. The topic of ethics was assessed in Financial Accounting through course outcome #1 rather than course outcome #12 which was eliminated. During the self study year, the course outcomes for CSIS 100 Computer Concepts and Applications and CSIS 130 Introduction to Computer Information Systems were updated in correlation with the Kansas Core Outcomes Group (KCOG).</p>	<div data-bbox="1451 99 1948 386"> <p style="text-align: center;">AAS - Computer Info. Systems Program Outcome #2 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Computer Info. Systems Program Outcome #2 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>88</td> </tr> <tr> <td>2009-10</td> <td>82</td> </tr> <tr> <td>2010-11</td> <td>80</td> </tr> <tr> <td>2011-12</td> <td>85</td> </tr> <tr> <td>2012-13</td> <td>88</td> </tr> </tbody> </table> </div>	Year	Score	2008-09	88	2009-10	82	2010-11	80	2011-12	85	2012-13	88
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<p>AAS-Computer Information Systems Program Outcome #3: CIS students will be able to collaborate with others in a team project setting. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcomes #1 and #5 in CSIS 230 Visual BASIC, #1 and #5 in CSIS 237 Java Programming, #3, 4, 5 in CSIS 240 C++ Programming and #1 in CSIS 250 Advanced Programming Methods.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome. The lower averages of 79 indicates that students in general are able but not really proficient to work in a team project setting.</p>	<p>In 2010-11, there was lack of sufficient data on goals (only 3 were assessed) to make a determination of how well the data supports an analysis.</p>	<p>This is a high priority item in the CIS workplace. Instructors should seek additional ways to incorporate teamwork in the beginning program classes. In 2012-13, this was one of the highest elements, collaborative learning could be considered to enhance several of the program elements. Since several classes are only offered every other year, it seems a better strategy to do the program assessment every other year to get a more complete picture.</p>	<div data-bbox="1451 837 1948 1125"> <p style="text-align: center;">AAS - Computer Info. Systems Program Outcome #3 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Computer Info. Systems Program Outcome #3 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>78</td> </tr> <tr> <td>2009-10</td> <td>88</td> </tr> <tr> <td>2010-11</td> <td>78</td> </tr> <tr> <td>2011-12</td> <td>78</td> </tr> <tr> <td>2012-13</td> <td>92</td> </tr> </tbody> </table> </div>	Year	Score	2008-09	78	2009-10	88	2010-11	78	2011-12	78	2012-13	92
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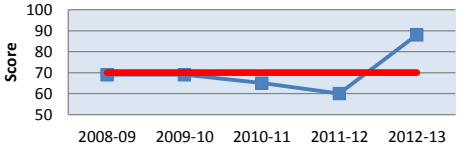
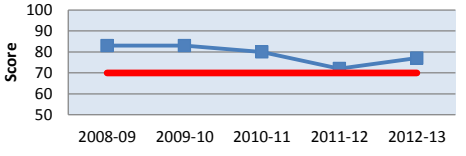
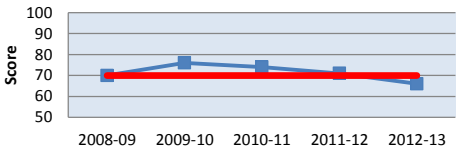
<p>AAS-Computer Information Systems Program Outcome #4: CIS students will be able to identify the function and use of common hardware and software components. Target is a weighted average mean score of at least 70%</p>	<p>Formative, internal, comparative assessment utilized to measure course outcomes #1-3 in CSIS 100 Computer Concepts and Applications and CSIS 130 Intro. to CIS, outcome #1 in CSIS 240 C++ Programming, and #1 and #2 in ETEC 105 Intro. to Networking</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Current students can be classified as Digital Native but Computer Illiterate. They have been using computers and electronic devices do not really understand the function and use of the computer hardware and software components.</p>	<p>No program changes are recommended. Since several classes are only offered every other year, it seems a better strategy to do the program assessment every other year to get a more complete picture. During the self study year, the course outcomes for CSIS 100 Computer Concepts and Applications and CSIS 130 Introduction to Computer Information Systems were updated in correlation with the Kansas Core Outcomes Group (KCOG).</p>	<p style="text-align: center;">AAS - Computer Info. Systems Program Outcome #4 Weighted Average Mean Score</p> <table border="1"> <caption>Data for Program Outcome #4 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>88</td> </tr> <tr> <td>2009-10</td> <td>85</td> </tr> <tr> <td>2010-11</td> <td>85</td> </tr> <tr> <td>2011-12</td> <td>85</td> </tr> <tr> <td>2012-13</td> <td>85</td> </tr> </tbody> </table>	Year	Score	2008-09	88	2009-10	85	2010-11	85	2011-12	85	2012-13	85
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<p>AAS-Computer Information Systems Program Outcome #5: CIS students will be able to plan and implement a simple Local Area Network. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcomes #3-9 in ETEC 105 Intro. to Networking.</p>	<p>The courses contributing to this outcome are offered on an every-other-year rotation, so they were not offered in 2009-10 and 2011-12. The results indicate the students are mastering this outcome.</p>	<p>In 2010-11, only 5 students were assessed.</p>	<p>No program changes are recommended.</p>	<p style="text-align: center;">AAS - Computer Info. Systems Program Outcome #5 Weighted Average Mean Score</p> <table border="1"> <caption>Data for Program Outcome #5 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>88</td> </tr> <tr> <td>2009-10</td> <td>-</td> </tr> <tr> <td>2010-11</td> <td>95</td> </tr> <tr> <td>2011-12</td> <td>-</td> </tr> <tr> <td>2012-13</td> <td>95</td> </tr> </tbody> </table>	Year	Score	2008-09	88	2009-10	-	2010-11	95	2011-12	-	2012-13	95
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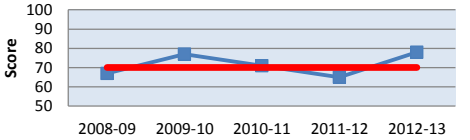
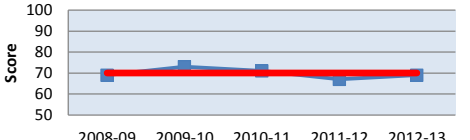
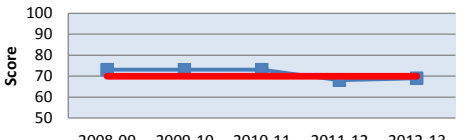
<p>AAS-Computer Information Systems Program Outcome #6: CIS students will be able to analyze computer information systems and troubleshoot hardware problems. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcomes #1, 2, 3 in CSIS 100 Computer Concepts and Applications, and #1-6 in ETEC 146 Micro. Repair-Hardware.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>To fully assess this outcome Microcomputer Repair - Hardware needs to be taught, and it is only an every-other-year rotation.</p>	<p>Since ETEC 146 is only offered every other year, it seems a better strategy to do the program assessment every other year to get a more complete picture. It was recommended that course outcomes #1,2,3 in CSIS 130 could also be used to assess this outcome. During the self study year, the course outcomes for CSIS 100 Computer Concepts and Applications and CSIS 130 Introduction to Computer Information Systems were updated in correlation with the Kansas Core Outcomes Group (KCOG).</p>	<div data-bbox="1451 99 1971 386"> <p style="text-align: center;">AAS - Computer Info. Systems Program Outcome #6 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Computer Info. Systems Program Outcome #6 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>92</td> </tr> <tr> <td>2009-10</td> <td>88</td> </tr> <tr> <td>2010-11</td> <td>86</td> </tr> <tr> <td>2011-12</td> <td>88</td> </tr> <tr> <td>2012-13</td> <td>88</td> </tr> </tbody> </table> </div>	Year	Score	2008-09	92	2009-10	88	2010-11	86	2011-12	88	2012-13	88
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<p>AAS-Computer Information Systems Program Outcome #7: CIS students will be able to apply principles of accounting, economics, management, and marketing in the workplace. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcomes #1, 2, 3, and 4 in ACCT 201 Financial Accounting, and #1-11 in ACCT 202 Managerial Accounting.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Students are learning individual goals at an excellent rate.</p>	<p>No changes at this time. Again, the changes in the ACCT 201 Financial Accounting outcomes were not reflected when made. In addition, consideration should be given to include course outcomes from appropriate economics, management, and marketing courses.</p>	<div data-bbox="1451 727 1971 1015"> <p style="text-align: center;">AAS - Computer Info. Systems Program Outcome #7 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Computer Info. Systems Program Outcome #7 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>85</td> </tr> <tr> <td>2009-10</td> <td>84</td> </tr> <tr> <td>2010-11</td> <td>84</td> </tr> <tr> <td>2011-12</td> <td>81</td> </tr> <tr> <td>2012-13</td> <td>81</td> </tr> </tbody> </table> </div>	Year	Score	2008-09	85	2009-10	84	2010-11	84	2011-12	81	2012-13	81
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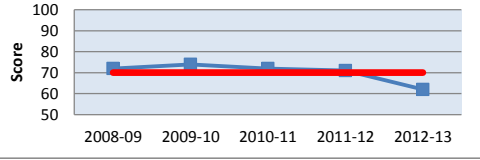
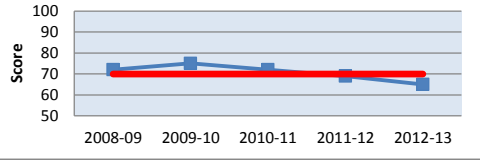
<p>AAS-Computer Information Systems Program Outcome #8: CIS students will be able to utilize computer application software. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcomes #4-9 in CSIS 100 Computer Concepts and Applications and CSIS 130 Intro. to CIS and #3 in CSIS 117 Intro. to Web Design, AND #1-4 in CSIS 229 Adv. Web Design</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>This has been the least successful program outcome, but still indicates that students are mastering the topic. This outcome affects a large number of students and enhances this program and many others. The successful assessment by most students is a strength of this program.</p>	<p>This outcome will be monitored to see if changes in instructional practices in CSIS-100 increase performance. Possible prerequisites were proposed but not adopted. Continuing to require CSIS 100 for all degrees gives students exposure to this program and strengthens the numbers. During the self study year, the course outcomes for CSIS 100 Computer Concepts and Applications and CSIS 130 Introduction to Computer Information Systems were updated in correlation with the Kansas Core Outcomes Group (KCOG).</p>	<p style="text-align: center;">AAS - Computer Info. Systems Program Outcome #8 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Computer Info. Systems Program Outcome #8 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>88</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>80</td> </tr> <tr> <td>2011-12</td> <td>82</td> </tr> <tr> <td>2012-13</td> <td>88</td> </tr> </tbody> </table>	Year	Score	2008-09	88	2009-10	80	2010-11	80	2011-12	82	2012-13	88
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<p>AAS-Computer Information Systems Program Outcome #9: CIS students will be able to demonstrate entry-level programming skills. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcomes #4-14 in CSIS 117 Intro. to Web Design, #2,3,4,5 in CSIS 230 Visual BASIC, #2-5 in CSIS 237 Java Programming, #2,3,4,5 in CSIS 240 C++ Programming, and outcomes #1-7 in CSIS 250 Advanced Programming Methods.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>In 2012-13, this was one of the highest elements. Again, several of the courses contributing to this outcome are taught on a rotation schedule.</p>	<p>Since several classes are only offered every other year, it seems a better strategy to do the program assessment every other year to get a more complete picture. At some point in the future, we will need to upgrade the labs for this program and will need to evaluate the software for beginning programming languages. We continue to teach our beginning programming classes using the ACM CS1 and CS2 MODELS because we want our transfer students to understand program logic and data structures. However, the "current language of choice" to do so changes as computing science moves forward. We may need to upgrade soon.</p>	<p style="text-align: center;">AAS - Computer Info. Systems Program Outcome #9 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Computer Info. Systems Program Outcome #9 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>88</td> </tr> <tr> <td>2009-10</td> <td>82</td> </tr> <tr> <td>2010-11</td> <td>85</td> </tr> <tr> <td>2011-12</td> <td>88</td> </tr> <tr> <td>2012-13</td> <td>95</td> </tr> </tbody> </table>	Year	Score	2008-09	88	2009-10	82	2010-11	85	2011-12	88	2012-13	95
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<p>AAS - Computer Support Specialist Program Outcome #1: Install, maintain, and repair computer hardware. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #1 in CSIS 100 Computer Concepts & Applications, CSIS 130 Intro. to CIS, ETEC 105 Intro. to Networking, and course outcomes 1-6 in ETEC 146 Microcomputer Repair - Hardware.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Based on the data, none of the outcomes need revision. The outcomes seem reasonable.</p>	<p>The data does support doing program assessment every two years instead of one since many of the courses in the program are only taught once every two years. This program will be going through the Kansas state program alignment process. Outside certification will be identified. Also, the networking equipment is getting old, so some new network gear should be considered.</p>	<p style="text-align: center;">AAS - Computer Support Specialist Program Outcome #1 Weighted Average Mean Score</p> <table border="1"> <caption>Outcome #1 Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>85</td> </tr> <tr> <td>2009-10</td> <td>82</td> </tr> <tr> <td>2010-11</td> <td>85</td> </tr> <tr> <td>2011-12</td> <td>88</td> </tr> <tr> <td>2012-13</td> <td>82</td> </tr> </tbody> </table>	Year	Score	2008-09	85	2009-10	82	2010-11	85	2011-12	88	2012-13	82
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<p>AAS - Computer Support Specialist Program Outcome #2: Install, maintain, and repair computer software and systems. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcomes 2 and 3 in CSIS 100 Computer Concepts & Appls. and CSIS 130 Intro. to CIS, course outcome 2 in ETEC 105 Intro. to Networking, and course outcomes 1-6 in ETEC 147 Microcomputer Repair - Software.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Based on the data, none of the outcomes need revision. The outcomes seem reasonable.</p>	<p>The data does support doing program assessment every two years instead of one since many of the courses in the program are only taught once every two years. This program will be going through the Kansas state program alignment process. Outside certification will be identified. Also, the networking equipment is getting old, so some new network gear should be considered.</p>	<p style="text-align: center;">AAS - Computer Support Specialist Program Outcome #2 Weighted Average Mean Score</p> <table border="1"> <caption>Outcome #2 Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>85</td> </tr> <tr> <td>2009-10</td> <td>82</td> </tr> <tr> <td>2010-11</td> <td>85</td> </tr> <tr> <td>2011-12</td> <td>88</td> </tr> <tr> <td>2012-13</td> <td>82</td> </tr> </tbody> </table>	Year	Score	2008-09	85	2009-10	82	2010-11	85	2011-12	88	2012-13	82
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<p>AAS - Computer Support Specialist Program Outcome #3: Provide support services to system users. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure outcomes #1 and #2 in CSIS 117 Web Design and Advanced Web Design; course outcomes #4-9 in CSIS 130 Intro. to CIS; outcome #6 in MGMK 101 Intro. to Business, and outcomes #1-4 in ENGL 265 Technical Writing.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Based on the data, none of the outcomes need revision. The outcomes seem reasonable.</p>	<p>The data does support doing program assessment every two years instead of one since many of the courses in the program are only taught once every two years.</p>	<p style="text-align: center;">AAS - Computer Support Specialist Program Outcome #3 Weighted Average Mean Score</p> <table border="1"> <caption>Outcome #3 Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>85</td> </tr> <tr> <td>2009-10</td> <td>82</td> </tr> <tr> <td>2010-11</td> <td>85</td> </tr> <tr> <td>2011-12</td> <td>88</td> </tr> <tr> <td>2012-13</td> <td>82</td> </tr> </tbody> </table>	Year	Score	2008-09	85	2009-10	82	2010-11	85	2011-12	88	2012-13	82
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<p>AAS - Computer Support Specialist Program Outcome #4: Communicate effectively using verbal, written, and electronic means. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcomes #5,#8,#9,#10 in CSIS 130 Intro. to CIS #1-4 IN ENGL 265 Technical Writing; #1 and #2 in ETEC 105 Intro. to Networking and ETEC 106 CISCO Networking II, #2-6 in MGMK 135 Human Relations and Supervision, #5 in MGMK 148 Intro. to TQM</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Based on the data, none of the outcomes need revision. The outcomes seem reasonable.</p>	<p>The data does support doing program assessment every two years instead of one since many of the courses in the program are only taught once every two years.</p>	<p style="text-align: center;">AAS - Computer Support Specialist Program Outcome #4 Weighted Average Mean Score</p> <table border="1"> <caption>Data for Outcome #4</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>88</td> </tr> <tr> <td>2009-10</td> <td>85</td> </tr> <tr> <td>2010-11</td> <td>85</td> </tr> <tr> <td>2011-12</td> <td>88</td> </tr> <tr> <td>2012-13</td> <td>90</td> </tr> </tbody> </table>	Year	Score	2008-09	88	2009-10	85	2010-11	85	2011-12	88	2012-13	90
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<p>AAS - Computer Support Specialist Program Outcome #5: Demonstrate the fundamentals of computer programming. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #3 in CSIS 117 Web Page Design, #1 in CSIS 229 Advanced Web Design, #1-5 in CSIS 229 Visual B ASIC, CSIS 237 JAVA, CSIS 240 C++ Programming, and CSIS 250 Advanced Programming Methods.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Based on the data, none of the outcomes need revision. The outcomes seem reasonable.</p>	<p>The data does support doing program assessment every two years instead of one since many of the courses in the program are only taught once every two years. This program will be going through the Kansas state program alignment process. Outside certification will be identified.</p>	<p style="text-align: center;">AAS - Computer Support Specialist Program Outcome #5 Weighted Average Mean Score</p> <table border="1"> <caption>Data for Outcome #5</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>82</td> </tr> <tr> <td>2009-10</td> <td>90</td> </tr> <tr> <td>2010-11</td> <td>85</td> </tr> <tr> <td>2011-12</td> <td>88</td> </tr> <tr> <td>2012-13</td> <td>95</td> </tr> </tbody> </table>	Year	Score	2008-09	82	2009-10	90	2010-11	85	2011-12	88	2012-13	95
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<p>AAS - Computer Support Specialist Program Outcome #6: Design, install, troubleshoot, and maintain computer networks. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #4 in CSIS 130 Intro. to CIS, #3-9 in ETEC 105 Intro. to Networking, and #3-7 in ETEC 106 Networking II.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Based on the data, none of the outcomes need revision. The outcomes seem reasonable.</p>	<p>The data does support doing program assessment every two years instead of one since many of the courses in the program are only taught once every two years. This program will be going through the Kansas state program alignment process. Outside certification will be identified. Also, the networking equipment is getting old, so some new network gear should be considered.</p>	<p style="text-align: center;">AAS - Computer Support Specialist Program Outcome #6 Weighted Average Mean Score</p> <table border="1"> <caption>Data for Outcome #6</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>90</td> </tr> <tr> <td>2009-10</td> <td>92</td> </tr> <tr> <td>2010-11</td> <td>95</td> </tr> <tr> <td>2011-12</td> <td>92</td> </tr> <tr> <td>2012-13</td> <td>92</td> </tr> </tbody> </table>	Year	Score	2008-09	90	2009-10	92	2010-11	95	2011-12	92	2012-13	92
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<p>AAS-Management Program Outcome 1: Management students will be able to evaluate several theories of management. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #1 in MGMK 147 Intro. to Management and MGMK 135 Human Relations and Supervision.</p>	<p>Students are learning the educational goal, however, at a rate below the target.</p>	<p>The program outcome does not need to be revised at this time.</p>	<p>In 2010-11, student discussions to enhance student learning of management theories. More tutor availability, especially online has been suggested. Management instructors are attempting to build community through guest speaking engagements.</p>	<p style="text-align: center;">AAS - Management Program Outcome #1 Weighted Average Mean Score</p>  <table border="1" data-bbox="1478 228 1940 383"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>68</td> </tr> <tr> <td>2009-10</td> <td>68</td> </tr> <tr> <td>2010-11</td> <td>65</td> </tr> <tr> <td>2011-12</td> <td>60</td> </tr> <tr> <td>2012-13</td> <td>88</td> </tr> </tbody> </table>	Year	Score	2008-09	68	2009-10	68	2010-11	65	2011-12	60	2012-13	88
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<p>AAS-Management Program Outcome 2: Management students will be able to discuss different kinds of planning as related to different levels of management. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #6 in MGMK 105 Small Business Management, #1 in MGMK 141 Mid-Management Field Study, and #2 in MGMK 147 Intro. to Management,</p>	<p>Yes, the students are learning the educational goal. They demonstrated an understanding of the outcome by scoring above the target in assessment, class participation, and projects.</p>	<p>The program outcome does not need to be revised at this time.</p>	<p>In 2010-11, the inclusion of additional forums was suggested. More tutor availability, especially online has been suggested.</p>	<p style="text-align: center;">AAS - Management Program Outcome #2 Weighted Average Mean Score</p>  <table border="1" data-bbox="1478 602 1940 756"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>82</td> </tr> <tr> <td>2009-10</td> <td>82</td> </tr> <tr> <td>2010-11</td> <td>80</td> </tr> <tr> <td>2011-12</td> <td>72</td> </tr> <tr> <td>2012-13</td> <td>78</td> </tr> </tbody> </table>	Year	Score	2008-09	82	2009-10	82	2010-11	80	2011-12	72	2012-13	78
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<p>AAS-Management Program Outcome 3: Management students will be able to describe the importance of conducting an environmental scan and/or a SWOT analysis as related to proactive planning. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #3 and #5 in MGMK 101 Intro. to Business, outcome #3 in MGMK 105 Small Business Management, course outcome #1 in MGMK 136 Marketing, and course outcome #2 in MGMK 147 Intro. to Management.</p>	<p>Yes, the students are learning the educational goal. They demonstrated an understanding of the outcome by scoring above the target in assessment, class participation, and projects.</p>	<p>In several instances, students have generally scored lower from online delivery/assessment methods compared to face-to-face. The program outcome does not need to be revised at this time.</p>	<p>In 2010-11, delivery strategies such as role playing, custom made interactive videos, student led class discussions were suggested. More tutor availability, especially online is needed. MGMK 101 Intro. to Business is scheduled to be reviewed by the Kansas Core Outcomes Group in fall 2014 with the intent of establishing statewide core outcomes. Approved changes will be incorporated into this assessment.</p>	<p style="text-align: center;">AAS - Management Program Outcome #3 Weighted Average Mean Score</p>  <table border="1" data-bbox="1478 935 1940 1089"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>70</td> </tr> <tr> <td>2009-10</td> <td>78</td> </tr> <tr> <td>2010-11</td> <td>72</td> </tr> <tr> <td>2011-12</td> <td>70</td> </tr> <tr> <td>2012-13</td> <td>68</td> </tr> </tbody> </table>	Year	Score	2008-09	70	2009-10	78	2010-11	72	2011-12	70	2012-13	68
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<p>AAS-Management Program Outcome 4: Management students will be able to evaluate elements of the organizing process. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #3 in MGMK 105 Small Business Management and #3 in MGMK 147 Intro. to Management.</p>	<p>The student are learning the educational goal., however the weighted mean was slightly below the target mean in 2011-12.</p>	<p>In several instances, students have generally scored lower from online delivery/assessment methods compared to face-to-face. The program outcome does not need to be revised at this time.</p>	<p>In 2010-11, the inclusion of more forums about the organizing process was suggested. More tutor availability, especially online is needed.</p>	<p>AAS - Management Program Outcome #4 Weighted Average Mean Score</p> 
<p>AAS-Management Program Outcome 5: Management students will be able to compare the informal organization to the formal organization. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #3 in MGMK 101 Intro. to Business, #3 in MGMK 105 Small Business Management, course outcome #1 in MGMK 135 Human Relations and Supervision, course outcome #1 in MGMK 141 Mid-Management Field Study, course outcome # 3 and 4 in MGMK 147 Intro. to Management.</p>	<p>Yes, the students are learning the educational goal, however, the weighted mean was slightly below the target mean in 2011-12.</p>	<p>The program outcome does not need to be revised at this time.</p>	<p>In 2010-11, delivery strategies such as role playing, custom made interactive videos, student led discussions, competitive class games, and class debates were suggested. More tutor availability, especially online is needed. MGMK 101 Intro. to Business is scheduled to be reviewed by the Kansas Core Outcomes Group in fall 2014 with the intent of establishing statewide core outcomes. Approved changes will be incorporated into this assessment.</p>	<p>AAS - Management Program Outcome #5 Weighted Average Mean Score</p> 
<p>AAS-Management Program Outcome 6: Management students will be able to explain the role of managers and employees in creating an organizational culture. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #3 in MGMK 101 Intro. to Business, course outcome #6 in MGMK 105 Small Business Mgmt., course outcome #5 in MGMK 135 Human Relations & Supervision, course outcome #1 in MGMK 141 Mid-Management Field Study, and course outcome #4 and 5 in MGMK 147 Intro. to Management.</p>	<p>Yes, the students are learning the educational goal. The weighted mean is at or above the target mean.</p>	<p>The program outcome does not need to be revised at this time.</p>	<p>In 2010-11, delivery strategies such as role playing, custom made interactive videos, student led class discussions were suggested. More tutor availability, especially online is needed. MGMK 101 Intro. to Business is scheduled to be reviewed by the Kansas Core Outcomes Group in fall 2014 with the intent of establishing statewide core outcomes. Approved changes will be incorporated into this assessment.</p>	<p>AAS - Management Program Outcome #6 Weighted Average Mean Score</p> 

<p>AAS-Management Program Outcome 7: Management students will be able to evaluate elements of the staffing function. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #4 in MGMK 101 Intro. to Business, course outcome #6 in MGMK 105 Small Business Management, and course outcome #4 in MGMK 147 Intro. to Management.</p>	<p>The student have been learning the educational goal. The weighted mean has been above the target mean, except that it fell below the target in 2012-13.</p>	<p>The program outcome does not need to be revised at this time.</p>	<p>In 2010-11, delivery strategies such as role playing, custom made interactive videos, student led discussions, competitive class games, and class debates were suggested. More tutor availability, especially online is needed. MGMK 101 Intro. to Business is scheduled to be reviewed by the Kansas Core Outcomes Group in fall 2014 with the intent of establishing statewide core outcomes. Approved changes will be incorporated into this assessment.</p>	<p>AAS - Management Program Outcome #7 Weighted Average Mean Score</p>  <table border="1"> <caption>AAS - Management Program Outcome #7 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>72</td> </tr> <tr> <td>2009-10</td> <td>75</td> </tr> <tr> <td>2010-11</td> <td>73</td> </tr> <tr> <td>2011-12</td> <td>72</td> </tr> <tr> <td>2012-13</td> <td>60</td> </tr> </tbody> </table>	Year	Score	2008-09	72	2009-10	75	2010-11	73	2011-12	72	2012-13	60
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<p>AAS-Management Program Outcome 8: Management students will be able to contrast several theories of motivation. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #4 in MGMK 101 Intro. to Business, course outcome #3 in MGMK 135 Human Relations and Supervision, and course outcomes #4 and #5 in MGMK 147 Intro. to Management.</p>	<p>The student have been learning the educational goal. The weighted mean has been above the target mean, except that it fell below the target in 2012-13.</p>	<p>The program outcome does not need to be revised at this time.</p>	<p>In 2010-11. a team assignment for a class competition was recommended, with the team leader using a survey which measures task completion and relationship building. More tutor availability, especially online is needed.</p>	<p>AAS - Management Program Outcome #8 Weighted Average Mean Score</p>  <table border="1"> <caption>AAS - Management Program Outcome #8 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>72</td> </tr> <tr> <td>2009-10</td> <td>75</td> </tr> <tr> <td>2010-11</td> <td>73</td> </tr> <tr> <td>2011-12</td> <td>72</td> </tr> <tr> <td>2012-13</td> <td>60</td> </tr> </tbody> </table>	Year	Score	2008-09	72	2009-10	75	2010-11	73	2011-12	72	2012-13	60
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<p>AAS-Management Program Outcome 9: Management students will be able to evaluate the benefits and costs of team-based management. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #5 in MGMK 135 Human Relations and Supervision and course outcomes #5 and #6 in MGMK 147 Intro. to Management.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>The program outcome does not need to be revised at this time.</p>	<p>In 2010-11, delivery strategies such as role playing, custom made interactive videos, student led discussions, competitive class games, and class debates were suggested. More tutor availability, especially online is needed. We have started an interdisciplinary colloquium. This allows students in a course to work as a group and present before a panel of instructors and group of peers from multiple courses. This will enhance this outcome.</p>	<p style="text-align: center;">AAS - Management Program Outcome #9 Weighted Average Mean Score</p> <table border="1"> <caption>Data for Program Outcome #9 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>80</td> </tr> <tr> <td>2009-10</td> <td>82</td> </tr> <tr> <td>2010-11</td> <td>75</td> </tr> <tr> <td>2011-12</td> <td>73</td> </tr> <tr> <td>2012-13</td> <td>88</td> </tr> </tbody> </table>	Year	Score	2008-09	80	2009-10	82	2010-11	75	2011-12	73	2012-13	88
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<p>AAS-Management Program Outcome 10: Management students will be able to analyze the main elements of a control process. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #6 in MGMK 101 Intro. to Business and course outcome #6 in MGMK 147 Intro. to Management.</p>	<p>The weighted average mean score has consistently met or exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>The program outcome does not need to be revised at this time.</p>	<p>Student led discussions have been suggested. More tutor availability, especially online is needed. MGMK 101 Intro. to Business is scheduled to be reviewed by the Kansas Core Outcomes Group in fall 2014 with the intent of establishing statewide core outcomes. Approved changes will be incorporated into this assessment.</p>	<p style="text-align: center;">AAS - Management Program Outcome #10 Weighted Average Mean Score</p> <table border="1"> <caption>Data for Program Outcome #10 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>70</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>75</td> </tr> <tr> <td>2011-12</td> <td>73</td> </tr> <tr> <td>2012-13</td> <td>68</td> </tr> </tbody> </table>	Year	Score	2008-09	70	2009-10	80	2010-11	75	2011-12	73	2012-13	68
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<p>AAS-Marketing Program Outcome 1: Marketing students will be able to describe the importance of conducting an environmental scan and/or SWOT analysis as related to proactive planning. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #3 and #5 in MGMK 101 Intro. to Business, course outcome #1 in MGMK 105 Small Business Management, course outcome #2 in MGMK 132 Principles of Salesmanship, and course outcome #3 in MGMK 136 Marketing.</p>	<p>Results show students are learning the educational goal, but in 2012-13, the target was not met.</p>	<p>In 2012-13, there was a consistent downward trend in all Marketing Program outcomes. These results will continue to be monitored.</p>	<p>MGMK 101 Intro. to Business is scheduled to be reviewed by the Kansas Core Outcomes Group in fall 2014 with the intent of establishing statewide core outcomes. Approved changes will be incorporated into this assessment. The Intro. to Business course typically uses most of one class period performing SWOT analysis on well known companies as a group, then comparing the students version to those of industry experts. There simply is not enough class time to concentrate this hard on each outcome. It is possible to align lessons of other outcomes with examples of well known companies for better understanding.</p>	<div data-bbox="1451 99 1971 386"> <p style="text-align: center;">AAS - Marketing Program Outcome #1 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Marketing Program Outcome #1 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>75</td> </tr> <tr> <td>2009-10</td> <td>78</td> </tr> <tr> <td>2010-11</td> <td>75</td> </tr> <tr> <td>2011-12</td> <td>72</td> </tr> <tr> <td>2012-13</td> <td>68</td> </tr> </tbody> </table> </div>	Year	Score	2008-09	75	2009-10	78	2010-11	75	2011-12	72	2012-13	68
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<p>AAS-Marketing Program Outcome 2: Marketing students will be able to contrast differences that exist between consumer and organizational buying behavior. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #5 in MGMK 101 Intro. to Business, course outcome #3 in MGMK 105 Small Business Management, course outcome #2 in MGMK 132 Principles of Salesmanship, course outcome #2 in MGMK 135 Human Relations and Supervision, course outcome #2 in MGMK 136 Marketing, and course outcome #1 in MGMK 138 Marketing Education Field Study, and .</p>	<p>Results show students are learning the educational goal, but in 2012-13, the target was not met.</p>	<p>In 2012-13, there was a consistent downward trend in all Marketing Program outcomes. These results will continue to be monitored.</p>	<p>MGMK 101 Intro. to Business is scheduled to be reviewed by the Kansas Core Outcomes Group in fall 2014 with the intent of establishing statewide core outcomes. Approved changes will be incorporated into this assessment.</p>	<div data-bbox="1451 837 1971 1125"> <p style="text-align: center;">AAS - Marketing Program Outcome #2 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Marketing Program Outcome #2 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>75</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>75</td> </tr> <tr> <td>2011-12</td> <td>72</td> </tr> <tr> <td>2012-13</td> <td>70</td> </tr> </tbody> </table> </div>	Year	Score	2008-09	75	2009-10	80	2010-11	75	2011-12	72	2012-13	70
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<p>AAS-Marketing Program Outcome 3: Marketing students will be able to evaluate methods for identifying market segments and targets. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #5 in MGMK 101 Intro. to Business, course outcome #3 in MGMK 105 Small Business Management course, outcome #2 in MGMK 132 Principles of Salesmanship, course outcome #3 in MGMK 136 Marketing, course outcome #1 in MGMK 138 in Marketing Education Field Study, and .</p>	<p>Results show students are learning the educational goal, but in 2012-13, the target was not met.</p>	<p>In 2012-13, there was a consistent downward trend in all Marketing Program outcomes. These results will continue to be monitored.</p>	<p>MGMK 101 Intro. to Business is scheduled to be reviewed by the Kansas Core Outcomes Group in fall 2014 with the intent of establishing statewide core outcomes. Approved changes will be incorporated into this assessment.</p>	<p style="text-align: center;">AAS - Marketing Program Outcome #3 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Marketing Program Outcome #3 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>75</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>75</td> </tr> <tr> <td>2011-12</td> <td>75</td> </tr> <tr> <td>2012-13</td> <td>65</td> </tr> </tbody> </table>	Year	Score	2008-09	75	2009-10	80	2010-11	75	2011-12	75	2012-13	65
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<p>AAS-Marketing Program Outcome 4: Marketing students will be able to explain the product life-cycle concept and relate a marketing strategy to each stage. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #5 in MGMK 101 Intro. to Business, course outcome #3 in MGMK 105 Small Business Management, course outcome #2 in MGMK 132 in Principles of Salesmanship, and course outcome #4 in MGMK 136 Marketing.</p>	<p>Results show students are learning the educational goal, but in 2012-13, the target was not met.</p>	<p>In 2012-13, there was a consistent downward trend in all Marketing Program outcomes. These results will continue to be monitored.</p>	<p>MGMK 101 Intro. to Business is scheduled to be reviewed by the Kansas Core Outcomes Group in fall 2014 with the intent of establishing statewide core outcomes. Approved changes will be incorporated into this assessment.</p>	<p style="text-align: center;">AAS - Marketing Program Outcome #4 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Marketing Program Outcome #4 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>75</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>75</td> </tr> <tr> <td>2011-12</td> <td>75</td> </tr> <tr> <td>2012-13</td> <td>65</td> </tr> </tbody> </table>	Year	Score	2008-09	75	2009-10	80	2010-11	75	2011-12	75	2012-13	65
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<p>AAS-Marketing Program Outcome 5: Marketing students will be able to discuss several pricing strategies. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #5 in MGMK 101 Intro. to Business, course outcome #5 in MGMK 105 Small Business Management and course outcome #5 in MGMK 136 Marketing.</p>	<p>Results show students are learning the educational goal, but in 2012-13, the target was not met.</p>	<p>In 2012-13, there was a consistent downward trend in all Marketing Program outcomes. These results will continue to be monitored.</p>	<p>MGMK 101 Intro. to Business is scheduled to be reviewed by the Kansas Core Outcomes Group in fall 2014 with the intent of establishing statewide core outcomes. Approved changes will be incorporated into this assessment.</p>	<p style="text-align: center;">AAS - Marketing Program Outcome #5 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Marketing Program Outcome #5 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>75</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>75</td> </tr> <tr> <td>2011-12</td> <td>75</td> </tr> <tr> <td>2012-13</td> <td>65</td> </tr> </tbody> </table>	Year	Score	2008-09	75	2009-10	80	2010-11	75	2011-12	75	2012-13	65
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<p>AAS-Marketing Program Outcome 6: Marketing students will be able to explain what is meant by a marketing channel of distribution. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #5 in MGMK 101 Intro. to Business, course outcome #5 in MGMK 105 Small Business Management, and course outcome #6 in MGMK 136 Marketing.</p>	<p>Results show students are learning the educational goal, but in 2012-13, the target was not met.</p>	<p>In 2012-13, there was a consistent downward trend in all Marketing Program outcomes. These results will continue to be monitored.</p>	<p>MGMK 101 Intro. to Business is scheduled to be reviewed by the Kansas Core Outcomes Group in fall 2014 with the intent of establishing statewide core outcomes. Approved changes will be incorporated into this assessment.</p>	<p style="text-align: center;">AAS - Marketing Program Outcome #6 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Marketing Program Outcome #6 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>75</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>75</td> </tr> <tr> <td>2011-12</td> <td>75</td> </tr> <tr> <td>2012-13</td> <td>65</td> </tr> </tbody> </table>	Year	Score	2008-09	75	2009-10	80	2010-11	75	2011-12	75	2012-13	65
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<p>AAS-Marketing Program Outcome 7: Marketing students will be able to describe factors considered by marketing executives when selecting and management a marketing channel. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #5 in MGMK 101 Intro. to Business, course outcome #5 in MGMK 105 Small Business Management, and course outcome #6 in MGMK 136 Marketing.</p>	<p>Results show students are learning the educational goal, but in 2012-13, the target was not met.</p>	<p>In 2012-13, there was a consistent downward trend in all Marketing Program outcomes. These results will continue to be monitored.</p>	<p>MGMK 101 Intro. to Business is scheduled to be reviewed by the Kansas Core Outcomes Group in fall 2014 with the intent of establishing statewide core outcomes. Approved changes will be incorporated into this assessment. Marketing instructors are attempting to build community through guest speaking engagements.</p>	<p style="text-align: center;">AAS - Marketing Program Outcome #7 Weighted Average Mean Score</p> <table border="1"> <caption>Outcome #7 Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>78</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>78</td> </tr> <tr> <td>2011-12</td> <td>75</td> </tr> <tr> <td>2012-13</td> <td>65</td> </tr> </tbody> </table>	Year	Score	2008-09	78	2009-10	80	2010-11	78	2011-12	75	2012-13	65
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<p>AAS-Marketing Program Outcome 8: Marketing students will be able to evaluate the unique characteristics of each promotional mix element. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #5 in MGMK 101 Intro. to Bus., outcome #5 in MGMK 105 Small Bus. Mgmt., outcome #2 in MGMK 132 Prin. of Sales, and outcome #6 in MGMK 136 Marketing.</p>	<p>Results show students are learning the educational goal, but in 2012-13, the target was not met.</p>	<p>In 2012-13, there was a consistent downward trend in all Marketing Program outcomes. These results will continue to be monitored.</p>	<p>MGMK 101 Intro. to Business is scheduled to be reviewed by the Kansas Core Outcomes Group in fall 2014 with the intent of establishing statewide core outcomes. Approved changes will be incorporated into this assessment.</p>	<p style="text-align: center;">AAS - Marketing Program Outcome #8 Weighted Average Mean Score</p> <table border="1"> <caption>Outcome #8 Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>78</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>78</td> </tr> <tr> <td>2011-12</td> <td>75</td> </tr> <tr> <td>2012-13</td> <td>65</td> </tr> </tbody> </table>	Year	Score	2008-09	78	2009-10	80	2010-11	78	2011-12	75	2012-13	65
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<p>AAS-Marketing Program Outcome 9: Marketing students will be able to discuss the main elements of the personal selling process. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #5 in MGMK 101 Intro. to Business, course outcome #1 in MGMK 132 Principles of Salesmanship, and course outcome #6 in MGMK 136 Marketing</p>	<p>Results show students are learning the educational goal, but in 2012-13, the target was not met.</p>	<p>In 2012-13, there was a consistent downward trend in all Marketing Program outcomes. These results will continue to be monitored.</p>	<p>MGMK 101 Intro. to Business is scheduled to be reviewed by the Kansas Core Outcomes Group in fall 2014 with the intent of establishing statewide core outcomes. Approved changes will be incorporated into this assessment.</p>	<p style="text-align: center;">AAS - Marketing Program Outcome #9 Weighted Average Mean Score</p> <table border="1"> <caption>Outcome #9 Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>78</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>78</td> </tr> <tr> <td>2011-12</td> <td>75</td> </tr> <tr> <td>2012-13</td> <td>65</td> </tr> </tbody> </table>	Year	Score	2008-09	78	2009-10	80	2010-11	78	2011-12	75	2012-13	65
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<p>AAS-Marketing Program Outcome 10: Marketing students will be able to explain the relationship of supply to demand as related to pricing. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #5 in MGMK 101 Intro. to Business, course outcome #5 in MGMK 105 Small Business Management and course outcome #5 in MGMK 136 Marketing.</p>	<p>Results show students are learning the educational goal, but in 2012-13, the target was not met.</p>	<p>In 2012-13, there was a consistent downward trend in all Marketing Program outcomes. These results will continue to be monitored.</p>	<p>MGMK 101 Intro. to Business is scheduled to be reviewed by the Kansas Core Outcomes Group in fall 2014 with the intent of establishing statewide core outcomes. Approved changes will be incorporated into this assessment.</p>	<p style="text-align: center;">AAS - Marketing Program Outcome #10 Weighted Average Mean Score</p> <table border="1"> <caption>Outcome #10 Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>78</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>78</td> </tr> <tr> <td>2011-12</td> <td>75</td> </tr> <tr> <td>2012-13</td> <td>65</td> </tr> </tbody> </table>	Year	Score	2008-09	78	2009-10	80	2010-11	78	2011-12	75	2012-13	65
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<p>AAS-Office Technology Program Outcome 1: Office Technology students will be able to list and perform the steps in the accounting cycle. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #3 in ACCT 108 College Accounting and #3 - #7 in ACCT 205 QuickBooks.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Student learning of this outcome is relatively strong.</p>	<p>For 2011-12, a new edition of the textbook for ACCT 108 College Accounting was adopted enabling online assessments through the textbook website to reinforce student learning. For 2014-15 a new textbook is being adopted that will incorporate a homework manager. This outcome could be combined with outcomes 7,8,9 to form a more general accounting outcome.</p>	<p style="text-align: center;">AAS - Office Technology Program Outcome #1 Weighted Average Mean Score</p> <table border="1"> <caption>Data for Outcome #1 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>80</td> </tr> <tr> <td>2009-10</td> <td>90</td> </tr> <tr> <td>2010-11</td> <td>80</td> </tr> <tr> <td>2011-12</td> <td>85</td> </tr> <tr> <td>2012-13</td> <td>85</td> </tr> </tbody> </table>	Year	Score	2008-09	80	2009-10	90	2010-11	80	2011-12	85	2012-13	85
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<p>AAS-Office Technology Program Outcome 2: Office Technology students will be able to use basic office machines. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #1 in CSIS 100 Computer Concepts & Applications, #1 in CSIS 130 Intro. to Computer Information Systems, #1 in OTEC 101 Keyboarding I and OTEC 102 Keyboarding II, #2 in OTEC 107 Office Systems & Procedures, and #1 and 2 OTEC 123 Office Machines.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Student learning of this outcome is strong, but several courses contributing to it are on the course rotation schedule.</p>	<p>A new textbook for OTEC 101 Keyboarding I and OTEC 102 Keyboarding II was adopted. Computers and software on both the Chanute and Ottawa campuses must be kept up to date.</p>	<p style="text-align: center;">AAS - Office Technology Program Outcome #2 Weighted Average Mean Score</p> <table border="1"> <caption>Data for Outcome #2 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>88</td> </tr> <tr> <td>2009-10</td> <td>82</td> </tr> <tr> <td>2010-11</td> <td>80</td> </tr> <tr> <td>2011-12</td> <td>85</td> </tr> <tr> <td>2012-13</td> <td>85</td> </tr> </tbody> </table>	Year	Score	2008-09	88	2009-10	82	2010-11	80	2011-12	85	2012-13	85
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<p>AAS-Office Technology Program Outcome 3: Office Technology students will be able to demonstrate effective oral and written communications skills. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #4 in MGMK 147 Intro. to Management, #2 and 3 in OTEC 101 Keyboarding I, #1,2, and 3 in OTEC 102 Keyboarding II, and #3 in OTEC 107 Office Systems & Procedures.</p>	<p>The target was met for three years and then results dipped slightly below the target. The courses contributing to this outcome are on the course rotation schedule and were not offered or did not make in 2012-13.</p>	<p>There has been a downward trend in this assessment that needs to be addressed.</p>	<p>A new textbook for OTEC 101 Keyboarding I and OTEC 102 Keyboarding II was adopted. Results will continue to be monitored to see if student learning improves.</p>	<p style="text-align: center;">AAS - Office Technology Program Outcome #3 Weighted Average Mean Score</p> <table border="1"> <caption>Data for Outcome #3 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>78</td> </tr> <tr> <td>2009-10</td> <td>82</td> </tr> <tr> <td>2010-11</td> <td>78</td> </tr> <tr> <td>2011-12</td> <td>65</td> </tr> <tr> <td>2012-13</td> <td>55</td> </tr> </tbody> </table>	Year	Score	2008-09	78	2009-10	82	2010-11	78	2011-12	65	2012-13	55
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<p>AAS-Office Technology Program Outcome 4: Office Technology students will be able to utilize computer application software. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #1 - #7 in ACCT 205 QuickBooks, #2-8 in CSIS 100 Computer Concepts & Applications, and CSIS 130 Intro. to CIS, #1-9 in CSIS 117 Web Page Design, #2 and #3 in OTEC 101 Keyboarding I, #1,2, and 3 in OTEC 102 Keyboarding II, and #2 in OTEC 107 Office Systems and Procedures.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Student learning of this outcome has been consistently strong.</p>	<p>QuickBooks software was upgraded from QuickBooks 2009 to QuickBooks 2012 and then to upgraded to QuickBooks 2013. It is imperative that software and hardware in the labs on both campuses be kept up to date to meet or exceed industry standards. A new textbook for OTEC 101 Keyboarding I and OTEC 102 Keyboarding II. Computers and software on both the Chanute and Ottawa campuses must be kept up to date. Third party certification exams could be used to enhance this assessment.</p>	<p style="text-align: center;">AAS - Office Technology Program Outcome #4 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Office Technology Program Outcome #4 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>88</td> </tr> <tr> <td>2009-10</td> <td>82</td> </tr> <tr> <td>2010-11</td> <td>81</td> </tr> <tr> <td>2011-12</td> <td>81</td> </tr> <tr> <td>2012-13</td> <td>88</td> </tr> </tbody> </table>	Year	Score	2008-09	88	2009-10	82	2010-11	81	2011-12	81	2012-13	88
Year	Score																
2008-09	88																
2009-10	82																
2010-11	81																
2011-12	81																
2012-13	88																
<p>AAS-Office Technology Program Outcome 5: Office Technology students will be able to collaborate with others in a team project setting. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #3 in ACCT 108 College Accounting, #5 in MGMK 147 Intro. to Management, and #4 in OTEC 107 Office Systems & Procedures.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Results indicate student collaboration has been fairly consistent and within acceptable limits.</p>	<p>Inclusion of team projects has been encouraged in additional classes as appropriate. We have started an interdisciplinary colloquium. This allows students in a course to work as a group and present before a panel of instructors and group of peers from multiple courses. This will enhance this outcome.</p>	<p style="text-align: center;">AAS - Office Technology Program Outcome #5 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Office Technology Program Outcome #5 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>78</td> </tr> <tr> <td>2009-10</td> <td>82</td> </tr> <tr> <td>2010-11</td> <td>75</td> </tr> <tr> <td>2011-12</td> <td>78</td> </tr> <tr> <td>2012-13</td> <td>78</td> </tr> </tbody> </table>	Year	Score	2008-09	78	2009-10	82	2010-11	75	2011-12	78	2012-13	78
Year	Score																
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2010-11	75																
2011-12	78																
2012-13	78																
<p>AAS-Office Technology Program Outcome 6: Office Technology students will be able to explain the role of managers and employees in creating an organizational culture. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcomes #1,2, and 4 in MTMK 147 Intro. to Management, and #1 and #6 in OTEC 107 Office Systems & Procedures.</p>	<p>The results have met or exceeded the target, but there has been a downward trend.</p>	<p>The courses contributing to this outcome did not make or were not offered during 2012-13.</p>	<p>With the results declining and no data available for 2012-13, these results must continue to be monitored in the future to see if the trend continues. No changes have been recommended at this time.</p>	<p style="text-align: center;">AAS - Office Technology Program Outcome #6 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Office Technology Program Outcome #6 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>75</td> </tr> <tr> <td>2009-10</td> <td>82</td> </tr> <tr> <td>2010-11</td> <td>75</td> </tr> <tr> <td>2011-12</td> <td>72</td> </tr> <tr> <td>2012-13</td> <td>55</td> </tr> </tbody> </table>	Year	Score	2008-09	75	2009-10	82	2010-11	75	2011-12	72	2012-13	55
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2008-09	75																
2009-10	82																
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<p>AAS-Office Technology Program Outcome 7: Office Technology students will be able to demonstrate the proper use of a computerized accounting system. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #6 in ACCT 107 Payroll Accounting, course outcomes #1- 7 in ACCT 205 QuickBooks.</p>	<p>There was a sharp decline in 2010-11, but results turned back around in 2011-12. With the exception of 2010-11, this has been one of the strongest outcomes.</p>	<p>In 2010-11, the assessment was based solely on outcome #6 in ACCT 107 Payroll Accounting since ACCT 205 QuickBooks Accounting was not offered due to the course rotation schedule. With the exception of 2010-11, the assessment results for this outcome have been among the highest. This knowledge could be used to enhance student learning of other outcomes through the use of computerized accounting systems.</p>	<p>A new edition of the Payroll Accounting textbook comes out every year and is adopted upon offering the course to remain current. Computers and software on both the Chanute and Ottawa campuses must be kept up to date. This outcome could be combined with outcomes 1,8, and 9 to form one more general accounting outcome.</p>	<p style="text-align: center;">AAS - Office Technology Program Outcome #7 Weighted Average Mean Score</p> <table border="1"> <caption>Data for Program Outcome #7 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>55</td> </tr> <tr> <td>2009-10</td> <td>95</td> </tr> <tr> <td>2010-11</td> <td>65</td> </tr> <tr> <td>2011-12</td> <td>90</td> </tr> <tr> <td>2012-13</td> <td>95</td> </tr> </tbody> </table>	Year	Score	2008-09	55	2009-10	95	2010-11	65	2011-12	90	2012-13	95
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2011-12	90																
2012-13	95																
<p>AAS-Office Technology Program Outcome 8: Office Technology students will be able to compute and prepare payroll checks. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcomes #2, 3, 4, and 6 in ACCT 107 Payroll Accounting, and #6 in ACCT 205 QuickBooks.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>		<p>A new edition of the Payroll Accounting textbook comes out every year and is adopted upon offering the course to remain current. This outcome could be combined with outcomes 1, 7, and 9 to form one more general outcome.</p>	<p style="text-align: center;">AAS - Office Technology Program Outcome #8 Weighted Average Mean Score</p> <table border="1"> <caption>Data for Program Outcome #8 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>55</td> </tr> <tr> <td>2009-10</td> <td>95</td> </tr> <tr> <td>2010-11</td> <td>80</td> </tr> <tr> <td>2011-12</td> <td>85</td> </tr> <tr> <td>2012-13</td> <td>90</td> </tr> </tbody> </table>	Year	Score	2008-09	55	2009-10	95	2010-11	80	2011-12	85	2012-13	90
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<p>AAS-Office Technology Program Outcome 9: Office Technology students will be able to prepare the required Federal and Kansas payroll reports. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal comparative assessment utilized to measure course outcomes #2,3,5,7, in ACCT 107 Payroll Accounting, and #6 in ACCT 205 QuickBooks Accounting.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>The results have been higher than expected for this outcome.</p>	<p>A new edition of the Payroll Accounting textbook comes out every year and is adopted upon offering the course to remain current. This outcome could be combined with outcomes 1, 7, and 8 and form one more general accounting outcome.</p>	<p style="text-align: center;">AAS - Office Technology Program Outcome #9 Weighted Average Mean Score</p> <table border="1"> <caption>Data for Program Outcome #9 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>55</td> </tr> <tr> <td>2009-10</td> <td>90</td> </tr> <tr> <td>2010-11</td> <td>85</td> </tr> <tr> <td>2011-12</td> <td>85</td> </tr> <tr> <td>2012-13</td> <td>85</td> </tr> </tbody> </table>	Year	Score	2008-09	55	2009-10	90	2010-11	85	2011-12	85	2012-13	85
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<p>Office Technology Program Outcome 10: Office Technology students will be able to make ethical decisions incorporating the standards of the profession. Target is a weighted average mean score of at least 70%.</p>	<p>Formative, internal, comparative assessment utilized to measure course outcome #1 in ACCT 107 Payroll Accounting, course outcomes #1-5 in ACCT 108 College Accounting, course outcomes #1 - 7 in ACCT 205 QuickBooks, course outcomes 9 and 10 in CSIS 100 Computer Concepts & Applications, and CSIS 130 Intro. to Computer Information Systems, outcome #1 in MGMK 147 Intro. to Management, and outcome #1 in OTEC 107 Office Systems & Procedures.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>The data shows the students should be well positioned to make ethical decision in the workplace.</p>	<p>No changes have been made in regard to this outcome. Continued importance on student learning of this outcome is imperative.</p>	<p style="text-align: center;">AAS - Office Technology Program Outcome #10 Weighted Average Mean Score</p> <table border="1"> <caption>AAS - Office Technology Program Outcome #10 Weighted Average Mean Score</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>82</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>78</td> </tr> <tr> <td>2011-12</td> <td>80</td> </tr> <tr> <td>2012-13</td> <td>85</td> </tr> </tbody> </table>	Year	Score	2008-09	82	2009-10	80	2010-11	78	2011-12	80	2012-13	85
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<p>General Education Goal: Analytical Thinking</p> <p>Students who have fulfilled general education expectations at Neosho County Community College will be prepared to:</p> <p>Think analytically through:</p> <ul style="list-style-type: none"> • Utilizing quantitative information in problem solving, • Utilizing the principles of systematic inquiry, • Utilizing various information resources including technology for research and data collection. 	<p>Summative, internal, comparative assessment. Selected individual course outcomes are linked to the four general education outcomes. Results derived from mean course outcomes are weighted.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome. However, there was a downward trend from 2008-09 to 2011-12.</p>	<p>Student demonstration and assessment of analytical thinking created a concern for several years, but results are getting better.</p>	<p>In response to the downward trend in results, the Coordinator of Assessment worked on identifying the areas in the general education matrix that were contributing to the lower scores. An analysis of the data by course was completed and presented to faculty. Several in-service sessions, which were mandatory for faculty, have been used to provide information, brainstorm ideas, and reinforce the fact that analytical thinking is used more often than students (and sometimes others) realize.</p>	<p style="text-align: center;">General Education Outcome Analytical Thinking</p> <table border="1"> <caption>General Education Outcome Analytical Thinking</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>82</td> </tr> <tr> <td>2009-10</td> <td>75</td> </tr> <tr> <td>2010-11</td> <td>72</td> </tr> <tr> <td>2011-12</td> <td>70</td> </tr> <tr> <td>2012-13</td> <td>78</td> </tr> </tbody> </table>	Year	Score	2008-09	82	2009-10	75	2010-11	72	2011-12	70	2012-13	78
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<p>General Education Goal: Citizenship</p> <p>Students who have fulfilled general education expectations at Neosho County Community College will be prepared to:</p> <p>Practice responsible citizenship through</p> <ul style="list-style-type: none"> • Identifying rights and responsibilities of citizenship. • Identifying how human values and perceptions affect and are affected by social diversity, and • Identifying and interpreting artistic expression 	<p>Summative, internal, comparative assessment. Selected individual course outcomes are linked to the four general education outcomes. Results derived from mean course outcomes are weighted.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Results have fluctuated, but an upward trend is noticeable.</p>	<p>Assessment data will continue to be collected and results will continue to be monitored.</p>	<div data-bbox="1465 126 1957 407" data-label="Figure"> <table border="1"> <caption>General Education Outcome Citizenship</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>85</td> </tr> <tr> <td>2009-10</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>88</td> </tr> <tr> <td>2011-12</td> <td>85</td> </tr> <tr> <td>2012-13</td> <td>90</td> </tr> </tbody> </table> </div>	Year	Score	2008-09	85	2009-10	80	2010-11	88	2011-12	85	2012-13	90
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<p>General Education Goal: Communication</p> <p>Students who have fulfilled general education expectations at Neosho County Community College will be prepared to:</p> <p>Communicate effectively through</p> <ul style="list-style-type: none"> • Developing effective written communication skills, and • Developing effective oral communication and listening skills. 	<p>Summative, internal, comparative assessment. Selected individual course outcomes are linked to the four general education outcomes. Results derived from mean course outcomes are weighted.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Results have remained relatively stable over the last five years.</p>	<p>Assessment data will continue to be collected and results will continue to be monitored.</p>	<div data-bbox="1465 815 1957 1096" data-label="Figure"> <table border="1"> <caption>General Education Outcome Communication</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>85</td> </tr> <tr> <td>2009-10</td> <td>92</td> </tr> <tr> <td>2010-11</td> <td>88</td> </tr> <tr> <td>2011-12</td> <td>88</td> </tr> <tr> <td>2012-13</td> <td>92</td> </tr> </tbody> </table> </div>	Year	Score	2008-09	85	2009-10	92	2010-11	88	2011-12	88	2012-13	92
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<p>General Education Goal: Healthy Lifestyle</p> <p>Students who have fulfilled general education expectations at Neosho County Community College will be prepared to:</p> <p>Live a healthy lifestyle (physical, intellectual, social) through</p> <ul style="list-style-type: none"> • Listing factors associated with a healthy lifestyle and lifetime fitness, • Identifying the importance of lifetime learning, and • Demonstrating self discipline, respect for others, and the ability to work collaboratively as a team. 	<p>Summative, internal, comparative assessment. Selected individual course outcomes are linked to the four general education outcomes. Results derived from mean course outcomes are weighted.</p>	<p>The weighted average mean score has consistently exceeded the target. The results indicate the students are mastering this outcome.</p>	<p>Results have steadily improved since 2009-10.</p>	<p>Assessment data will continue to be collected and results will continue to be monitored.</p>	<div data-bbox="1465 126 1955 407" data-label="Figure"> <p style="text-align: center;">General Education Outcome Healthy Lifestyle</p> <table border="1"> <caption>General Education Outcome Healthy Lifestyle Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>85</td> </tr> <tr> <td>2009-10</td> <td>72</td> </tr> <tr> <td>2010-11</td> <td>80</td> </tr> <tr> <td>2011-12</td> <td>82</td> </tr> <tr> <td>2012-13</td> <td>90</td> </tr> </tbody> </table> </div>	Year	Score	2008-09	85	2009-10	72	2010-11	80	2011-12	82	2012-13	90
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Table 3 Organizational Performance Results

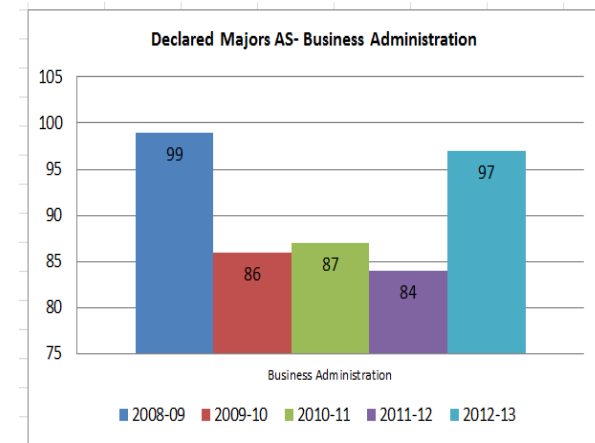
Organizational effectiveness results examine attainment of organizational goals.

Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student, retention, student academic success, and other characteristics, reflecting students' performance.

Key indicators may include graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organization, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.

			Analysis of Results	
Performance Measure (Competency)	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Actions Taken (during the following year)
Increase the number of declared majors in AS - Business Administration	Declared majors tabulated in the fall of each academic year in AS - Business Administration	The number of declared majors in Business Administration had declined slightly over three years, but increased in 2012-13.	The AS - Business Administration program is designed for transfer students, including Accounting, Computer Information Systems, Economics, Finance, Management, and Marketing. There is confusion over this. For example, students majoring in Accounting who plan on transferring should select this major, but they often mistakenly select AAS - Accounting, not realizing it is a non-transfer degree track. Therefore, these numbers are most likely somewhat inaccurate and could possibly be higher. This continues to be communicated, but continues to be an issue.	In 2012-13 the number of declared majors increased from 84 in 2011-12 to 97 in 2012-13 which is a 15% increase.

**Insert Graph or Chart of Resulting Trends
(graph up to five years of data)**



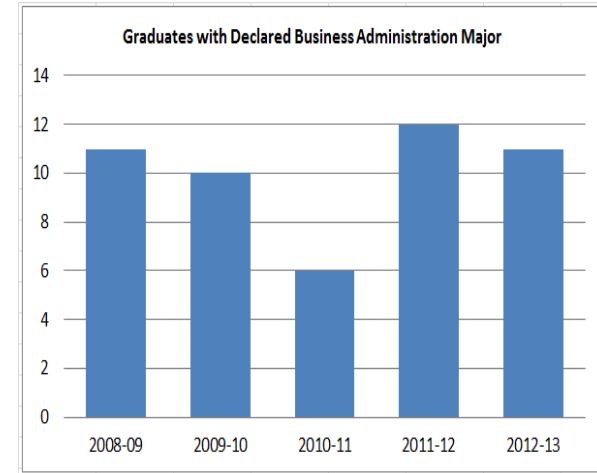
Increase the number of students completing the requirements for the AS degree with an emphasis in Business Administration

Completers of the AS degree who fulfill the requirements of the AS - Business Administration program sheet

The number of declared majors in Business Administration have been good as per the indicator above, but the number of completers/graduates is quite low in comparison.

The AS - Business Administration program as publicized in the College Catalog complies with ACBSP Standard 6. However, NCCC does not provide "majors" in the transfer degrees (AA and AS.) Consequently, a student may declare a business major, earn an AS degree, but may not fulfill all of the requirements of the program sheet. These students show up as having earned a degree and declared a major.

Conversations have been occurring on campus to rectify the issue related to transfer degrees and areas of emphasis. The Dean of Enrollment Management and the Assistant Director of the Chapman Learning Center process the degree checks and are rectifying the issue. Past data is skewed based on the issue. Degree completion is continuing to be encouraged.



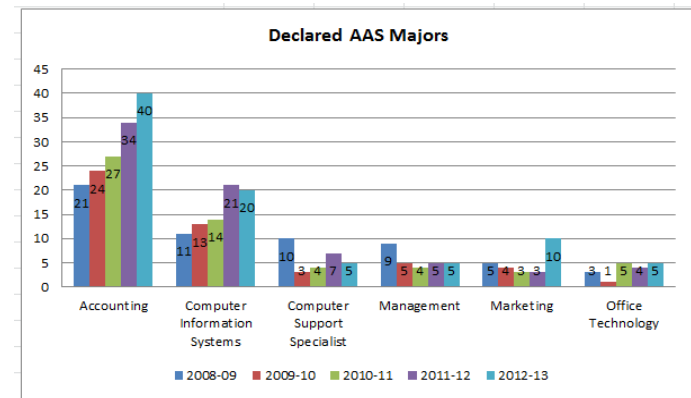
Increase the number declared majors in the AAS degree programs

Declared majors in the following AAS degrees:
 AAS - Accounting
 AAS - Computer Information Systems
 AAS - Computer Support Specialist
 AAS - Management
 AAS - Marketing
 AAS - Office Technology

The number of declared majors in Accounting has been increasing. The number of declared majors in Computer Information Systems shows an upward trend.

As described above, there is confusion in transfer students who do not realize the AAS programs are terminal degrees. For example, accounting majors who plan on transferring may mistakenly declare the AAS - Accounting major when they should be declaring AS - Business Administration as a transfer student.

This issue is continuing to be addressed to rectify the problem.



Increase the number of degree completers in the each AAS - degree program by one per year

Completers of the following AAS degrees:
 AAS - Accounting
 AAS - Computer Information Systems
 AAS - Computer Support Specialist
 AAS - Management
 AAS - Marketing
 AAS - Office Technology

There have been more completers of the AAS - Accounting program than other AAS degrees, but the number of completers is still very minimal.

There have been very few students complete the AAS degree programs in recent years. All programs have gone through a program review in the last five years. The classes within the programs are making. There is no additional cost in offering these programs. The Program Review Committee has voted to continue to provide the programs.

There has been no increase in AAS degree completers.

AAS Degree Completers

	2008-09	2009-10	2010-11	2011-12	2012-13
AAS - Acctg	1	0	2	2	1
AAS - CIS	0	0	0	0	1
AAS - CSS	1	0	0	0	1
AAS - Mgmt	1	0	1	1	0
AAS - Mktg	1	0	0	0	0
AAS - Office Tech	1	0	0	0	1

Increase business program retention rates.

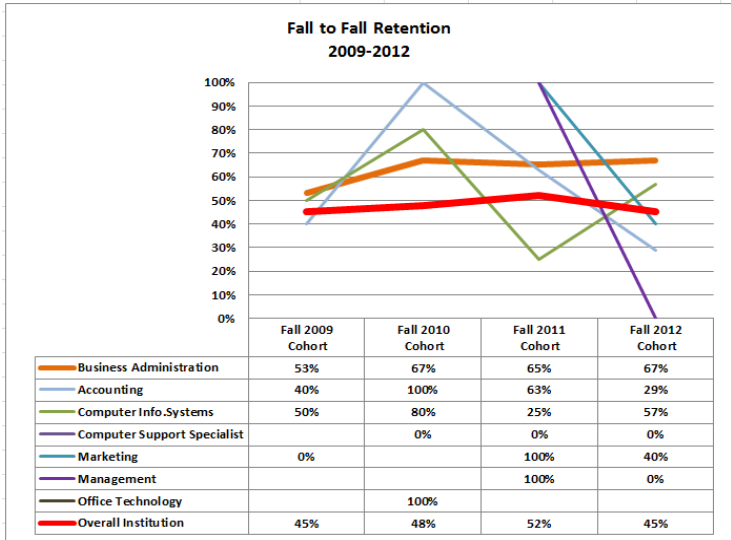
Fall to fall retention rates for students in full-time-first-time-in-any-college cohort.

In almost all cases, the retention rate in the business unit programs has exceeded the retention rate for the institution as a whole. There are several instances of 100% retention.

Students are being retained at a fairly acceptable rate. However, based on the data above, they are not completing degrees. There is a concern in regard to retention of Computer Support Specialist students who often begin the program, have difficulty in the first networking course and do not return.

Retention rates within programs have fluctuated from year-to-year.

Fall to Fall Retention 2009-2012



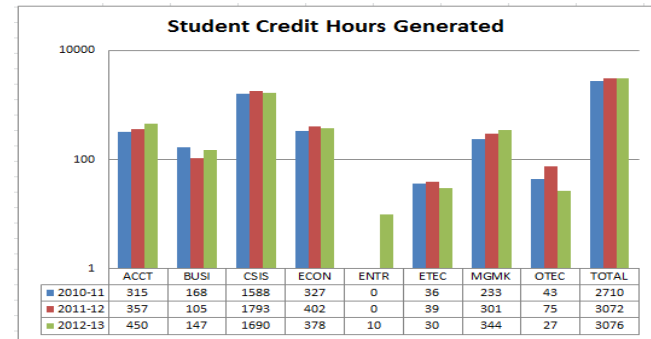
Increase the number of student credit hours generated in business program classes.

Enrollment in ACCT, BUSI, CSIS, ECON, ENTR, business related ETEC, MGMK, and OTEC courses.

Student credit hours generated have increased in ACCT, MGMK, and overall. Other areas have remained stable, except for OTEC. Overall, student credit hours generated increased from 2,710 in 2010-11 in to 3,076 in 2012-13 which is a 13.5% increase.

Some fluctuation from year-to-year is due to select courses on the course rotation schedule being offered every other year.

Enrollments continue to be stable and or increasing slightly.



Increase business offerings and business credit hours generated through the use of multiple modalities, including online and hybrid courses

Credit hours generated in online/hybrid business courses, including ACCT, BUSI, CSIS, ECON, business related ETEC, MGMK and OTEC.

Online business credit hours continued to increase through 2011-12 to a high of 1418 student credit hours in 2011-12.

In relation to the NCCC's purpose of "ensuring access" through "flexible delivery and scheduling methods," there has been a focus on providing online courses. The Applied Science Division Chair works with the Dean of the Online Campus to schedule online classes. Online course development will be continue to be encouraged. In addition, there is a recent initiative to create additional hybrid classes which will also be encouraged.

Demand for online courses has continued to increase. Over the last five years, enrollment has increased substantially from 754 student credit hours in 2008-09 to an enrollment of 1,341 in 2012-13.

Online Business Unit Student Credit Hours

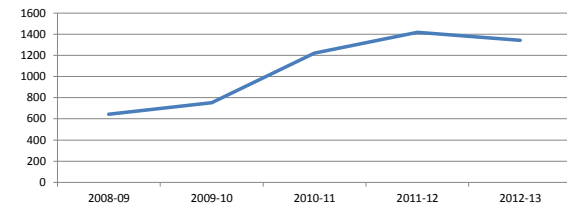


TABLE 4 - FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS (Summer 2012 - Spring 2013)

<u>NAME</u>	<u>COURSES TAUGHT</u>		<u>Cr. Hrs.</u>	<u>LIST ALL EARNED</u>	<u>DOCUMENT AT LEAST TWO</u>	<u>ACBSP QUALIFICATION</u>
	<u>Course No.</u>	<u>Course Title</u>		<u>DEGREES</u>	<u>OTHER SPECIFIC PROFESSIONAL QUALIFICATIONS</u>	
Babb, Charles	CSIS 100	Computer Concepts & Applications	27	MS - Computer Science Education		Master's
Bailey, Leroy	CSIS 100	Computer Concepts & Applications	6	BS - Education		Exception
	CSIS 105	Computer Literacy	3			
	CSIS 130	Introduction to Computer Information Systems	6			
Blackwell, Patrick Kevin	BUSI 114	Business Law	3	JD		Doctorate
Catterson, Anna	CSIS 100	Computer Concepts & Applications	15	Ph.D. - Education MS - Instructional Design & Technology	18 graduate hours computer science	Master's
	CSIS 111	Spreadsheet Applications	1			
Crays, Tammy	BUSI 106	Business Math	3	MBA	Six Sigma Greenbelt Certification Word, Excel, PowerPoint Certification	Master's
	CSIS 112	Presentation Applications	1			
	MGMK 135	Human Relations & Supervision	6			
	MGMK 136	Marketing	6			
	OTEC 123	Office Machines	2			
Dempsey, Gayle	ACCT 108	College Accounting (3 cr. hrs. with 1 student)	--	MS - Education		Exception
DeVoe, Chad	CSIS 105	Computer Literacy	2	Master of Engineering - Telecommunications	17.5 graduate hours in computer science and management 12 years professional experience as Senior Systems Engineer	Master's
	CSIS 130	Introduction to Computer	18			
	CSIS 237	Java Programming	3			
	ETEC 105	Intro. to Networking	3			
	CSIS 117	Intro. to Web Design	1			
	CSIS 230	Visual Basic Programming	3			
	ETEC 106	CISCO Networking II	3			
Finley, Charles	ACCT 108	College Accounting	3	MBA		Master's
	ACCT 201	Financial Accounting	3			

	CSIS 105	Computer Literacy		2		
	ECON 200	Microeconomics		3		
	ECON 201	Macroeconomics		3		
Gardner, Marie	CSIS 111	Spreadsheet Applications	--	3	MA - Education BS - Major: Math, Minor: Computer Science	MOS Certifications in Word, Excel, Access, PowerPoint, Outlook In-field professional employment: NCCC Dean of Online Campus NISOD Award Winner
	CSIS 120	Principles of Word Processing		3		
	CSIS 122	Principles of Presentation Software		3		
Hower, Lori	ACCT 108	College Accounting (3 cr. hrs. with 1 student)	--	9	MS - Education BBA	Secondary education certificate Exception
Jones, Linda	ACCT 107	Payroll Accounting		3	MBA	CPA Master's
	ACCT 108	College Accounting		9		
	ACCT 201	Financial Accounting		9		
	ACCT 202	Managerial Accounting		6		
	MGMK 138	Marketing Education Field Study (2 cr. hrs. with 1 student)	--			
	ACCT 205	QuickBooks Accounting		3		
Lenning, Patricia	CSIS 100	Computer Concepts & Applications		6	MS - Business Education BS - Education	Master's
McKenzie, Beth	OTEC 108	Career Life Skills		1	MSW - Social Work	Master's
Rottinghaus, Dawn	CSIS 100	Computer Concepts & Applications		3	MS - Business Education	Master's
Taylor, Melinda	BUSI 118	Business Communications		3	MBA	Master's
	CSIS 100	Computer Concepts & Applications		12		
Wadkins, Connie	ACCT 108	College Accounting (3 cr. hrs. with 1 student)	--		BA - Business Administration	Teacher Licensure - Secondary Education 6 years work experience as Human Resource Manager - spangler Graphics Exception

Watkins, Mark	ECON 201	Macroeconomics	3	Ed.D. - Educational Leadership Ed.S. - Community & Higher Education MBA - Business Administration	Master's
Webber, Richard	ECON 200	Microeconomics	9	MBA	Master's
	ECON 201	Macroeconomics	6		
	MGMK 101	Intro. to Business	9		
	ENTR 160	Intro. to Entrepreneurship	2		
	MGMK 105	Small Business Management	3		
Wika, Brian	MGMK 200	Intro. to Logistics	3	MS - Finance MBA	Master's

Figure 5.1

Example of a Table for Faculty Qualifications
Present your faculty qualifications in a table similar to this:

Faculty Member	Year of Initial Appointment	Highest Degree		Assigned Teaching Discipline(s)	Prof. Cert.	Level of Qualification	Tenure
		Type	Discipline				
Brown, K. - EXAMPLE	1981	MA	Accounting	Accounting	CPA	Prof	No
Fritz, R - EXAMPLE	1994	DBA	MIS, Finance	Accounting, MIS	CPA	AQ, AQ	Yes
Link, Y - EXAMPLE	1998	PhD	Economics	Economics, Finance	Minor	AQ, AQ	Yes
Babb, Charles (Chanute Full-Time)	1991	MS	Computer Science Education	Computer Applications Computer Science		Master's	Yes
Bailey, Leroy (Ottawa Adjunct)	2001	BS	Education	Computer Applications		Exception	No
Blackwell, Patrick Kevin (Ottawa Full-Time)	2008	JD	Law	Business Law		Doctorate	Yes
Catterson, Anna (Chanute/Online Adjunct)	2002	Ph.D. MS	Ph.D. - Education MS - Instructional Design & Technology	Computer Applications		Master's	No
Crays, Tammy (Online Adjunct)	2006	MBA	General Business	CIS, Business, Management, Marketing, Office Technology		Master's	No
Dempsey, Gayle (ODO Concurrent)	2004	MS	Education	Accounting		Exception	No
DeVoe, Chad (Chanute Full-Time)	2004	MS	Telecommunications	Computer Applications Computer Science		Master's	Yes
Finley, Charles (Ottawa Adjunct)	2009	MBA	Finance	Accounting, Economics		Master's	No
Gardner, Marie (Online Adjunct)	2004	MA BS	MA - Education BS - Major: Math Minor:CS	Computer Applications	MOS Certification - Word, Excel, Access, PowerPoint, Outlook	Master's	No
Hower, Lori (ODO Concurrent)	2007	MS BBA	MS - Education BBA - Business Administration	Accounting		Exception	No
Jones, Linda (Chanute Full-Time)	1985	MBA	Business Administration	Accounting	CPA	Master's	Yes
Lenning, Patricia (ODO Concurrent)	2007	MS BS	Business Education Education	Computer Applications		Master's	No
McKenzie, Beth (Ottawa Adjunct)	2008	MSW	Social Work	Career Life Skills		Master's	No
Rottinghaus, Dawn (ODO Concurrent)	2003	MS	Business Education	Computer Applications		Master's	No
Taylor, Melinda (Online Adjunct)	2006	MBA	Business Administration	Business Computer Applications		Master's	No

Wadkins, Connie (ODO Concurrent)	2009	BA	Business Administration	Management, Marketing		Exception	No
Watkins, Mark (Chanute Full-Time)	2005	Ed.D. Ed.S. MBA	Ed.D. - Educational Leadership Ed. S. - Comm & Higher Education MBA - Business Administration	Accounting, Economics, Management, Marketing		Master's	No
Webber, Richard (Chanute Full-Time)	2012	MBA	Business Administration	Economics, Management, Marketing		Master's	No
Wika, Brian (Ottawa Adjunct)	2010	MS MBA	MS - Finance MBA - Business Administration	Management		Master's	No

Analysis of Results

<u>Name</u>	<u>ACBSP Qualification</u>	<u>Cr. Hrs. Taught</u>	<u>Master's/</u>	<u>Professional</u>	<u>Exception</u>
			<u>Doctorate</u>	<u>FTE</u>	<u>FTE</u>
Babb, Charles	Master's	27	0.90		
Bailey, Leroy	Exception	15			0.50
Blackwell, Patrick Kevin	Doctorate	3	0.10		
Catterson, Anna	Master's	16	0.53		
Crays, Tammy	Master's	18	0.60		
Dempsey, Gayle	Exception	(3 cr. hrs. with 1 student)			0.00
DeVoe, Chad	Master's	33	1.10		
Finley, Charles	Master's	14	0.47		
Gardner, Marie	Master's	6	0.20		
Hower, Lori	Exception	(3 cr. hrs. with 1 student)			0.00
Jones, Linda	Master's	30	1.00		
Lenning, Patricia	Master's	6	0.20		
McKenzie, Beth	Master's	1	0.03		
Rottinghaus, Dawn	Master's	3	0.10		
Taylor, Melinda	Master's	15	0.50		
Wadkins, Connie	Exception	(3 cr. hrs. with 1 student)			0.00
Watkins, Mark	Master's	3	0.10		
Webber, Richard	Master's	29	0.97		
Wika, Brian	Master's	3	0.10		
Totals		222	6.90	0.00	0.50

<u>Qualification</u>	<u>Hours Taught</u> <u>During Self-Study</u>	<u>FTE</u> <u>Teaching</u>	<u>Percent of</u> <u>Total Hours</u>
Master's/Doctorate	200	6.90	93.24%
Professional	10	0.00	0.00%
Exception	15	0.50	6.76%
Totals	225	7.40	100.00%

**Table 6.0
Curriculum Summary**

Name of Program: AS - Business Administration Emphasis
 Total Number of Hours in Degree: 67

Professional Component

<u>Course Number</u>	<u>Course Title</u>	<u>Area of Study</u>	<u>Credit Hours</u>
ACCT 201	Financial Accounting	A	3
CSIS 100	Computer Concepts and Applications		
Or CSIS 130	Introduction to Computer Information Systems	B	3
MATH 113	College Algebra or higher level math	C	3
MATH 143	Elementary Statistics	C	3
ECON 200	Microeconomics	D	3
ECON 201	Macroeconomics	D	3
Total Credit Hours			<hr/> 18
Percent of Total			27%

General Education Component

<u>Course Number</u>	<u>Course Title</u>	<u>Area of Study</u>	<u>Credit Hours</u>
ENGL 101	English Composition I	1	3
ENGL 289	English Composition II	1	3
COMM 207	Fundamentals of Speech	1	3
	Arts and Humanities Approved Courses	2,3,9	9
PSYC 100	First Year Seminar	5	1
HPER 150	Lifetime Fitness	5	1
BIOL XXX	Biological Science with Lab	6	5
PHYS XXX	Physical Science with Lab	6	5
PSYC 155	General Psychology	8	3
	Social Science Approved Course	8	3
Total Credit Hours			<hr/> 36
Percent of Total			54%

Business Major Component

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
MGMK 101	Introduction to Business	3
ACCT 108	College Accounting	3
ACCT 202	Managerial Accounting	3
	Approved Business Courses	4
Total Credit Hours		<hr/> 13
Percent of Total		19%

**Table 6.1
Curriculum Summary**

Name of Program: AAS - Accounting
 Total Number of Hours in Degree: 64

Professional Component

<u>Course Number</u>	<u>Course Title</u>	<u>Area of Study</u>	<u>Credit Hours</u>
ACCT 108	College Accounting	A	3
CSIS 100 or CSIS 130	Computer Concepts and Applications Introduction to Computer Information Systems	B	3
BUSI 106 or MATH 112	Business Math Intermediate Algebra or higher level math	C	3
ECON 200 or ECON 201	Microeconomics Macroeconomics	D	3
BUSI 114	Business Law	E	3
MGMK 101	Introduction to Business	E	3
MGMK 135	Human Relations and Supervision	I	3
Total Credit Hours			21
Percent of Total			32.8%

General Education Component

<u>Course Number</u>	<u>Course Title</u>	<u>Area of Study</u>	<u>Credit Hours</u>
BUSI 118	Business Communications	1	3
ENGL 101	English Composition I	1	3
COMM 213	Interpersonal Communications	1	3
PSYC 100	First Year Seminar	5	1
HPER 150	Lifetime Fitness	5	1
SOSC 101	American Government	8	3
	Approved General Education Course	2,3,5,8,9	3
Total Credit Hours			17
Percent of Total			26.6%

Business Major Component

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
OTEC 107	Office Systems and Procedures	3
ACCT 205	QuickBooks Accounting	3
OTEC 123	Office Machines	2
ACCT 201	Financial Accounting	3
ACCT 107	Payroll Accounting	3
MGMK 147	Intro. to Management	3
ACCT 202	Managerial Accounting	3
	Approved Business Program Elective	3
CSIS 111	Spreadsheet Applications	1
BUSI 112	Business Field Study or Approved Business Program Elective	2
Total Credit Hours		26
Percent of Total		40.6%

**Table 6.2
Curriculum Summary**

Name of Program: AAS - Computer Information Systems
 Total Number of Hours in Degree: 64

Professional Component

<u>Course Number</u>	<u>Course Title</u>	<u>Area of Study</u>	<u>Credit Hours</u>
ACCT 201	Financial Accounting	A	3
CSIS 100 or CSIS 130	Computer Concepts and Applications Introduction to Computer Information Systems	B	3
MATH 113 or BUSI 106	College Algebra Business Mathematics	C	3
ECON 200	Microeconomics	D	3
ECON 201	Macroeconomics	D	3
MGMK 101	Introduction to Business	E	3
			18
			28%

General Education Component

<u>Course Number</u>	<u>Course Title</u>	<u>Area of Study</u>	<u>Credit Hours</u>
ENGL 101	English Composition I	1	3
BUSI 118	Business Communications	1	3
COMM 213	Interpersonal Communications	1	3
PSYC 100	First Year Seminar	5	1
	Approved General Education Courses	2,3,5,8,9	6
			16
			25%

Business Major Component

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
CSIS 230	Visual Basic Programming	3
ETEC 194	Intro. to Technology Systems	3
CSIS 240	C++ Programming	3
CSIS 117	Intro. to Web Page Design	1
CSIS 237	Java Programming	3
ACCT 202	Managerial Accounting	3
CSIS 230	Advanced Programming Methods	3
	Approved Business/Computer Electives	11
		30
		47%

**Table 6.3
Curriculum Summary**

Name of Program: AAS - Computer Support Specialist
 Total Number of Hours in Degree: 64

Professional Component

<u>Course Number</u>	<u>Course Title</u>	<u>Area of Study</u>	<u>Credit Hours</u>
CSIS 100	Computer Concepts and Applications		
or CSIS 130	Introduction to Computer Information Systems	B	3
CSIS 117	Intro. to Web Page Design	B	1
MATH 113	College Algebra	C	3
MGMK 101	Introduction to Business	E	3
MGMK 135	Human Relations and Supervision	I	3
	Accounting, Entrepreneurship or Marketing	A,F, or G	3
		Total Credit Hours	16
		Percent of Total	25%

General Education Component

<u>Course Number</u>	<u>Course Title</u>	<u>Area of Study</u>	<u>Credit Hours</u>
ENGL 101	English Composition I	1	3
COMM 213	Interpersonal Communications	1	3
ENGL 265	Technical Writing	1	3
PSYC 100	First Year Seminar	5	1
	Approved General Education Electives	2,3,5,8,9	6
		Total Credit Hours	16
		Percent of Total	25%

Business Major Component

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
ETEC 105	Intro. to Networking	3
ETEC 106	CISCO Networking II	3
ETEC 146	Microcomputer Repair - Hardware	3
MGMK 147	Intro. to Management	3
	Programming Language Elective	3
ETEC 147	Microcomputer Repair - Software	3
ETEC 275	Computer and Network Security	3
CSIS 229	Advanced Web Page Design	3
	Approved Program Elective Courses	8
		Total Credit Hours
		32
		Percent of Total
		50%

**Table 6.4
Curriculum Summary**

Name of Program: AAS - Management
 Total Number of Hours in Degree: 64

Professional Component

<u>Course Number</u>	<u>Course Title</u>	<u>Area of Study</u>	<u>Credit Hours</u>
ACCT 201	Financial Accounting	A	3
CSIS 100 or CSIS 130	Computer Concepts and Applications Introduction to Computer Information Systems	B	3
MATH 113	College Algebra	C	3
ECON 201	Macroeconomics	D	3
MGMK 101	Introduction to Business	E	3
MGMK 136	Marketing	F	3
		Total Credit Hours	18
		Percent of Total	28%

General Education Component

<u>Course Number</u>	<u>Course Title</u>	<u>Area of Study</u>	<u>Credit Hours</u>
BUSI 118	Business Communications	1	3
ENGL 101	English Composition I	1	3
COMM 213 or MGMK 135	Interpersonal Communications Human Relations and Supervision	1	3
COMM 207	Fundamentals of Speech	1	3
PSYC 100	First Year Seminar	5	1
SOSC 101	American Government	8	3
PSYC 155	General Psychology		3
		Total Credit Hours	19
		Percent of Total	30%

Business Major Component

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	
ACCT 108	College Accounting	3	
MGMK 147	Intro. to Management	3	
MGMK 141	Mid-Management Field Study	2	
CSIS 117	Intro. to Web Page Design	1	
ACCT 202	Managerial Accounting	3	
MGMK 105	Small Business Management	3	
	Approved Business Program Electives	12	
		Total Credit Hours	
		27	
		Percent of Total	42%

**Table 6.5
Curriculum Summary**

Name of Program: AAS - Marketing
 Total Number of Hours in Degree: 64

Professional Component

<u>Course Number</u>	<u>Course Title</u>	<u>Area of Study</u>	<u>Credit Hours</u>
ACCT 201	Financial Accounting	A	3
CSIS 100 or CSIS 130	Computer Concepts and Applications Introduction to Computer Information Systems	B	3
MATH 113	College Algebra	C	3
ECON 201	Macroeconomics	D	3
MGMK 101	Introduction to Business	E	3
MGMK 136	Marketing	F	3
		Total Credit Hours	18
		Percent of Total	28%

General Education Component

<u>Course Number</u>	<u>Course Title</u>	<u>Area of Study</u>	<u>Credit Hours</u>
BUSI 118	Business Communications	1	3
ENGL 101	English Composition I	1	3
COMM 213 or MGMK 135	Interpersonal Communications Human Relations and Supervision	1	3
COMM 207	Fundamentals of Speech	1	3
PSYC 100	First Year Seminar	5	1
SOSC 101	American Government	8	3
PSYC 155	General Psychology		3
		Total Credit Hours	19
		Percent of Total	30%

Business Major Component

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	
ACCT 108	College Accounting	3	
MGMK 132	Principles of Salesmanship	3	
MGMK 138	Marketing Education Field Study	2	
CSIS 117	Intro. to Web Page Design	1	
ACCT 202	Managerial Accounting	3	
MGMK 105	Small Business Management	3	
	Approved Business Program Electives	12	
		Total Credit Hours	
		27	
		Percent of Total	42%

**Table 6.6
Curriculum Summary**

Name of Program: AAS - Office Technology
 Total Number of Hours in Degree: 64

Professional Component

<u>Course Number</u>	<u>Course Title</u>	<u>Area of Study</u>	<u>Credit Hours</u>
ACCT 108	College Accounting	A	3
CSIS 100 or CSIS 130	Computer Concepts and Applications Introduction to Computer Information Systems	B	3
BUSI 106 or MATH 112	Business Math Intermediate Algebra or higher level math	C	3
ECON 201	Macroeconomics	D	3
BUSI 114	Business Law	E	3
MGMK 135	Human Relations and Supervision	I	3
Total Credit Hours			18
Percent of Total			28%

General Education Component

<u>Course Number</u>	<u>Course Title</u>	<u>Area of Study</u>	<u>Credit Hours</u>
BUSI 118	Business Communications	1	3
COMM 213	Interpersonal Communications	1	3
ENGL 101	English Composition I	1	3
PSYC 100	First Year Seminar	5	1
HPER 150	Lifetime Fitness	5	1
PSYC 155	General Psychology	8	3
	Approved General Education Course	2,3,5,8,9	3
Total Credit Hours			17
Percent of Total			27%

Business Major Component

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
OTEC 101 or OTEC 102	Keyboarding I Keyboarding II	3
OTEC 123	Office Machines	2
MGMK 101	Intro. to Business	3
ACCT 205	QuickBooks Accounting	3
	Approved Business Program Course	3
OTEC 107	Office Systems and Procedures	3
OTEC 102 or ACCT 107	Keyboarding II Payroll Accounting	3
CSIS 117	Intro. to Web Design	1
CSIS 229	Advanced Web Page Design	3
MGMK 147	Intro. to Management	3
BUSI 112	Business Field Study or Approved Business Course	2
Total Credit Hours		29
Percent of Total		45%