Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
For
Associate Degree Business Programs

Current as of December 2011

Overview (O)1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 27th or September 30th.

O 2. This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O 3. Institution Name: Pratt Community College Date 2/27/2012
Address: 348 NE SR 61, Pratt, KS 67124

O 4. Year Accredited/Reaffirmed: 1994/2004 This Report Covers Years: 2008/2009, 2009/2010 & (some of) 2010/2011

O 5. List All Accredited Programs (as they appear in your catalog):
Associate in Science: Accounting
Associate in Science: Business Administration
Associate in Applied Science: Office Administrative Assistant
Associate in Applied Science: Business Administration

O 6. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

All of the business degrees are accredited through ACBSP.

O 7. List all campuses that a student can earn a business degree from your institution:
Pratt main campus

O 8. Person completing report Name: Carol Ricke

Phone: 620-450-2124
E-mail address: carolr@prattcc.edu
ACBSP Champion name: Carol Ricke
ACBSP Co-Champion name: Jim Stratford

O 9. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed

Please explain and provide the necessary documentation/evidence for addressing each condition/note/OFI since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (attach appendix to QA report to justify the removal):
Remove Note:
Remove Condition:
Do not remove note or condition. Explain the progress made in removing the note or condition:

There are no notes or conditions to be removed.

O 10. The business unit must routinely provide reliable information to the public on their performance, including student achievement.

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

There is a link on our website: http://www.prattcc.edu/1078-association-collegiate-business-schools-programs
We have our mission statement, learning outcomes, ACBSP logo, most current QA report, and most current self-study report available at that location.

Standard #1 Leadership

Organization

a. List any organizational or administrative personnel changes within the business unit since your last report.

We are now the Social Sciences, Business, & Health, Physical Education & Recreation Department.

b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report.

None

Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

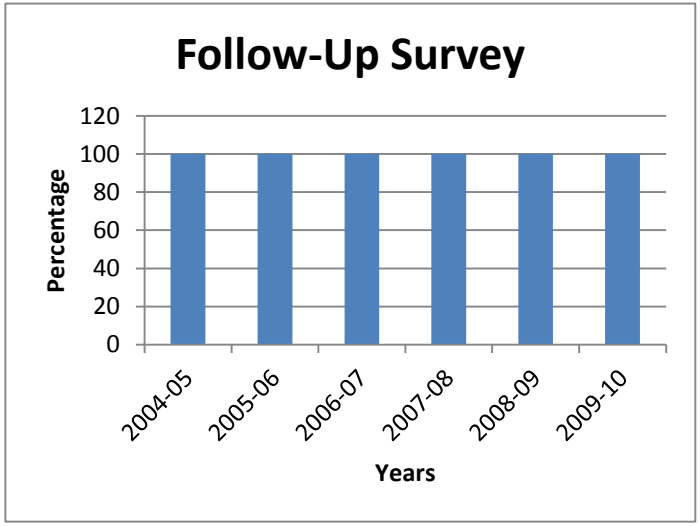
Standard #3 Student and Stakeholder Focus

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

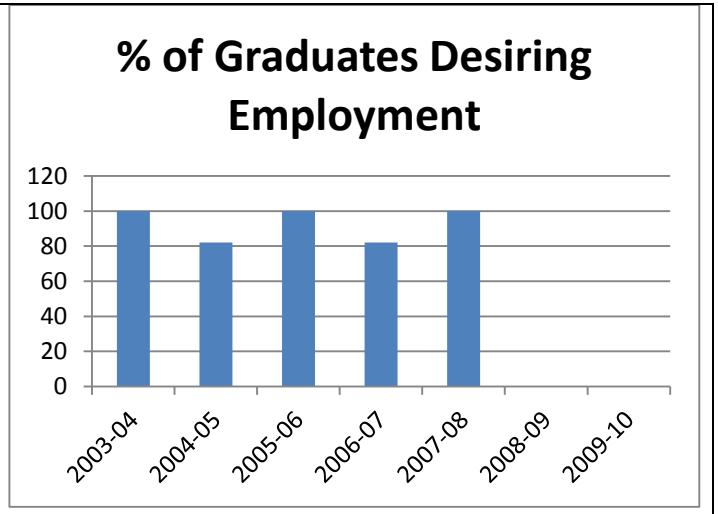
Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results	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 of relationship building.* *Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.* Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board. Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**
Document your Competencie	Document your assessment	Document your results in this column	Document your improvement	Document the results after your	Place your graph or tables in this column

s in this column	instruments in this column		actions in this column	improvement is 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.	2010-2011: At this time, we do not have the data to determine the satisfaction rates. 2009-2010: Three students responded to surveys that were sent out to 13 students two different times. Two stated "strongly agree" and the third stated "agree". 2008-2009: We had seven 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	2010-2011: At this time, we do not have the data to determine the satisfaction rates. 2009-2010: 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 really good responses this year as we have had in past years. One student made the following comment, "PCC	2010-2011: N/A 2009-2010: We did up 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.	

		survey. All six of the responders stated they would recommend PCC to future students.	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	VEIS (state) report will be reviewed to	<u>2010-2011</u>: At this time, we do not have the	<u>2010-2011</u>: At this time, we do not have the	<u>2010-2011</u>: N/A	

desiring employment will attain employment or continue their education.	determine employment status of AAS business graduates.	official data from the state to determine the employment rates. 2009-2010: At this point, we had 17 majors and eight concentrators (according to the state), of which we had no graduates. 2008-2009: The program was discontinued so we have no graduates.	official data from the state to determine the employment rates. 2009-2010: At this point in time, we are still trying to build our program 2008-2009: No action plan needed.	2009-2010: 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.	 *The last two columns were when we had no graduates.
100% Employers will rank our students at the Good or Very Good levels.	Employer Follow-up Evaluations will be reviewed.	2010-2011: We do not have this data yet. 2009-2010: The program was discontinued, so we had no graduates. 2008-2009: The program was discontinued, so we had no graduates. 2007-2008: Three employers responded to	2010-2011: We do not have this data yet. 2009-2010: The program was discontinued, so we had no graduates. 2008-2009: No action plan needed. 2007-2008: We continue to strive for our students to be successful in the workplace, and we are pleased	We have been very successful in this area, but currently we don't have data since our program was discontinued for two years.	 No graduates in the years 2008-09 and 2009-10.

		the survey with all three ranked at the Very Good level.	that all three employers that responded ranked our students Very Good. As of right now, the program is discontinued, but plans are being made to start the program back. We will make curriculum changes to improve the program based on today's needs in the workforce.		

Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes, by accredited program - Program outcomes should be used as part of a student learning assessment plan and be measurable.

Program outcomes for both of our AAS degrees:

1. Students in the required computer class will demonstrate 80% of the computer competencies.
2. Students completing an Associate of Applied Science degree desiring to enter the world of work will find employment in their field.
3. Students who attain employment directly after graduation will be successful at their job.
4. Students will score at or above the industry benchmark levels of the WorkKeys tests for Applied Math, Listening, Reading for Information, and Writing.
5. Students will be able to successfully complete an Accounting Cycle.

6. Students will successfully pass the competencies for Macroeconomics or Microeconomics.
7. Students will successfully complete a marketing plan project.

Program outcomes for both of our AS degrees:

1. Students in the required computer class will demonstrate 80% of the computer competencies.
2. Associate of Science business graduates will successfully transfer to a four-year college or university.
3. Business Graduates will score at or above the standard deviation of the CAAP test for Reading, Writing, Math, and Critical Thinking.
4. Students will be able to successfully complete an Accounting Cycle.
5. Students will successfully pass the competencies for Macroeconomics and Microeconomics.

b. Performance Results

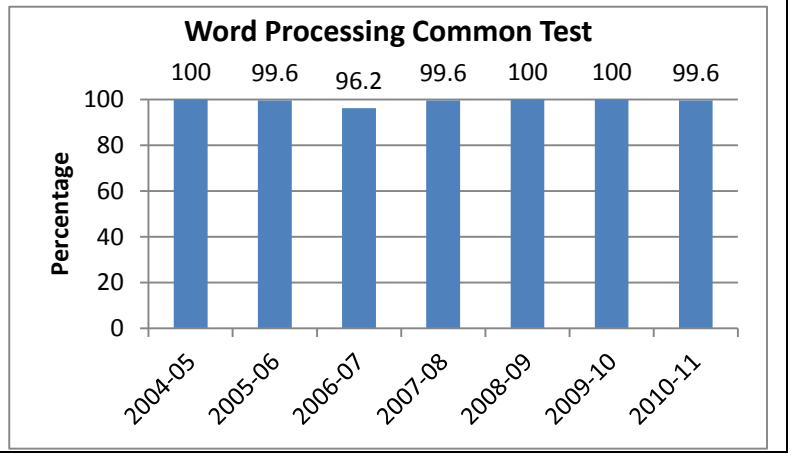
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 4 Student Learning Results (Required for each accredited program)

Performance Indicator	Definition
1. Student Learning Results **(Required for each accredited program)**	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work. Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

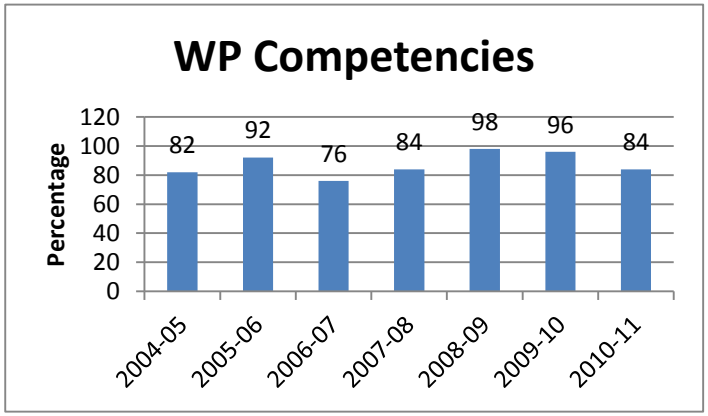
		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**
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.	2010-2011 – 99.6% (249/250) met 80% of the computer competencies. 2009-2010 – 100% (350/350) met 80% of the computer competencies. (We decided to start compiling by years instead of by semesters.) Spring, 2009 – 100% (105/105) met 80% of the computer competencies. Fall, 2008 – 100% (218/218) met 80% of the computer competencies. 5	2010-2011: – 99.6% of the students passes the test at the 80% or above level. 2009-2010: – All 350 students passed the test at the 80% level or above. 2008-2009: 323 students took the computer assessment this year, and all 100% passed the competency test at the 80% 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 software, so for right now, we are leaving it as is.	

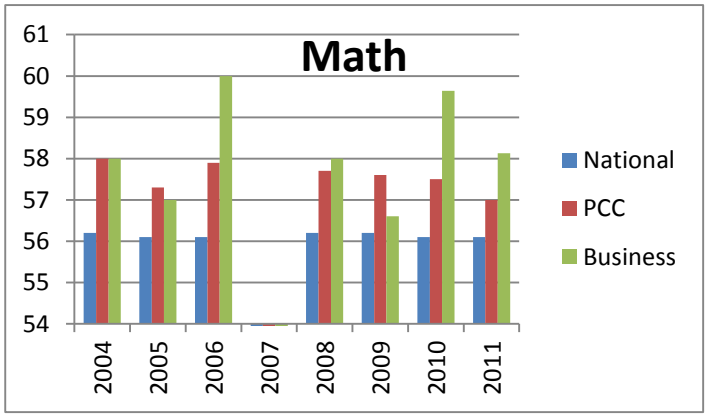
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
# passing at 80%	358	308	357	281	323	350	249
# taking the exam	358	309	371	282	323	350	250
Percentage	100	99.6	96.2	99.6	100	100	99.6

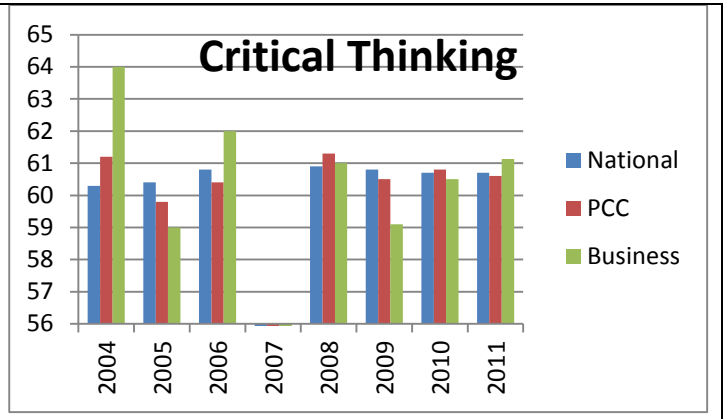
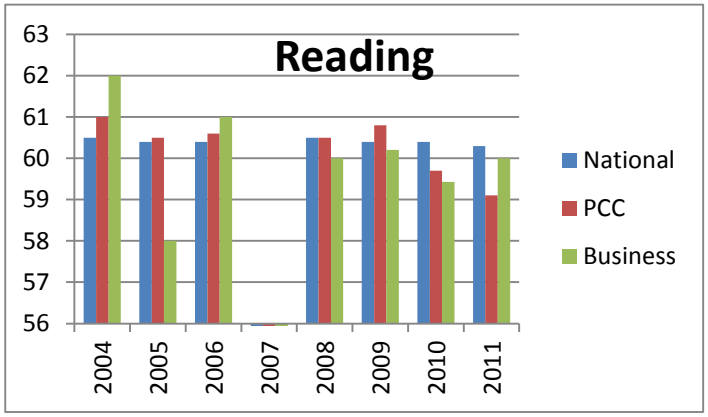


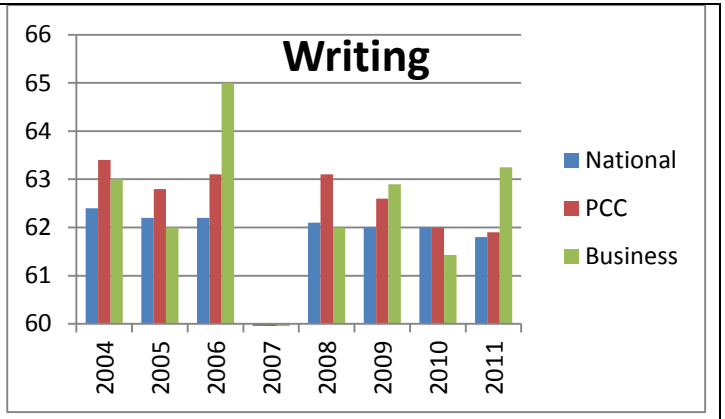
Each competency of the computer competency test will measure at least 90% success rate.	A formative internal assessment is given in the general education required computer courses for all students except nursing.	Spring, 2011 - Change font, edit document appropriately, and create a cover page. Fall, 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. 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%.	2010-11 – 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. 2009-10 - Our data is fairly good this year. We were 100% successful in the fall semester, but we dropped in the spring semester. 2008-2009: We feel really good about our data this year. The competency is not a high-level competency, but rather is monitoring minimum competency; this	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. 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.	

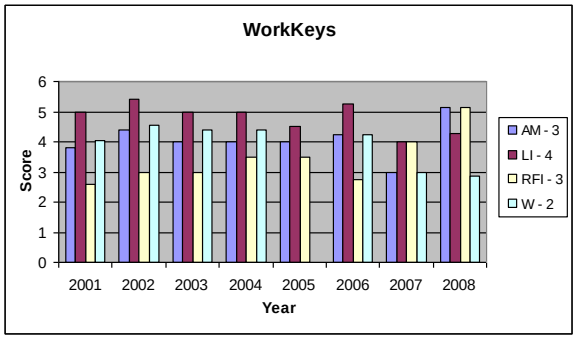
YEAR	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Total Comp Met	41	46	38	42	49	48	42
# Competencies	50	50	50	50	50	50	50
Percentage	82	92	76	84	98	96	84



		Fall, 2008 – None of the 25 competencies were below the 90% level.	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.		
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.	2011 CAAP Scores MA CT RD WR Nat 56.1 60.7 60.3 61.8 PCC 57.0 60.6 59.1 61.9	2010-11: We scored higher than PCC and the national in all areas in this year. 2009-10: We are lower in Critical Thinking, Reading, and Writing, but still within the standard deviation of all three. 2008-2009: Fourteen business	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.	

		BUS 58.13 61.13 60.00 63.25 SD 3.6 5.4 5.5 4.9 <u>2010 CAAP Scores</u> MA CT RD WR Nat 56.1 60.7 60.4 62.0 PCC 57.5 60.8 59.7 62.0 BUS 59.64 60.50 59.43 61.43 SD 3.5 5.4 5.5	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 tress		 

		4.8 <u>2009 CAAP Scores</u> MA CT RD WR Nat 56.2 60.8 60.4 62.0 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 <u>2008 CAAP Scores</u> MA CT RD WR Nat'l 56.2 60.9 60.5 62.1	math skills a little more this year to see if CAAP scores can improve, even though we are happy overall with the scores. <u>2007-2008</u>: Fourteen business graduates took the CAAP 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		

		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	be above the national mean. We will stress more reading and writing assignments in our classes this year.		
Students will score at or above the following levels on the following WorkKeys tests: Applied Math – 3 Listening – 4 Reading for Information – 3 and Writing – 2. These benchmarks were set based upon industry requirements for Administrative Assistants.	The WorkKeys test is a summative external assessment, which is given to all our Associate in Applied Science graduates. Results of WorkKeys tests are not nationally normed so cannot be compared to other schools.	<u>2011</u>: Three students took the Workkeys test this year. AM 5.0 LI 4.67 RFI 5.67 W 2.67 <u>2010</u>: We had two students take the Workkeys tests. AM 4.5 LI 4.0 RFI 5.0 W 2.5 <u>2009</u>: No graduates <u>2008</u>: AM 3.0 LI 4.0	<u>2011</u>: Scores are above the industry standards. <u>2010</u>: Scores are above the industry standards. <u>2009</u>: No action plan needed. <u>2008:</u> 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	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.	

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<td></td>
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<td>RFI 4.0
W 3.0</td>
<td>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.</td>
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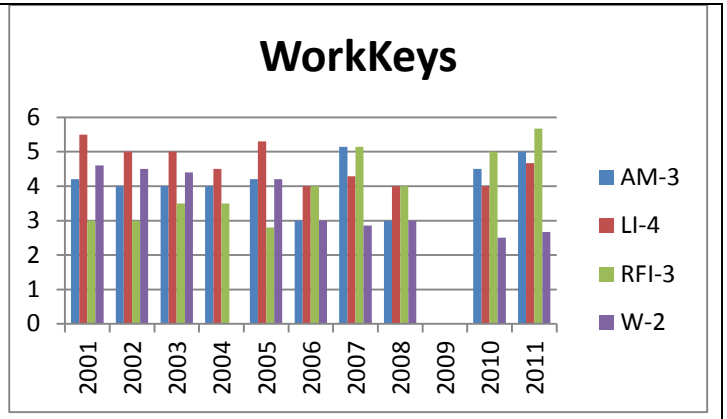
<td> 
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<tr>
<td>80% of the students in the Accounting I class will do and finish a comprehensive problem, and students who finish the comprehensive problem will score 80% or above on the problem.</td>
<td>A formative internal assessment is given in the Accounting I class. Students in all business programs (AS & AAS) take the Accounting I class.</td>
<td><u>Spring, 2012</u>
85.7% (6/7) finished the problem, and 100% of those that finished, passed with 80& or above on the problem.

<u>Fall, 2011</u>
93% (13/14) finished the comprehensive problem.

92% (12/13) passed with 80% or above on the problem.

<u>Spring, 2011</u>
100% (6/6) of the students finished the comprehensive problem.</td>
<td><u>Spring, 2012</u>
The one student that didn't finish the problem has not been coming to class, and will probably end up dropping the class.

<u>Fall, 2011</u>
We did pretty well 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.

<u>Spring, 2011</u>
All students did the problem, and all students passed the problem.</td>
<td>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.</td>
<td>
<table>
<tr><th></th><th>F2010</th><th>S2011</th><th>F2011</th><th>S2012</th></tr>
<tr><td># students</td><td>21</td><td>6</td><td>14</td><td>7</td></tr>
<tr><td># finishing</td><td>16</td><td>6</td><td>13</td><td>6</td></tr>
<tr><td># passing</td><td>15</td><td>6</td><td>12</td><td>6</td></tr>
<tr><td>% finishing</td><td>76.2%</td><td>100%</td><td>92.9%</td><td>85.7</td></tr>
<tr><td>% passing</td><td>93.8%</td><td>100%</td><td>92.3%</td><td>100</td></tr>
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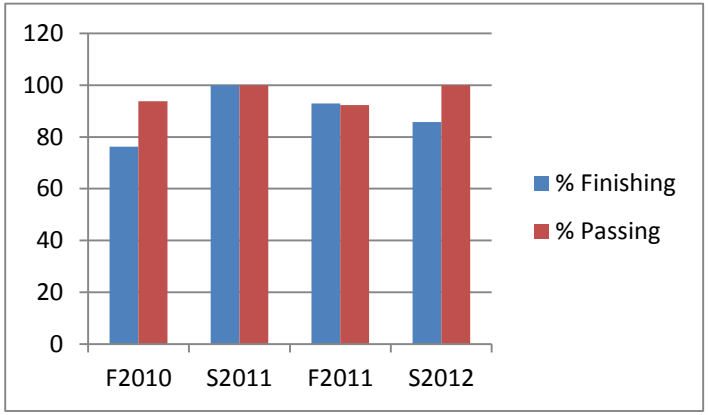

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<td>100% (6/6) scored 80% or above on it.

<u>Fall, 2010</u>
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.</td>
<td>

<u>Fall, 2010</u>
We needed a higher number of students to actually finish the assessment. We will have 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.</td>
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<tr>
<td>80% of students will pass 80% of the listed competencies for Macroeconomics .</td>
<td>A formative internal instrument is used to assess students in the Microeconomics class.</td>
<td><u>F2010</u>:
97% (31/32)

<u>F2009</u>:
100% (35/35)

<u>F2008</u>:
97% (33/34)</td>
<td><u>F2010</u>:
Students are successfully passing the competencies at or above the 80% benchmark.

<u>F2009</u>:
Students are successfully passing the competencies at or above the 80% benchmark.

<u>F2008</u>:</td>
<td>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.</td>
<td>
<table>
<tr><td></td><td>F2008</td><td>F2009</td><td>F2010</td></tr>
<tr><td># students passing</td><td>33</td><td>35</td><td>31</td></tr>
<tr><td># students in class</td><td>34</td><td>35</td><td>32</td></tr>
<tr><td>Percentage</td><td>97.1%</td><td>100%</td><td>96.9%</td></tr>
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<td>There are 21 competencies in this course, and students are successfully passing them at or above the 80% benchmark.</td>
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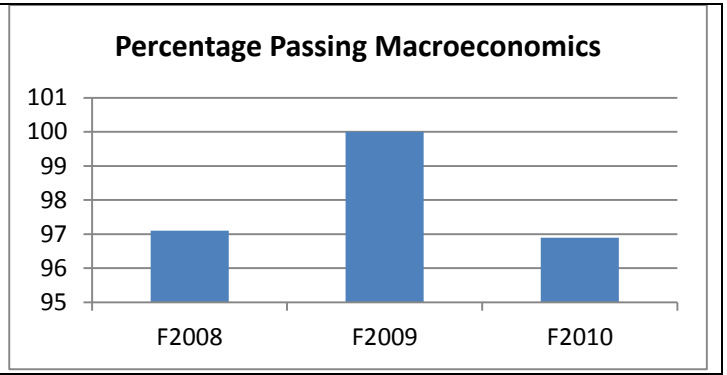
<td> 
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<tr>
<td>80% of students will pass 80% of the listed competencies for Microeconomics.</td>
<td>A formative internal instrument is used to assess students in the Microeconomics class.</td>
<td><u>Su2011</u>:
100% (7/7)

<u>S2011</u>:
96% (22/23)

<u>S2010</u>:
100% (24/24)

<u>S2009</u>:
100% (31/31)</td>
<td><u>Su2011</u>:
Students are successfully passing the competencies at or above the 80% benchmark.

<u>S2011</u>:
Students are successfully passing the competencies at or above the 80% benchmark.

<u>S2010</u>:
Students are successfully passing the competencies at or above the 80% benchmark.

<u>S2009</u>:
There are 25 competencies in this course, and students are successfully passing them at</td>
<td>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.</td>
<td>
<table>
<tr><td></td><td>S2009</td><td>S2010</td><td>S2011</td><td>Su2011</td></tr>
<tr><td># students passing</td><td>31</td><td>24</td><td>22</td><td>7</td></tr>
<tr><td># students in class</td><td>31</td><td>24</td><td>23</td><td>7</td></tr>
<tr><td>Percentage</td><td>100%</td><td>100%</td><td>95.7%</td><td>100%</td></tr>
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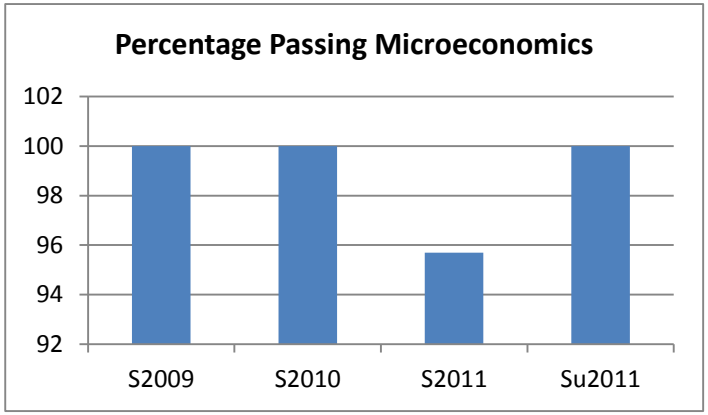

</td>
</tr>
</table>

<table>
<tr><td></td><td></td><td></td><td>or above the 80% benchmark</td><td></td><td></td></tr>
<tr><td>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.</td><td>A formative internal assessment is used to assess students in the Intro to Business class.</td><td><u>S2011</u>:
72% (13/18) of the students in the course completed the marketing plan project.

100% (13/13) scored 85% or above on the project.</td><td><u>S2011</u>:
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.</td><td>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.</td><td>
<table>
<tr><td></td><td>S2011</td></tr>
<tr><td># students</td><td>18</td></tr>
<tr><td># students finishing</td><td>13</td></tr>
<tr><td># students passing</td><td>13</td></tr>
<tr><td>% finishing</td><td>72%</td></tr>
<tr><td>% passing</td><td>100%</td></tr>
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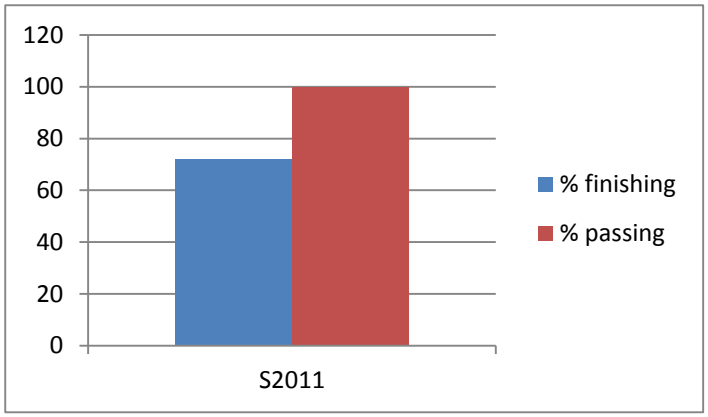

</td></tr>
</table>

Standard #5 Faculty and Staff Focus

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

Standard 5 - Faculty- and Staff-Focused Results

Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. *Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.*

Analysis of Results

Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**
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.	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.	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.	We will both attend the NBEA national conference this spring.	Junnae Landry

	In-Service	State or Regional	National
2006-07	2	2	1
2007-08	2	3	0
2008-09	2	2	0
2009-10	2	1	0
2010-11	2	1	0

					Carol Ricke In-Service: 2006-07: 2; 2007-08: 2; 2008-09: 2; 2009-10: 2; 2010-11: 2 State or Regional: 2006-07: 2; 2007-08: 2; 2008-09: 3; 2009-10: 2; 2010-11: 3 National: 2006-07: 1; 2007-08: 1; 2008-09: 1; 2009-10: 1; 2010-11: 1
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 • Others	Both faculty members are involved in several committees. Junnae is a member of Financial Working Group and is the Treasurer of Pratt Higher Education Association. Carol is a member of the Faculty Assessment Learning Committee and member of the Data Management Committee.	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.	Each year, our committees change, but we will continue to each serve on at least one college committee.	# of Committees Junnae Landry: 2009-10: 3; 2010-11: 3; 2011-12: 2 Carol Ricke: 2009-10: 4; 2010-11: 4; 2011-12: 2 *We also occasionally serve on an adhoc committee, which is not reflected in the data.

Faculty Qualifications

Complete the next two tables for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.

Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITIERA • Five Years Work Experience • Teaching Excellence • Professional Certifications	ACBSP QUALIFICATION 1. Master's 2. Doctorate 3. Professional 4. Exception
No new full-time faculty					
No new part-time faculty					

Standard #6 Educational and Business Process Management

a. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach an updated Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.

None

2. List any **new** degree programs that have been developed since your last report and attach a Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.

These two programs were reinstated as of the 2009/2010 school year:

Associate in Applied Science: Administrative Assistant
Associate in Applied Science: Business Administration

3. List any accredited programs that have been terminated since your last report.

None

Name of Major/Program: **Office Administrative Assistant**			
Total Number of Hours for Degree: **64**			
List courses appropriate for each area:			
A) Professional Component:			
	Course Title	Areas of Study	Credits
	Accounting I	A	3
	Microeconomics	D	3
	Personal Finance	H	3
	Microcomputer Office Applications I	B	3
	Intro to Business	E	3
	Office Procedures		3
		Area total credit hours	18
		28.1%	
B) General Education:			
	Course Title	Educational Goal Area	Credits
	Professional English, Business English, Writing for the Workplace, or Composition I	1	3
	Business Ethics	4	1
	Business Math, Tech Math II, Intermediate Algebra, College Math, or College Algebra	6	3
	General Psychology	8	3
	Macroeconomics	10	3
	Public Speaking or Speech	1	3
	Concepts of Physical Health	4	2
		Area total credit hours	18
		28.1%	
C) Business Major:*			
	Course Title		Credits
	Human Relations		3
	Business Communications		3
	Microcomputer Office Applications II		3
	Introduction to Accounting		3
	Accounting II		3
	Web Page Design		3
	OWE I, II, III, IV		4
	Computerized Accounting		3
	Advanced Computer Applications		3
	Advanced Web Design		3
	Administrative Procedures		3
		Area total credit hours	28
	*Students are required to take 28 credits from the above list.	43.8%	
		Total Program Hours	64

Name of Major/Program: **Business Administration**			
Total Number of Hours for Degree: **64**			
List courses appropriate for each area:			
A) Professional Component:			
	Course Title	Areas of Study	Credits
	Accounting I	A	3
	Microeconomics	D	3
	Personal Finance	H	3
	Microcomputer Office Applications I	B	3
	Intro to Business	E	3
	Office Procedures		3
		Area total credit hours	18
		28.1%	
B) General Education:			
	Course Title	Educational Goal Area	Credits
	Professional English, Business English, Writing for the Workplace, or Composition I	1	3
	Business Ethics	4	1
	Business Math, Tech Math II, Intermediate Algebra, College Math, or College Algebra	6	3
	General Psychology	8	3
	Macroeconomics	10	3
	Public Speaking or Speech	1	3
	Concepts of Physical Health	4	2
		Area total credit hours	18
		28.1%	
C) Business Major:*			
	Course Title		Credits
	Human Relations		3
	Business Communications		3
	Microcomputer Office Applications II		3
	Introduction to Accounting		3
	Accounting II		3
	Web Page Design		3
	OWE I, II, III, IV		4
	Entrepreneurship		3
	Business Law		3
	Intro to Marketing		3
	Advertising		3
	Salesmanship		3
	*Students are required to take 28 credits from the above list.	Area total credit hours	28
		43.8%	
		Total Program Hours	64

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

Standard 6 - Budgetary, Financial, and Market Results

Budgetary, Financial, and Market Performance Results	Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities. Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments. *Key indicators may include: expenditures per business student, business program expenditures as a percentage of budget, annual business unit budget increases or decreases, enrollment increase or decrease of business students, transfer in or out of business students, student credit hour production, or comparative data.*

Analysis of Results

Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**
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	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.	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. The nursing department as well	We will continue to monitor our budget. If the economy gets better, then we would hope that our budgets will too.	

	Total Business Budget	Total PCC Instructional Budget	% of Instructional Budget
06-07	$112,175	$3,409,443	3.29%
07-08	$125,664	$3,427,114	3.67%
08-09	$126,785	$3,313,272	3.83%
09-10	$129,948	$3,808,048	3.41%
10-	$128,127	$4,086,172	3.14%

	maintain our quality of education, then we will have to seek for improvements.		as the college has grown over the last few years, but the business department hasn't grown much, so our percent of the budget is pretty good.		<table><tr><td>11</td><td></td><td></td><td></td></tr><tr><td>11-12</td><td>130,309</td><td>4,102,320</td><td>3.18%</td></tr></table>
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.	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.	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.	<table><tr><th></th><th>Full-time Faculty</th></tr><tr><td>2004-05</td><td>4</td></tr><tr><td>2005-06</td><td>2 ½</td></tr><tr><td>2006-07</td><td>2 ½</td></tr><tr><td>2007-08</td><td>2 ½</td></tr><tr><td>2008-09</td><td>2 ½</td></tr><tr><td>2009-10</td><td>2 ½</td></tr><tr><td>2010-11</td><td>2 ½</td></tr></table>

Standard 6 - Organizational Performance Results

5. Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. *Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities*

			by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.		
		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**
The business department will hold at least two advisory Committee meetings per year.	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.	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.	<table><tr><th></th><th># of meetings per year</th></tr><tr><td>2004-05</td><td>2</td></tr><tr><td>2005-06</td><td>2</td></tr><tr><td>2006-07</td><td>2</td></tr><tr><td>2007-08</td><td>2</td></tr><tr><td>2008-09</td><td>2</td></tr><tr><td>2009-10</td><td>2</td></tr><tr><td>2010-11</td><td>2</td></tr></table>
The business	We started	Examples of	Students like to	We will continue	

<table>
<tr>
<td>department will be an integral part of the college by sponsoring at least one club or organization for business students each year.</td>
<td>In 2011-12, we inducted

In 2010-11, we inducted

In 2009-10, we inducted six new members.

In 2008-09, we inducted four new members.

Kappa Beta Delta began in the spring 2007 with seven members.

We will never have large numbers because we can only have 20% of our business students in the honor society, and we are a small school.</td>
<td>things we do:

We have a welcome/introductory pizza meeting in both the fall and spring semesters.

All new yearly members are inducted in the spring ceremony with Phi Theta Kappa.

For community service, we recycle toner cartridges and donate them to the local humane society.

We will be taking a tour of Cessna, Inc. and Koch Industries.</td>
<td>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.</td>
<td>to offer Kappa Beta Delta and induct as many students as we can each year within the guidelines of KBD.</td>
<td><table><tr><th></th><th># of students inducted into KBD</th></tr><tr><td>2007-08</td><td>7</td></tr><tr><td>2008-09</td><td>8</td></tr><tr><td>2009-10</td><td>9</td></tr><tr><td>2010-11</td><td>9</td></tr><tr><td>2011-12</td><td>6</td></tr></table></td>
</tr>
<tr>
<td>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.</td>
<td>Executive-in-Residence Award and Student Presentation.</td>
<td>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</td>
<td>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.</td>
<td>We will continue to provide this service to our community and our students.</td>
<td>2011-12 Bobby and Becky Eastes
2010-11 Paul Hayes
2009-10 Gary & Daryl Trimpe
2008-09 David Bohro
2007-08 Doug Reh
2006-07 Robert A. Blasi
2005-06 Patrick N. Barker
2004-05 Jean Clarkson-Frisbie
2003-04 James W. Van Blaricum III, D.D.S.
2002-03 Howard K. Loomis
2001-02 Phil Farmer, O.D.
2000-01 Jerry Bohn
1999-00 Jerry K. Larrison
1998-99 Susan M. Page</td>
</tr>
</table>

		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.			1997-98 Gary C. Skaggs 1996-97 Kenneth C. Gates 1995-96 Dennis Lesh 1994-95 George T. Chandler 1993-94 Jud Stanion 1992-93 Margaret Watson 1991-92 Max Mize 1987-88 Boyd Davies