

**Association of Collegiate Business Schools and Programs (ACBSP)
Associate Degree Commission Accredited Institutions
Quality Assurance (QA) Report (Rev G – January 2008)**

**Institution: Oklahoma City Community College
Academic Division of Business**

Year Accredited/Reaffirmed: 2005

List All Accredited Programs:

A.S. Business Degree Programs:

Business

Management Emphasis

Aviation Management Emphasis

A.A.S. Business Degree Programs

Accounting Option

A.O.T. – Administrative Office Specialist Option

A.O.T. – Legal Secretary Option

Business Management Option

Finance/Banking Option

Finance/General Option

**Person completing report: Anita Williams
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Kristi Fields**

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ACBSP Champion name: Dr. Jim Schwark

ACBSP Co-Champion name: Dr. Felix Aquino

Items to be Addressed

Faculty Qualifications

1. Complete the following tables for **new full-time and part-time faculty members only since last Report (Table VI)**:

TABLE VI New Full-time and Part-time Faculty Qualifications (Use enclosed table at the end of this document)

A. Curriculum

1. List any existing accredited associate degree programs/curricula that have been **substantially revised** since your last report and attach a Table VII – Curriculum Summary for each program. **None**
2. List any **new** degree programs that have been developed and attach a Table VII – Curriculum Summary for each new program since your last report. **None**
3. List any accredited programs that have been terminated since your last report. **None**

B. Organization

1. List any organizational or administrative personnel changes within the business unit since your last report.
Dr. John Boyd accepted an administrative position in the Fall of 2008.
2. List all new sites where students can earn an accredited business degree (off-campus or on campus, on-line) that have been added since your last report?
None

C. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed *(Either for accreditation or from feedback by commissioners for the Quality Assurance Report)*

Please explain and provide the necessary documentation/evidence for addressing each condition/note/OFI since your last report. **None**

E. Program Outcomes

List program outcomes for each accredited program.

F. Performance Results

The following tables list the five performance indicators and the definitions of the outcomes (not all inclusive, just examples). Tables 1 -5 must be used to report your performance results.

Table I Student Learning Results (Required for each accredited program)

Performance Indicator	Definition
<p>1. Student Learning Results (Required for each accredited program)</p>	<p>A student learning outcome is one that measures a specific competency attainment. <i>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).</i></p> <p>To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs.</p> <p>Add these to the description of the measurement instrument in column two: 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.</p>

		Analysis of Results																																																				
Performance Measure (Competency)	Description of Measurement Instrument to include Formative, summative, internal, external, or comparative.	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)																																																	
<p>Graduates of the Oklahoma City Community College Business – A.S.. Program and A.A.S. Program will demonstrate understanding of the fundamentals of business accounting concepts.</p>	<p>Seventy percent of students who successfully complete ACCT 2113 (earn a passing grade) will earn an average of 70% or greater on eleven embedded test problems. These problems will be included on exams in all sections of ACCT 2113 in the fall and spring semesters.</p>		<p>Embedded questions were included on 11 financial accounting topics on exams given to ACCT 2113 students in both Fall 2007 and Spring 2008. In Fall 2007, reports were submitted for all of the 15 sections taught. Faculty submitted reports for all 14 sections taught in Spring 2008.</p> <p>The results indicated that students met the minimum competency on 4 of the 11 questions in Fall 2007 and on 3 of the 11 questions in Spring 2008. This is down from 7 of the 11 questions on both Fall 2006 and Spring 2007.</p> <p>73% of Fall 2007 students and 75% of Spring 2008 students on the final grade report earned 70% or more on the basic financial statement problem. 80% of Fall 2007 students and 77% of Spring 2008 students earned 70% or more on the general journal entry problem. 76% of Fall</p>	<p>Accounting faculty members presented a proposal to the OCCC Curriculum Committee requesting a prerequisite of “successful completion of 12 college credit hours”. The committee denied the request. Therefore, the change was not made.</p>	<table border="1"> <caption>ACCT 2113 Outcomes Assessment Results (Estimated)</caption> <thead> <tr> <th>Category</th> <th>Fall 2005</th> <th>Spring 2006</th> <th>Fall 2006</th> <th>Spring 2007</th> <th>Fall 2007</th> <th>Spring 2008</th> </tr> </thead> <tbody> <tr> <td>F/S Prob.</td> <td>0.82</td> <td>0.78</td> <td>0.75</td> <td>0.72</td> <td>0.70</td> <td>0.68</td> </tr> <tr> <td>AJE Prob.</td> <td>0.85</td> <td>0.80</td> <td>0.78</td> <td>0.75</td> <td>0.72</td> <td>0.70</td> </tr> <tr> <td>Merch.</td> <td>0.75</td> <td>0.72</td> <td>0.70</td> <td>0.68</td> <td>0.65</td> <td>0.62</td> </tr> <tr> <td>Bank Rec.</td> <td>0.78</td> <td>0.75</td> <td>0.72</td> <td>0.70</td> <td>0.68</td> <td>0.65</td> </tr> <tr> <td>Depr.</td> <td>0.80</td> <td>0.78</td> <td>0.75</td> <td>0.72</td> <td>0.70</td> <td>0.68</td> </tr> <tr> <td>Corp....</td> <td>0.82</td> <td>0.78</td> <td>0.75</td> <td>0.72</td> <td>0.70</td> <td>0.68</td> </tr> </tbody> </table>	Category	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	F/S Prob.	0.82	0.78	0.75	0.72	0.70	0.68	AJE Prob.	0.85	0.80	0.78	0.75	0.72	0.70	Merch.	0.75	0.72	0.70	0.68	0.65	0.62	Bank Rec.	0.78	0.75	0.72	0.70	0.68	0.65	Depr.	0.80	0.78	0.75	0.72	0.70	0.68	Corp....	0.82	0.78	0.75	0.72	0.70	0.68
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		<p>2007 students and 70% of Spring 2008 students earned 70% or more on the perpetual inventory problem.</p> <p>The reports indicated mixed results on 1 of the 11 questions. 71% of Fall 2007 students and 64% of Spring 2008 students earned 70% or more on the merchandising transactions problem.</p> <p>Fewer than 70% of students earned 70% or greater on the remaining embedded problems in both semesters. 58% of Fall 2007 students and 52% of Spring 2008 students earned 70% or more on the adjusting entries problem. 69% of Fall 2007 and 57% of Spring 2008 earned 70% or more on the closing entry problem. 69% of Fall 2007 and 68% of Spring 2008 students earned 70% or more on the bank reconciliation problem. 53% of Fall 2007 and 46% of Spring 2008 students earned 70% or more on the estimation of bad debts problem. 55% of Fall 2007 and 56% of Spring 2008 students earned 70% or more on the depreciation problem.</p>	
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		<p>55% of Fall 2007 and 58% of Spring 2008 students earned 70% or more on the payroll entry problem. 61% of Fall 2007 and 64% of Spring 2008 students earned 70% or more on the corporate transactions problem.</p> <p>The decrease in scores was expected because we made a change in the number of students measured. Prior to Fall 2007, we had measured only students who earned a passing grade for the course. During an ACBSP conference in Summer 2007, a faculty member had a discussion with a presenter on outcomes assessment. The presenter suggested that the department use all students on the final grade report instead of just students passing. Beginning Fall 2007, we used all students who were listed on the final class grade report. This included students earning failing grades regardless of whether they continued to attend and take exams. We believed this would give us a more accurate picture of student success.</p> <p>Please refer to the attached graphs for a comparison of semesters from Fall 2005 – Spring 2008.</p>	
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			<p>Because of the change in the student population being measured, it is difficult to determine if previous changes made in the accounting program were successful.</p> <p>The accounting faculty plans to seek approval from the Curriculum Committee to add an additional prerequisite for ACCT 2113 of “successful completion of 12 college credit hours”. If approved, this would go into effect Fall 2009. Based on data received from the college Achieving the Dream initiative, we believe there will be a significant improvement in student success.</p>		
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<p>Graduates of the Oklahoma City Community College Business – A.A.S. Program will demonstrate understanding of the fundamentals of business concepts.</p>	<p>Seventy percent of students completing Math for Business Careers BUS 1323 will earn an average of 70% or greater on six (6) embedded test questions. These questions will be included on exams in all sections of BUS 1323 in Fall 2007 and Spring 2008.</p>		<p>Embedded questions were included on six exams given to BUS 1323 students in both Fall 2007 and Spring 2008. In Fall 2007, reports were submitted for 3 of the 4 sections taught. Faculty submitted reports for 2 of the 4 sections taught in Spring 2008.</p> <p>The results indicated that students met the minimum competency in both the fall and spring semesters on one of the six questions. 70% of Fall 2007 and 75% of Spring 2008 students completing the course earned 70% or more on the problem concerning depreciation.</p> <p>However, only 67% of Fall 2007 and 75% of Spring 2008 students earned more than 70% on the markdown percentage problem. 63% of Fall 2007 and 72% of Spring 2008 students earned more than 70% on the payroll problem. 49% of Fall 2007 and 42% of Spring 2008 students earned more than 70% on the deferred payment problem. 63% of Fall 2007 and 53% of Spring 2008 students earned more than 70% on the future value problem. 61% of Fall 2007 and</p>	<p>Program faculty has discussed the problem of unprepared students enrolling in BUS 1323. We believe this issue has been resolved, and student success will show an improvement on the Fall 2009 outcomes assessment report.</p> <p>The supervisor of the business lab has advertised for a business math tutor.</p>	<p>The bar chart displays the percentage of students who earned 70% or more on five different assessment questions across four assessment periods. The Y-axis represents the percentage from 0% to 90%. The X-axis lists the assessment questions: Markdown, Payroll, Def. Pay., FV, and Depr. The legend indicates the assessment periods: Spring 06 (blue), Fall 06 (red), Spring 07 (green), and Fall 07 (purple).</p> <table border="1"> <thead> <tr> <th>Assessment Question</th> <th>BUS 1323 Outcomes Assessment Spr. 06</th> <th>BUS 1323 Outcomes Assessment Fall 06</th> <th>BUS 1323 Outcomes Assessment Spr. 07</th> <th>BUS 1323 Outcomes Assessment Fall 07</th> </tr> </thead> <tbody> <tr> <td>Markdown</td> <td>80%</td> <td>60%</td> <td>65%</td> <td>68%</td> </tr> <tr> <td>Payroll</td> <td>40%</td> <td>55%</td> <td>60%</td> <td>65%</td> </tr> <tr> <td>Def. Pay.</td> <td>48%</td> <td>40%</td> <td>45%</td> <td>48%</td> </tr> <tr> <td>FV</td> <td>52%</td> <td>60%</td> <td>35%</td> <td>62%</td> </tr> <tr> <td>Bond Yield</td> <td>50%</td> <td>55%</td> <td>55%</td> <td>60%</td> </tr> <tr> <td>Depr.</td> <td>78%</td> <td>75%</td> <td>85%</td> <td>72%</td> </tr> </tbody> </table>	Assessment Question	BUS 1323 Outcomes Assessment Spr. 06	BUS 1323 Outcomes Assessment Fall 06	BUS 1323 Outcomes Assessment Spr. 07	BUS 1323 Outcomes Assessment Fall 07	Markdown	80%	60%	65%	68%	Payroll	40%	55%	60%	65%	Def. Pay.	48%	40%	45%	48%	FV	52%	60%	35%	62%	Bond Yield	50%	55%	55%	60%	Depr.	78%	75%	85%	72%
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		<p>58% of Spring 2008 students earned more than 70% on the bond yield problem.</p> <p>The decrease in scores was expected because we made a change in the number of students measured. Prior to Fall 2007, we had measured only students who earned a passing grade for the course. During an ACBSP conference in Summer 2007, a faculty member had a discussion with a presenter on outcomes assessment. The presenter suggested that the department use all students on the final grade report instead of just students passing. Beginning Fall 2007, we used all students who were listed on the final class grade report. This included students earning failing grades regardless of whether they continued to attend and take exams. We believed this would give us a more accurate picture of student success.</p> <p>Program faculty continue to have a concern that some students enrolled in BUS 1323-Math for Business Careers are not adequately prepared. We will continue to monitor the process of the college verifying that students</p>		
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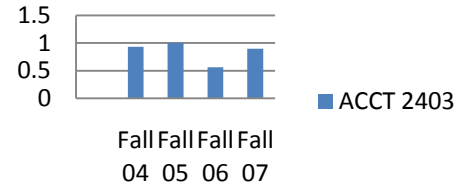
			<p>have met the prerequisite of MATH 0033 or adequate Math Placement Test Score, either within the last year. Program faculty have also added more emphasis at the beginning of the course on a review of basic skills with a separate quiz covering that material at the end of the first week.</p> <p>Over the last few years, tutorial support for BUS 1323 students in the Math Lab has been dwindling. Now that the Division of Business has a Business Lab, program faculty will pursue the addition of Math for Business Careers tutors there.</p>																																																								
<p>Graduates of the Oklahoma City Community College Accounting Program will be able to demonstrate decision-making using managerial accounting concepts.</p>	<p>Seventy percent of students who successfully complete ACCT 2123 (earn a passing grade) will earn an average of 70% or greater on embedded test problems covering managerial decision-making concepts. These problems will be included on the exams in all sections of ACCT 2123 in the fall and spring semesters.</p>		<p>Embedded questions were included on eight managerial accounting topics on exams given to ACCT 2123 students in both Fall 2007 and Spring 2008. Faculty submitted reports in 5 of the 6 sections taught in Fall 2007. In Spring 2008, reports were submitted in all 8 of the sections taught.</p> <p>The results indicated that students met the minimum competency on 1 of the 8 questions in both semesters. This is down from 3 of the 8 questions in both Fall</p>	<p>Accounting faculty members presented a proposal to the OCCC Curriculum Committee requesting a prerequisite of “successful completion of 12 college credit hours”. The committee denied the request. Therefore, the change was not made.</p>	<table border="1"> <caption>ACCT 2123 Outcomes Assessment Scores</caption> <thead> <tr> <th>Topic</th> <th>ACCT 2123 Outcomes Assessment Spr. 2006</th> <th>ACCT 2123 Outcomes Assessment Fall 2006</th> <th>ACCT 2123 Outcomes Assessment Spr. 2007</th> <th>ACCT 2123 Outcomes Assessment Fall 2007</th> <th>ACCT 2123 Outcomes Assessment Spr. 2008</th> </tr> </thead> <tbody> <tr> <td>Mfr. Stmt.</td> <td>0.85</td> <td>0.75</td> <td>0.70</td> <td>0.78</td> <td>0.68</td> </tr> <tr> <td>Job Cost</td> <td>0.65</td> <td>0.55</td> <td>0.68</td> <td>0.62</td> <td>0.50</td> </tr> <tr> <td>Process</td> <td>0.75</td> <td>0.70</td> <td>0.58</td> <td>0.55</td> <td>0.40</td> </tr> <tr> <td>Cost Alloc</td> <td>0.82</td> <td>0.78</td> <td>0.75</td> <td>0.72</td> <td>0.65</td> </tr> <tr> <td>CVP Anal</td> <td>0.75</td> <td>0.70</td> <td>0.68</td> <td>0.65</td> <td>0.60</td> </tr> <tr> <td>Budget</td> <td>0.72</td> <td>0.68</td> <td>0.65</td> <td>0.62</td> <td>0.60</td> </tr> <tr> <td>Stan. Cost</td> <td>0.75</td> <td>0.70</td> <td>0.68</td> <td>0.65</td> <td>0.55</td> </tr> <tr> <td>Cap. Budg</td> <td>0.70</td> <td>0.65</td> <td>0.62</td> <td>0.60</td> <td>0.60</td> </tr> </tbody> </table>	Topic	ACCT 2123 Outcomes Assessment Spr. 2006	ACCT 2123 Outcomes Assessment Fall 2006	ACCT 2123 Outcomes Assessment Spr. 2007	ACCT 2123 Outcomes Assessment Fall 2007	ACCT 2123 Outcomes Assessment Spr. 2008	Mfr. Stmt.	0.85	0.75	0.70	0.78	0.68	Job Cost	0.65	0.55	0.68	0.62	0.50	Process	0.75	0.70	0.58	0.55	0.40	Cost Alloc	0.82	0.78	0.75	0.72	0.65	CVP Anal	0.75	0.70	0.68	0.65	0.60	Budget	0.72	0.68	0.65	0.62	0.60	Stan. Cost	0.75	0.70	0.68	0.65	0.55	Cap. Budg	0.70	0.65	0.62	0.60	0.60
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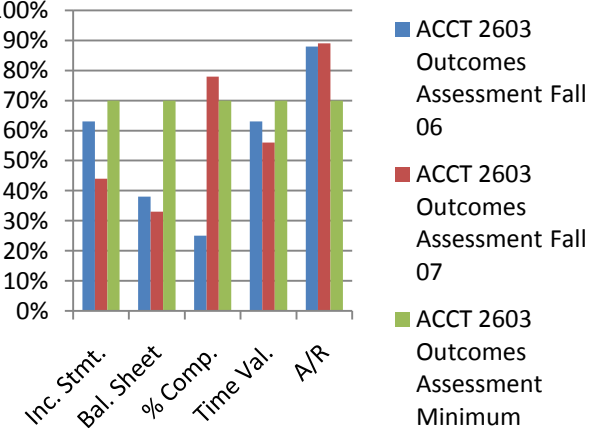
		<p>2007 and Spring 2008. 77% of Fall 2007 and 71% of Spring 2008 students earned more than 70% on the allocation of cost problem.</p> <p>Mixed results were indicated on 2 of the embedded problems. 78% of Fall 2007 and 68% of Spring 2008 students earned more than 70% on the manufacturing statement problem. 72% of Fall 2007 and 59% of Spring 2008 students earned more than 70% on the cost-volume-profit analysis problem.</p> <p>Fewer than 70% of the students earned 70% or greater on the remaining 5 embedded problems. 69% of Fall 2007 and 49% of Spring 2008 students earned more than 70% on the job order cost accounting problem. 57% of Fall 2007 and 39% of Spring 2008 students earned more than 70% on the process cost accounting problem. 68% of Fall 2007 and 61% of Spring 2008 students earned more than 70% on the cash budget problem. 53% of Fall 2007 and 40% of Spring 2008 students earned more than 70% on the standard costing problem. 58% of Fall</p>	
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		<p>2007 and 59% of Spring 2008 students earned more than 70% on the capital budgeting problem.</p> <p>The decrease in scores was expected because we made a change in the number of students measured. Prior to Fall 2007, we had measured only students who earned a passing grade for the course. During an ACBSP conference in Summer 2007, a faculty member had a discussion with a presenter on outcomes assessment. The presenter suggested that the department use all students on the final grade report instead of just students passing. Beginning Fall 2007, we used all students who were listed on the final class grade report. This included students earning failing grades regardless of whether they continued to attend and take exams. We believed this would give us a more accurate picture of student success.</p> <p>Please refer to the attached graphs for a comparison of the semesters from Spring 2006 through Spring 2008.</p>		
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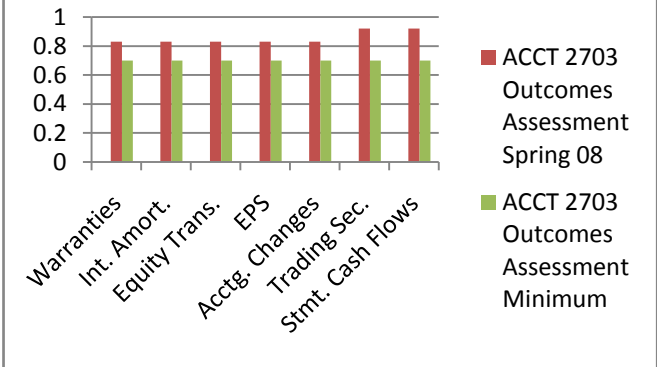
			<p>Because of the change in the student population being measured, it is difficult to determine if previous changes made in the accounting program were successful.</p> <p>The accounting faculty plans to seek approval from the Curriculum Committee to add an additional prerequisite for ACCT 2113 of “successful completion of 12 college credit hours”. If approved, this would go into effect Fall 2009. Based on data received from the college Achieving the Dream initiative, we believe there will be a significant improvement in student success for ACCT 2113 which should produce a better prepared ACCT 2123 student.</p>										
<p>Graduates of the Oklahoma City Community College Accounting Program will be able to demonstrate proficiency in accounting applications on the computer.</p>	<p>(Measure A) 100% of course completers in ACCT 2213 – Computerized Accounting will achieve a grade of 70% or above on a comprehensive problem using general ledger software.</p>	<p>All students assessed met the criteria for this proficiency.</p>	<p>ACCT 2213 – Computerized Accounting is offered in the fall semester only. In Fall 2007, 100% of the students on the final grade report earned 70% or more on the comprehensive problem.</p>	<p>No changes were made. This outcome will be measured again.</p>	<p>ACCT 2213</p> <table border="1"> <caption>ACCT 2213 Performance Data</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Fall 06</td> <td>0.85</td> </tr> <tr> <td>Fall 07</td> <td>1.00</td> </tr> <tr> <td>Minimum</td> <td>1.00</td> </tr> </tbody> </table>	Category	Value	Fall 06	0.85	Fall 07	1.00	Minimum	1.00
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<p>Graduates of the Oklahoma City Community College Accounting Program will be able to demonstrate proficiency in accounting applications on the computer</p>	<p>(Measure B) Accounting majors completing AOT 2473 – Office /Accounting Spreadsheet Applications will be able to score 70% or higher on an Excel spreadsheet completed on an exam.</p>	<p>All students met the criteria.</p>	<p>All of the sections of AOT 2473 offered in Fall 2007 and Spring 2008 were reviewed. There were a total of seven declared accounting majors in all three sections. All seven of the accounting majors (100%) earned more than 70% on the Excel spreadsheet.</p>		<p style="text-align: center;">Excel</p> <table border="1"> <caption>Excel Spreadsheet Completion Rates</caption> <thead> <tr> <th>Fiscal Year</th> <th>Completion Rate (%)</th> </tr> </thead> <tbody> <tr> <td>FY 06</td> <td>100%</td> </tr> <tr> <td>FY 07</td> <td>80%</td> </tr> <tr> <td>FY 08</td> <td>100%</td> </tr> </tbody> </table>	Fiscal Year	Completion Rate (%)	FY 06	100%	FY 07	80%	FY 08	100%					
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<p>Graduates of the Oklahoma City Community College Accounting Program will be able to demonstrate proficiency in accounting applications on the computer</p>	<p>(Measure C) Accounting majors completing AOT 2473 – Office/Accounting Spreadsheet Applications will demonstrate a minimum proficiency of 140 net key strokes per minute on a speed timing exam.</p>	<p>Although our goal of 100% of accounting majors was not achieved, we have experienced an improvement of 36% over last year's 50% success rate.</p>	<p>All of the sections of AOT 2473 offered in Fall 2007 and Spring 2008 were reviewed. There were a total of seven declared accounting majors in all three sections. Six of the accounting majors (86%) demonstrated a proficiency of greater than 140 net key strokes.</p>	<p>The criteria will be measured again Fall 2009.</p>	<p style="text-align: center;">10 Key</p> <table border="1"> <caption>10 Key Stroke Rates</caption> <thead> <tr> <th>Fiscal Year</th> <th>Completion Rate (%)</th> </tr> </thead> <tbody> <tr> <td>FY 06</td> <td>100%</td> </tr> <tr> <td>FY 07</td> <td>50%</td> </tr> <tr> <td>FY 08</td> <td>86%</td> </tr> </tbody> </table>	Fiscal Year	Completion Rate (%)	FY 06	100%	FY 07	50%	FY 08	86%					
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<p>Graduates of the Oklahoma City Community College Accounting Program will be able to demonstrate the ability to produce relevant costing information for a manufacturing operation.</p>	<p>75% of students completing ACCT 2303 – Cost Accounting will earn an average of 70% or above on case studies which will demonstrate their ability to analyze and classify costs and complete the related statement of cost of goods manufactured.</p>	<p>All criteria were met.</p>	<p>In Spring 2008, students completed two case studies and one Internet research problem to determine their proficiency in the outcome. 92% of the 12 students on the final grade report earned more than 70% on the first case study. 100% of the students earned more than 70% on the second case study. 83% of the students earned more than 70% on the Internet research problem.</p>	<p>The criteria were met. However, this is the first year that this outcome has been measured. Therefore, it will be measured again.</p>	<table border="1"> <caption>Case Study and Internet Project Results</caption> <thead> <tr> <th>Category</th> <th>Case Study 1</th> <th>Case Study 2</th> <th>Internet Project</th> </tr> </thead> <tbody> <tr> <td>Spring 08</td> <td>~0.9</td> <td>1.0</td> <td>~0.8</td> </tr> <tr> <td>Minimum</td> <td>~0.75</td> <td>~0.75</td> <td>~0.75</td> </tr> </tbody> </table>	Category	Case Study 1	Case Study 2	Internet Project	Spring 08	~0.9	1.0	~0.8	Minimum	~0.75	~0.75	~0.75	
Category	Case Study 1	Case Study 2	Internet Project															
Spring 08	~0.9	1.0	~0.8															
Minimum	~0.75	~0.75	~0.75															

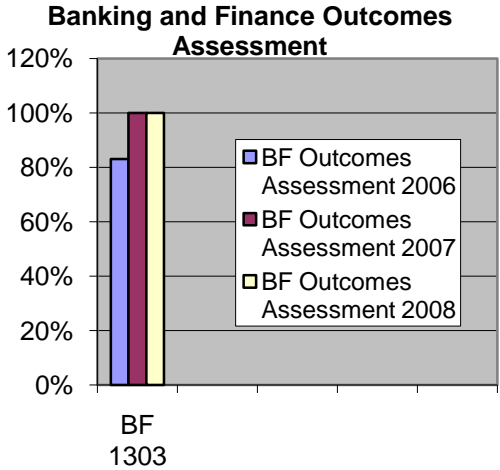
<p>Graduates of the Oklahoma City Community College Accounting Program will demonstrate the ability to prepare an individual tax return to include the satisfactory completion of basic tax forms.</p>	<p>90% of students enrolled in ACCT 2403 – Income Tax Accounting will achieve a grade of 80% or above on a comprehensive exam in which they will apply rules of law and place information on an individual federal tax return.</p>	<p>Student success on this criteria increased from 56% in 2006 to 90% in 2007.</p>	<p>A comprehensive final examination was administered to the ACCT 2403 class in the Fall 2007 semester. Nine of the ten students (90%) on the final grade report earned 80% or higher.</p> <p>Students met the criteria. This is up from 56% in 2006 to 90% in 2007. There were only 10 students so we will continue to measure this outcome.</p>	<p>No changes were made. This outcome will be measured again.</p>	<div style="text-align: center;"> <h3>ACCT 2403 Outcomes Assessment</h3>  <table border="1"> <caption>ACCT 2403 Outcomes Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Number of Students Meeting Criteria</th> </tr> </thead> <tbody> <tr> <td>Fall 04</td> <td>1</td> </tr> <tr> <td>Fall 05</td> <td>1</td> </tr> <tr> <td>Fall 06</td> <td>0.5</td> </tr> <tr> <td>Fall 07</td> <td>1</td> </tr> </tbody> </table> </div>	Year	Number of Students Meeting Criteria	Fall 04	1	Fall 05	1	Fall 06	0.5	Fall 07	1
Year	Number of Students Meeting Criteria														
Fall 04	1														
Fall 05	1														
Fall 06	0.5														
Fall 07	1														

<p>Graduates of the Oklahoma City Community College Accounting Program will demonstrate their understanding of concepts of advanced principles of accounting relating to the accounting process, assets, and the time value of money.</p>	<p>70% of students who successfully complete ACCT 2603 – Intermediate Accounting I (earn a passing grade) will earn an average of 70% or greater on embedded test problems.</p>		<p>Five embedded test problems were given to all students in ACCT 2603 in the Fall 2007 semester. Students performed at the desired level on the assignment of accounts receivable problem and the percentage of completion problem. 89% of the 9 students on the final grade report earned 70% or more on the accounts receivable problem. 78% of the students earned 70% or more on the percentage of completion problem.</p> <p>44% of the students earned 70% or more on the income statement problem. 33% of the students earned 70% or more on the balance sheet problem. 56% of the students earned 70% or more on the time value of money problem.</p> <p>Students improved on both the Accounts Receivable and percentage of completion problems. However, results were lower for the income statement, balance sheet, and time value of money problems.</p>	<p>Supplemental handouts covering topics in the weak areas will be prepared for students in ACCT 2603. This outcome will be measured again.</p>	<div style="text-align: center;"> <h3>ACCT 2603 Outcomes Assessment Comparison</h3>  <table border="1"> <caption>ACCT 2603 Outcomes Assessment Comparison Data</caption> <thead> <tr> <th>Category</th> <th>Fall 06 (%)</th> <th>Fall 07 (%)</th> <th>Minimum (%)</th> </tr> </thead> <tbody> <tr> <td>Inc. Stmt.</td> <td>65</td> <td>45</td> <td>70</td> </tr> <tr> <td>Bal. Sheet</td> <td>35</td> <td>30</td> <td>70</td> </tr> <tr> <td>% Comp.</td> <td>25</td> <td>75</td> <td>70</td> </tr> <tr> <td>Time Val.</td> <td>65</td> <td>55</td> <td>70</td> </tr> <tr> <td>A/R</td> <td>85</td> <td>85</td> <td>70</td> </tr> </tbody> </table> </div>	Category	Fall 06 (%)	Fall 07 (%)	Minimum (%)	Inc. Stmt.	65	45	70	Bal. Sheet	35	30	70	% Comp.	25	75	70	Time Val.	65	55	70	A/R	85	85	70
Category	Fall 06 (%)	Fall 07 (%)	Minimum (%)																										
Inc. Stmt.	65	45	70																										
Bal. Sheet	35	30	70																										
% Comp.	25	75	70																										
Time Val.	65	55	70																										
A/R	85	85	70																										

<p>Graduates of the Oklahoma City Community College Accounting Program will demonstrate their understanding of generally accepted accounting principles related to liabilities, stockholders' equity, correction of errors, cash flow reporting and financial statement analysis.</p>	<p>70% of students who successfully complete ACCT 2703 – Intermediate Accounting II (earn a passing grade) will earn an average of 70% or greater on embedded test problems.</p>	<p>All criteria were met.</p>	<p>Seven embedded problems were included on exams in ACCT 2703 in Spring 2008. 83% of the 12 students on the final grade report earned more than 70% on the warranties problem, bond interest/amortization problem, equity transactions problem, earnings per share problem, and the accounting changes problem. 92% of the 12 students earned more than 70% on the trading securities problem and the statement of cash flows problem.</p>	<p>The criteria were met. However, this is the first year we have measured these criteria. This outcome will be measured again.</p>
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<p>Graduates of the Oklahoma City Community College Business Finance Program will demonstrate a basic knowledge of how financial institutions affect the economy, why they are in business, what services they provide, and how they provide them.</p>	<p>Students enrolled in BF 1303 – Introduction to Financial Institutions will be given examinations with relevant embedded questions to measure this outcome. 70% of students will score 70% or higher on the questions.</p>		<p>2007 and 2008 - Students were given a comprehensive final exam measuring this outcome. 100% of the students scored 70% or higher.</p>	<p>Continue to use the comprehensive final exam. Suggest to program faculty to do an analysis on each question to determine if specific topics are troublesome for better analysis.</p>
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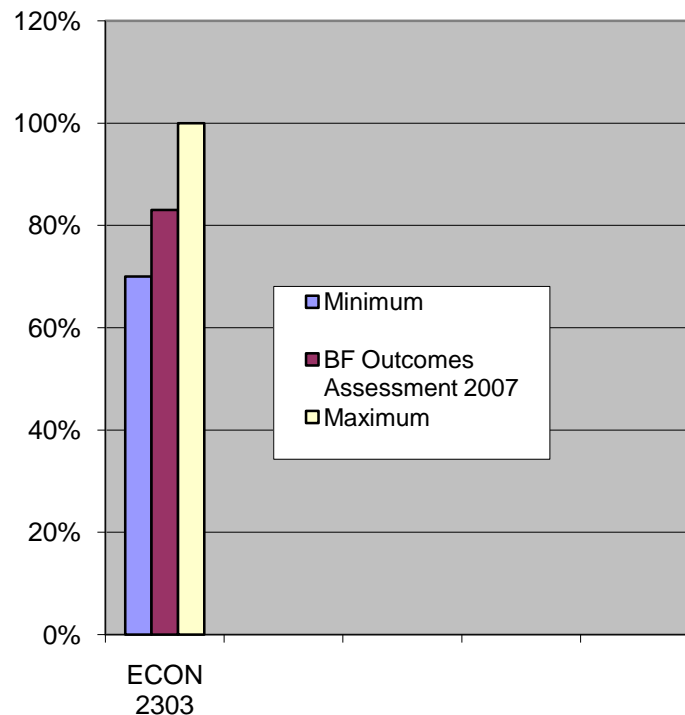
Graduates of the Oklahoma City Community College Business Finance Program will demonstrate a basic knowledge of business concepts as they apply to the financial and economic aspects of the banking environment and the American political economic system.

Students enrolled in ECON 2303 – Money and Banking will be given examinations with relevant embedded questions to measure this outcome. 70% of students will score 70% or higher on the questions.

2007 - Students were given three examinations with embedded questions. 90% of the students scored an average of 82.8% on all embedded questions; however, 26 out of 31 questions were assessed with a measurement of 70% or higher.
2008 – no data reported/new adjunct

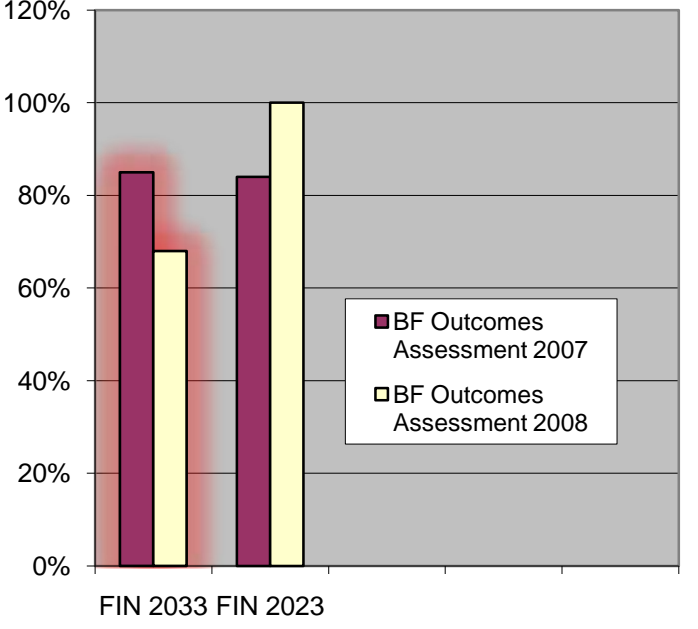
Continue to use the embedded questions and do more analysis on questions missed. Program faculty will discuss and consider ways to increase student learning in those areas.

Banking and Finance Outcomes Assessment



<p>Graduates of the Oklahoma City Community College Business Finance Program will be able to apply basic concepts of investing and will demonstrate an understanding of methods for evaluating risk and return with various types of instruments.</p>	<p>Students enrolled in FIN 2033 – Fundamentals of Investments will be given examinations with relevant embedded questions to measure this outcome. 70% of the students will score 70% or higher on the questions.</p>	<p>75% of the students scored an average of 85% or higher on all of the embedded questions in 2007. The class average in 2008 was 75.79%.</p>	<p>2007 – 85% of embedded questions were assessed with 70% or higher. Students were given four exams with 40 embedded questions. 2008 – 68.5% of embedded questions were assessed with 70% or higher.</p>	<p>2007 results were higher, but also with a larger class. Program faculty will continue to review these questions and make an effort to determine why more students miss those and to consider enhancing instruction in those content areas, possibly adding resources to the Business Lab.</p>
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Banking and Finance Outcomes Assessment



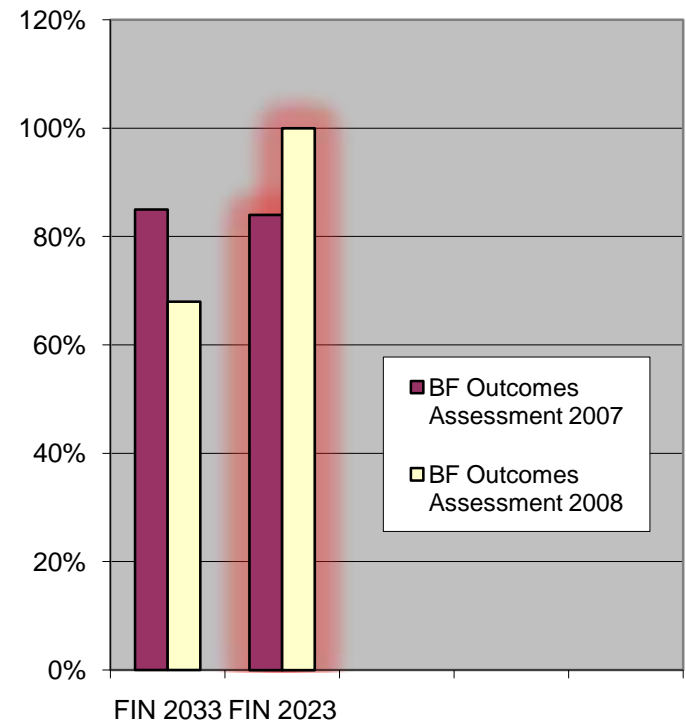
Graduates of the Oklahoma City Community College Business Finance Program will demonstrate a basic understanding of key components of business finance and how these component assist the decision making process in the financial environment.

Students enrolled in FIN 2023 – Introduction to Business Finance will be given examinations with relevant embedded questions to measure this outcome. 70% of the students will score 70% or higher on the questions.

2007 – 85% of embedded questions were assessed at 70% or higher. 2008 – All questions (100%) were assessed with a measurement of 70% or higher.

Significant improvement was seen in the capital structure assessment in Spring 08. Program faculty will continue to review these questions and make an effort to determine why more students miss those and to consider enhancing instruction in those content areas.

Banking and Finance Outcomes Assessment



		Analysis of Results																											
<p>Graduates of the Oklahoma City Community College Business – A.S. and A.A.S. Programs will demonstrate understanding of the fundamentals concepts of macroeconomics.</p>	<p>Seventy percent of students who effectively complete ECON 2113 courses (receive a valid letter grade other than W or I) will earn an average of 70% or greater on the Principles of Macroeconomics course.</p> <p>Embedded questions covering all the basic principles of macroeconomics and covering predefined competencies were included on exams in all sections of ECON 2113 in the fall and spring semesters.</p>	<p>All students enrolled in ECON 2113 who completed tests with embedded questions earned a 70% or greater on the said questions. Scores on these questions ranged from 60 to 80%</p>	<p>Embedded questions were included on exams given to ECON 2113 students, covering all important macroeconomics topics. However, not all sections used this instrument.</p> <p>Results indicated that students met the minimum competencies required.</p> <p>Overall results show that 70 % of students met the minimum competency. Based on embedded questions results, student performances ranged from 60 to 80%.</p> <p>Overall, 77% of those students who effectively completed the course achieved a grade of 70% or above in ECON 2113. There was an increase in the pass rate from 2006 (76%) to 2007 (79%). However, the pass rate fell to 75% in 2008. Performances were below average, if all students who enrolled in the course</p>	<p>A comprehensive test covering all basic microeconomic principles and concepts will be administered to all ECON 2113 beginning Fall 2009.</p> <p>Instructors were encouraged to post additional resources online in order to assist ECON 2113 students in their effort to master the macroeconomics principles and concepts.</p> <p>A comprehensive test covering all basic microeconomic principles and concepts will be administered to all ECON 2113 beginning Fall 2009.</p> <p>The economics faculty will propose to Curriculum Committee an additional prerequisite of successful completion of 12 college credit hours. This added prerequisite will produce a more prepared and thus, successful ECON</p>	<table border="1"> <caption>Econ 2113 Results</caption> <thead> <tr> <th>Year</th> <th>Over 90% (A)</th> <th>80-89% (B)</th> <th>70-79% (C)</th> <th>60-69 (D)</th> <th>Below 60 (F)</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>27%</td> <td>27%</td> <td>21%</td> <td>21%</td> <td>15%</td> </tr> <tr> <td>2007</td> <td>30%</td> <td>25%</td> <td>23%</td> <td>23%</td> <td>12%</td> </tr> <tr> <td>2008</td> <td>26%</td> <td>26%</td> <td>22%</td> <td>22%</td> <td>10%</td> </tr> </tbody> </table>	Year	Over 90% (A)	80-89% (B)	70-79% (C)	60-69 (D)	Below 60 (F)	2006	27%	27%	21%	21%	15%	2007	30%	25%	23%	23%	12%	2008	26%	26%	22%	22%	10%
Year	Over 90% (A)	80-89% (B)	70-79% (C)	60-69 (D)	Below 60 (F)																								
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2007	30%	25%	23%	23%	12%																								
2008	26%	26%	22%	22%	10%																								

			were taken into account. Only 63% of students that effectively enrolled in the course achieved a passing grade (70% or above).	2113 student. There is also an effort to make tutors available to student in an attempt to improve pass rates on ECON 2113.	
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<p>Graduates of the Oklahoma City Community College Business Program will be able to demonstrate decision-making using microeconomics concepts.</p>	<p>Embedded questions covering all the basic principles of microeconomics and covering predefined competencies were included on exams in all sections of ECON 2123 in the fall and spring semesters.</p>		<p>Embedded questions were included on microeconomics exams given to ECON 2123 students, and covered all important microeconomics topics. However, not all instructors used this instrument.</p>	<p>A comprehensive test covering all basic microeconomic principles and concepts will be administered to all sections of ECON 2113.</p> <p>The economics faculty will propose to Curriculum Committee an additional prerequisite of successful completion of 12 college credit hours. This added prerequisite will produce a more successful ECON 2123 student.</p>	<table border="1"> <caption>Econ 2123 Results</caption> <thead> <tr> <th>Year</th> <th>Over 90% (A)</th> <th>80-89% (B)</th> <th>70-79% (C)</th> <th>60-69% (D)</th> <th>Below 60 (F)</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>35%</td> <td>29%</td> <td>19%</td> <td>6%</td> <td>11%</td> </tr> <tr> <td>2007</td> <td>30%</td> <td>28%</td> <td>21%</td> <td>10%</td> <td>11%</td> </tr> <tr> <td>2008</td> <td>28%</td> <td>32%</td> <td>23%</td> <td>11%</td> <td>8%</td> </tr> </tbody> </table>	Year	Over 90% (A)	80-89% (B)	70-79% (C)	60-69% (D)	Below 60 (F)	2006	35%	29%	19%	6%	11%	2007	30%	28%	21%	10%	11%	2008	28%	32%	23%	11%	8%
Year	Over 90% (A)	80-89% (B)	70-79% (C)	60-69% (D)	Below 60 (F)																								
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2008	28%	32%	23%	11%	8%																								
			<p>Overall results show that 72 % of students met the minimum competency. Based on embedded questions results, student performances ranged from 70 to 75%.</p> <p>Overall, 81% of the students who effectively completed the ECON 2123 course achieved a grade of 70%.</p> <p>There was a decrease in the pass rate from 2006 (83%) to 2007 (78%). However, the pass rate rose again to</p>	<p>There is an effort to make tutors available to students in an attempt to improve pass rates on econ 2123.</p>																									

			81% in 2008. Performances were below average, if all students who enrolled in the course were taken into account. Only 67% of students that effectively enrolled in the course achieved a passing grade (70% or above).		
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Graduates of the Oklahoma City Community College Business – A.A.S.. Program will demonstrate above average competencies in the following areas:

- Reading comprehension;
- Technical report writing;
- Critical thinking;
- Interpersonal communication
- Computational skills;
- Leadership and decision making;
- Cultural diversity.

Graduates of the Oklahoma City community college Business programs will receive an average rate rating of 4 out of 5 for their performance at their workplace.

At least 70% of the of graduating business students will received a grade of 70% on the major field test in business upon completion of their various degree programs

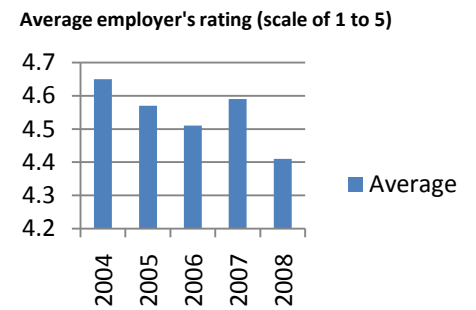
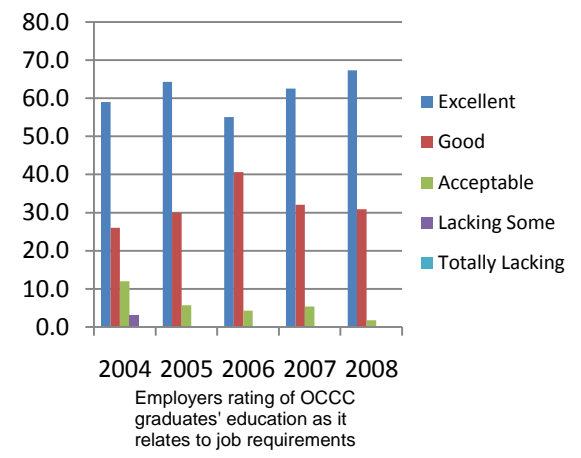
An employer survey was conducted (n=126). Employers were asked to rate Oklahoma City Community College graduates' performances on the aforementioned areas. The ratings were excellent (5), Good (4); acceptable (3); lacking in some skills (2), and totally lacking (1).

On average, employer rated graduates of Oklahoma City Community College as follow: Reading comprehension (4.5); Technical and report writing (4.4); interpersonal communication (4.4); critical thinking (4.3); Computational skills (4.4); Leadership and decision making (4.1) and cultural diversity (4.5).

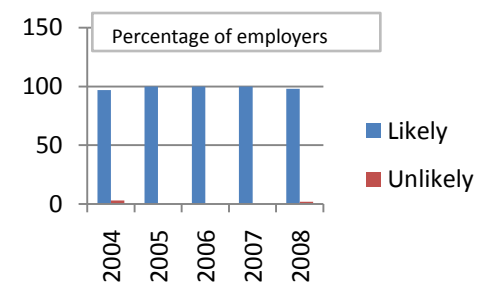
An E.T.S. major field pilot test was administered in 2007, but the data obtained turned out to be unusable.

Oklahoma City Community college will continue to use the employer survey to assess the adequacy of the training and education provided to students.

A major field test for business majors will also be administered to random students in order to assess the students' mastery of a predetermined set of competencies and skills necessary to be successful in the field of business.



Rating of OCCC graduates by employers



Analysis of Results

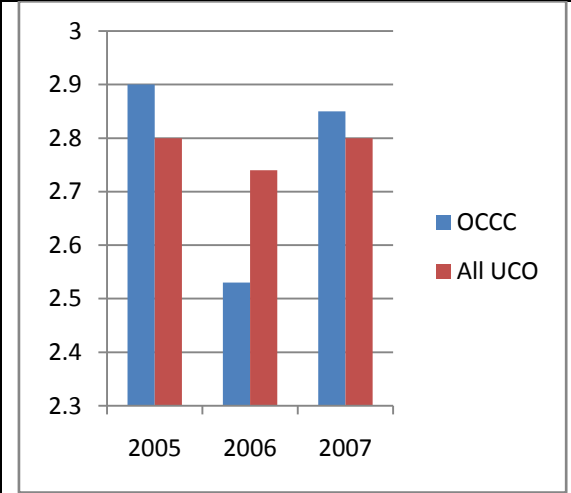
OCCC A.S. Business graduates who transfer to OU, OSU, or UCO will have a grade point average equal to or better than the grade point average in that institution.

Transfer data will reflect 100% of OCCC graduates who transfer to OU, OSU, or UCO will have a GPA equal or better than the GPA in that institution.

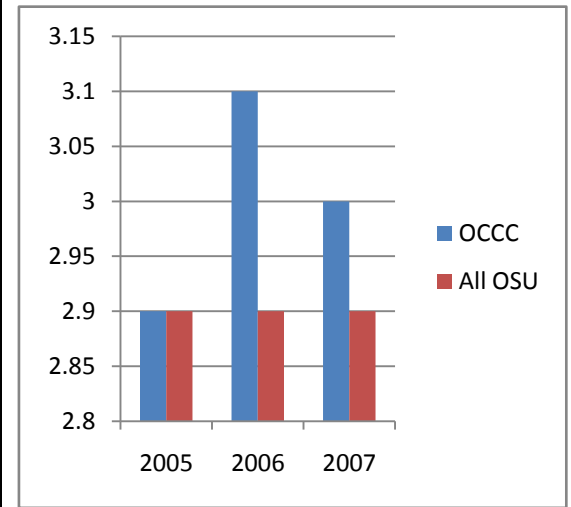
OCCC transfer GPA increased in 07 for UCO and OU transfers, but decreased for OSU transfers. OCCC GPA is higher than all undergraduates at UCO and OSU, but lower at OU

Continue to monitor these results and work with transfer institutions on admission requirements, etc.

May need to reevaluate measurement criteria for this output.

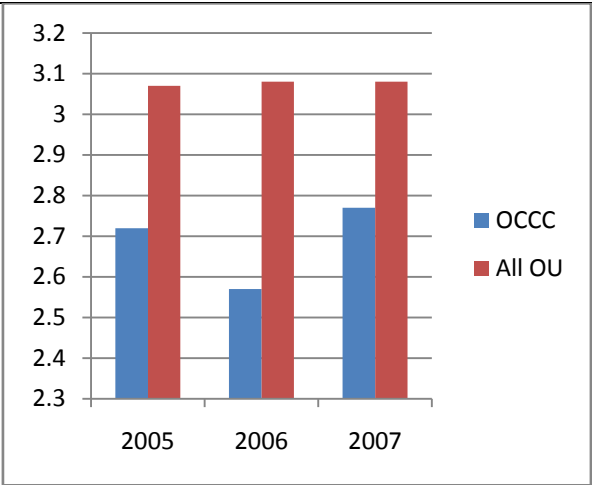


Comparing OCCC transfer to UCO Students



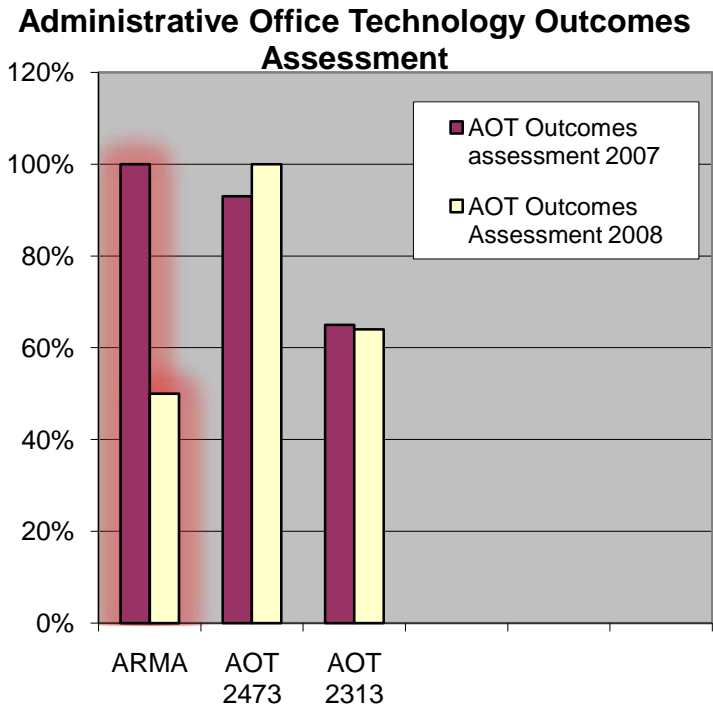
Comparing OCCC transfer to OSU Students

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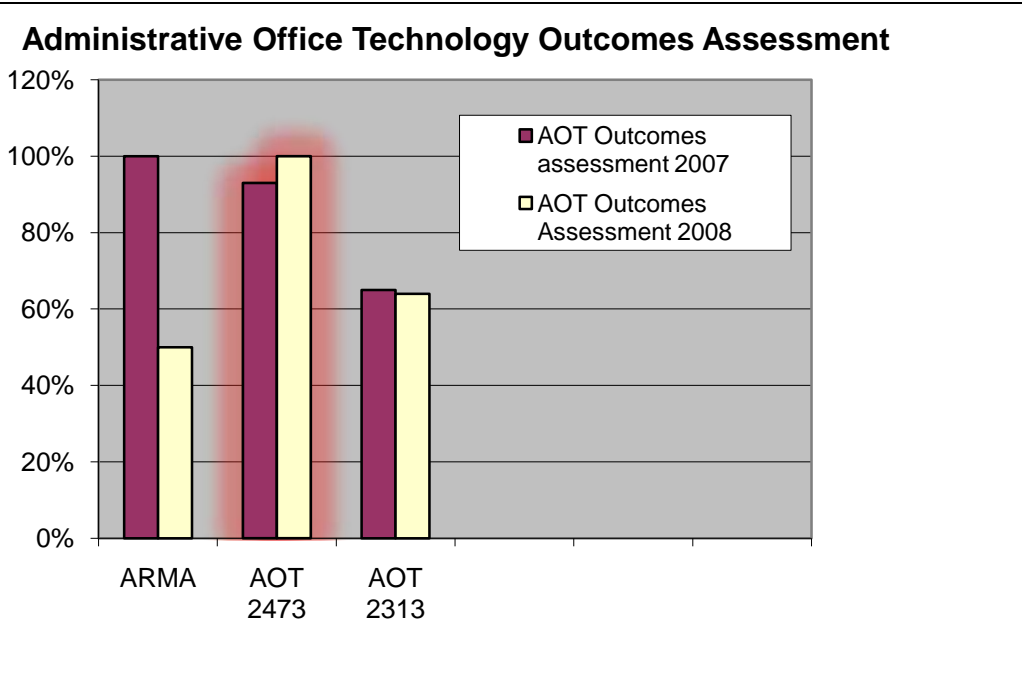


Comparing OCCC transfer to OSU Students

<p>70% of Course Completers in the Oklahoma City Community College Administrative Office Technology – Administrative Office Specialist and the Legal Secretary options will demonstrate an understanding of the 10 ARMA filing rules by scoring 75% on an assigned project.</p>	<p>70% of Course Completers will be given a project to complete which will require them to apply the 10 ARMA filing rules, as well as, the computer application of these rules. They will demonstrate their understanding of the rules by scoring 75% on the project.</p>	<p>Business Lab Created</p>	<p>2007 - 100% of the Course Completers scored 75% or above on the project. 2008 – 50% of the Course Completers scored 75% or above on the project.</p>	<p>The 50% who did not meet the minimum measurement were students who did not attend class regularly. A Business Lab has been created that allows these students to obtain tutorial assistance. Staffing hours are very limited, but we hope to expand next year.</p>
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<p>70% of Course Completers in the Oklahoma City Community College Administrative Office Technology-Administrative Office Specialist Option will produce a functional computer workbook by creating formulas and tables with 70% accuracy.</p>	<p>70% of Course Completers enrolled in AOT 2473 – Office /Accounting Spreadsheet Applications will be able to score 70% or higher on an Excel workbook completed on an exam.</p>	<p>Criteria Met</p>	<p>2007 – 93% scored 70% or higher on the Excel workbook. 2008 – 100% scored 70% or higher.</p>	<p>Continue to monitor this, but no changes are recommended at this time.</p>
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<p>70% of course completers in the Administrative Office Specialist Option and the Legal Secretary Option will demonstrate an understanding of an industry standard word processing program by completing selected examination problems with a minimum grade of 75%</p>	<p>70% of Course Completers enrolled in Intermediate Word students will complete a serial problem over multiple word processing tasks with 75% accuracy.</p>		<p>2007 - 65% of the Course Completers completed the serial problem with a 75% or better accuracy. 2008 – 64% of the Course Completers completed the serial problem with 75% or better accuracy.</p>	<p>Program faculty have realized the purpose of the assignment has not met the needs for the courses that follow. Other projects will be considered for this assessment.</p>	<h3 style="text-align: center;">Administrative Office Technology Outcomes Assessment</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Administrative Office Technology Outcomes Assessment Data</caption> <thead> <tr> <th>Course</th> <th>AOT Outcomes assessment 2007 (%)</th> <th>AOT Outcomes Assessment 2008 (%)</th> </tr> </thead> <tbody> <tr> <td>ARMA</td> <td>100</td> <td>50</td> </tr> <tr> <td>AOT 2473</td> <td>93</td> <td>100</td> </tr> <tr> <td>AOT 2313</td> <td>65</td> <td>64</td> </tr> </tbody> </table>	Course	AOT Outcomes assessment 2007 (%)	AOT Outcomes Assessment 2008 (%)	ARMA	100	50	AOT 2473	93	100	AOT 2313	65	64
Course	AOT Outcomes assessment 2007 (%)	AOT Outcomes Assessment 2008 (%)															
ARMA	100	50															
AOT 2473	93	100															
AOT 2313	65	64															

Analysis of Results

Graduates of the Oklahoma City Community College Business – A.S. and AAS Programs will demonstrate the ability to effectively communicate both orally and in writing in a professional business environment.

Outcome 1
80% of a sample of Business Communication students will demonstrate effective written communication skills by creating a portfolio of various business documents with 100% accuracy.

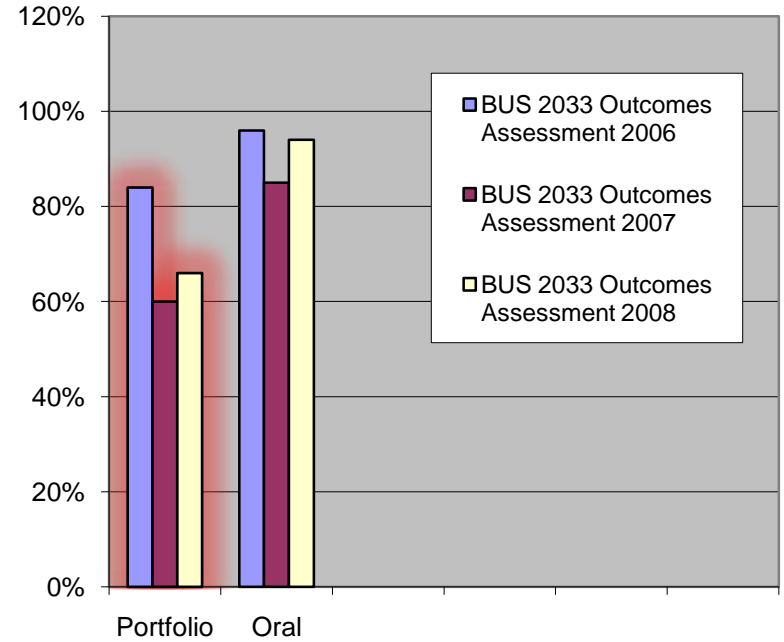
2007 – 120 out of 200 students scored 100% on their portfolio which resulted in 60%

2008 – 125 out of 191 students scored 100% on their portfolio which resulted in 66%.

The portfolio results show an increase in the number of students who scored 100%. We will continue to inform program faculty about the need to emphasize the portfolio project to students.

Note: The 2006 measurement was from one full-time professor's sections; 2007 and 2008 results are from all sections, full-time and adjunct.

Business 2033 Outcomes Assessment



	<p>Outcome 2 80% of students assessed in Business Communication will score 80% or better on the final oral presentation critiqued for Content, Nonverbal Skills, Voice, and Visual Aids</p>	<p>Criteria Met</p>	<p>2007 – 230 out of 268 students scored 80% or higher on the final oral presentation which resulted in 85%. 2008 - 175 out of 185 students assessed in Business Communication scored 80% or better on the final oral presentation which resulted in 94%.</p>	<p>This was a 9% increase from previous year. Continue to use these measures but also survey other BCOM faculty for good assessment measures. Consider feasibility of external evaluators.</p>
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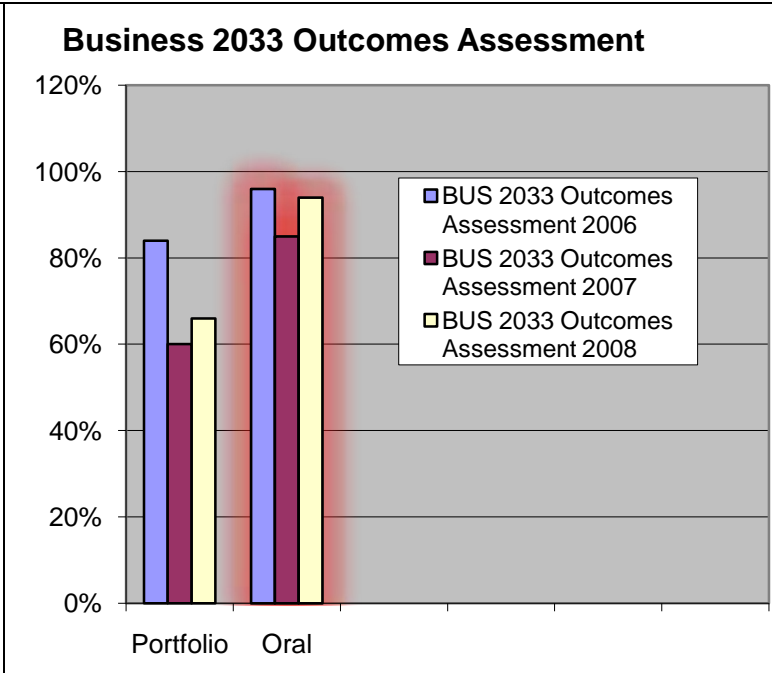


Table II Student and Stakeholder-Focused Results


2. Student- and Stakeholder-Focused Results		<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. <i>Key indicators 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.</i></p> <p>Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.</p> <p>Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.</p>			
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Graduate Surveys	Survey	See attached results	Data reviewed for changes	Continue Survey	See Attached Graduates Report (Data for FY 08, not yet available.)
Student Evaluation	S.I.I. (Student Input on Instructor.)	Course preparation	Reviewing syllabi each semester	All syllabi reviewed	See Attached Student Evaluation Report
Partnerships	Yearly grants	Continued grants and partnerships	Improved communication with partners	Grants - \$10,000.00 In-Kind Donations \$100,000.00	

Table III Budgetary, Financial, and Market Results

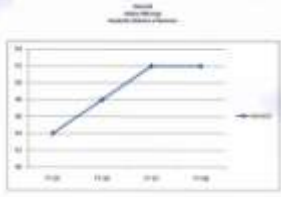

3. Budgetary, Financial, and Market Performance Results		<p>Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities.</p> <p>Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments.</p> <p><i>Key indicators may include: expenditures per business student, business program expenditures as a percentage of budget, annual business unit budget increases or decreases, enrollment increase or decrease of business students, transfer in or out of business students, student credit hour production, or comparative data.</i></p>			
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Student Enrollments	Number of enrollments in business	Increase in management, accounting and economics	Additional course offerings	Additional online and classroom offerings	
Budget	Annual Budget FY 07 - \$27,135 FY 08 - \$27,135	Additional needs None	Budget Increased No increase	Additional \$ No additional money requested.	

<p>Conference Travel</p>	<p>Annual Budget</p> <p>FY 07 - \$8,000</p> <p>FY 08 - \$9,000</p>	<p>Additional Needs</p> <p>Additional funds for travel/ conference</p>	<p>Budget Increased</p> <p>\$1,000 Additional yearly</p>	<p>Additional \$</p> <p>\$1,000 Additional requested and received yearly</p>	<p>The graph displays a line representing the budget for conference travel. The vertical axis (Y-axis) is labeled with values from 0 to 10,000 in increments of 1,000. The horizontal axis (X-axis) shows the years 2007 and 2008. The data points are connected by a line, showing a steady increase from \$8,000 in 2007 to \$9,000 in 2008.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Budget</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>\$8,000</td> </tr> <tr> <td>2008</td> <td>\$9,000</td> </tr> </tbody> </table>	Year	Budget	2007	\$8,000	2008	\$9,000
Year	Budget										
2007	\$8,000										
2008	\$9,000										

Table IV Faculty- and Staff-Focused Results

4. Faculty and Staff Focused Results		Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. <i>Key indicators may include: satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism turnover, or complaints.</i>			
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Turnover	Loss of Faculty	1 Loss	Faculty member promoted to a college Vice President position.	Position advertised for replacement.	2005 – 1 loss 2006 – no losses 2007 – no losses 2008 – 1 loss
Tuition Refund Program	Payment of tuition to continue education	Four faculty participating: 3 – Doctoral level 1 – Master’s level			

Table V Organizational Performance Results

5. Organizational Effectiveness Results		<p>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.</p> <p><i>Key indicators may include: improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, graduation and retention rates by program, and what you report to governing boards and administrative units.</i></p>			
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years))
Online offerings	Number of Online class offerings	Increased by 10%	Continue to review and track usage	Additional online courses	 <p>The graph shows the number of online offerings from 2010 to 2014. The y-axis ranges from 0 to 100. The data points are approximately: 2010: 40, 2011: 60, 2012: 80, 2013: 80, 2014: 80. The line shows a sharp increase from 2010 to 2012, followed by a plateau.</p>
Partnerships	Development of additional partnerships	Firestone, Metro Auto Dealers, Hibdon	Developed offerings for employees	Additional programs being developed	 <p>The graph shows the number of partnerships from 2010 to 2014. The y-axis ranges from 0 to 100. The data points are approximately: 2010: 90, 2011: 90, 2012: 60, 2013: 60, 2014: 60. The line shows a decrease from 2010 to 2012, followed by a plateau.</p>

**TABLE VI
NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS**

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA <ul style="list-style-type: none"> • 18 Graduate Cr. Hrs in Field • Two Years Work Experience • Teaching Excellence • Publications • Professional Certifications 	ACBSP QUALIFICATION 1. Master 2. Doctorate 3. Professional 4. Exception
Donald Anderson PT	Accounting	ACCT 2113 Accounting I /Financial	M.B.A.		1
Michelle Anderson PT	Business	BUS 1013 Introduction to Business	M.B.A.		1
Daniel Benton PT	Statistics	BUS 2023 Business Statistics	M.A. Mathematics		1
Robert Dambold PT	Management	MGMT 2003 Purchasing Mgmt Tech	M.B.A.		1
Robert Farrah PT	Business	BUS 1013 Intro to Bus; FIN 1013 Personal Finance; MGMT 2053 Prin. Of Mgmt.	M.B.A.		1
Sarah Funk PT	A.O.T.	AOT 2413 Medical Transcription	B.S. Organizational Leadership	Two Years Work Experience	3
Ernest Gobert PT	Statistics	BUS 2023 Business Statistics	M.S. Applied Math		1
John Harding PT	Statistics	BUS 2023 Business Statistics	B.S. Microbiology	Two Years Work Experience	4
Niloufar Hedrick PT	Statistics	BUS 2023 Business Statistics	M.S. Applied Math		1
Narges Koranloo PT	Business	BUS 1013 Introduction to Business	M.B.A.		1

Michael Machiorlatti FT	Economics/ Statistics	ECON 2113 Prin. of Macro; ECON 2123 Prin. of Micro; BUS 2023 Business Statistics	M.S. Economics		1
Chris Meredith PT	Insurance	INS 1113 Prin. of Personal Insurance	B.S. Biology	INS, AIC, Field Claims Manager	3
Kisuk Mitchell PT	Accounting	ACCT 2123 Accounting II/ Managerial	M.B.A.		1
Jackie Moffett PT	Marketing	MKT 2043 Prin. of Marketing	M.B.A.		1
Mary Morrow PT	A.O.T.	AOT 2413 Medical Transcription	B.S. Elementary Education	Two Years Work Experience	3
Serguei Moskalonov PT	Economics/ Statistics/ Business	ECON 2113 Prin. of Macro; ECON 2123 Prin. of Micro; BUS 2023 Business Statistics; BUS 1013 Intro. to Business	Ph.D. Political Economics		2
Randall Myster	Statistics	BUS 2023 Business Statistics	Ph.D. Biology B.S. Mathematics		3
Litti Nguyen	Statistics	BUS 2023 Business Statistics	M.A. Mathematics		1
Patricia Pate	A.O.T.	AOT 2323 Legal Terminology and Machine Transcription	A.A.S. Business Administration		3
Janet Perry	Economics	ECON 2123 Prin. of Micro	Ed.D. M.A. Economics		1
David Pfaff	Insurance	INS 1203 Prin. of Commercial Insurance	B.A. Anthropology	GCA, FCLA, AIC, AIS, INS	3

Business – AS

	2005	2006	2007
Number Surveyed	116	175	110
Number Responding	56	55	60
% Responding	48.3%	31.4%	54.5%
Continuing Education			
Attending College	83.9%	81.8%	83.3%
OCU	---	---	2
OU	15	13	22
UCO	27	26	22
Other	5	6	5
Difficulties with Transferring	4.3%	14.0%	10.4%
Difficulties with Credit transfer	1	4	5
Average = Prepared graduate for continued education (1-5 scale)	4.32	4.34	4.32
Employment			
Employed full-time	61.2%(30)	56.5%(26)	56.9%(29)
Employed part-time	36.7%(18)	30.4%(14)	39.2%(20)
Unemployed but seeking	2.0%(1)	13.0%(6)	3.9%(2)
Not seeking	4	3	7
Other	2	4	2
Working in job related to education	70.0%	68.9%	56.3%
Average = Prepared graduate for performing job (1-4 scale)	3.42	3.34	3.22
Average annual salary	\$30,000 to \$35,000	\$25,000 to \$29,000	\$25,000 to \$29,999
Other			
Met their educational goal at OCCC	98.2%	90.7%	93.2%
1 st in family to earn a degree	48.9%	51.3%	51.7%
Volunteer	26.1%	23.1%	27.6%
Education improved perspective of other cultures (greatly, somewhat, little) (Average = 1 to 4 scale)	100% 3.33	89.7% 2.97	89.7% 3.36
Overall satisfaction (very satisfied, satisfied, somewhat satisfied) (Average = 1 to 5 scale)	98.2% 4.51	100% 4.45	100% 4.54
Would recommend OCCC to another	100%	100%	96.6%

Student Evaluation By Division

06F

BUS

	Agree	Disagree	N/A	No Answer	%
1. The instructor made course objectives clear.	902	33	2	1	100.0
2. The instructor made it clear how students will be graded in this course.	920	15	0	3	100.0
3. The instructor is prepared for class.	885	45	4	4	100.0
4. The instructor treats me with respect.	906	22	4	6	100.0
5. The instructor presents the material in an understandable manner.	839	89	7	3	100.0
6. Classroom activities re relevant to course objectives.	876	29	31	2	100.0
7. The instructor is genreally available when I have gone to see him or her during posted office hours.	714	28	190	6	100.0
8. Faculty genreated question #1.	183	5	134	616	100.0
9. Faculty generated question #2.	173	7	134	624	100.0
10. Faculty generated question #3	172	5	135	626	100.0

Student Evaluation By Division

07SP

BUS

	Agree	Disagree	N/A	No Answer	%
1. The instructor made course objectives clear.	438	23	2	13	95.01
2. The instructor made it clear how students will be graded in this course.	456	5	2	13	98.92
3. The instructor is prepared for class.	449	12	1	14	97.4
4. The instructor treats me with respect.	454	4	4	14	99.13
5. The instructor presents the material in an understandable manner.	422	30	10	14	93.36
6. Classroom activities re relevant to course objectives.	447	8	5	16	98.24
7. The instructor is genreally available when I have gone to see him or her during posted office hours.	355	4	102	15	98.89
8. Facutly genreated question #1.	76	1	75	324	98.70
9. Facutly generated question #2.	63	1	76	336	98.44
10. Faculty generated question #3	61	1	76	338	98.39

Student Evaluation By Division

07F

BUS

	Agree	Disagree	N/A	No Answer	%
1. The instructor made course objectives clear.	1040	37	2	15	96.56
2. The instructor made it clear how students will be graded in this course.	1062	21	1	10	98.06
3. The instructor is prepared for class.	1063	16	2	13	98.52
4. The instructor treats me with respect.	1064	11	7	12	98.98
5. The instructor presents the material in an understandable manner.	981	83	16	14	92.2
6. Classroom activities re relevant to course objectives.	1057	10	12	15	99.06
7. The instructor is genreally available when I have gone to see him or her during posted office hours.	799	16	256	23	98.04
8. Facutly genreated question #1.	170	1	139	784	99.42
9. Facutly generated question #2.	158	1	140	795	99.37
10. Faculty generated question #3	151	1	140	802	99.34

Student Evaluation By Division

08SP

BUS

	Agree	Disagree	N/A	No Answer	%
1. The instructor made course objectives clear.	282	10	0	2	96.58
2. The instructor made it clear how students will be graded in this course.	289	2	0	3	99.31
3. The instructor is prepared for class.	280	10	1	3	96.55
4. The instructor treats me with respect.	289	3	1	1	98.97
5. The instructor presents the material in an understandable manner.	280	11	2	1	96.22
6. Classroom activities re relevant to course objectives.	279	7	5	3	97.55
7. The instructor is genreally available when I have gone to see him or her during posted office hours.	205	3	82	4	98.56
8. Facutly genreated question #1.	26	1	48	219	96.3
9. Facutly generated question #2.	37	1	44	212	97.37
10. Faculty generated question #3	29	2	48	215	93.55