

Table One - Review of All Academic Activities

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

Column B: Indicate with "yes" or "no" whether the business unit administers the program.

Column C: Indicate with "yes" or "no" whether the program is to be accredited by ACBSP .

If no, provide justification explaining why the program should be excluded from the accreditation process and how you will communicate with the public what is and what is not accredited.

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

A. Business or Business Related Programs & Degree Type	B. Program in Business Unit	C. To be Accredited by ACBSP	D. Number of Degrees Conferred During Self-study Year
EXAMPLE ONE: A.S. in Accounting or Accounting, A.S. degree or Accounting, Associate of Science Degree	Yes	Yes	17
EXAMPLE TWO: A.S. with concentrations in Accounting, Management, Marketing and Human Relations Management	Yes	Yes	23
PLEASE ENTER YOUR PROGRAMS & DEGREE TYPE BELOW:			
Accounting, Associate in Science	Yes	Yes	3
Business Administration, Associate in Science	Yes	Yes	4
Business Administrative Technology, Associate in Applied Science	Yes	Yes	2
Concentration: Medical Office Assistant	Yes	Yes	
Business Administration and Management, Associate in Applied Science	Yes	Yes	0
Business Administrative Technology, Certificate	Yes	Yes	1
Concentration: Medical Office Assistant	Yes	Yes	
Business Administration and Managementt, Certificate	Yes	Yes	0
Business Administration, Associate in General Studies	Yes	Yes	0

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Standard Three: Student, Stakeholder and Market Focus - Figure 3.1

Example of a Table for Student and Stakeholder Groups

Criterion 3.1 The business unit examines how it determines requirements, expectations, and preferences of its students and stakeholders. Also examined is how the business unit builds relationships with students and stakeholders and determines their satisfaction. Additionally, practitioners serve as role models and counselors for students regarding business careers. They also provide faculty with information to update professional skills, make curriculum changes, and serve as classroom speakers

Describe your processes pertinent to this criterion.

Figure 3.1		
Example of a Table for Student and Stakeholder Groups		
Pertinent to Criterion 3.1, list your key student and stakeholder groups identified above and/or in the Organizational Profile, their requirements, and the features of your educational program that meet their requirements (a table is the most effective way to display this information as in the example below).		
Student/Stakeholder Group	Student/Stakeholder Requirement	Educational Program Addressing Requirement
Business Graduates who transfer to a four-year University	Transfer students will be successful at the four-year college or university.	Accounting, AS Business Administration, AS Business Administration, AGS
AAS Business Graduates who obtain a job	Graduates of the AAS program will successfully find employment.	Business Administrative Technology, AAS Business Administration and Management, AAS Business Administrative Technology, Certificate Business Administration and Management, Certificate
Employers of AAS Business Graduates	Employers who hire our students will be satisfied with the quality of our students' work.	Business Administrative Technology, AAS Business Administration and Management, AAS Business Administrative Technology, Certificate Business Administration and Management, Certificate

Standard Three: Student- and Stakeholder-Foc

Use this format to respond to Criterion 3.4. If you are submitting a self-study for real

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.
 Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects o
 Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.
 Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.
 Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to

Performance Measure: /Competency/ What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)		Areas of Success: What are your current results?	Analysis of Action Taken: What did you learn from your results?
(Example) At least 75% of the graduates will be satisfied or very satisfied on all survey items	Graduate Survey		Satisfaction with job skills was expressed by 82% of responders	71% were satisfied with academic advising, so an advisor letter series was implemented
100% of students responding will report satisfactory transfer to the four-year college or university.	Student Follow-up Survey will be sent to AOS and AGS business graduates transferring to a four-year college or university.	2013-2014	This data will not be available until spring 2015.	N/A
		2012-2013	2 Survey mailings were sent out to 19 total graduates with 3 responding.	Three students responded with Agree or Strongly Agree that they were prepared to attend the four-year school. Only one student made a comment, and that was to offer our Accounting courses in the proper order.
		2011-2012	2 Survey mailings were sent out to 19 total graduates with 4 responding.	Two students made comments that were pretty positive. They both felt prepared for the four-year school. One student mentioned that the transition to her Accounting classes was less stressful since she could remember much of what she learned. Both students thought more scenarios and real-life situations would be helpful.
		2010-2011	2 Survey mailings were sent out to 7 total graduates with 3 responding.	Comments made were "Things I learned in class I have utilized in my job." and "Harder classes."
		2009-2010	3 students responded to surveys that were sent out to 13 students two different times. Two stated "strongly agree" and the third stated "agree".	Two students made comments that were very helpful including: "Some business classes at PCC should consider making harder exams", and "encourage students to read books related to their majors, and provide more current events in all classes". (These are not direct quotes)

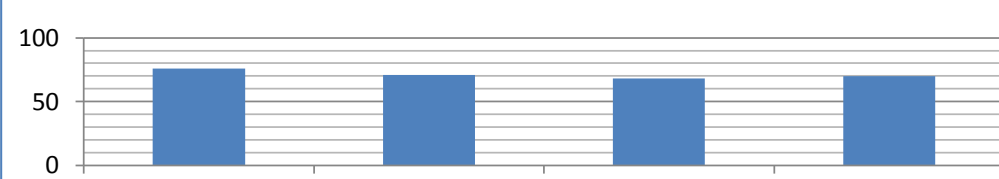
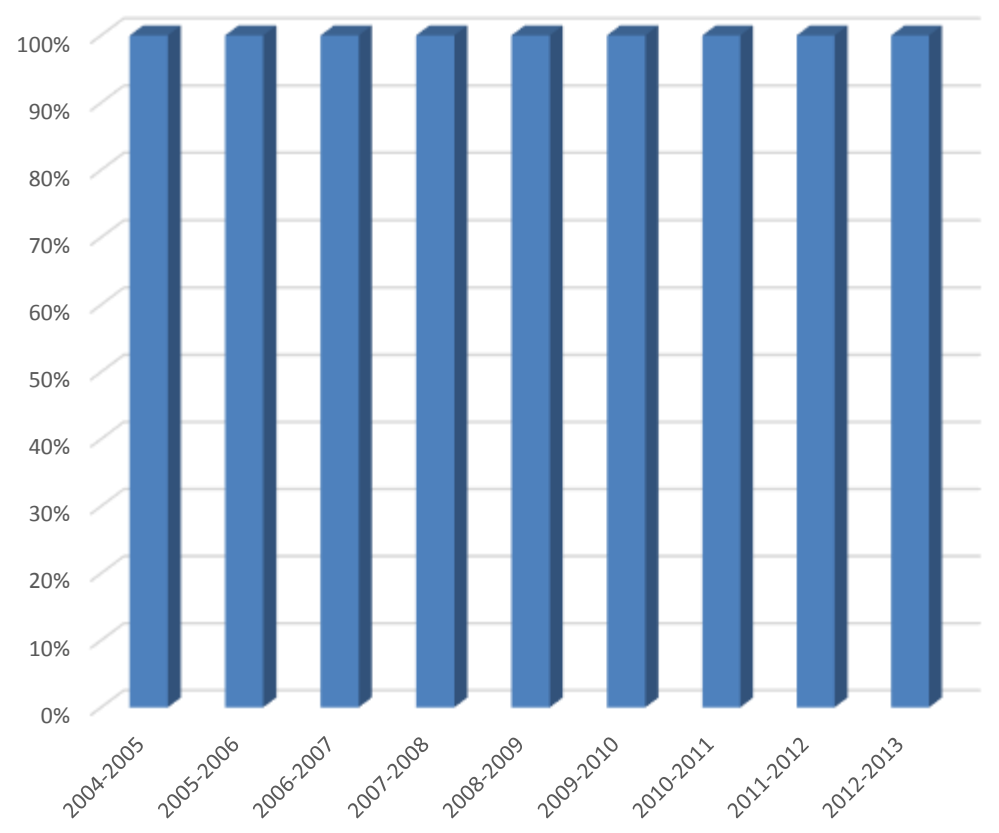
		2008-2009	We had 7 students respond out of 19 surveys that were mailed to business graduates. Six out of the seven stated they agreed or strongly agreed that PCC prepared them for the four-year university. The other student did not enclose her survey. All six of the responders stated they would recommend PCC to future students.	We had really good responses this year as we have had in past years. One student made the following comment, "PCC has done an excellent job in preparing their business students for their next endeavors. PCC should open a four year business program directly through PCC!" Another student made a comment that all classes transferred fine, but he had to take two language classes. We don't require language classes at PCC and the Business Department can't require them either. We feel we are doing a good job educating our students, and we need to strive to continue that quality of education.
100% of AAS business graduates desiring employment will attain employment or continue their education.	VEIS (state) report will be reviewed to determine employment status of AAS business graduates.	2013-2014	Data for this year is not made available to us until spring 2015.	N/A
		2012-2013	We had two students employed in a related field and 3 students continue their education.	All five students are meeting the benchmark of either being employed or continuing their education.
		2011-2012	We had 1 student employed in the field and two continue their education. We achieved the benchmark at 100%	All three students either are working or are furthering their education.
		2010-2011	Due to the temporary discontinuation of our program, we still had no graduates.	N/A
		2009-2010	At this point, we had 17 majors and eight concentrators (according to the state), of which we had no graduates.	At this point in time, we are still trying to build our program.
		2008-2009	The program was discontinued so we have no graduates.	No action plan needed.
100% Employers will rank our students at the Good or Very Good levels.	Employer Follow-up Evaluations will be reviewed.	2013-2014	Follow-Up data for this year has not been compiled yet. Follow-up forms are not sent out until the following fall semester, and are compiled after that.	N/A

Used Results - Criterion 3.4

Confirmation, this is the same table used in your QA report.

of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

compete successfully for entry-level positions.

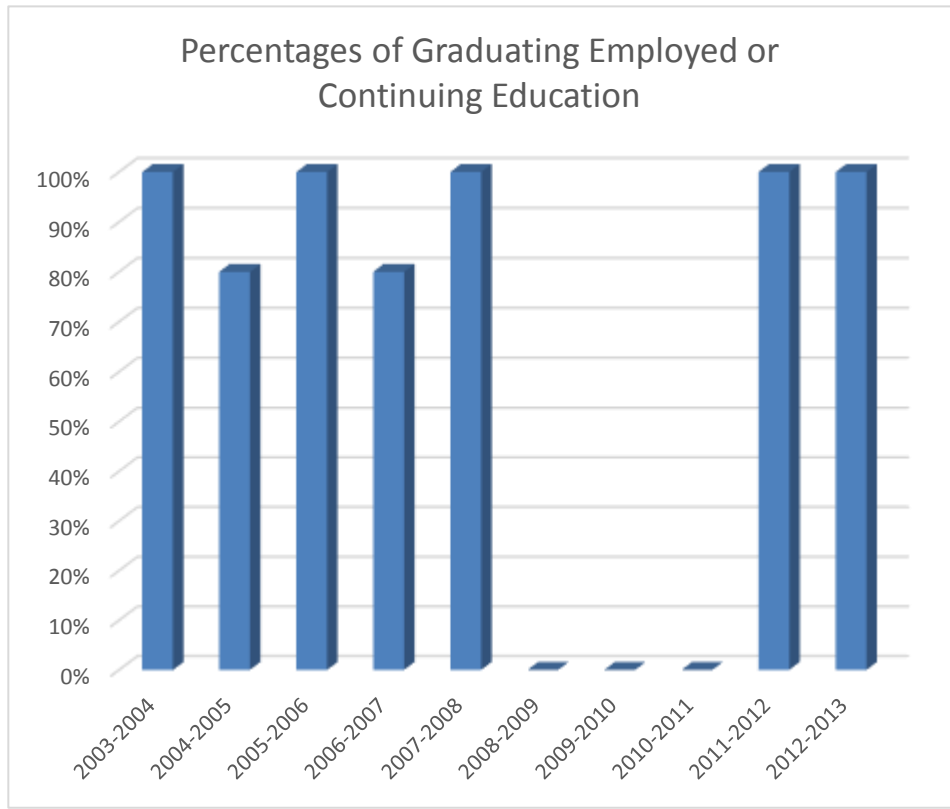
Results of Action taken: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)	Data Point 4 (year or semester)
An increase in advisor and advisee contact led to an increase in satisfaction to 76%	Alumni Satisfaction Results 	76	71	68	70
N/A	Follow-Up Surveys 				
I honestly don't know what the comment is referring to. Our Accounting courses are offered in the correct order. I just looked at her transcript and two of her Accounting classes were transferred in from Cowley CC.		# of Students	I had percentage data these years, but don't individual data.		
The problems in the Accounting textbook are pretty real, but I may need to discuss them a little more with students so they can see that.		Returned Surveys			
We aren't making any changes to our classes at this point in time. We will always have students who want harder classes and some that think they are too hard. We will monitor comments to see if we end up with a trend with students wanting harder classes.		Agreed or Strongly Agreed			
We upped the level of difficulty of our tests in some of the classes – some were already pretty difficult. We also implemented a one-credit hour Business Ethics course, which discusses lots of current events. This was not necessarily because of this student's comment, but because of the need of ethics in our world, but it does help to satisfy this concern. We don't have control of all classes a student takes, only the business classes.		Percentages	100%	100%	100%

N/A

We are slowly building our graduate numbers. I would like to still have more graduates, possibly in the 8-10 range. We are putting more money into recruiting specifically for our business programs for next year, so hopefully this will help.

N/A

We are still trying to improve our student numbers in this program. We have been successful with student's finding employment when they desire employment.



2003-2004	2004-2005	2005-2006

I had percentage data from but don't have individual

Employed in Field

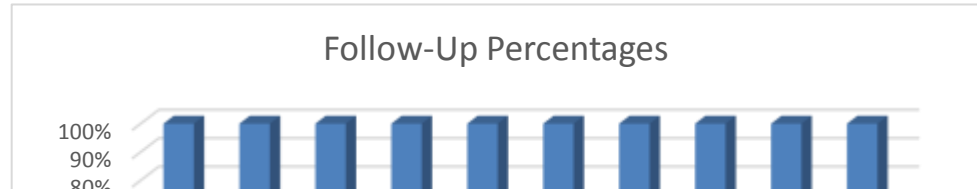
Continuing Education

Not employed or not continuing education

Total Students

Percentages 100% 80% 100%

N/A



100% of students will meet 80% of the computer competencies.	A formative internal assessment is given in the general education required computer courses for all PCC students except nursing. This is part of our Graduate Profile. Students in all our business programs take this course.	2013-2014	100% (289/289) 289 students took the word processing competency test this year. All 289 of the students scored higher than the 80% benchmark.	Students are doing better. This is the second year we've had 100%, and we've high percentaged most years.	We decided to increase the difficulty of the competency test, so Junnae Landry created a new assessment to be used next semester.
		2012-2013	100% (233/233) 233 students took the word processing competency test. All 233 students scored higher than the 80% benchmark.	At this time, we don't have an overall student learning problem. We do have students who drop the class. Through Title III, this year we have the opportunity to have an Supplemental Instruction Leader in one of our classes. Hopefully this will help retention.	We met the benchmark at 100%. We will utilize a Supplemental Instruction Leader in one of our classes, and that person will also be a tutor in the library for anyone that needs tutoring.
		2011-2012	98% (322/328) 328 students took this competency test, and 6 of them did not score at or above the 80% benchmark.	Although we were not below 80% on any specific competency, we had 6 students who didn't score at or above the benchmark. This is a general education requirement, so there are all levels of students in this class.	Even though we had 6 students not meet the benchmark, we are still at 98%. Ideally, we want ALL students to pass this competency test, but some students do not take it very seriously. We will stress the importance of this test both for the students understanding and their grade in the class, but also for our outcomes assessment plan.
		2010-2011	99.6% (249/250) met 80% of the computer competencies.	99.6% of the students passes the test at the 80% or above level.	We've discussed several things with this assessment. Expecting a 100% passing rate is not realistic, so we are considering lowering that to 90 or 95%. We have also discussed including other skills such as spreadsheets, database, etc., but not all students take a class that incorporates these other softwares, so for right now, we are leaving it as is.
		2009-2010	100% (350/350) met 80% of the computer competencies. (We decided to start compiling by years instead of by semesters.)	All 350 students passed the test at the 80% level or above.	N/A

		2008-2009	Spring - 100% (105/105) met 80% of the computer competencies. Fall - 100% (218/218) met 80% of the computer competencies.	323 students took the computer assessment this year, and all 100% passed the competency test at the 80% level.	N/A
Each competency of the computer competency test will measure at least 90% success rate.	A formative internal assessment is given in the general education required computer courses for all students except nursing.	2013-2014	There were no competencies that fell below the benchmark of 80%	The lowest benchmark was creating a cover page at 86%.	Justify and Hanging Indent were not a problem this year, so stressing those skills may have helped. There is no need for further action at this time.
		2012-2013	We had two competencies fall below the 80% benchmark out of 25 competencies that we track. They are: Justify (79%) and Hanging Indent (74%).	This is the first time Justify has been below the 80%, but Hanging Indent has been a problem off and on. Hanging Indent - we need to determine how important it is for all students to know how to do this or spend more time making sure they can do it.	We will try to stress this skill more while going over it, and review the skill right before the test to reinforce it.
		2011-2012	We were not below 80% on any of the competencies this year.	This is the first time we haven't fallen below the benchmark.	This is the second year we have used the Office 2010 software, so students may be more familiar with it. Nothing to change at this time.
		Spring 2011	Change font, edit document appropriately, and create a cover page.	We changed to the Office 2010 software in the fall, so that may be the reason for the issues we had in the fall semester. How we are doing Cover Pages may have been the reason for that. Not sure what would cause students to not be able to change a font.	I think we need to make sure that all instructors are understanding the "Edit document appropriately", since I believe some instructors are counting that down if a student doesn't do everything right, or maybe we just need to figure out how instructors are looking at that competency.
		Fall 2010	Six of the competencies were below the 90% level. Justify, hanging indent, margins, cut/paste, edit document appropriately, & first-line indent.		
		Spring 2010	Change Font and Edited document appropriately were both below the 90% level this year.	Our data is fairly good this year. We were 100% successful in the fall semester, but we dropped in the spring semester.	We need to keep looking at our trends to decide if one competency keeps coming up, but for now, they are pretty random except for the one listed above.
		Fall 2009	None of the 25 competencies were below the 90% level.		

		Spring 2009	1 out of the 25 competencies was below the 90% level. It was First-Line Indent – 88%.	We feel really good about our data this year. The competency is not a high-level competency, but rather is monitoring minimum competency; this is why we expect such a high pass rate. We could rationalize that these good scores are due to the new Office 2007 Suite that is supposed to be easier to learn and use, or that students are coming out of high school with better computer skills, or we are doing a better job teaching the skills. We will continue to monitor these skills.	N/A
		Fall 2008	None of the 25 competencies were below the 90% level.		
100% of AS business graduates will be within the standard deviation of the national norm for reading, writing, math, and critical thinking.	The CAAP test is a summative external assessment, which is given to all our Associate in Science graduates. Business student results are compared to the national norm and to all PCC graduates.				
		2013-2014	MA CT RD WR	Business students scored higher in Math and Reading than both PCC and the national norm but they scored lower in both Critical Thinking and Writing.	Possible conitnuing to stress reading is helping. We are meeting the benchmark in all areas, so until we see a trend in one area, we will continue doing what we are doing.
		NAT	56.0 60.8 60.2 61.5		
		PCC	57.1 58.4 58.6 60.4		
		BUS	57.4 58 61.8 60.3		
			SD	3.5 5.3 5.6 4.8	
		2012-2013	MA CT RD WR	Business students were below the national average in three of the areas, and below the PCC average in all four areas.	After last years great results, we now see scores a little lower than expected, but well within the standard deviaiton, so we are meeting our benchmark in all four areas. We may need to make sure instructors continue to stress reading in their classes.
		Nat	56.1 60.6 60.1 61.5		
		PCC	57.9 60.2 60.9 61.5		
		BUS	57.8 58.7 58.2 59.1		
			SD	3.5 5.4 5.4 4.9	
		2011-2012	MA CT RD WR	Business students scored higher in all four areas this year, and it seems to be noticeable. The college as a whole did better than	Maybe we just had better students this year, or maybe our activities that we incorporated into the classroom is helping.
		Nat	56.2 60.6 60.1 61.6		
PCC	57.4 58.4 60.2 61.8				
BUS	59.2 61.8 60.4 62.2				

			SD 3.5 5.4 5.5 4.8	the national average in everything but critical thinking.	
		2010-2011	MA CT RD WR	We scored higher than PCC and the national in all areas in this year.	We developed critical thinking activities to be used in several classes, and we stressed reading the textbooks more and explained to students how to read and use the textbooks better. It's so hard to tell from the data whether our activities helped, but our scores have improved.
			Nat 56.1 60.7 60.3 61.8		
			PCC 57 60.6 59.1 61.9		
			BUS 58.13 61.13 60 63.25		
			SD 3.6 5.4 5.5 4.9		
		2009-2010	Nat 56.1 60.7 60.4 62	We are lower in Critical Thinking, Reading, and Writing, but still within the standard deviation of all three.	N/A
			PCC 57.5 60.8 59.7 62		
			BUS 59.64 60.5 59.43 61.43		
			SD 3.5 5.4 5.5 4.8		
		2008-2009	Nat 56.2 60.8 60.4 62.0	Fourteen business students took the Math, Critical Thinking, and Reading CAAP tests this year, while ten took the writing portion of the CAAP test. All scores are well within the standard deviation range. Our business students scored above the national scores in both Math and Writing, and were very close in Reading and Critical Thinking, but our business students' math scores are lower when compared to other PCC students while writing remains high. Critical thinking and Reading still remain relatively close. We have been stressing writing skills a little more these past few years and we feel pretty good with these scores, but we think we should stress math skills a little more this year to see if CAAP scores can improve, even though we are happy overall with the scores.	N/A
			PCC 57.6 60.5 60.8 62.6		
			BUS 56.6 59.1 60.2 62.9		
			SD 3.6 5.4 5.3 4.8		
		2007-2008	Nat'l 56.2 60.9 60.5 62.1	Fourteen business graduates took the CAAP test this year. Scores	N/A

			PCC 57.7 61.3 60.5 63.1		
			BUS 58.0 61.0 60.0 62.0		
			SD 3.5 5.4 5.4 4.8	<p>the math test this year. Scores in math are above both the national and PCC mean. Critical Thinking scores are above the national norm, but a hair below the PCC mean. In reading and writing, we are a little lower than both the national and PCC mean. All scores are well within the standard deviation. We are doing pretty well in all areas, but there is room for improvement both in the reading and writing areas. We would like to see our scores be above the national mean. We will stress more reading and writing assignments in our classes this year.</p>	
<p>Students will score at or above the following levels on the following WorkKeys tests:</p> <p>Applied Math – 3 Listening – 4 Reading for Information – 3 Writing - 2.</p> <p>These benchmarks were set based upon industry requirements for Administrative Assistants.</p>	<p>The WorkKeys test is a summative external assessment, which is given to all our Associate in Applied Science graduates.</p> <p>Results of WorkKeys tests are not nationally normed so cannot be compared to other schools.</p>				
		2014	One student took the Workkeys test this year.	Scores are at or above the industry standards.	One student took the test and scored at or above the standards. We will continue to keep stressing skills in the writing and listening areas.
		AM	5		
		LI	4		
		RFI	4		
		W	3		
		2013	Two students took the Workkeys test this year.	Scores are at or above the industry standards.	Writing is at the industry standard. Two students took the test, and both scored at the 2 level, which is satisfactory. We will impress upon students that writing and listening are important skills, and we will continue to provide writing and listening exercises to improve those skills. A new critical thinking exercises is being placed in our Speech classes.
		AM	6.5		
		LI	4.5		
		RFI	4.5		
		W	2		
		2012	Three students took the Workkeys test this year.	Scores are above the industry standards. The writing scores	The writing and listening exercises will remain in our Office classes. The college

		AM	5	dropped a little.	has a whole has decided to stress reading and critical thinking across the curriculum. We started a new reading assessment in our Concepts of Physical Health class to assess scores in addition to assessing them with our CAAP/WorkKeys tests.
		LI	4		
		RFI	4.67		
		W	2.33		
		2011	Three students took the Workkeys test this year.	Scores are above the industry standards.	We will continue to do practice listening and writing exercises so students can improve on these skills. Since we have very low numbers taking the WorkKeys test; one student can skew the data, but so far our scores are good.
		AM	5		
		LI	4.67		
		RFI	5.67		
		W	2.67		
		2010	We had two students take the Workkeys tests.	Scores are above the industry standards.	Scores are good. We added some writing and listening activities in the Office Procedures and Administrative Procedures classes to help maintain skill levels in these areas.
		AM	4.5		
		LI	4		
		RFI	5		
		W	2.5		
		2009	No graduates	No action plan needed.	N/A
		2008		We only had one business student take the Work Keys test this year as the Administrative Assistant program is being phased out, but we are certainly pleased with this student's results. She was at the desired level for Applied Math and Listening and was above the desired level for Reading for Info and Writing.	
		AM	3		
		LI	4		
		RFI	4		
		W	3		

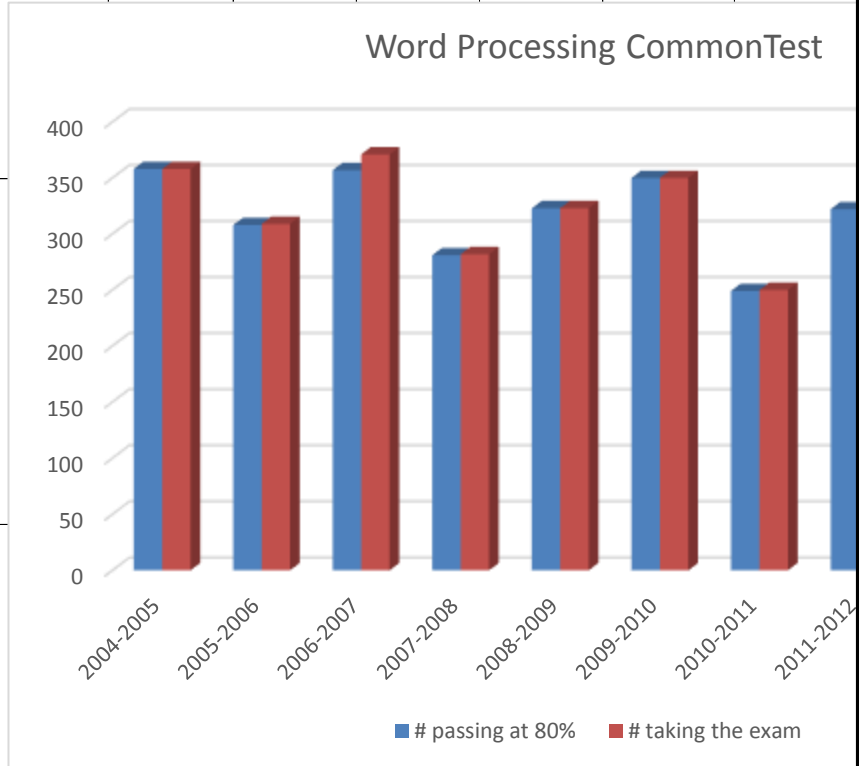
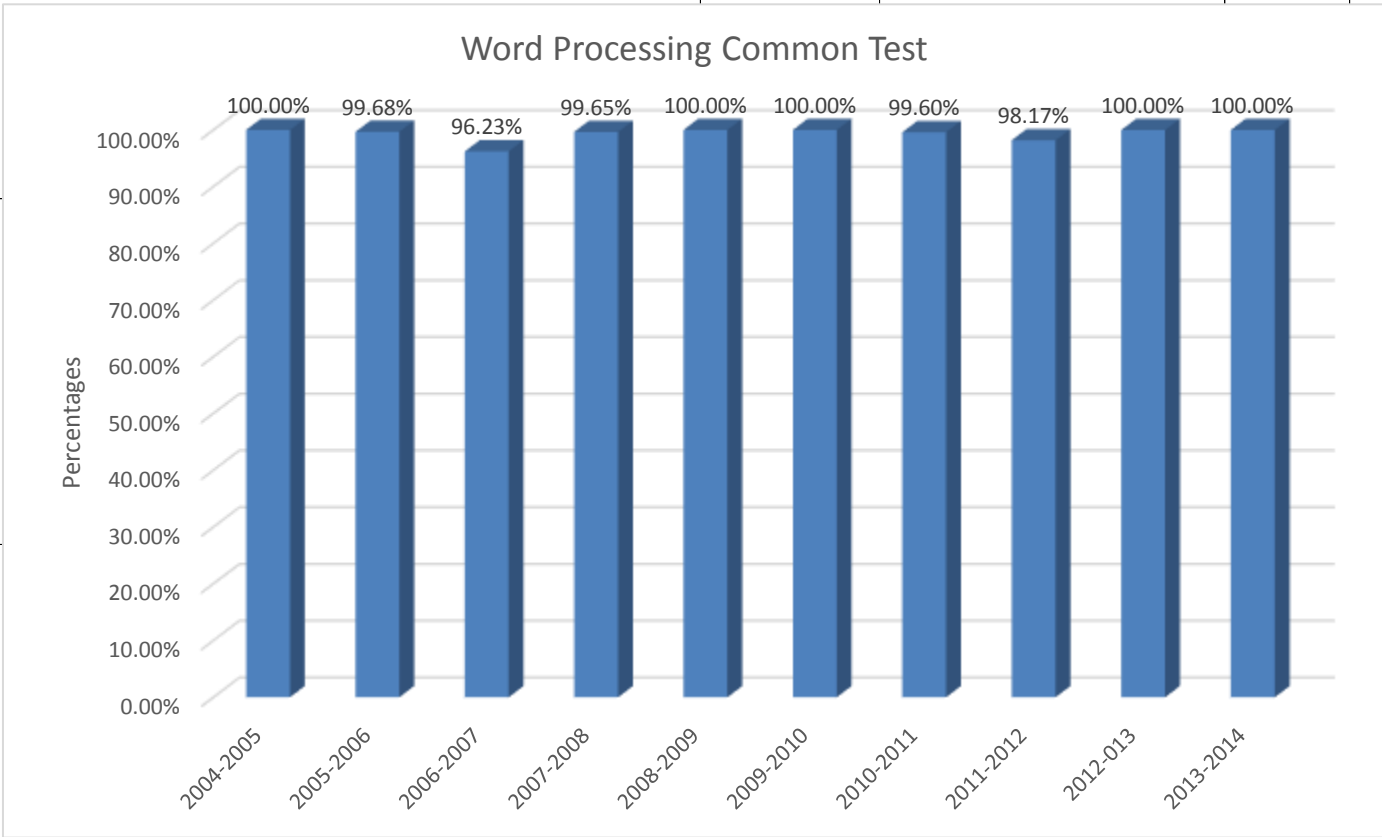
80% of the students in the Accounting I class will do and finish a comprehensive problem, and students who finish the comprehensive problem will score 80% or above on the problem.	A formative internal assessment is given in the Accounting I class. Students in all business programs (AS & AAS) take the Accounting I class.	Fall 2010	76% (16/21) of the students finished the comprehensive problem. 94% (15/16) of the students that finished the problem, scored 80% or above on the assessment.	We needed a higher number of students to actually finish the assessment. I need to stress the importance of finishing this problem more in the future. The problem carries quite a bit of weight in the class, and some of the students that didn't finish it ended up dropping the course. Of the students who did the problem, most scored very good on it.	We will stress to students how important this assignment is not only to their grade, but their understanding of Accounting.
		Spring 2011	100% (6/6) of the students finished the comprehensive problem. 100% (6/6) scored 80% or above on it.	All students did the problem, and all students passed the problem.	There were low student numbers this spring, but students did well.
		Fall 2011	93% (13/14) finished the comprehensive problem. 92% (12/13) passed with 80% or above on the problem.	We did pretty good in both categories this time. We can try to convince students of the importance of doing their work, but sometimes it just doesn't work.	Continue to stress how important this assignment is to convince students that they need to complete it.
		Spring 2012	85.7% (6/7) finished the problem, and 100% of those that finished, passed with 80% or above on the problem.	The one student that didn't finish the problem has not been coming to class, and will probably end up dropping the class.	We are getting a better percentage of students finishing this problem due to persistence from faculty. Students who finish this problem, tend to do well on it. We will continue to monitor the results.
		Fall 2012	89% (8/9) did the problem, and 100% of those that finished the problem, passed with 80% or above.	It's still hard to convince students to do this problem, as it takes lots of time because of its comprehensive nature.	We will continue to stress the importance of the problem. It seems that those who finish it end up passing the class with a decent grade, and those that don't do it, end up with a "D" or "F" in the class.
		Spring 2013	80% (4/5) finished the problem, with 75% (3/5) passing with 80% or above.	The student that did not finish the problem, failed the class.	With low numbers in the spring classes, it's hard to get an accurate percentage, but we still had 80% or above on this problem.

		Fall 2013	Of the students that passed the class, 100% (19/19) finished the problem. 100% passed with 80% or above.	Three students did not do the assignment, and all three of those failed the class.	I feel that this really is an indication of how important it is to finish and do well on this problem. We will continue to stress the importance of it.
		Spring 2014	86% (6/7) finished the comprehensive problem. 100% of the students that did the problem scored 80% or above on the problem.	One student did not do the assignment and ended up with a "D" in the class. Students must get a "C" or above in this class to advance to Accounting II.	The data seems to be pretty consistent. I will continue to monitor and stress the importance of this problem.
		Fall 2014	100% (16/16) did the comprehensive problem, and 94% (15/16) passed with 80% or above on the problem.	I finally got all students to do the comprehensive problem, but one student scored 68% on it, which is lower than the benchmark.	Now that all students were finally convinced of the importance of the problem, I need to stress the importance of doing a good as possible on problem.
		Spring 2015	The class did not make this semester	Students tend to like to take this class in the fall semester so they can follow it up with Accounting II in the spring semester.	

80% of students will pass 80% of the listed competencies for Macroeconomics	A formative internal instrument is used to assess students in the Microeconomics class.				
		2008	97% (33/34)	Students are successfully passing the competencies at or above the 80% benchmark.	The data looks good, so there is no action to be taken. We have one economics instructor, and he will continue to monitor the results.
		2009	100% (35/35)	Students are successfully passing the competencies at or above the 80% benchmark.	The data looks good, so there is no action to be taken. We have one economics instructor, and he will continue to monitor the results.
		2010	97% (31/32)	There are 21 competencies in this course, and students are successfully passing them at or above the 80% benchmark.	The data looks good, so there is no action to be taken. We have one economics instructor, and he will continue to monitor the results.
		2011	97% (34/35)	There are 21 competencies in this course, and students are successfully passing them at or above the 80% benchmark.	The data looks good, so there is no action to be taken. We have one economics instructor, and he will continue to monitor the results.
		Su2012	83% (5/6)	The small in this summer class caused the percentage to be comparatively low, but it is still meeting the benchmark.	The data looks good, so there is no action needed.
		2012	97% (33/34)	There are 21 competencies in this course, and students are successfully passing them at or above the 80% benchmark.	The data looks good, so there is no action needed.
		2013	94% (34/36)	There are 21 competencies in this course, and students are successfully passing them at or above the 80% benchmark.	The data looks good, so there is no action needed. Dr. Hunter will continue to monitor results to make sure that his classes are meeting the 80% benchmark.
		Su2014	100% (3/3)	The small enrollment in the summer classes can make or break this benchmark, but fortunately all three students met the benchmark.	The data looks good, so there is no action needed.
		2014		This data will be available after the 2014-2015 school year.	

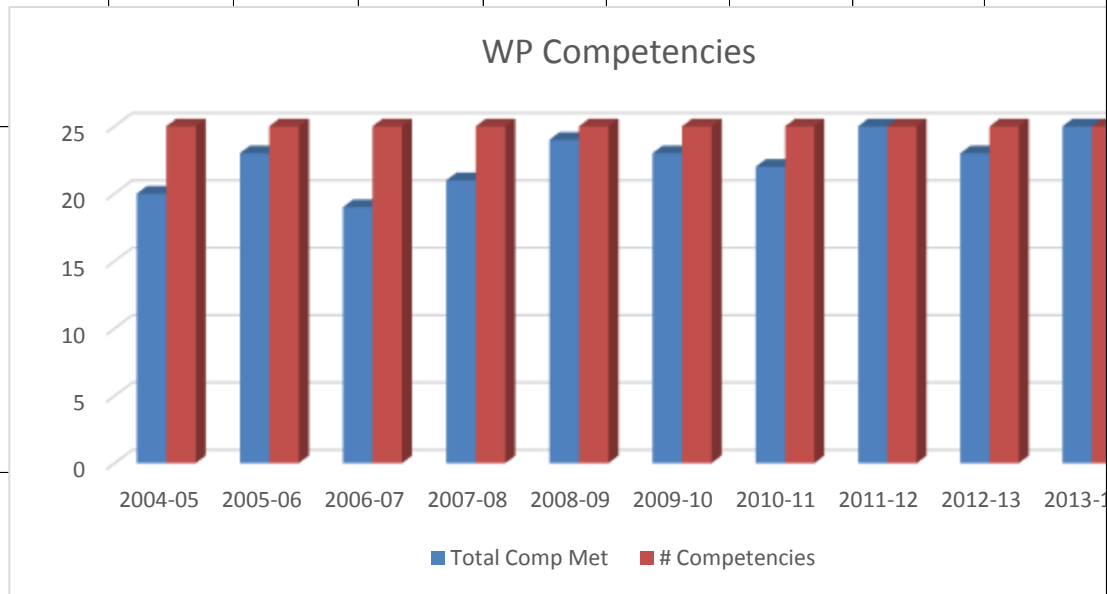
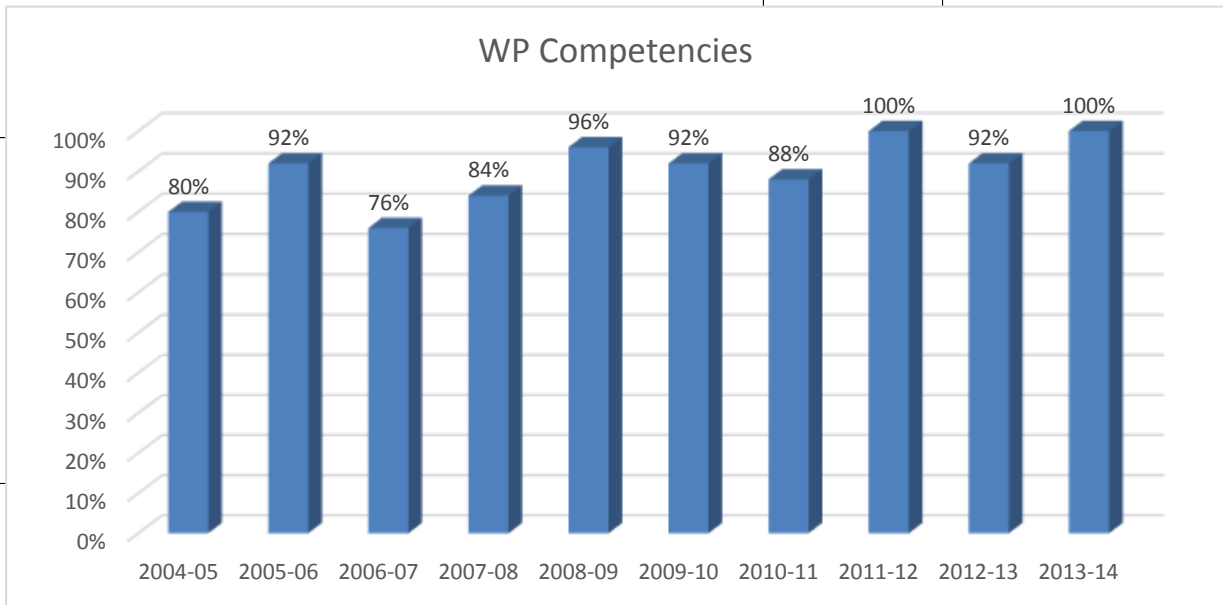
80% of students will pass 80% of the listed competencies for Microeconomics.	A formative internal instrument is used to assess students in the Microeconomics class.	2009	100% (31/31)	Students are successfully passing the competencies at or above the 80% benchmark.	The data looks good, so there is no action to be taken. We have one economics instructor, and he continues
		2010	100% (24/24)	Students are successfully passing the competencies at or above the 80% benchmark.	The data looks good, so there is no action needed.
		2011	96% (22/23)	Students are successfully passing the competencies at or above the 80% benchmark.	The data looks good, so there is no action needed.
		Su2011:	100% (7/7)	The benchmark was still met even though the class was small.	The data looks good, so there is no action needed.
		2012	100% (35/35)	Students are successfully passing the competencies at or above the 80% benchmark.	The data looks good, so there is no action needed.
		2013	94% (17/18)	Students are successfully passing the competencies at or above the 80% benchmark.	The data looks good, so there is no action needed.
		Su2013	91% (10/11)	The benchmark was still met even though the class was small.	The data looks good, so there is no action needed. Dr. Hunter will continue to monitor results to make sure that his classes are meeting the 80% benchmark.
		2014	100% (29/30)	Students are successfully passing the competencies at or above the 80% benchmark.	The data looks good, so there is no action needed.
		2015			
80% of the students in the Introduction to Business course will complete a Marketing Plan Project, and students who finish the comprehensive problem will score 85% or above on the project.	A formative internal assessment is used to assess students in the Intro to Business class.	2011	72% (13/18) of the students in the course completed the marketing plan project. 100% (13/13) scored 85% or above on the project.	This is the first time this project was done, so we have only one set of data. The goal was for 80% of the students to finish the project, and only 72% finished it.	Students will be reminded how important this plan is to their final grade and to our outcomes plan to entice a higher percentage of students to complete the project.
		2012	100% (20/20) of the students finished the marketing plan. 100% (20/20) scored 85% or above on the project.	Success this year. All students finished the project and all students scored 85% or above on it.	Students will continue to be reminded of the importance of this assessment.
		2013	93% (14/15) of the students finished the marketing plan. 93% ((13/14) scored 85% or above on the project.	There was a good percentage this year of students finishing and doing well on this project.	Instructor will continue to stress the importance of this activity.

		2014	100% of the students finished the marketing plan. 94% scored 85% or above on the project.	Stressing the importance of the activity seems to be working for most/all students as this year all students completed the project.	Of the students that complete the project, most will be successful. We've had good results for this assessment so we will continue to try to be successful.
		2015			

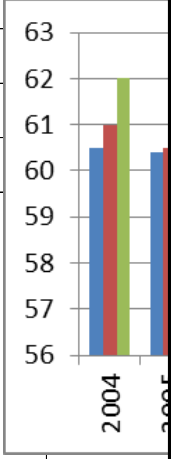
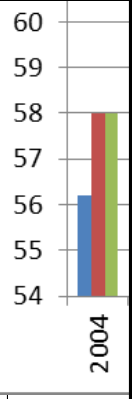
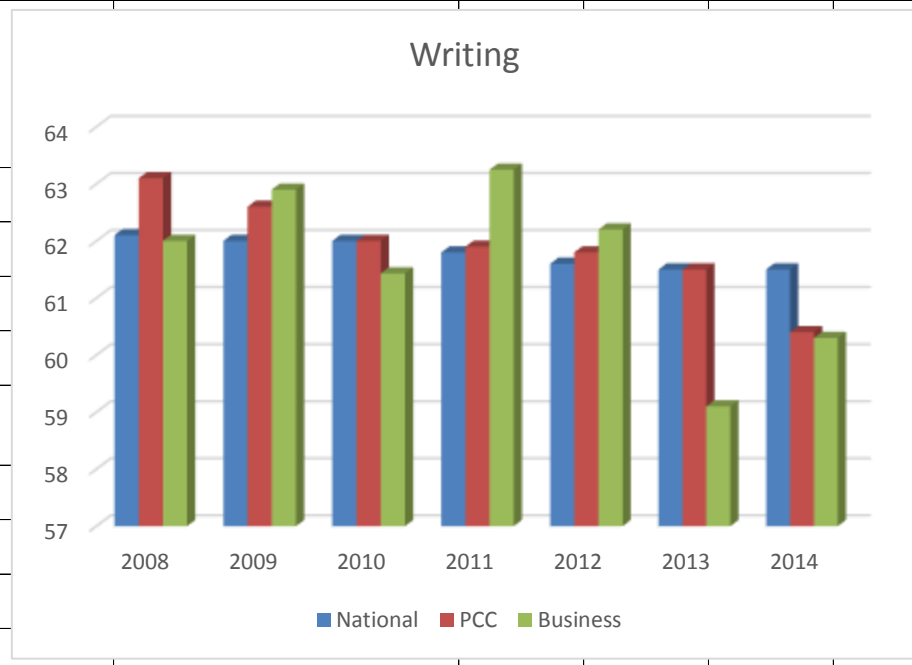
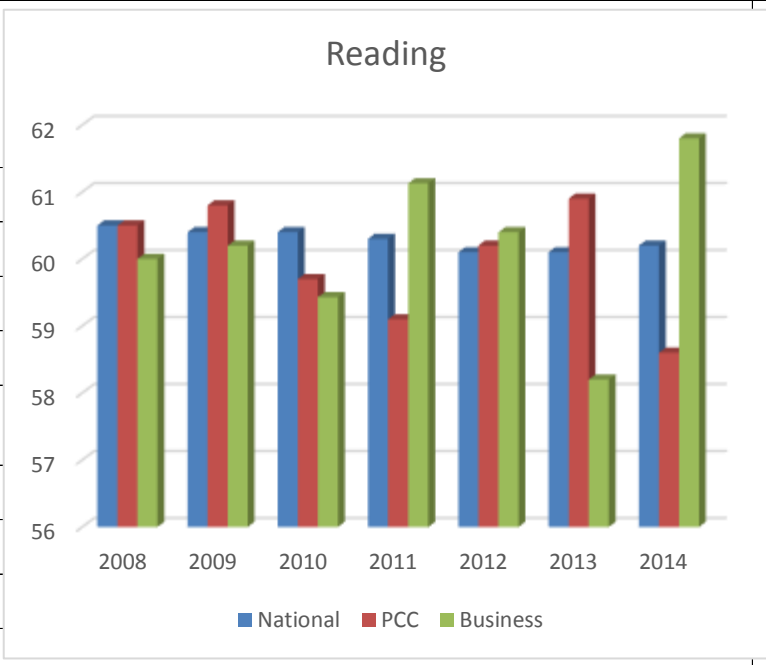


	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-013
# passing at 80%	358	308	357	281	323	350	249	322	233

		# taking the exam	358	309	371	282	323	350	250	328	233
		Percentage	100.00%	99.68%	96.23%	99.65%	100.00%	100.00%	99.60%	98.17%	100.00%



YEAR	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Total Comp Met	20	23	19	21	24	23	22	25	23
# Competencies	25	25	25	25	25	25	25	25	25
Percentage	80%	92%	76%	84%	96%	92%	88%	100%	92%



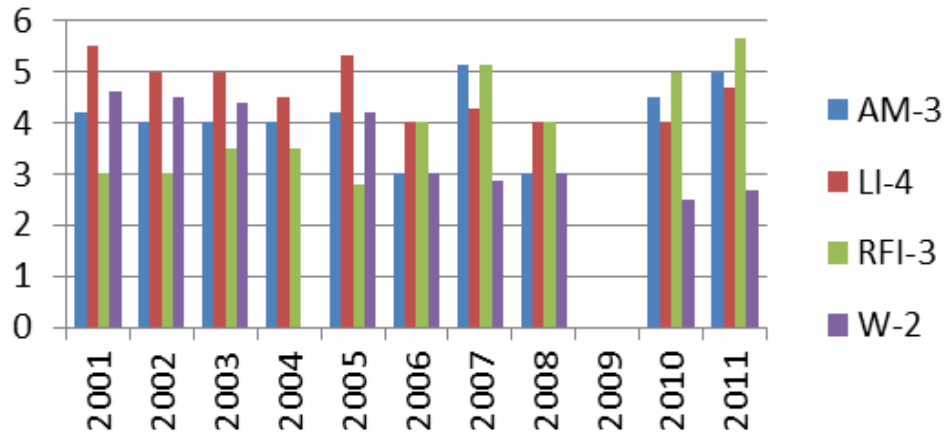
2008 2009 2010 2011 2012 2013 2014

■ AM ■ LI ■ RFI ■ W

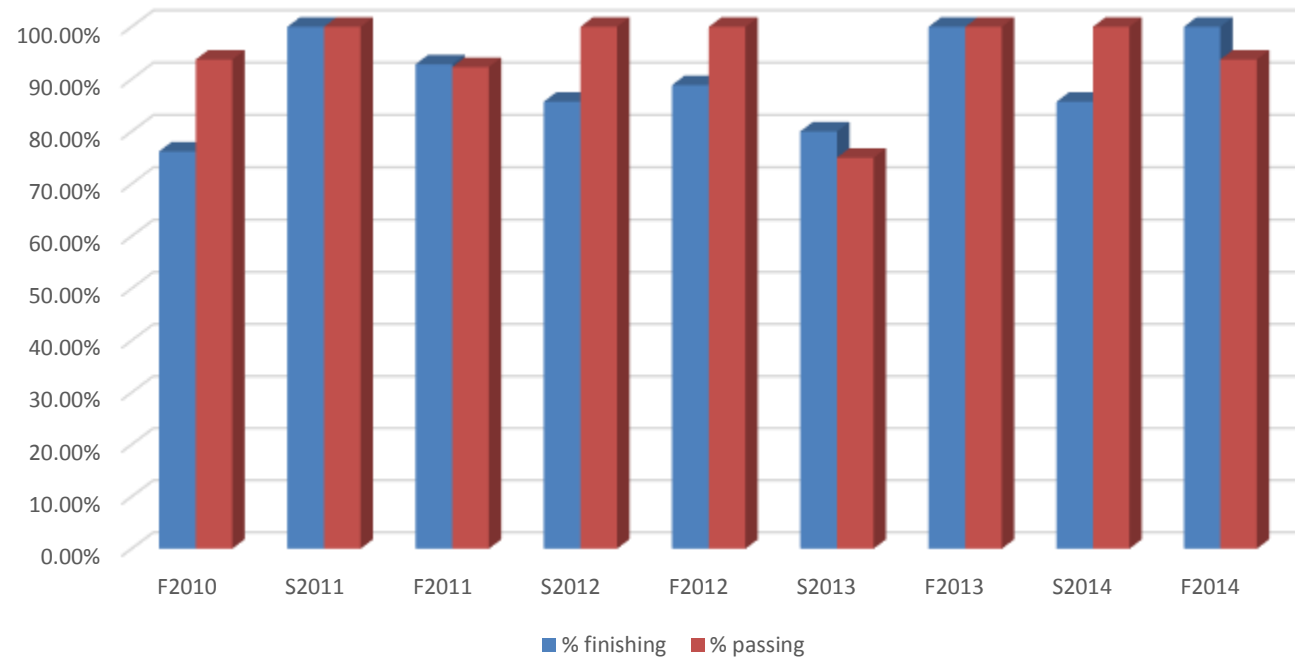
W 3 0 2.5 2.67 2.33 2 3

WorkKeys

Previous Years Data

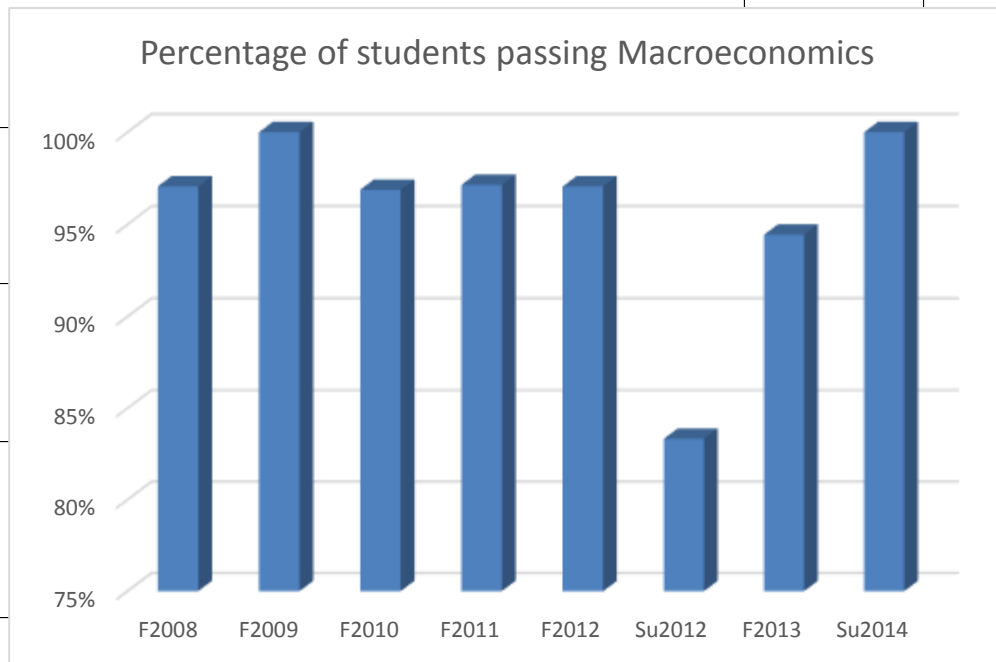


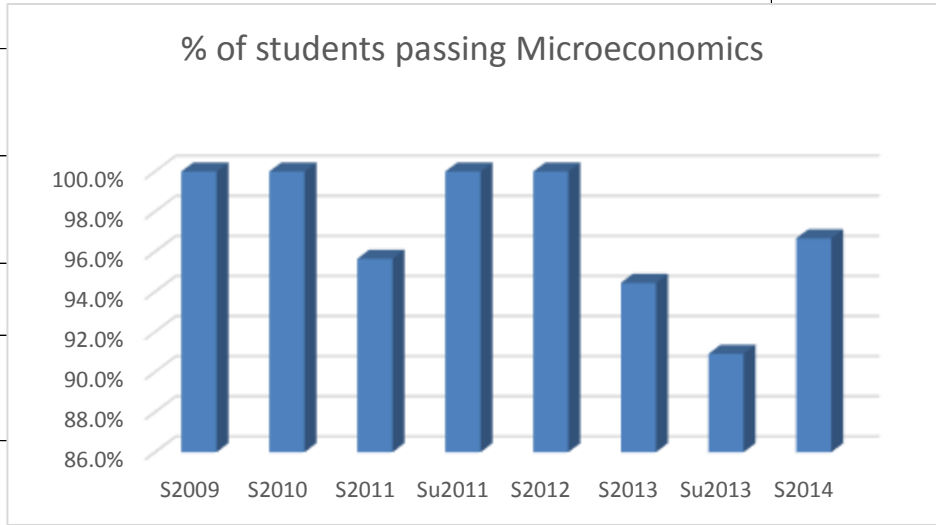
Accounting Students Finishing and Passing Rates



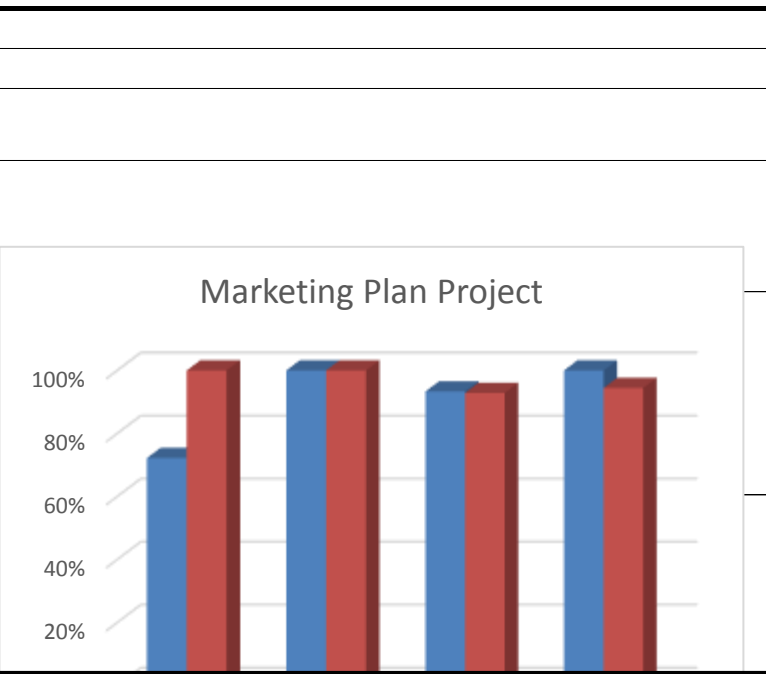
		F2010	S2011	F2011	S2012	F2012	S2013	F2013	S2014	F2014	S2015
# students		21	6	14	7	9	5	19	7	16	
# finishing		16	6	13	6	8	4	19	6	16	

		F2008	F2009	F2010	F2011	F2012	Su2012	F2013	Su2014	F2014
	# students passing	33	35	31	34	33	5	34	3	
	# students in class	34	35	32	35	34	6	36	3	
	Percentage	97%	100%	97%	97%	97%	83%	94%	100%	#DIV/0!





	S2009	S2010	S2011	Su2011	S2012	S2013	Su2013	S2014	S2015
# students passing @ 80%	31	24	22	7	35	17	10	29	
# students in class	31	24	23	7	35	18	11	30	
% of students passing	100.0%	100.0%	95.7%	100.0%	100.0%	94.4%	90.9%	96.7%	#DIV/0!



	S2011	2012	2013	2014
# students	18	20	15	18
# students finishing	13	20	14	18
# students passing	13	20	13	17
% finishing	72%	100%	93%	100%
% passing	100%	100%	93%	94%

Standard #4 Measurement, Analysis and Knowledge Management - Fig

Use this table to supply data for Criterion 4.2.

Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for e students retention, student academic success, and other characteristics reflecting student performance. Key indicators may include; improvement in sa technologies, use of facilities by community organizations, contributions to the community, partnerships, graduation and retention rated by program e

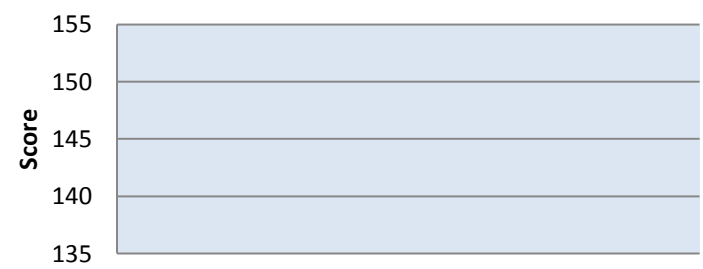
		Analysis of Results		
Performance Measure	What is your description of measurements?	Areas of Success	Analysis and Actions Taken	Results of Actions Taken /during the following year/
Competency	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative			
At least 90% of available students will become employed within six months	Graduate Survey	95% of graduates were employed within six months	Increase participation of area employers in advisory committees, class speakers, field trip sites, and internship sites	An increase in employer participation led to an increase in employer involvement at the campus job fair
Each full-time business faculty will participate in at least one of our in-service activities on campus, attend at least one state or regional conference/meeting every year, and attend one national conference/meeting at least once every three years for faculty development.	Reported by faculty <hr/> Business faculty attended <hr/> EduKan conference; ACBSP regional and national meetings; CITE conference; NBEA national conference; and others.	2014 - We were both able to attend two regional/state conference, but no national conferences. <hr/> 2013 - As you can see from the data, in 2012 we weren't able to attend any state or regional conferences, as some of the conferences we planned to attend were cancelled, and the ACBSP regional meeting in South Dakota was on the same weekend as my son's wedding. <hr/> 2012 - Junnae has not attended a national conference in the last three years, but we have been approved to attend the national NBEA conference this semester (S2012). She took two courses recently to renew her K-12 certificate, and these courses will also help her keep up her skills in the classroom.	2014 - We are planning to both attend the national ACBSP conference this year and hopefully NBEA next year. <hr/> 2013 - We will try to find other conferences to attend if the eduKan conference isn't held. <hr/> 2012 - We both attended the NBEA national conference this spring.	2014 - We will continue to strive to attend conference to keep up our skills. Money doesn't seem to be as tight as it was a few years ago, but it always is an issue, and time away from the classroom is also an issue. <hr/> 2013 - We will continue to try to attend at least one regional/state or national conference each year. <hr/> 2012 - We will continue to strive to attend conferences as needed to keep up our skills. Money has been tight lately, so attending a national conference has been hard to do.

Figure 4.2

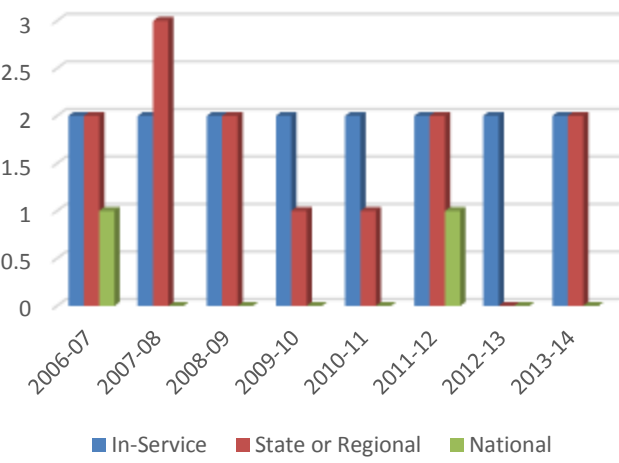
Each business program that charts enrollment patterns, safety, hiring equity, increased use of web-based etc.

Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)

MFT Knowledge of Foundation Areas



Junnae Landry



Standard Five: Faculty and Staff Focus - Figure 5.2

Figure 5.1

FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

NAME (List alphabetically by Last Name)	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Include number of credit hours)		LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT AT LEAST TWO OTHER SPECIFIC PROFESSIONAL QUALIFICATIONS • Two Years Work Experience • Teaching Excellence • Professional Certifications • Research and/or Publication • Additional Coursework	ACBSP QUALIFICATION 1. Doctorate 2. Masters 3. Professional 4. Exception
Austin, Cynthia	Microcomputer Office Apps I - 3 Microcomputer Apps I - 3	6	BS Business Education 19 Graduate Hours in Business		Professional
Cramer, David	Human Relations - 3	3	BA Sociology MS Sociology		Masters
Dills, Linda	Intro to Accounting - 3 Microcomputer Office Apps I - 3	6	BS Psychology with many hours in business 19 Graduate Hours in Business/Computers	KS Certificate in Business Education comprehensive	Professional
Dohrmann, Sherri	Intro to Accounting - 3 Microcomputer Office Apps I - 6	9	BS Business/Office Administration		Exception
Frey, Joyce	BUS177 Human Relations - 3	3	BA Psychology & Communications MS Communication		Masters
Hunter, William (Bill)	BUS277 Microeconomics - 3 BUS278 Macroeconomics - 3	6	BS Agriculture Education M. Ed Agriculture Education PhD Agriculture Education Graduate Hours in Business		Doctorate
Kohman-Smith, Crystal	Intro to Accounting - 3	3	BS Business Management MBA in Business Administration (Leadership Studies)		Masters

Landry, Junnae	ACC111 Intro to Accounting - 9 BUS176 Personal Finance - 6 BUS178 Intro to Business - 3 BUS179 Web 2.0 Concepts & Applications - 1 BUS235 Microcomputer Off Apps I - 15 BUS236 Business Communication - 3	37	BS Business Administration MS Secondary Education with an emphasis in Media Specialist		Masters
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Standard Five: FTE and Faculty Compo

1. List all faculty (full -time and part-time) who taught during the self -study year in alpha
2. Identify the ACBSP qualification status for each faculty member.
3. Identify the number of credit hours taught during the self-study year.
4. Calculate the FTE (Full-Time Equivalent) faculty (such as 36 hours/30 semester hours c
5. Calculate the total FTE for credit hours and each column of ACBSP Qualification (Mas
6. Calculate the percent of total hours taught for each ACBSP Qualifications

Figure 5.1
Analysis of Results

Name	ACBSP Qualification	Total Credit Hours Taught	Master's/ Doctorate Credit Hours Taught	Professional Credit Hours Taught
Austin, Cynthia	Professional	6		6
Cramer, David	Masters	3	3	
Dills, Linda	Professional	6		6
Dohrmann, Sherri	Exception	9		
Frey, Joyce	Masters	3	3	
Hunter, William (Bill)	Doctorate	6	6	
Kohman-Smith, Crystal	Masters	3	3	
Landry, Junnae	Masters	37	37	
Melroy, Jane	Masters	9	9	
Patton, John	Masters	12	12	
Ricke, Carol	Masters	49	49	
Total		143	122	12

Qualification	Total Hours taught	FTE Teaching Load	Percent of Total Hours
Master's/Doctorate	122	4.07	85.31%
Professional	12	0.40	8.39%
Exception	9	0.30	6.29%
Total	143	4.77	100%

Position - Figure 5.3

abetic order.

of full-time load = 1.20 FTE).

ter's/Doctorate, Professional, and Exceptions).

Exceptions Credit Hours Taught	Master's/ Doctorate FTE	Professional FTE	Exceptions FTE
		0.20	
	0.10		
		0.20	
9			0.30
	0.10		
	0.20		
	0.10		
	1.23		
	0.30		
	0.40		
	1.63		
9	4.07	0.40	0.30

Standard Six: Process Management

Criterion 6.10 For the purpose of defining roles, relationships, and procedures that program must provide evidence of articulation and/or course transfer arrangement of this communication process should be a course equivalency document that specifies transfer. Institutions are encouraged to implement articulation agreements where equivalent of two years' credit toward specified baccalaureate degrees.

Figure 6.10

	University
Agreement in Place	The Kansas Board of Regents has now approved 46 courses for guaranteed transfer among all Kansas public postsecondary institutions. A student who completes these courses at any Kansas public community college, technical college, or university can be certain that he or she can transfer that course to any other public institution in Kansas in pursuit of a degree or credential.
	Beginning in the Fall of 2014, students who transfer to a Kansas public university from a Kansas public community college or technical college (or vice versa) are eligible for Reverse Transfer, which allows for the attainment of any associate degree for which one is eligible along the way to additional certificates and degrees.
	Following is a list of schools that PCC has a specific transfer articulation agreement with:
	Baker University
	Barclay College
	Emporia State University
	Fort Hays State University
	Franklin University
	Friends University
	Kansas State University
	Kansas Wesleyan University
	National American University
	Newman University
	Ottawa University

Park University
Pittsburg State University
Southwestern College Professional Studies
University of Phoenix
Washburn University
Wichita State University
College Start

http://prattcc.edu/department/college-start-college-credit-high-school-students	

Associate of Applied Science - Business Administrative Technology

Number of Hours for Degree **64**

A Professional Component

<i>Courses</i>	<i>Area of Study</i>	<i>Credit Hours</i>
Accounting I	A	3
Microcomputer Office Applications II	B	3
Macroeconomics or Microeconomics	D	3
Business Ethics	E	3
Business Communications	E	3
Intro to Business	E/F/G	3
Area Total Credit Hours		18
% of Total Program Hours		28.13%

B General Education

<i>Courses</i>	<i>Educational Goal Area</i>	<i>Credit Hours</i>
Writing for the Workplace or higher	1	3
Public Speaking or Speech	1	3
Concepts of Physical Health	3	3
Tech Math or higher	6	2
Microcomputer Office Applications I	7	3
General Psychology or Human Relations	8	3
Area Total Credit Hours		17
% of total program hours		26.56%

C Business Major

<i>Courses</i>	<i>Credit Hours</i>	
Intro to Accounting, Computerized Accounting, and/or Accounting II	6	
Office Procedures	3	
Administrative Procedures	3	
Document Processing	2	
Advanced Document Processing	3	
Integrated Computer Applications	3	
Web Page Design	3	
Other Approved Business Elective - Suggestions include:	6	
· OWE I, OWE II, OWE III, & OWE IV		
· Personal Finance		
· Business Law		
· Advanced Web Design		
· Macroeconomics/Microeconomics		
· Accounting Course		
Area Total Credit Hours		29
% of total program hours		45.31%
TOTAL CREDIT HOURS		64

Associate of Applied Science - Business Administrative and ManagementNumber of Hours for Degree **64****A Professional Component**

<i>Courses</i>	<i>Area of Study</i>	<i>Credit Hours</i>
Accounting I	A	3
Microcomputer Office Applications II	B	3
Macroeconomics or Microeconomics	D	3
Business Ethics	E	3
Business Communications	E	3
Intro to Business	F/G	3
Area Total Credit Hours		18
% of total program hours		28.13%

B General Education

<i>Courses</i>	<i>Educational Goal Area</i>	<i>Credit Hours</i>
Writing for the Workplace or higher	1	3
Public Speaking or Speech	1	3
Concepts of Physical Health	3	2
Tech Math or higher	6	3
Microcomputer Office Applications I	7	3
General Psychology or Human Relations	8	3
Area Total Credit Hours		17
% of total program hours		26.56%

C Business Major

<i>Courses</i>	<i>Credit Hours</i>	
Intro to Accounting, Computerized Accounting, and/or Accounting II	3	
Human Relations	3	
Web Design	3	
Business Management	3	
Intro to Marketing	3	
Business Law	3	
Other Approved Business Elective - Suggestions include:	11	
· OWE I, OWE II, OWE III, & OWE IV		
· Intro to Accounting		
· Computerized Accounting		
· Macroeconomics/Microeconomics		
· Advanced Web Design		
· Advertising		
· Salesmanship		
· Entrepreneurship		
· Personal Finance		
Area Total Credit Hours		29
% of total program hours		45.31%
TOTAL CREDIT HOURS		64

Associate of Applied Science - Medical Office Assistant

Number of Hours for Degree **64**

A Professional Component

<i>Courses</i>	<i>Area of Study</i>	<i>Credit Hours</i>
Accounting I	A	3
Microcomputer Office Applications II	B	3
Macroeconomics or Microeconomics	D	3
Business Ethics	E	3
Business Communications	E	3
Intro to Business	E/F/G	3
Area Total Credit Hours		18
% of total program hours		28.13%

B General Education

<i>Courses</i>	<i>Educational Goal Area</i>	<i>Credit Hours</i>
Writing for the Workplace or higher	1	3
Public Speaking or Speech	1	3
Concepts of Physical Health	3	2
Tech Math or higher	6	3
Microcomputer Office Applications I	7	3
General Psychology or Human Relations	8	3
Area Total Credit Hours		17
% of total program hours		26.56%

C Business Major

<i>Courses</i>	<i>Credit Hours</i>
Office Procedures	3
Administrative Procedures	3
Document Processing	3
Advanced Document Processing	3
Integrated Computer Applications	3
Web Design	3
Medical Office Procedures	3
Medical Terminology	3
Medical Transcription	3
Other Approved Business Elective - Suggestions include:	2
· OWE I, OWE II, OWE III, & OWE IV	
· Intro to Accounting	
· Computerized Accounting	
· Macroeconomics/Microeconomics	
· Advanced Web Design	
· Advertising	
· Salesmanship	
· Entrepreneurship	
· Personal Finance	
Area Total Credit Hours	29
% of total program hours	45.31%
TOTAL CREDIT HOURS	64

Associate in Science

A Professional Component

<i>Courses</i>
Accounting I
Accounting II
Microcomputer Office Applications I
Macroeconomics
Microeconomics
Intro to Business/Business Communication/ Personal Finance/Business Ethics

B

General Education

<i>Courses</i>
Composition I
Composition II
Public Speaking or Speech
Concepts of Physical Health
Activity Class
Humanities Elective
Humanities Elective
Humanities Elective
College Algebra
Physical Science w/Lab
Biology

General Psychology or Social Science elective

C

Business Major

<i>Courses</i>
Choose 10 hours from the following:
Computerized Accounting
Microcomputer Office Applications II
Business Ethics
Business Communications
Statistics
Analytical Geometry & Calculus

Due to the state required 45 hours in the general e able to take enough courses to meet the 25% stanc business curriculum

e - Accounting

Number of Hours for Degree 64

<i>Area of Study</i>	<i>Credit Hours</i>
A	3
A	3
B	3
D	3
D	3
E/F/G/H	3
Area Total Credit Hours	18
% of total program hours	28.13%

<i>Educational Goal Area</i>	<i>Credit Hours</i>
1	3
1	3
1	3
3	2
	1
3	3
3	3
3	3
6	3
6	4
6	5
8	3
Area Total Credit Hours	36
% of total program hours	56.25%

	<i>Credit Hours</i>
	10
A	
B	
E	
E	
6	
6	
Area Total Credit Hours	10
% of total program hours	15.63%
TOTAL CREDIT HOURS	64

education component, the student will not be
stand in the Business Major component of the

Associate in Science - Business Administration

Number of Hours for Degree **64**

A Professional Component

<i>Courses</i>	<i>Area of Study</i>	<i>Credit Hours</i>
Intro to Accounting or Accounting I	A	3
Microcomputer Office Applications I	B	3
Macroeconomics	D	3
Microeconomics	D	3
Intro to Business/Business Communication/ Personal Finance/Business Ethics	E/F/G/H	6
Area Total Credit Hours		18
% of total program hours		28.13%

B General Education

<i>Courses</i>	<i>Educational Goal Area</i>	<i>Credit Hours</i>
Composition I	1	3
Composition II	1	3
Public Speaking or Speech	1	3
Concepts of Physical Health	3	2
Activity Class		1
Humanities Elective	3	3
Humanities Elective	3	3
Humanities Elective	3	3
College Algebra	6	3
Physical Science w/Lab	6	4
Biology	6	5
General Psychology or Social Science elective	8	3
Area Total Credit Hours		36
% of total program hours		56.25%

C Business Major

<i>Courses</i>	<i>Credit Hours</i>	
Choose 10 hours from the following:	10	
Computerized Accounting	A	
Microcomputer Office Applications II	B	
Business Ethics	E	
Business Communications	E	
Statistics	6	
Analytical Geometry & Calculus	6	
Area Total Credit Hours		10
% of total program hours		15.63%
TOTAL CREDIT HOURS		64

Due to the state required 45 hours in the general education component, the student will not be able to take enough courses to meet the 25% standard in the Business Major component of the business curriculum

Associate in General Studies

Number of Hours for Degree

A Professional Component

<i>Courses</i>	<i>Credit Hours</i>
Intro to Accounting or Accounting I	3
Microcomputer Office Apps I	3
Macroeconomics or Microeconomics	3
Business Ethics/Personal Finance	3
Business Communications/Personal Finance	6
Intro to Business	3

B General Education

<i>Courses</i>	<i>Credit Hours</i>
Writing for the Workplace or higher	3
Public Speaking or Speech	3
Concepts of Physical Health	2
Activity Class	1
Humanities Elective	3
Technical Math or higher	3
Social Science Elective	3

C Business Major

<i>Courses</i>	<i>Credit Hours</i>
Choose 18 hours from the following:	18
Accounting I	3
Accounting II	3
Computerized Accounting	3
Microcomputer Office Applications II	3
Macroeconomics or Microeconomics	3
Business Communications	3
Personal Finance	3
Human Relations	3
Web Page Design	3
Document Processing	3
Advanced Document Processing	3
Integrated Computer Apps	3
Other BUS or ACC class	3

Electives

Any other Classes

udies - Business		64
<i>Area of Study</i>	<i>Credit Hours</i>	
A	3	
B	3	
D	3	
E/H	3	
E/H	3	
E/F/G	3	
Area Total Credit Hours	18	
% of total program hours	28.13%	
<i>Educational Goal Area</i>	<i>Credit Hours</i>	
1	3	
1	3	
3	2	
	1	
3	3	
6	3	
8	3	
Area Total Credit Hours	18	
% of total program hours	28.13%	
	<i>Credit Hours</i>	
		18
Area Total Credit Hours	18	
% of total program hours	28.13%	
		10
Area Total Credit Hours	10	
% of total program hours	15.63%	
TOTAL CREDIT HOURS	64	

Each full-time business faculty will participate in at least one of our in-service activities on campus, attend at least one state or regional conference/meeting every year, and attend one national conference/meeting at least once every three years for faculty development.	Reported by faculty Business faculty attended EduKan conference; ACBSP regional and national meetings; CITE conference; NBEA national conference; and others.
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Each business unit faculty will be an integral part of the college by participating in at least one committee per year.	Reported by Faculty Business faculty have been or currently are members or chairs of the following committees: -FALC -AQIP -Financial Working Group -PHEA -Other
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The business department budget will be maintained at a level high enough for the department to do business at a reasonable level.	This is hard to determine what a reasonable level is, so we will continue to chart the business department budget along with the total instructional budget. If our percentage does go down too much and we feel we are not able to maintain our quality of education, then we will have to seek for improvements.
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<p>The Business Unit will keep at least one full-time instructor for each AAS program offered in the Business Department and one for AS program classes.</p>	<p>The business unit dropped from 4 full-time instructors to 2 ½ full-time instructors in 2005. One instructor retired and was not replaced, and the other instructor went to half-time status. Costs incurred with business instruction have decreased over the years because of the use of adjunct faculty and increases in class sizes.</p>
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<p>The business department will hold at least two advisory Committee meetings per year.</p>	<p>The advisory committee meets twice a year to discuss curriculum and other issues. Minutes are taken at each meeting and submitted to the Dean of Technical Education.</p>
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<p>The business department will be an integral part of the college by sponsoring at least one club or organization for business students each year.</p>	<p>In 2011-12, we inducted six new students. In 2010-11, we inducted nine new members. In 2009-10, we inducted nine new members. In 2008-09, we inducted eight new members. Kappa Beta Delta began in the spring 2007 with seven members.</p>
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The business department will be an integral part of the college/community by sponsoring or actively participating in at least one community event per year.

Executive-in-Residence Award and Student Presentation.

<p>2014 - We were both able to attend two regional/state conference, but no national conferences.</p> <p>2013 - As you can see from the data, in 2012 we weren't able to attend any state or regional conferences, as some of the conferences we planned to attend were cancelled, and the ACBSP regional meeting in South Dakota was on the same weekend as my son's wedding.</p> <p>2012 - Junnae has not attended a national conference in the last three years, but we have been approved to attend the national NBEA conference this semester (S2012). She took two courses recently to renew her K-12 certificate,</p>	<p>2014 - We are planning to both attend the national ACBSP conference this year and hopefully NBEA next year.</p> <p>2013 - We will try to find other conferences to attend if the eduKan conference isn't held.</p> <p>2012 - We both attended the NBEA national conference this spring.</p>	<p>2014 - We will continue to strive to attend conference to keep up our skills. Money doesn't seem to be as tight as it was a few years ago, but it always is an issue, and time away from the classroom is also an issue.</p> <p>2013 - We will continue to try to attend at least one regional/state or national conference each year.</p> <p>2012 - We will continue to strive to attend conferences as needed to keep up our skills. Money has been tight lately, so attending a national conference has been hard to do.</p>	<p></p> <p>2006-07</p> <p>2007-08</p> <p>2008-09</p> <p>2009-10</p> <p>2010-11</p> <p>2011-12</p> <p>2012-13</p> <p>2013-14</p> <p>2014-15</p>
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<p>Both faculty members are involved in several committees.</p> <p>Junnae continues to be a member of Financial Working Group and is the Treasurer of Pratt Higher Education Association.</p> <p>Carol is a member of the Faculty Assessment</p>	<p>Carol is no longer the President of PHEA, which frees up time for other things. We are both still involved in at least one committee.</p>	<p>Each year, our committees change, but we will continue to each serve on at least one college committee.</p>	<p></p> <p>Junnae Landry</p> <p>Carol Ricke</p> <p>We also oc reflected ir</p>
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<p>Our budget in the business department has fluctuated some over the years. It went up two years in a row, then back down in 2009-10.</p>	<p>Budgets have been extremely tight these last two years. The business department does not feel like we have been denied money for operations when we have needed it.</p> <p>The nursing department as well as the college has grown over the last few years, but the business department hasn't grown</p>	<p>We will continue to monitor our budget. If the economy gets better, then we would hope that our budgets will too.</p>	<p></p> <p>2006-07</p> <p>2007-08</p> <p>2008-09</p> <p>2009-10</p> <p>2010-11</p> <p>2011-12</p> <p>2012-13</p>
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	much, so our percent of the budget is pretty good.		2013-14
We currently have two AAS programs in the business department and we have two full-time faculty and one permanent part-time faculty.	We are still below our goal. We would really like to have another full-time faculty member to reach our goal, but budgets remain tight.	We will continue to monitor this and do what we can to encourage hiring another full-time faculty member.	2004-05 2005-06 2006-07 2007-08 2008-09 2009-10 2010-11 2011-12 2012-13 2013-14 2014-15
Our advisory committee continues to show interest in our business department.	This is an activity that we feel is beneficial for our students and/or the community. We think it is a definite benefit to the students and/or the community, which in turn helps our students to be satisfied with their education at PCC, helps retain them into the second year, and helps the students be successful when they transfer to the four-year university or obtain a job.	Continue to have advisory committee meetings at least twice a year and keep our members involved and up to date on our business department.	2004-05 2005-06 2006-07 2007-08 2008-09 2009-10 2010-11 2011-12 2012-13 2013-14 2014-15
<p>Examples of things we do:</p> <p>We have a welcome/introductory pizza meeting in both the fall and spring semesters.</p> <p>All new yearly members are inducted in the spring ceremony with Phi Theta Kappa.</p> <p>For community service, we recycle toner cartridges and donate them to the local humane society.</p>	<p>Students like to be honored when appropriate. This is an activity that allows students to interact with other business students, which helps them be comfortable in their environment at PCC, and in turn retains them to a second year at PCC.</p> <p>We will never have large numbers because we can only have 20% of our business students in the</p>	<p>We will continue to offer Kappa Beta Delta and induct as many students as we can each year within the guidelines of KBD.</p> <p>We will continue to provide the induction ceremony, sponsor a tour, and participate in a community service project.</p>	2007 2007-08 2008-09 2009-10 2010-11 2011-12

We sponsor a tour for business students in the spring. Examples of places we have toured: Cessna, Inc. and Koch Industries.

business students in the honor society, and we are a small school.

2012-13

2013-14

2014-15

Each year, the business department provides an Executive-in-Residence award to an area business person that has proved to be a successful entrepreneur or business person. A coffee for the community is provided by the Pratt Chamber of Commerce; the recipient of the award gives a presentation to business and other students; and a luncheon is provided for the recipient, his/her family and friends, and past recipients of the award.

We feel that this is a very successful program for all parties involved – not just for business students but for all students on our campus.

We will continue to provide this service to our community and our students.

2014-15
 2013-14 Lou Lynne Mc
 2012-13 Bill Keller
 2011-12 Bobby and Be
 2010-11 Paul Hayes
 2009-10 Gary & Daryl
 2008-09 David Bohro
 2007-08 Doug Reh
 2006-07 Robert A. Bla
 2005-06 Patrick N. Bai
 2004-05 Jean Clarkso
 2003-04 James W. Va
 2002-03 Howard K. Lo
 2001-02 Phil Farmer, C
 2000-01 Jerry Bohn
 1999-00 Jerry K. Larris
 1998-99 Susan M. Paç
 1997-98 Gary C. Skag
 1996-97 Kenneth C. G
 1995-96 Dennis Lesh
 1994-95 George T. Ch
 1993-94 Jud Stanion
 1992-93 Margaret Wat
 1991-92 Max Mize
 1987-88 Boyd Davies

Junnae Landry			Carol Ricke			
In-Service	State or Regional	National		In-Service	State or Regional	National
2	2	1	2006-07	2	2	1
2	3	0	2007-08	2	2	1
2	2	0	2008-09	2	3	1
2	1	0	2009-10	2	2	1
2	1	0	2010-11	2	3	1
2	2	1	2011-12	2	2	2
2	0	0	2012-13	2	0	1
2	2	0	2013-14	2	2	0
			2014-15			

# of Committees					2014-15
2009-10	2010-11	2011-12	2012-13	2013-14	
3	3	2	2	2	
4	4	2	2	2	

asionally serve on adhoc committees, which is not
n the data.

Total Business Budget	Total PCC Instructional Budget	% of Instructional Budget
\$112,175	#####	3.29%
\$125,664	#####	3.67%
\$126,785	#####	3.83%
\$129,948	#####	3.41%
\$128,127	#####	3.14%
130,309	4,102,320	3.18%

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Full-time Faculty
4
2 ½
2 ½
2 ½
2 ½
2 ½
2 ½
2 ½
2 ½
2 ½

of meetings per year
2
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1 + e-mail

of students inducted
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