

PROGRAM:
COLLEGE:

CONNECTICUT COMMUNITY-TECHNICAL COLLEGE SYSTEM
PROGRAM REVIEW

Name of Program: Business and Accounting


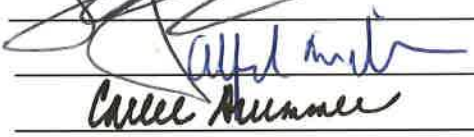
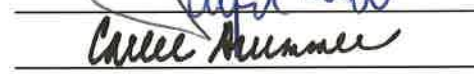
Program Coordinator/Department Chair: Jennifer Oliver, CPA, Program Coordinator and Professor of Accounting and Business

College: Quinebaug Community College

Program evaluation is part of the institution's overall planning process. It is to be viewed as a critical self-study designed to systematically review the achievement of a program's purpose and goals.

SIGNATURES:

Program Coordinator/Department Chair

 Date 10/15/16
 Date 10/30/16
 Date 10.14.16

Academic Dean

College President

Institutional Effectiveness Office

Received by:

Date

PROGRAM:
COLLEGE:

**CONNECTICUT COMMUNITY-TECHNICAL COLLEGE
PREPARING FOR THE 21ST CENTURY**

Mission

The Connecticut Community-Technical system's Colleges' mission:

Our Vision for Connecticut: A continually increasing share of Connecticut's population will have a high quality post-secondary education that enables them to achieve their life and career goals and makes Connecticut a place of engaged, globally competitive communities. [Approved by the Board of Regents, June 20, 2013 \(pdf\)](#)

Our Vision for ConnSCU

The Connecticut State Colleges & Universities will continually increase the number of students completing personally and professionally rewarding academic programs.

ConnSCU's Mission

The Connecticut State Colleges & Universities (ConnSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning environments transform students and facilitate an ever increasing number of individuals to achieve their personal and career goals. (ConnSCU website)
Connecticut Community Colleges Mission Statement

As part of the Connecticut State Colleges & Universities (ConnSCU) system, the twelve Connecticut Community Colleges share a mission to make excellent higher education and lifelong learning affordable and accessible. Through unique and comprehensive degree and certificate programs, non-credit life-long learning opportunities and job skills training programs, they advance student aspirations to earn career-oriented degrees and certificates and to pursue their further education. The Colleges nurture student learning and success to transform students and equip them to contribute to the economic, intellectual, civic, cultural and social well-being of their communities. In doing so, the Colleges support the state, its businesses and other enterprises and its citizens with a skilled, well-trained and educated workforce.

College's Mission

Quinebaug Valley Community College provides innovative educational, social, and cultural opportunities in a welcoming and supportive environment. We improve the quality of life in Northeastern Connecticut by engaging learners in the classroom, developing leaders in the workplace, and creating partners in the community.

CONNECTICUT COMMUNITY-TECHNICAL COLLEGES
PROGRAM REVIEW

CRITICAL SUCCESS INDICATORS, MEASURES AND STANDARDS

I. PROGRAM MISSION

I.1 Mission Statement

- I.1a. Programs establish missions and goals that are derived from and in support of the mission of the institution. (NEASC 1.3, 4.2)
- I.1b. Planning guides continuous program improvement. (NEASC 2.2, 4.4)
- I.1c. Programs determine and document ongoing program need. (NEASC 4.2)

I.2 Professional Accreditation

- I.2a. Programs with mandatory state, federal, or national licensure, certification or registration requirements meet the standards of the respective agency.

II. PROGRAM DESIGN

II.1 Admission and Program Policies

- II.1a. Admission policies for programs with special admission requirements must be consistent with the educational purposes of the institution.
- II.1b. Program information materials should be developed to include program specific policies and procedures.

II.2 Completion Requirements

- II.2a. Degree programs meet minimum NEASC, BOT, AND DHE standards, and, if applicable, other accrediting agency

II.3 Curriculum

- II.3a. Curriculum is directly related and appropriate to program purpose and goals and the certificate or degree awarded. (NEASC 4.1)
- II.3b. Learning outcomes and skill standards required by the workforce are documented. (NEASC 4.3, 4.18)

II.4 Linkages, External Agreements and Affiliations

- II.4a. Programs have external agreements with schools and universities.
- II.4b. Programs are actively involved with business/industry and provide documented evidence.

II.5 Instruction

- II.5a. Students are provided written information about the goals and requirements of each course and the methods of evaluation to be employed. (NEASC 10.1)
- II.5b. Methods of instruction must be appropriate to the goals of each course and the capabilities of the students. (NEASC 4.29)
- II.5c. Instruction must be evaluated regularly and results used to ensure quality instruction. (NEASC 4.30)
- II.5d. Instructional methodologies support nontraditional delivery.

III. PROGRAM OUTCOMES

III.1 General Education

- III.1a. Associate degree program graduates earn a minimum of 21 semester hours in general educational courses. (NEASC 4.17)

III.2 Student Completion

- III.2a. Course completion rates demonstrate program need and program effectiveness.

III.3 Graduate Employment

III.3a. Graduate follow up reflects the successful employment of graduates.

III.4 Customer Satisfaction

III.4a. Programs measure and document employer satisfaction.

III.4b. Programs measure and document student satisfaction.

III.5 Licensure and Certification Exam Reports

III.5a. Pass rates for licensure and certification exams demonstrate satisfactory completion of program.

IV. PROGRAM RESOURCES

IV.1 Faculty

IV.1a. The number of faculty is adequate to support the program. (NEASC 4.2)

IV.1b. Faculty meet competency requirements for teaching in the program area. (NEASC 5.2)

IV.1c. Programs provide professional development opportunities for faculty and demonstrate that such development occurs. (NEASC 4.31)

Full-time program faculty participate in professional development activities each year. (NEASC 5.12)

IV.2 Budget Adequacy

IV.2a. Budget is adequate to support the program. (NEASC 4.2, 9.1)

V. PROGRAM SUPPORT SERVICES

V.1 Library and Other Learning Resources

V.1a. Students and faculty are provided convenient, effective access to the library and other learning resources needed in their program. (NEASC 7.1, 7.2)

V.1b. Library collections are sufficient in quality, level, diversity, quantity and currency to support and enrich the institution's academic offerings. (NEASC 7.2)

V.1c. The institution provides appropriate orientation and training for use of these resources. (NEASC 7.4)

V.2 Instructional Support

V.2a. Equipment and facilities meet current technology standards and are adequate to support the program. (NEASC 8.1)

V.2b. Facilities and instructional support services are adequate and easily accessible for program faculty and students.

V.3 Information/Educational Technology Resources and Systems

V.3a. Information technology resources support programs at the appropriate levels.

V.4 Student Development Services

V.4a. Student development services support student success. (NEASC 6.1)

V.5 Advisory Committee

V.5a. Program Advisory committee membership reflects diversity of occupational field.

V.5b. Program Advisory Committee meets at least once a year, maintains written minutes in appropriate format reflecting industry involvement, advises on curriculum matters and encourages opportunities for increasing underrepresented populations in the program.

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Program Review
COLLEGE IDENTIFIED AREAS FOR IMPROVEMENT

List and comment on the major areas for improvement or opportunities for growth within the department.

Based upon the committee's recommendations the department will:

Reinstitute the Business Club (or a broader Career Club) on campus with the goal of service to the community as well as student professional development activities.

Investigate the viability of becoming an accredited business program through an outside accrediting agency (beyond NEASC).

Develop an area specific mission statement to illustrate the link between the department and the college wide goals. Suggestion to be implemented by the department within the next academic year.

Broaden the scope of the accounting tutoring program. Although tutors in Accounting and Finance are actively sought and managed by the department, additional tutoring hours would be helpful. The committee suggested investigating whether EDU 200 or internship credit would attract more students into the program. An advertisement seeking tutors will be placed on the business department bulletin board.

Explore opportunities to obtain more program feedback. One suggestion was the creation of a graduate survey to be administered in one of the upper division courses. A local business survey could also be administered by the students in the program (course activity or business club). This survey could tap the network of connections through the Business Advisory Committee. Department will also consider the development of a survey to track graduate satisfaction 6 months + out of the program in collaboration with the office of institutional research and the alumni office.

Continue to develop clear pathways for transfer articulation and update program offerings. Whereas the department recognizes the need to serve both terminal associate degree candidates, an increasing number of our students seek transfer to four year institutions. The department will continue to explore opportunities to expand alternatives for students in the program to facilitate a smooth transition. The committee suggested the incorporation of additional liberal arts course options in the program for students seeking transfer, and the development of additional business courses needed for transfer through the TAP initiative.

PROGRAM:

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Program Review

COLLEGE IDENTIFIED STRENGTHS

List and comment on the major strengths of the program at your college.

Faculty in program regularly attend professional development activities.

Program outreach and advising activities are exceptional.

Strong links to external constituencies.

Seamless collaboration with colleagues.

Program faculty are active in curriculum review and development. Ongoing efforts to respond to the needs of students and the local business community (i.e. development of the healthcare management option).

Excellent semester to semester retention rates. Anecdotal evidence suggests that retention within semesters is even higher.

Vast offerings of courses to meet student needs(noted by student on review committee)

Program and coordinator are complemented on the timeliness and thoroughness of the report. Full confidence that all concerns will be addressed and incorporated into the report.

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**CONNECTICUT COMMUNITY-TECHNICAL COLLEGES
PROGRAM REVIEW**

I. CRITICAL SUCCESS INDICATOR: PROGRAM MISSION

I.1 MEASURE: MISSION STATEMENT

I.1a STANDARD: Programs establish missions and goals that are derived from and in support of the mission of the institution. (NEASC 1.3, 4.2)

1. Does your program have a mission statement?

- No
 Yes, please respond to items.

2. State the mission of the program.

3. Where is the mission statement published?

4. Describe how the program's mission, goals, and objectives support the institution's mission.

5. Does the program satisfy a unique goal(s) for the institution? Explain.

Recommendations:

I.1b STANDARD: Planning guides continuous program improvement. (NEASC 2.2, 4.4)

1. Describe the program's participation in the institution's ongoing planning process.

The Program Coordinator participates in monthly Program Coordinator meetings involving member of the Academic Dean's staff, the department chair for career programs and the program coordinators for the college's six other career program areas. The other program faculty member currently serves as Department Chair for Programs. Through active discussion with the Dean of Academics, members serve in an advisory capacity to centralize and facilitate the coordination of program. Additionally, both full-time business faculty members have served on College Council and have participated in the College Council bylaw review. One faculty member also serves on the Board of Regents Faculty Advisory Committee. Course offerings at the college and Willimantic Center are determined by the Program Coordinator and finalized through consultation with other academic area representatives. Both program faculty members have served on recent hiring committees. The program also hosts an annual advisory breakfast with area business leaders.

2. Who participates in the planning process? Explain their roles.

Constituent	Role
<input checked="" type="checkbox"/> Employers	Participant in annual advisory breakfast
<input checked="" type="checkbox"/> Faculty	See above.
<input type="checkbox"/> Students	
<input type="checkbox"/> Others	

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3. What are the measurable goals and objectives of the program?

Goals and Objectives
Increase effectiveness of career and transfer focused advising
Increase graduation rates
Increase retention rates
Continually monitor workforce needs to ensure relevency of program offerings

Recommendations:

I.1c STANDARD: Programs determine and document ongoing program need. (NEASC 4.2)

1. Describe the process for determining need for the program in the community.

Through consultations with Advisory Board members and review of employment trends and outlook there continues to be comparatively high demand for Business graduates. According to the latest Higher Education report on graduates (Building Connecticut's Workforce Report on 2007-2008 grads dated May, 2010) Business Management & Administration programs generated the highest number of graduates sytem wide for the year. Of that amount 71.3% % of them were employed in the 3rd quarter after graduation. Although the same programs also generated the third highest number of graduates at QVCC, the emp oyment figures are significantly higher (87.1%% of them were employed in the 3rd quarter after graduation).

The CT DOL's Labor Market information from the Office of Research's Career Path Report for 2011-2012 indicates that the demand for payroll and timekeeping clerks is expected to grow faster than average, although demand for book keeping and accounting clerks with associate degrees is expected to grow slower than average through 2020. Jobs in employment industries, public relations, convention planning and human resources for graduates with associate degrees in business management are expected to grow much faster than average. Notably, jobs for management analysts, managers, accountants and auditors with bachelor's degrees were expected to grow faster than average.

According to the Area Unemployment Rates Published by the Connecticut Department of Labor, Office of Research March 9, 2014, unemployment rates in all sectors for both Willimantic and Danielson are higher than the state average. This trend is surely reflective of a more acute impact of the larger economic downturn currently facing the nation on our service area.

	March 2015	March 2014	December 2013
CONNECTICUT	6.8%	6.9%	7.2%
Willimantic-Danielson	7.4%	7.2%	7.4%

Provide as much corroborative information as possible, such as needs assessment, employment outlook information, etc.

2. Need is based on at least two (2) of the following:

- Advisory Committee
- Local and/or regional labor market data
- National and/or regional labor market data
- Other, please describe:

3. Does the program complement or support enrollment in other college programs? Explain.

Yes. Programming includes the Business Administration Healthcare Management (HCM) degree program, which includes several courses from the Medical Assisting degree program. The HCM degree was developed in collaboration with the Medical Assisting program, and provides additional opportunities for students in the growing field of Health Care.

Recommendations:

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I.2 MEASURE: PROFESSIONAL ACCREDITATION
I.2a STANDARD: Programs with mandatory state, federal, or national licensure, certificate, or registration requirements meet the standards of the respective agency.

1. Is the program subject to accreditation by state, regional or national accrediting agencies?

- No, skip to *II.1 Measure: Faculty.*
- Yes, please respond to items 2-3.

2. Describe the program's accreditation status by supplying the following information:

Accrediting Agency or Agencies	Voluntary or Required Accreditation	Date of Last Accreditation	Date of Next Visit

Attach a copy of the most recent accreditation certificate/letter from agency identifying status.

3. Where is the program accreditation information published? **Attach a copy of the published accreditation information.**

Recommendations:

PROGRAM:
COLLEGE:

II. CRITICAL SUCCESS INDICATOR: PROGRAM DESIGN

II.1 MEASURE: ADMISSION AND PROGRAM POLICIES

II.1a STANDARD: Admission policies for programs with special admission requirements must be consistent with the educational purposes of the institution.

1. Is admission to the program competitive and based upon criteria specified in writing and published?

- Not applicable
 Yes, *please respond to a-b):*

- a) How were the program admission standards established?
b) Have the admissions criteria encouraged student success in the program?

II.1b STANDARD: Program information materials should be developed to include program specific policies and procedures.

1. Does your program have a program information packet available for students?

- No, *please explain:*
 Yes, *please answer the following:*

Does the packet include program specific policies and procedures?

- Not applicable
 Yes

Attach program information packet.

Recommendations:

II.2 MEASURE: COMPLETION REQUIREMENTS

II.2a STANDARD: Degree programs meet minimum NEASC, BOT, and DHE standards, and, if applicable, other accrediting agency requirements.

1. Does the program offer a degree?

- Not applicable, *please skip to Measure V.3.*
 Yes, *please respond to items 2-5 below.*

2. Listed below are the minimum NEASC requirements for degree programs. Indicate requirements met by your program:

- Appropriate course sequencing
 Basic core of education courses (minimum 21 credits)
 Courses to develop competencies in reading, writing, oral communication, fundamental math skills and the basic use of computers
 Published degree requirements (**please attach copy**)

If program does not meet all of the above requirements, *please explain:*

3. If program must meet additional degree requirements (e.g., professional accrediting agency), *please explain:*

4. Does appropriate course sequencing allow for students to complete program in two (2) years for AS degree?

- Yes
 No, *please explain:*

5. Are courses scheduled to meet the needs of day and evening students?

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- Yes
 No, please explain:

Provide class schedule as evidence.

Recommendations:

II.3 MEASURE: CURRICULUM
II.3a STANDARD: Curriculum is directly related and appropriate to program purpose and goals and the certificate or degree awarded. (NEASC 4.1)

1. Explain how courses offered on multiple campuses are consistent in content and required skills level.

The consistency of courses at both the Willimantic Center and the Danielson Campus is ensured through the cross-pollination of both faculty and textbooks. Faculty teach at both campuses; textbooks are ordered by course rather than section. Additionally, new adjuncts are encouraged to use existing syllabi as a basis for the development of their own. Finally, the Program Coordinator visits and observes classes on a regular basis.

2. **Textbook Selection, Review, and Ordering**

- a) Describe the process used for annual review of textbooks.

Textbooks are selected through a collaborative process including full and part time faculty. Textbook cost, depth of coverage and applicability to course objectives are discussed. All attempts are made to maintain a text for at least 2 years to keep costs at a minimum. Prior to reordering, student comments and concerns are discussed.

- b) Is there an efficient process in place for ordering textbooks/manuals? Describe.

Yes, please describe:

The bookstore provides an order form that includes the last text selected for each section offered for the upcoming semester. Notes contained in the order form include text cost and edition status.

No, please explain:

- c) Is there sufficient textbook inventory available when classes start?

Yes
 No, please explain:

3. **Curriculum Development and Review**

- a) Describe the process used to review curriculum and course content? Role of faculty? Role of Advisory Committee?

Both full-time faculty members have been involved in regularly reviewing course objectives. Most recently, the entire program core has been reviewed for consistency and relevancy as part of the system-wide Transfer Articulation Pathway (TAP). Courses are also continually reviewed as part of on-going collaboration with ECSU and UCONN faculty. As result of these processes, three new courses have been developed: Org Behavior (BMG* 210) and Business Software Applications (BBG* 115), and Managerial Communications (BMG* 204) have been created. Several courses have been phased out: Global Busines (BBG: 215, international perspective integrated throughout curriculum) Business and Professional Communication (COM* 176, replaced by BMG* 204) and Comparative Economics (ECN* 230, students are encouraged to take ECN* 101 and ECN* 102 which are more transferable.)

- b) What revisions have resulted from this process in the last five years?

As a result of indicated workforce needs, two new degrees: Business Administration: Healthcare Management Option and Business Administration: Business Information Systems Option have been created. Because of declining demand, the Arts Entrepreneurship certificate has been discontinued. Several new courses including BMG* 210 (Organizational Behavior), BMG* 204 (Managerial Communications), and BFN 110 (Personal Finance) have been created.

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- c) How do you ensure that the course content of each required program-specific course is up-to-date and appropriate for the level and goals of the course?

Before the start of each semester, the full-time business faculty collaborate on the courses to be offered and their content objectives. Course objectives are communicated to each adjunct at the start of the semester and common syllabi are often used. It is at this time that student feedback from course evaluations is reviewed by the Program Coordinator. On-going communication between the adjunct and the department is maintained throughout the semester; common exams are utilized where appropriate. Textbooks are also carefully chosen through a collaborative process that involves current adjuncts. Additionally, program faculty meet periodically with representatives from other two and four-year institutions to discuss course content and outcomes.

- d) How does the content of each required, program specific course provide for necessary knowledge or competency development identified in program outcomes?

Course instruction and activities are designed to facilitate collaborative and ongoing learning opportunities. Students are often provided opportunities to revisit specific course content to demonstrate continued progress. Periodic capstone (evaluative) assessments evaluate each students' mastery of the subject area.

Recommendations:

II.3c STANDARD: Learning outcomes and skill standards required by the workforce are documented. (NEASC 4.3, 4.18)

1. List the competencies that students who complete the program are expected to have (*or attach the program competency profile*).

Attached.

2. How are these competencies verified (e.g. tests, portfolios, capstone course, course-by-course, other forms of assessment)?

Evaluations of competencies are done on a course-by-course basis and include tests, group presentations, in-class collaborative group activities, research papers, graded homework and internship performance evaluations.

3. How has your department used results of assessment? What changes have been made to your program as a result of the assessment?

Assessment techniques are currently being compiled as part of a campus wide institutional effectiveness measurement activity. The results of this activity will provide the starting point/basis for the identification of institutional effectiveness metrics and the vehicle by which to evaluate the assessment results. We look forward to the results of this activity to strengthen the evaluation of our stated outcomes/objectives.

4. Are tutorial services available to support learning?

- Yes
 No, *please explain:*

5. How does your program assess student learning (comprehensive exams, portfolios, special projects, and special assignments)?

In two of our core courses (BMG* 210 Organizational Behavior and BMG* 202 Principles of Management), students majoring in Management or Accounting are required to complete 4 comprehensive case studies. The outcome of these case studies touch on all aspects of business decision making and represent real world examples of business problems. Students prepare for the analysis in group discussions and then complete an individual assessment of the case problem. Each resulting paper is typically 5 to 6 pages in length and follows the long cycle case analysis model used in most 4 year and graduate business programs. All cases have an ethical component in addition to analysis of financial, managerial, operational and planning aspects.

Recommendations:

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II.4 MEASURE: LINKAGES, EXTERNAL AGREEMENTS AND AFFILIATIONS
II.4a STANDARD: Programs have external agreements with schools and universities.

Which of the following linkages and agreements are in place for your program?

- Advanced placement
- Course articulation (w/secondary schools)
- Course transfer (w/colleges and universities)
- Credit by exam
- Credit for work experience
- Dual credit/college option
- Tech Prep

Other, please list:

-
-
-

Recommendations:

II.4b STANDARD: Programs are actively involved with business/industry and provide documented evidence.

What affiliations does the program have with business/industry? *Provide documented evidence.*

- Agreements for sharing facilities, equipment, labs, etc.
- Agreements for expanding resources
- Clinical affiliations
- Contractual agreements with business/industry
- Co Op agreements
- Internships/apprenticeships
- On-site training for faculty at business/industry work sites (externships)
- Other, please list:

Recommendations:

II.5 MEASURE: INSTRUCTION

II.5a STANDARD: Students are provided written information about the goals and requirements of each course and the methods of evaluation to be employed. (NEASC 10.1)

1. Are written course outcomes available for all program courses? *Provide copies as evidence.*

- Yes
- No, please explain:

2. Are these syllabi with course outcomes informative, thorough, accurate and reflective of current standards?

- Yes
- No, please explain:

3. How are these course outcomes developed?

Course outcomes for new courses involve a collaborative process involving business program faculty, the Business Advisory Committee, appropriate industry leaders and faculty from other colleges and universities (for articulation purposes). Course outcomes and objectives are reviewed at the beginning of each semester in a pre-semester meeting of both business program faculty.

4. Who evaluates these course outcomes?

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Instructors assigned to the various courses assess these outcomes along with the Dean of Academics.

5. Indicate date(s) and nature of most recent revision of the course outlines and objectives:

Program Specific Course	Date Revised	Nature of Revisions
ACC* 123		Course offered on-line.
ACC* 113		Course offered as hybrid.
ECN* 101		Course offered on-line.

II.5b STANDARD: Methods of instruction must be appropriate to the goals of each course and the capabilities of the students. (NEASC 4.29)

1. Describe methods of instruction that are used in your program.

Instructional methods used include PowerPoint presentations, video clips, case studies, computerized lab activities, on-line discussion threads, group discussions, and facilitated in-class group activities.

2. Do instructional methodologies utilize available technology?

Yes, please explain:

All classrooms are fitted with extensive multi-media resources. In addition to the instructional methods above, reference is also made during instruction to appropriate internet sites for corroborating and supportive real-time information.

No, please explain:

3. Indicate recently implemented innovations in instructional methodology or use of technology:

Course	Innovation	Date
ACC* 241	Use of on-line "e-forms" for income tax return preparation	
BFN* 201	Utilize lap-top cart to integrate excel based learning	
BFN* 110	Utilize lap-top cart to integrate excel based learning	
ACC* 113	Utilize Livescribe Pencasts to create on-demand, on-line, mini-lectures for learning objective.	

4. Does the program curriculum require a dedicated lab?

Yes, please answer item 7.
 No, please skip to V.5c Standard.

5. Do lab schedules allow time for demonstration and practice?

Yes
 No, please explain:

Recommendations:

II.5c STANDARD: Instruction must be evaluated regularly and results used to ensure quality instruction. (NEASC 4.30)

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1. What means does the program use to evaluate instruction?

- Assessment of performance of students in subsequent courses
- (Current) Student evaluation of instruction
- Departmental tests
- Licensing and certification exams
- Peer review
- Sampling of opinions of former students
- Standardized tests and comprehensive exams
- Student evaluation of instruction
- Supervisor review
- Other, please describe:

2. Describe how evaluation results are used to improve instruction.

Recommendations:

II.5d STANDARD: Instructional methodologies support nontraditional delivery.

1. Indicate and describe program offerings through nontraditional formats.

Nontraditional Format	Description Of Offerings
<input type="checkbox"/> Computer-Aided Instruction	ACC* 113 Financial Accounting ACC* 123 Accounting Software Applications BBG* 115 Business Software Applications CSA* 135 Spreadsheet Applications BFN* 201 Business Finance BFN* 110 Personal Finance
<input type="checkbox"/> Distance Education	ACC* 123 Accounting Software Applications BFN* 201 Principles of Finance BMG* 202 Principles of Management BMG* 220 Human Resouce Management BMK* 201 Marketing ECN* 101 Macroeconomics ECN* 102 Microeconomics BBG* 101 Introduction to Business BGM* 204 Managerial Communications
<input type="checkbox"/> Dual Credit	
<input type="checkbox"/> Flex Entry	
<input type="checkbox"/> Independent Study	As requested by student and as appropriate.
<input checked="" type="checkbox"/> Mini Term	
<input type="checkbox"/> Project-Based Assignments	
<input type="checkbox"/> Second Start	
<input type="checkbox"/> Weekend College	
<input checked="" type="checkbox"/> Others, please explain:	Hybrid courses: ACC* 113 Financial Accounting BMG* 210 Organizational Behavior

2. Describe program's participation in continuing education and contract training.

Given the wide application of subject matter in the program, area faculty are often asked to consult on courses being offered by the CPL department. Courses are sometimes taught by department faculty members. Examples of such trainings include grant writing workshops and Excel based training sessions.

3. Do you utilize business as a resource to expand nontraditional format learning opportunities?

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- Yes
- No, please explain:

III. CRITICAL SUCCESS INDICATOR: PROGRAM OUTCOMES

III.1 MEASURE: GENERAL EDUCATION

III.1a STANDARD: Associate degree program graduates earn a minimum of 21 semester hours in general education courses. (NEASC 4.17)

1. Does the program AS degree plan include a minimum of credit hours in general education?

- Not applicable, skip to Measure IV.2, certificate only programs.
- Yes
- No, please explain:

Provide as evidence the current catalog copy of the degree plan.

Recommendations:

III.2 MEASURE: STUDENT COMPLETION

III.2a STANDARD: Course completion rates demonstrate program need and program effectiveness.

1. Does the program have a limited enrollment capacity?

- No
- Yes, please describe:

2. Does enrollment history reflect program need? Document by completing the table below.

- Yes
- No, please explain:

	Fall Semester	Spring Semester	Academic Year Total
Academic Year	Number Sections	Number Sections	Sections Total
2012-2013	19	22	41
2013-2014	17	22	39
2014-2015	15	15	30

3. Does enrollment reflect improved student retention? Document by completing the table below.

- Yes
- No, please explain:

Academic Year	Fall Enrollment By Major	Percent Returning Following Spring
2013-2014	172	66%
2014-2015	183	66%

4. What efforts are in place to improve retention?

The business programs have recently been identified by the system as having one of the highest retention ratios of any program on campus, but new retention strategies are continually reviewed/pursued. Retention efforts include personal phone calls to students that have stopped coming to class, and periodic emails to advisees regarding departmental programming and important calendar dates (i.e. advising, registration, drop deadline.) Faculty also devote class time towards the end of the semester to group advising discussions. The construction of a rotating schedule with classes earmarked for specific semesters (i.e. ACC* 241 only ordered in the fall) have also improved retention through more effective advising. The college has also recently established a one-on-one mentoring project with members of the larger LAS/GS population. Students in this demographic are often exposed to program faculty in various courses taught by program faculty teaching in non-program areas (ECN/CSA), which encourages them to consider business as an academic discipline.

PROGRAM:

COLLEGE:

Recommendations:

III.3 MEASURE: GRADUATE EMPLOYMENT

III.3A STANDARD: Graduate follow up reflects the successful employment of graduates.

1. Describe the method used for monitoring the successful employment of graduates.

Student placement is monitored informally and through our graduation survey.

Provide documentation as evidence.

Recommendations:

III.4 MEASURE: CUSTOMER SATISFACTION

III.4a STANDARD: Programs measure and document employer satisfaction.

1. **Employer Survey:** Measurement of employer satisfaction is based on at least two (2) of the following:

- Advisory Committee documentation graduate performance
- Employer interviews
- Employer survey
- Focus Groups
- Visitation to employer sites/employers visit college sites
- Other, *please list:*

Summarize employer ratings based on measurements used by your program:

As evidenced by the internship evaluations (completed by host companies), students are found to have excellent computer skills and maintain a high level of professionalism on the job. Students are noted to be motivated and hard working and display effective leadership and interpersonal skills. Students in the accounting program have also been praised for understanding the need to be detail oriented and accurate in their work. Hosts state that as their comfort level with the company increases, students are often allowed to assume more challenging assignments. Obviously, not all internships can turn into permanent employment (mostly due to the lack of an open position at the host), but it is nice to note that several students have been offered permanent jobs at the end of the internship.

Provide documentation as evidence.

Recommendations:

III.4b STANDARD: Programs measure and document student satisfaction.

1. **Student Survey:** Measurement of student satisfaction is based on at least two (2) of the following:

- Graduate and Completer Survey (includes employment /placement rates)
- Focus Groups
- Nonreturner Survey
- Other, *please list:*

Summarize student ratings based on measurements used by your program (may include interviews with students).

Surveys are only authorized and performed at the college level.

Provide documentation as evidence.

Recommendations:

PROGRAM:
COLLEGE:

III.5 MEASURE: LICENSURE AND CERTIFICATION EXAM REPORTS
III.5a STANDARD: Pass rates for licensure and certification exams demonstrate satisfactory completion of program.

1. Does your program prepare students for an occupation requiring license or certification?
 Not applicable, skip to IV.8 Measure.
 Yes, complete item 2.
2. Indicate student performance on licensure or other standardized tests for last 4 years by completing the following chart. If your program is reporting on more than one licensure or test, please **use Form 4 and attach**.

	<u>SP 2000</u>	<u>SP 1999</u>	<u>SP 1998</u>	<u>SP 1997</u>
Name of test:				
Number passing test				
Number taking test				
Percent passing				

Please attach test pass data, including national and/or regional norms if available.

Recommendations:

PROGRAM:
COLLEGE:

IV. CRITICAL SUCCESS INDICATOR: PROGRAM RESOURCES

IV.1 MEASURE: FACULTY

IV.1a STANDARD: The number of full-time faculty is adequate to support the program. (NEASC 4.2)

1. Supply the following information for your program for the current semester (spring 2015):

No. Sections Taught by FT Faculty		No. Sections Taught by PT Faculty		Percent Sections Taught by FT Faculty	
Day	Evening	Day	Evening	Day	Evening
5	1	2	3	71%	25%

Data presented above excludes on-line course offerings (3 taught by FT, 2 taught by PT)

2. Are available full-time faculty adequate to support the program?

Yes
 No, please explain:

3. Is there at least one full-time faculty member with primary teaching assignment in the program area?

Yes
 No, please explain:

4. Is release time assigned and is it adequate for the program coordinator/department chair to administer the program?

Yes
 No, please explain:

5. Is administrative support adequate for assisting the program coordinator/department chair? (e.g. clerical support, college-level and system-level administration support)

Yes
 No, please explain:

6. What role do faculty play in academic advising?

Faculty play an extensive role in academic advising. Both full-time faculty members are knowledgeable in course sequencing, transfer requirements, and career placement. Both coordinate the advising roundtables during registration periods and are active participants in open registration days. Both have served as active members of the Student Success and Retention Committee. A business department bulletin board is also maintained to highlight key departmental information (including multiple aspects of advising).

Recommendations:

PROGRAM:
COLLEGE:

IV.1b STANDARD: Faculty meet competency requirements for teaching in the program area. (NEASC 5.2)

1. Supply the information requested below for all full-time and part-time faculty teaching in your program in the current semester. **Use Form 1 and attach.**

Instructor Name	Status FT/PT	Highest Degree/Certificate	Other Qualifications/Work Experience	Courses Taught

2. Do all program faculty meet the requirements for teaching in the program area?

- Yes
 No, please explain:

Recommendations:

IV.1c STANDARD: Programs provide professional development opportunities for faculty and demonstrate that such development occurs. (NEASC 4.31)

Full-time program faculty participate in professional development activities each year. (NEASC 5.12)

1. Did each full-time faculty member in your program participate in a professional development activity during the past year?

- Yes
 No, please explain:

Attach the most recently completed evidence of professional development activities for full-time program faculty.

2. Do part-time faculty in your program have access to ongoing professional development activities?

- Yes
 No, please explain:

3. Are adequate opportunities and resources made available for faculty's professional development needs?

- Yes
 No, please explain:

List professional development needs not satisfied in the last three years.

Recommendations:

IV.2 MEASURE: BUDGET ADEQUACY

IV.2a STANDARD: Budget is adequate to support the program. (NEASC 4.2, 9.1)

1. Indicate program expenditures for the last fiscal year:

	2014-2015
Capital	\$
Operating Expenses	\$252.84*
Budget to Goal Allocation	\$
Total Year Expenditures	\$252.84

*Actual amount as of 5/6/2015

2. Indicate program budget for the prior and current year:

PROGRAM:

COLLEGE:

	2013-2014	2014-2015
Capital	\$	\$
Operating Budget	\$ 650	\$650
Budget to Goal Allocation	\$	\$
Total Year Budget	\$ 650	\$650

3. Is the program budget adequate to meet program needs?

- Yes
 No, please explain:

Recommendations:

V. CRITICAL SUCCESS INDICATOR: PROGRAM SUPPORT SERVICES

V.1 MEASURE: LIBRARY AND OTHER LEARNING RESOURCES

V.1a STANDARD: Students and faculty are provided convenient, effective access to library and other learning resources needed in their program. (NEASC 7.1, 7.2)

1. Indicate library resources that are needed to support students in your program and the current level of access to those resources:

	Student Level of Access		Faculty Level Of Access	
	Adequate	Inadequate	Adequate	Inadequate
<input type="checkbox"/> Electronic catalog	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Serials listing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Closed reserve listing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Internet access	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Remote access	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Interlibrary loan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other, please list:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendations:

V.1b STANDARD: Library collections are sufficient in quality, level, diversity, quantity and currency to support and enrich the institution's academic offerings. (NEASC 7.2)

	Student Level of Access		Faculty Level Of Access	
	Adequate	Inadequate	Adequate	Inadequate
Print Materials				
<input type="checkbox"/> Quantity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Non-Print Materials				
<input type="checkbox"/> Quantity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Electronic Resources				
<input type="checkbox"/> Quantity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendations:

PROGRAM:

COLLEGE:

V.1c STANDARD: The institution provides appropriate orientation and training for use of these resources. (NEASC 7.4)

Adequate _____ *Inadequate*

1. Library staff provides orientation and training.



PROGRAM:

COLLEGE:

V.2 MEASURE: INSTRUCTIONAL SUPPORT
V.2a STANDARD: Equipment and facilities meet business and industry standards and are adequate to support the program. (NEASC 8.1)

1. Is a dedicated lab required to support instruction in the program?

- No, skip to item 2 below.
- Yes, describe type of lab and respond to items a)-e).

a) Are dedicated lab facilities adequate?

- Yes
- No, please explain:

b) Do labs meet current technology standards?

- Yes
- No, please explain:

c) What means does the program use to determine adequacy of dedicated lab facilities and standards to be met?

d) For labs utilizing hazardous materials, is there a safety process in place?

- Not applicable, please skip to item 2 below.
- Yes
- No, please explain:

e) Does the safety process follow appropriate regulations regarding hazardous materials for each of the following?

Disposal

- Yes
- No, please explain:

Handling

- Yes
- No, please explain:

Storage

- Yes
- No, please explain:

PROGRAM:

COLLEGE:

2. Is specialized equipment utilized in the classroom to support instruction in the program?

No, skip to Standard III.2b.

Yes, describe specialized equipment and respond to items a)-d).

a) Is available specialized classroom equipment adequate and does it meet current technology standards?

Yes

No, please explain:

b) Describe any additional specialized equipment needs.

c) What means does the program use to determine whether equipment is up-to-date and whether it reflects equipment used in business and industry?

d) What year was specialized equipment last upgraded?

Recommendations:

PROGRAM:
COLLEGE:

V.2b STANDARD: Facilities and instructional support services are adequate and easily accessible for program faculty and students.

1. Do students and faculty in the discipline at your college have the facilities and instructional support services they need for effective learning?

	<u>Adequate</u>	<u>Inadequate</u>	<u>Comment on Inadequacies</u>
Audiovisual equipment	<input checked="" type="checkbox"/> X	<input type="checkbox"/>	
Bookstores	<input checked="" type="checkbox"/> X	<input type="checkbox"/>	
Classrooms	<input checked="" type="checkbox"/> X	<input type="checkbox"/>	
Classroom supplies	<input checked="" type="checkbox"/> X	<input type="checkbox"/>	
Duplicating services	<input type="checkbox"/>	<input checked="" type="checkbox"/> X	Need more copy machings
Group study areas	<input checked="" type="checkbox"/> X	<input type="checkbox"/>	
Individual study areas	<input checked="" type="checkbox"/> X	<input type="checkbox"/>	
Instructional Technology	<input checked="" type="checkbox"/> X	<input type="checkbox"/>	
Learning assistance centers	<input checked="" type="checkbox"/> X	<input type="checkbox"/>	
Library resources	<input checked="" type="checkbox"/> X	<input type="checkbox"/>	
Meeting space	<input checked="" type="checkbox"/> X	<input type="checkbox"/>	
Multimedia equipment	<input checked="" type="checkbox"/> X	<input type="checkbox"/>	
Office space	<input checked="" type="checkbox"/> X	<input type="checkbox"/>	
Open access computers	<input checked="" type="checkbox"/> X	<input type="checkbox"/>	
Parking	<input checked="" type="checkbox"/> X	<input type="checkbox"/>	
Study areas	<input checked="" type="checkbox"/> X	<input type="checkbox"/>	
Work space	<input checked="" type="checkbox"/> X	<input type="checkbox"/>	
Other, please list:			
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

2. Do program faculty have adequate access to the computer hardware, software, and communication network necessary for instructional preparation?

- Yes
 No, please explain:

3. Do program faculty need access to open computer labs?

- No, please skip to item 5.
 Yes, please respond to items a)-e):

- a) Describe the need for open access labs, including need to access e-mail and Internet.
- b) What process is used to identify those needs and the required user access time?
- c) How are these needs communicated to college administration?
- d) What is the current status of open computer labs for program faculty users?

Available

- Yes, please give location:
 No, please explain:

Accessible

- Yes, please give location.
 No, please explain:

PROGRAM:
COLLEGE:

e) Where appropriate, is there adequate technical support for the above described services?

Yes, please describe:

No, please explain:

4. Do program students need access to open computer labs?

- No, please skip to III.3a Standard.
 Yes, please respond to items a)-b):

a) What is the current status of open access labs for student users:

Available

Yes, please give location:

No, please explain:

Accessible

Yes, please give location:

No, please explain:

b) Where appropriate, is there adequate technical support for the above described services?

Yes, please describe:

No, please explain:

Recommendations:

V.3 MEASURE: INFORMATION/EDUCATIONAL TECHNOLOGY RESOURCES AND SYSTEMS

V.3a STANDARD: Information technology resources support programs at the appropriate levels.

1. Identify the information technology resources needed by faculty and staff in the academic discipline and rate the availability and adequacy of those resources at your college.

Resource Needed	Available	Not Available	Adequate	Inadequate
<input type="checkbox"/> Databases	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Distance Learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> E-mail Accounts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Internet Access	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Video Conferencing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other, please list: Tech/distance learning support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on any resource that is checked as needed but is not available or is inadequate.

2. Do program faculty have adequate access to information/educational technology training?

- Yes
 No, please explain:

PROGRAM:
COLLEGE:

3. Do faculty in the discipline at your college have adequate access to the computer hardware, software, and communication network necessary for instructional preparation and to access available information technology resources?

- Yes
 No, please explain:

4. Is the level of technical support adequate for the information technology resources used by your faculty and staff?

- Yes
 No, please explain:

Recommendations:

V.4 MEASURE: STUDENT DEVELOPMENT SERVICES
V.4a STANDARD: Student development services support student success. (NEASC 6.1)

For each of the following services, indicate the level of satisfaction provided to students in your program:

Student Development Services

Services	Level of Satisfaction				
	1. Excellent	2. Good	3. Fair	4. Poor	5. Unacceptable
Career Counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Financial Aid	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Placement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruiting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing/Assessment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendations:

V.5 MEASURE: ADVISORY COMMITTEE
V.5a STANDARD: Program Advisory Committee membership reflects diversity of occupational field.
V.5b STANDARD: Program Advisory Committee meets at least once a year; maintains written minutes in appropriate format reflecting industry involvement; advises on curriculum matters and encourages opportunities for increasing underrepresented populations in the program.

1. Do the advisory committee members reflect the occupational field?

- Yes
 No, please explain:

Use Form 2 to provide an up-to-date committee profile (do not include names) and attach.

2. List the dates of the Advisory Committee meetings held in the last year. **Attach the minutes.**

April 24, 2015

3. Explain how the advisory committee participates in curriculum review.

BAC Agenda items include a Q&A section about program outcomes and employer expectations. Members are also briefed on how previously identified program modifications have been incorporated into the curriculum.

4. Explain how the advisory committee provides valuable input and performs helpful services, to include participation in each of the following: establishing technology needed for program instruction; marketing of program in community; the professional development of faculty.

PROGRAM:
COLLEGE:

QVCC's advisory committee consists of area business and academic leaders. Several members of the advisory committee also teach courses at QVCC. The community we serve is quite small and interconnected. This gives us the opportunity to focus resources in those areas needing the most attention and providing the greatest opportunity for students and the community as a whole. The composition of this committee changes periodically to provide feedback on identified service area needs and program development initiatives.

5. Cite some of the ways in which the committee has made an impact on the program and/or decisions related to it.

The 2014 advisory committee identified a need for more "career oriented" accounting training. A textbook is currently being authored that may provide an unmet market need in this area. Once the text is completed it will be reviewed for course development and implementation. Committee members have also identified the need for students to develop communication and technology skills set. As a result, two new courses: BMG* 204 Managerial Communications and BBG* 115 Business Software Applications have been developed. The use of technology has also been integrated more heavily into the curriculum (particularly in BFN* 110, BFN* 201 and ACC* 113.)

Recommendations:

Program Review

LIST OF EVIDENCE PROVIDED

(Item retained as evidence in the Office of the Program Coordinator/Department Chair)

Check items are provided as evidence to support the completed Discipline Review packet.

Reference	Item
<input type="checkbox"/> Std. I.1c	Corroborative Information to Support Program Need (to include needs assessment, Employment outlook information, etc.)
<input type="checkbox"/> Std. III.1a	Current College Catalog (program degree plan)
<input type="checkbox"/> Std. III.4a	Document of Employer/Transfer satisfaction Surveys
<input type="checkbox"/> Std. III.4b	Document of Student Satisfaction Surveys
<input type="checkbox"/> Std. II.2a	Current Class Schedule for Program Courses
<input type="checkbox"/> Std. II.5a	Course Outlines
<input type="checkbox"/> Std. II.4b	Document(s) of Affiliations with Business/Industry
<input type="checkbox"/> Std. III.3a	Document of Graduate Satisfaction Survey

PROGRAM:
COLLEGE:

Program Review

LIST OF ATTACHMENTS

Check attachments that are included with completed Discipline Review packet.

	Reference	Attachment Item
<input type="checkbox"/>	Std.I.2a	Accreditation Certificate/Letter from Agency Identifying Status
<input type="checkbox"/>	Std.I.2a	Published Accreditation Information
<input type="checkbox"/>	Std. IV.1b	Faculty Roster (Form 1)
<input type="checkbox"/>	Std. IV.1c	"Additional Responsibilities Report" for full-time Program Faculty
<input type="checkbox"/>	Std. V.5a	Advisory Committee Profile (Form 2)
<input type="checkbox"/>	Std. V.5b	Advisory Committee Minutes
<input type="checkbox"/>	Std. III.5a	Licensure/Test Pass Data (Form 3)
<input type="checkbox"/>	Std. II.1b	Program Information Packet
<input type="checkbox"/>	Std. II.2a	Published Degree Requirements
<input type="checkbox"/>	Std. II.3c	Program Competency Profile

PROGRAM:
COLLEGE:

Program Review
Form 1.
FACULTY ROSTER
(Use current semester listing)

Instructor 's Name	Status FT/PT	Highest Degree/ Certificate	Other Qualifications Work Experience	Courses Taught
Jen Oliver	FT	BS	CPA/Public Acct Manager	BFN, ACC, CSA
Erin Pagano	FT	MS	Extensive experience in multiple aspects of business	BBG, BMG, BMK, ECN, BES
Steve Aringhaus	PT	MA	Worked at World Bank, extensive teaching experience	ECN
Mike Beausoliel	PT	MBA	Extensive management experience	Intro to Business Management
Jean Collins	PT	Ed. D	Extensive management experience	Managerial Communications
John McGrath	PT	JD	Practicing attorney	Business Law
Cheryl Miller	PT	BS	CPA	Fin. Accounting Federal Taxes
John Miller	PT	MBA	President of local company	Business
Linda Smith	PT	MA	Extensive accounting experience	Financial Acct Man. Accounting Intern. Accounting
Alfred Williams	PT	JD	Previous working experience as an attorney	Business Law

PROGRAM:
COLLEGE:

Program Review
Form 2.
PROGRAM ADVISORY COMMITTEE PROFILE

Demonstrate the diversity of your program advisory committee by supplying the number of representatives for each category listed in the following table.

Total Number Advisory Committee Members =

Committee Diversity	Number Represented
<i>Gender</i>	
Male	2
Female	4
<i>Ethnicity</i>	
White	5
African American	
Hispanic	
Asian/Pacific Islander	
Native American	1
Nonresident Alien	
<i>Size of Business</i>	
Large Business	2
Small Business	1

PROGRAM:
COLLEGE:

Program Review

Form 3

STUDENT PERFORMANCE ON LICENSURE OR OTHER STANDARDIZED TESTS

This form may be used to report student performance when a program has more than one licensure or standardized test. Complete a separate chart for each.

	<u>Spring 2000</u>	<u>Spring 1999</u>	<u>Spring 1998</u>	<u>Spring 1997</u>
Name of test:				
Number taking test				
Number passing test				
Average test score				

	<u>Spring 2000</u>	<u>Spring 1999</u>	<u>Spring 1998</u>	<u>Spring 1997</u>
Name of test:				
Number taking test				
Number passing test				
Average test score				

	<u>Spring 2000</u>	<u>Spring 1999</u>	<u>Spring 1998</u>	<u>Spring 1997</u>
Name of test:				
Number taking test				
Number passing test				
Average test score				

	<u>Spring 2000</u>	<u>Spring 1999</u>	<u>Spring 1998</u>	<u>Spring 1997</u>
Name of test:				
Number taking test				
Number passing test				
Average test score				

	<u>Spring 2000</u>	<u>Spring 1999</u>	<u>Spring 1998</u>	<u>Spring 1997</u>
Name of test:				
Number taking test				
Number passing test				
Average test score				
