Excerpts from:

Accreditation Council for Business Schools and Programs
Quality Assurance Report for Associate Degree Business Programs
Submitted: Sept. 15, 2021

Institution Overview

Institution Name Lehigh Carbon Community College

Address 4525 Education Park Drive, Schnecksville PA 18078

Year Accredited 1997

Year Reaffirmed 2017

Years Covered by this Report 2016 - 2017 through 2020 – 2021

Date Submitted Sept. 15, 2021

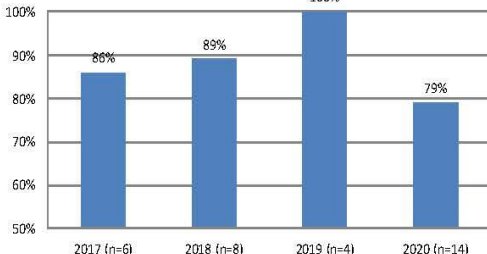## TABLE 1: Student and Stakeholder Focused Results (Standard 3)

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

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

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

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

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

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

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

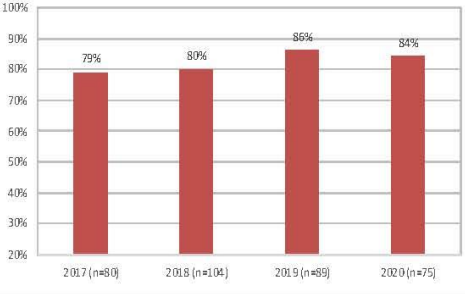- For all data reported, show sample size (n = 75).
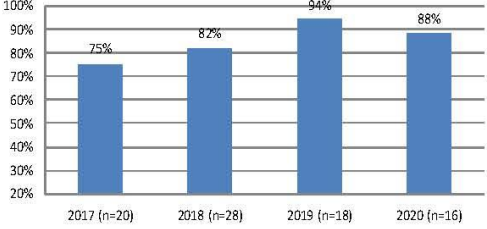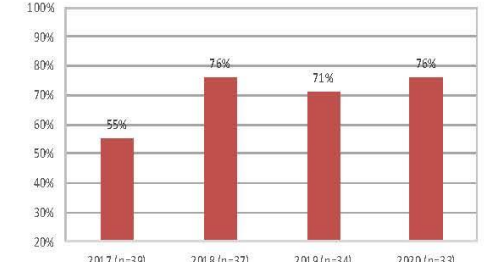
Analysis of Results

Performance Measure: What is your 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)
Placement Rate by Program: Goal: 80% or higher of graduates will be either employed or continuing their education. Graph for all LCCC is included for reference.	Graduate Outcomes Report (annual) - administered by the Dept. of Career Development and the Office of Institutional Research. Graduates are surveyed in the year following their graduation.	Three of the five programs exceeded the goal in all four years. The Accounting program did not meet the goal for the last three years. The Human Resource Management program missed the goal by 1% in 2020. Note that the survey response rate (sample size) for some programs is very small.	Business Unit faculty do a good job of preparing students for employment or continued education. Additional articulation agreements have increased transfer opportunities for students. In addition, LCCC hosts two very large job fairs each year attracting over 100 employers.	The introduction in Fall 2019 of a one-credit first year seminar course BUS 109 Business as a Major, which is required for each of these programs, should continue to solidify these results.	

All LCCC - Placement - Percent of Responding Graduates Employed or Continuing Education
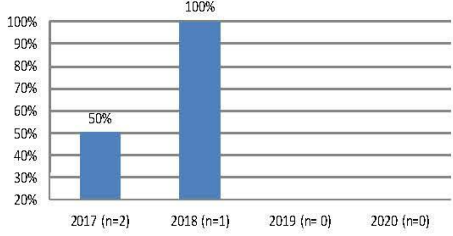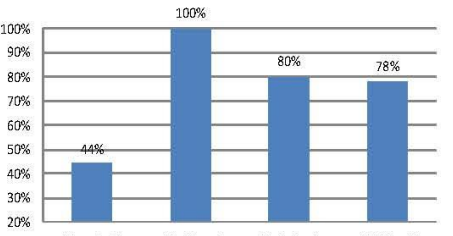2017 (n=503): 94%; 2018 (n=540): 93%; 2019 (n=548): 94%; 2020 (n=587): 90%

Performance Measure: What is your 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)
					Accounting Placement - Percent of Responding Graduates Employed or Continuing Education
					Business Adminstration - Placement - Percent of Responding Graduates Employed or Continuing Education

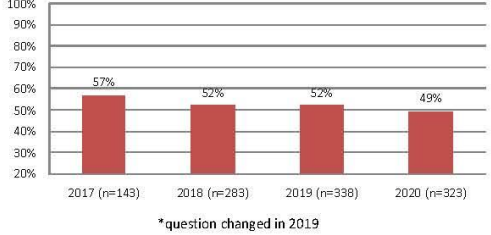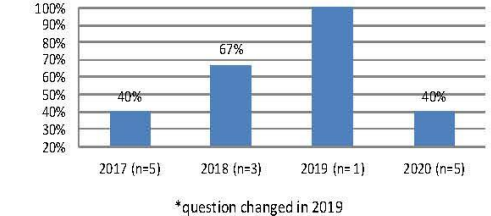| Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken 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)
					Business Management - Placement - Percent of Responding Graduates Employed or Continuing Education
					Hotel/Resort Management - Placement - Percent of Responding Graduates Employed or Continuing Education

Performance Measure: What is your 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)
					Human Resource Management - Placement - Percent of Responding Graduates Employed or Continuing Education

Human Resource Management - Placement - Percent of Responding Graduates Employed or Continuing Education

	2017 (n=6)	2018 (n=8)	2019 (n=4)	2020 (n=14)
Percent	86%	89%	100%	79%

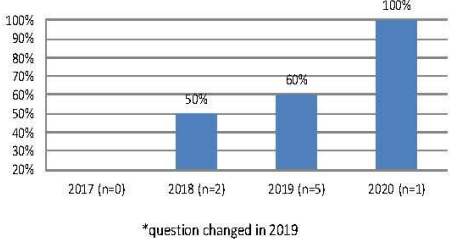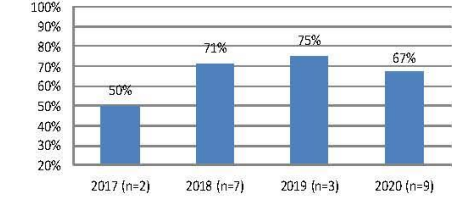| Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken 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)
Number of credits transferred: Goal: Percent of graduates transferring 46-60+ credits in each program will meet or exceed the benchmark for all LCCC programs for the same degree type	Data generated by Office of Institutional Research (Fact Book), Annual.	The Business Administration program exceeded the goal for the last three years. This is the only ACBSP accredited program that is expressly designed for transfer. The Business Management program exceeded the goal for the last three years. For the other three programs the results are spotty and hampered by a low response rate to this survey question. Note that students who intend to transfer for a bachelor's degree in Accounting are encouraged to major in Business Administration at LCCC.	Students who transfer from both the Business Administration AA and the Business Management AAS program are able to transfer most of their credits. The increasing number of transfer and articulation agreements LCCC has in place contribute to this success. A new position was created in the Academic Services Office, Director of Curriculum, Assessment, and Articulation has allowed increased focus in this area.	The Business Unit will continue to track this measure for the Business Administration AA and the Business Management AAS programs. Even though some students transfer from the other programs, it was decided that this is not a meaningful assessment measure for those programs.	**All LCCC AA Degrees - Percent Responding Graduates: Transferred 46-60+ Credits** 79% (2017, n=80), 80% (2018, n=104), 86% (2019, n=89), 84% (2020, n=75)

Performance Measure: What is your 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)
					Business Adminstration AA - Percent Responding Graduates: Transferred 46-60+ Credits
					All LCCC AAS Degrees - Percent Responding Graduates: Transferred 46-60+ Credits

Performance Measure: What is your 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)
					Accounting AAS - Percent Responding Graduates: Transferred 46-60+ Credits
					Business Management AAS - Percent Responding Graduates: Transferred 46-60+ Credits

Performance Measure: What is your 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)
					Hotel/Resort Management AAS - Percent Responding Graduates: Transferred 46-60+ Credits
					Human Resource Management AAS - Percent Responding Graduates: Transferred 46-60+ Credits

Performance Measure: What is your 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)
Graduate Satisfaction by Program: Goal: Percent of students responding "Very Prepared for/Very Satisfied with Employment" will be equal to or greater than the all LCCC benchmark.	Graduate Outcomes Report (annual) - administered by the Dept. of Career Development and the Office of Institutional Research. Graduates are surveyed in the year following their graduation. Note that this survey question was changed in 2019 from "prepared for" to "satisfied with."	Results are mixed. Note that the survey response rate (sample size) for some programs is very small. For the Business Administration transfer program, the goal is met in only one year. For Accounting, Business Management, and Hotel Resort Management the goal is met in only two years. The Human Resource Management program shows the best results with the goal exceeded in the last three years.	The low results in Business Administration may stem from the fact that this is not a program where students are expecting to be prepared for immediate employment. The Human Resource Management program results stem from its recent growth and success with job placement.	The new requirement of the First-year seminar course should help to make sure students are in the correct majors and know what career development resources are available to them. In addition, the change in the wording of this survey question may be affecting the results. Being prepared for employment and being satisfied with employment is not really measuring the same sentiment. The Business Unit will consult with the Advisory Committee for guidance on this issue.	 **All LCCC - Percent Responding Graduates: Very Prepared for/Very Satisfied w Employment***
					 Accounting - Percent Responding Graduates: Very Prepared for/Very Satisfied w Employment*

Performance Measure: What is your 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)
					Business Adminstration - Percent Responding Graduates: Very Prepared for/Very Satisfied w Employment* 2017 (n=13): 38% 2018 (n=17): 41% 2019 (n=17): 53% 2020 (n=17): 29% *question changed in 2019
					Business Management - Percent Responding Graduates: Very Prepared for/Very Satisfied w Employment* 2017 (n=13): 46% 2018 (n=7): 71% 2019 (n=14): 29% 2020 (n=24): 54% *question changed in 2019

Performance Measure: What is your 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)
					Hotel/Resort Management - Percent Responding Graduates: Very Prepared for/Very Satisfied w Employment* *question changed in 2019
					Human Resource Management - Percent Responding Graduates: Very Prepared for/Very Satisfied w Employment* *question changed in 2019

Standard #4 Measurement and Analysis of Student Learning and Performance

ACCOUNTING (ACC) AAS

Upon successful completion of this program, graduates will be able to:

- describe and illustrate basic financial accounting concepts and principles.
- create and utilize management accounting information for decision-making purposes.
- demonstrate the accounting and reporting of equity in a business.
- demonstrate effective communication.
- apply accounting concepts and principles for preparing and analyzing financial statements and business operations.
- apply financial and cost accounting principles and procedures to a manufacturing business.
- demonstrate and integrate computer literacy within an accounting framework.
- recognize ethical problems in business.
- apply legal principles, particularly rules of contracts, to all business activities.

BUSINESS ADMINISTRATION (BUAA) AA

Upon successful completion of this program, graduates will be able to:

- demonstrate effective written communication.
- apply fundamental accounting principles and procedures.
- create and utilize management accounting information for decision-making purposes.
- recognize leadership and management skills and standard management procedures.
- apply legal principles, particularly rules of contracts, to all business activities.
- demonstrate how supply and demand drive a market economic system.

BUSINESS MANAGEMENT (BMG) AAS

Upon successful completion of this program, graduates will be able to:

- describe the business enterprise concept, including ethical considerations.
- produce conventional written business communications.
- recognize supervisory skills and standard management procedures.
- apply fundamental accounting principles and procedures.
- apply legal principles, particularly rules of contracts, to all business activities.
- demonstrate and integrate computer literacy.
- apply critical thinking, team building, and problem solving skills.
- demonstrate how supply and demand drive a market economic system.

Hotel/Resort Management (HRE) AAS

Upon successful completion of this program, graduates will be able to:

- demonstrate knowledge of front and back operational procedures in hospitality management.
- recognize the importance of the hospitality industry in the global marketplace, identifying historical developments and future trends.
- identify accounting and financial reporting processes used in hospitality organizations.
- demonstrate creativity and sound thinking in property management, problem solving, marketing, and customer service.
- identify laws and regulations and the function of regulatory agencies that impact hospitality organizations.
- apply hospitality management principles in a practicum setting.
- identify sound planning and execution in special events and catered functions.

HUMAN RESOURCE MANAGEMENT (HMN) AAS

Upon successful completion of this program, graduates will be able to:

- describe the business enterprise concept, including ethical considerations.
- demonstrate effective written communication.
- apply critical thinking, team building, and problem solving skills.
- apply legal principles, particularly rules of contracts, to all business activities.
- describe business procedures for compliance with various human resource regulations and the law.
- describe supervisory skills and standards for human resource management procedures.
- analyze issues involved in organizational recruitment, training, and development.

Use this table to supply data for Criterion 4.2.	
Performance Indicator	**Definition**
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.
	- For all data reported, show sample size (n=75).

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process?** **Do not use grades.** **Indicate type of instrument (e.g. direct, formative, internal, comparative)**	**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)**
Program: Accounting (ACC) **SLO:** Create and utilize management accounting information for decision-making purposes. **Goal:** 70% will score 70% or higher on the assessment.	ACC 203 Cost/Managerial Accounting: Exam 2. (Direct, Formative, Internal)	Goal is met in all three years.	Students are mastering this learning objective.	We will assess a different SLO in our next round of assessment measures.	 ACC 203 Exam 2 - Percent Scoring 70% or higher Spring 2017 (n=4): 75% Fall 2017 (n=10): 70% Fall 2020 (n=4): 75%

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process?** Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	**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)**
Program: Accounting (ACC) **SLO:** Demonstrate effective communication. **Goal:** 70% will score 70% or higher on the assessment.	BUS 221 Principles of Marketing: Marketing Plan Project. (Direct, Summative, Internal)	Goal is met in the last three years.	Changes were made to the Marketing Plan Rubric in Fall 2019 to make the directions more clear for students.	Results for the last two years indicate improved performance.	BUS 221 Marketing Plan - Percent Scoring 70% or higher
Program: Accounting (ACC) **SLO:** Apply financial and cost accounting principles and procedures to a manufacturing business. **Goal:** 70% will score 70% or higher on the assessment.	ACC 203 Cost/Managerial Accounting: Exam 1. (Direct, Formative, Internal)	Goal is met in only one of the three years.	Small sample sizes may be contributing to the poor results in years one and three. Year two, with more than double the sample size, has drastically improved results.	Since most ACC majors take ACC 203 in the spring, we will take measurements in the spring semesters to ensure larger sample sizes.	ACC 203 Exam 1 - Percent Scoring 70% or higher
Program: Business Administration (BUAA) **SLO:** Demonstrate effective written communication. **Goal:** 70% will score 70% or higher on the assessment.	BUS 221 Principles of Marketing: Marketing Plan Project. (Direct, Summative, Internal)	Goal is met in all four years.	Changes were made to the Marketing Plan Rubric in Fall 2019 to make the directions more clear for students.	Results for the last two years indicate improved performance.	BUS 221 Marketing Plan Project - Percent Scoring 70% or higher

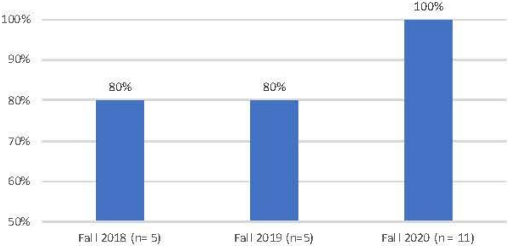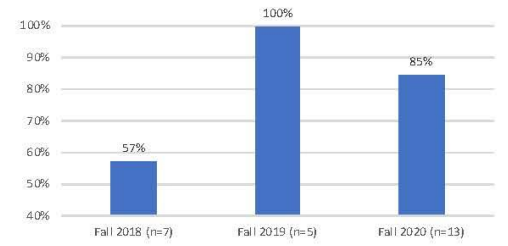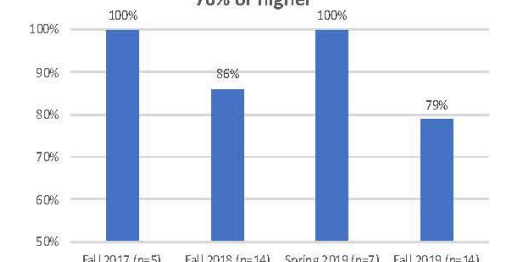| Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	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)
Program: Business Administration (BUAA) **SLO:** Apply fundamental accounting principles and procedures. **Goal:** 70% will score 70% or higher on the assessment.	ACC 160 Principles of Accounting I: Final Exam Section I. (Direct, Summative, External: Test bank)	Goal is met in all three years.	Students are mastering this learning objective.	Target will be increased to 75% will score 70% or higher.	**ACC 160 Final Exam Section I - Percent Scoring 70% or higher** Fall 2017 (n=35) 80% · Fall 2018 (n=48) 88% · Spring 2019 (n=26) 81%
Program: Business Administration (BUAA) **SLO:** Create and utilize management accounting information for decision-making purposes. **Goal:** 70% will score 70% or higher on the assessment.	ACC 203 Cost/Managerial Accounting: Exam 2. (Direct, Formative, Internal)	Goal is met in all three years.	Students are mastering this learning objective.	We will assess a different SLO in our next round of assessment measures.	**ACC 203 Exam 2 - Percent Scoring 70% or higher** Spring 2017 (n=35) 77% · Fall 2017 (n=37) 78% · Fall 2020 (n=39) 90%
Program: Business Management (BMG) **SLO:** Produce conventional written business communications. **Goal:** 70% will score 70% or higher on the assessment.	BUS 221 Principles of Marketing: Marketing Plan Project. (Direct, Summative, Internal)	Goal is met in all four years.	Changes were made to the Marketing Plan Rubric in Fall 2019 to make the directions more clear for students.	Results for year three indicates slightly improved performance. Year four declined but still meets the target. We will continue to monitor.	**BUS 221 Marketing Plan Project - Percent Scoring 70% or higher** Spring 2017 (n=14) 79% · Fall 2018 (n=27) 87% · Spring 2019 (n=19) 89% · Fall 2019 (n=22) 77%

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process?** Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	<u>Current Results</u>: What are your current results?	<u>Analysis of Results</u>: What did you learn from your results?	<u>Action Taken or Improvement Made</u>: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
Program: Business Management (BMG) **SLO:** Apply fundamental accounting principles and procedures. **Goal:** 70% will score 70% or higher on the assessment.	ACC 160 Principles of Accounting I: Final Exam Section I. (Direct, Summative, External: Test bank)	Goal is met in two of the three years.	Performance varies dramatically year by year. BMG majors appear to struggle more than BUAA majors (see above).	Students will be encouraged to review thoroughly for this cumulative final exam and take advantage of tutoring. We will continue to monitor.	ACC 160 Final Exam Section I: Percent Scoring 70% or higher — Fall 2017 (n=25) 92%, Fall 2018 (n=36) 67%, Spring 2019 (n=14) 79%
Program: Business Management (BMG) **SLO:** Apply critical thinking, team building, and problem-solving skills. **Goal:** 70% will score 70% or higher on the assessment.	BUS 211 Principles of Management: Research Project Group Rubric Score. (Direct, Summative, Internal)	Goal is met in all four years.	Measuring how well students function in a group or team setting is challenging, however this faculty-created rubric indicates that students are performing well.	Target will be increased to 80% will score 70% or higher.	BUS 211 Group Rubric Score - Percent Scoring 70% or higher — Fall 2017 (n=24) 100%, Fall 2018 (n=35) 86%, Spring 2019 (n=15) 100%, Fall 2019 (n=31) 81%
Program: Hotel/Resort Management (HRE) **SLO:** Demonstrate knowledge of operational procedures in hospitality management. **Goal:** 70% will score 70% or higher on the assessment.	HRM 130 Hospitality Facilities and Equipment: Test 2. (Direct, Formative, External: Test bank)	Goal is met in all four years.	Results indicate that students are mastering knowledge of operational procedures.	We will assess a different SLO in our next round of assessment measures.	HRM 130 Test 2 - Percent Scoring 70% or higher — Spring 2018 (n=6) 83%, Spring 2019 (n=7) 100%, Spring 2020 (n=11) 73%, Spring 2021 (n=9) 89%

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process?** Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	**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)**
Program: Hotel/Resort Management (HRE) **SLO:** Demonstrate creativity and sound thinking in property management, problem solving, marketing, and customer service. **Goal:** 70% will score 70% or higher on the assessment.	HRM 208 Security and Risk Management: Test 1. (Direct, Formative, External: Test bank)	Goal is met in all three years.	Results indicate that students are mastering the problem solving skills needed for hospitality management.	Target will be increased to 75% will score 70% or higher.	HRM 208 Test 1 - Percent Scoring 70% or higher Fall 2018 (n= 5): 80%, Fall 2019 (n=5): 80%, Fall 2020 (n = 11): 100%
Program: Hotel/Resort Management (HRE) **SLO:** Identify laws and regulations and the function of regulatory agencies that impact hospitality organizations. **Goal:** 70% will score 70% or higher on the assessment.	HRM 225 Hotel, Restaurant, and Travel Law: Test 1. (Direct, Formative, External: Test bank)	Goal is met in the last two years.	More real-world examples are being used in class to supplement the textbook material.	Performance has improved. We will look for a different, more up-to-date textbook. We will continue to monitor.	HRM 225 Test 1 - Percent Scoring 70% or higher Fall 2018 (n=7): 57%, Fall 2019 (n=5): 100%, Fall 2020 (n=13): 85%
Program: Human Resource Management (HMN) **SLO:** Apply critical thinking, team building, and problem solving skills. **Goal:** 70% will score 70% or higher on the assessment.	BUS 211 Principles of Management: Research Project Group Rubric Score. (Direct, Summative, Internal)	Goal is met in all four years.	Measuring how well students function in a group or team setting is challenging, however this faculty-created rubric indicates that students are performing well.	Target will be increased to 80% will score 70% or higher.	BUS 211 Group Rubric Score - Percent Scoring 70% or higher Fall 2017 (n=5): 100%, Fall 2018 (n=14): 86%, Spring 2019 (n=7): 100%, Fall 2019 (n=14): 79%

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process?** Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	**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)**
Program: Human Resource Management (HMN) **SLO:** Apply legal principles, particularly rules of contracts, to all business activities. **Goal:** 70% will score 70% or higher on the assessment.	BUS 241 Business Law I: ACBSP Quiz. (Direct, Summative, Internal)	Goal is not met in any of the years.	This assessment tool was developed for comparative analysis with other schools, but the sharing of tools/assessment results has not been successful recently. Business Unit faculty are in the process of revising this assessment tool. It was decided that the point value on this 10 point quiz was not high enough for students to take it seriously.	Business Unit faculty are in the process of revising this assessment tool and strategizing for how to create a better system for exchanging comparative assessment data between schools.	**BUS 241 ACBSP Quiz - Percent Scoring 70% or higher** 40% (Spring 2017 n=10), 25% (Fall 2018 n=8), 56% (Spring 2019 n=9), 56% (Fall 2019 n=9)
Program: Human Resource Management (HMN) **SLO:** Describe business procedures for compliance with various human resource regulations and the law. **Goal:** 70% will score 70% or higher on the assessment.	BUS 257 HR Information Systems/Payroll Administration: Payroll Final Exam. (Direct, Summative, External: McGraw-Hill Connect)	Goal is met in both years.	A new instructor revised this course significantly in Fall 2019, hence only two years of data are available. Students appear to be mastering the details of Payroll Administration.	The Business Unit will continue to monitor this assessment tool. Target will be increased to 75% will score 70% or higher.	**BUS 257 Payroll Final Exam - Percent Scoring 70% or higher** 100% (Fall 2019 n=17), 86% (Fall 2020 n=22)
COMPARATIVE ANALYSIS: Comparing face-to-face with online sections. BUS 211 is a required course in the four of the five accredited programs: ACC, BUAA, BMG, HMN. **Goal:** Difference in the percent scoring 70% or higher will not exceed 10% between the different delivery modalities.	BUS 211 Principles of Management: Research Project Group Rubric Score. (Direct, Summative, Internal, Comparative)	Goal is met in the first and last years, and is very close in the third year.	Other than the second year, the results are pretty close. One might expect the online results to be consistently lower, which they are not. Difference in performance between the two modalities does not show an identifiable pattern.	We will continue to monitor. Many of the online sections of BUS 211 are delivered in a Quality Matters certified course. Business Unit faculty will be encouraged to participate in Quality Matters training.	**BUS 211 Group Rubric Score - Comparing f2f vs online (Percent scoring 70% or higher)** (A) f2f / (B) online Fall 2017 (nA=55)(nB=38): 98%/89%; Fall 2018 (nA=88)(nB=41): 74%/98%; Fall 2019 (nA=79)(nB=36): 97%/86%; Spring 2019 (nA=50)(nB=22): 96%/100%

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process?** Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	**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)**
COMPARATIVE ANALYSIS: Comparing face-to-face with online sections. BUS 221 is a required course in the three of the five accredited programs: ACC, BUAA, BMG. **Goal:** Difference in the percent scoring 70% or higher will not exceed 10% between the different delivery modalities.	BUS 221 Principles of Marketing: Marketing Plan Project (Direct, Summative, Internal, Comparative)	Goal is met only in the first year, and is close in year three.	One might expect the online results to be consistently lower, which they are not. However, performance in the f2f sections is improving while performance in the online sections is declining.	We will continue to monitor. Students in online classes will be encouraged to take full advantage of the collaborative tools in the online learning management system. Faculty should consider having students submit a rough draft of the project so that serious errors in writing can be corrected before the final score. Business Unit faculty will be encouraged to participate in Quality Matters training.	BUS 221 Marketing Plan Project - Comparing f2f vs online (Percent scoring 70% or higher) Spring 2017 (nA=43)(nB=24): (A) f2f 65%, (B) online 75% Fall 2018 (nA=48)(nB=35): (A) f2f 73%, (B) online 94% Fall 2019 (nA=44)(nB=27): (A) f2f 98%, (B) online 85% Spring 2019 (nA=28)(nB=29): (A) f2f 100%, (B) online 70%

TABLE 7: Business Unit Performance Results (Standard 6)

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

Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.
	- Please note that data reported in this table should be business unit data and not institution-wide data.
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.
	- For all data reported, show sample size (n=75).

Analysis of Results					
Performance Measure: What is your 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)**
Enrollment: Maintain or increase enrollment (head count) in each program.	Data generated by Office of Institutional Research (Fact Book), Annual (fall to fall comparisons).	BUAA and BMG programs continue to be among the most popular at the college, however enrollment has declined slightly since highs in 2018. ACC enrollment fluctuates and has declined slightly from 2018. HRE enrollment remains steady but low. The HMN program has seen a steady enrollment increase.	Business Unit enrollment is reasonably strong despite slight decreases in enrollment since highs in 2018, for all programs except HMN. Part of the decreased in enrollment in fall 2020 is undoubtedly related to the COVID-19 pandemic.	An increase in the number of articulation agreements, especially for online bachelor's degree programs, should continue to make LCCC Business Unit programs attractive to prospective students. Even after COVID, we will continue to offer some course sections remotely via Zoom in order to make enrollment as convenient as possible.	

Enrollment by Major

Program Enrollment - Head Count					
	F16	F17	F18	F19	F20
ACC	100	89	93	84	70
BUAA	366	389	390	338	314
BMG	201	229	251	235	204
HRE	22	21	31	23	24
HMN	54	57	68	75	86
total	743	785	833	755	698

Analysis of Results					
Performance Measure: What is your 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)**
Graduates: Maintain or increase the number of graduates from each program.	Data generated by Office of Institutional Research (Fact Book), Annual (fall to fall comparisons).	ACC graduate numbers had been declining but increased somewhat in FY20. BUAA graduate numbers have declined slightly from a high in FY18. BMG graduate numbers are significantly higher in FY20 due to the degree completion of a cohort from a Second Chance Pell Grant Prison Program. HRE graduate numbers fluctuate but remain low. HMN graduate numbers are steady.	Graduation numbers are reasonably steady, noting an increase in BMG due to the prison cohort.	1. A new, required, one credit, first-year experience course (BUS 109 Business as a Major) was added to these programs in Fall 2019. The goal is to help guide students with academic and career planning to improve degree completion. FY20 would be the first graduating class with this requirement. Data will continue to be monitored. 2. The college implemented Degree Works software in 2017 which made it easier for students to track their academic progress toward graduation. It also contains an academic planning feature which allows students to plot out their proposed coursework over multiple semesters.	
Retention: Term retention rates (fall to spring) by program will be at or above the LCCC average. The three-year average benchmark term program retention rate for LCCC (all programs) is 66%. The three-year average benchmark rate for LCCC for retained at LCCC but in another program is 72%	Data generated by the Office of Institutional Research up on request (annual). Term retention is measured by a fall to spring comparison of the number of majors (minus the number of Dec. graduates). Note this is not a cohort measurement. Also reported is the term retention at LCCC but in another major.	For most programs, term retention within major as well as retention at LCCC is near the three-year average benchmarks.	Students in the Accounting program are more likely to switch to another Business major after performance in the early courses. Also note that students whose goal is a bachelor's in Accounting are encouraged to major in Business Administration to facilitate transfer.	Several college-wide measures have been added recently to assist with retention. One is an improved Early Alert system which is now completely computerized making it easier for faculty to report issues and easier for follow up and tracking by advisors. Another is an increased use of success coaches who help keep students on track and guide them to needed resources such as tutoring or counseling.	

Graduates by Major

Graduates by Major	FY16	FY17	FY18	FY19	FY20
ACC	26	16	11	7	12
BUAA	49	42	56	45	44
BMG	28	30	29	32	60
HRE	12	6	3	8	3
HMN	12	10	13	10	15
total	127	104	112	102	134

Accounting - Retention

				Analysis of Results	
Performance Measure: What is your 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)

				Analysis of Results		
Performance Measure: What is your 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)	

Human Resource Management - Retention