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

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

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

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

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

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

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

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

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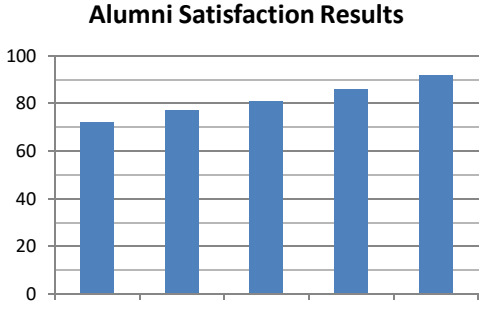
Analysis of Results

Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
EXAMPLE Alumni Satisfaction for business programs will be at or above 80%	Annual alumni survey	Three years of positive trend data exceeding goal	Overall satisfaction exceeded the goal, but students requested additional internships & job placement assistance.	Increased the opportunities for internships and assistance with job placement.	

Table I - Standard 3 - Page 1 of 5

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

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

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

Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process? (indicate length of cycle)**	**Current Results: What are your current results?**	**Analysis of Results: What did you learn from your results?**	**Action Taken or Improvement Made: What did you improve or what is your next step?**	**Provide a graph or table of resulting trends (3-5 data points preferred)**
Graduate Satisfaction Survey. Graduate Satisfaction Surveys are conducted annually to solicit information from previous Fiscal Year graduates. The goal for each department in the Business Unit is to have a score of 3.25 (4 point likert scale)or higher in the reponse category which measures how well Greenville Technical College met the students' expectations in preparing them for success in their field of study.	Graduate Satisfaction survey – Distributed by mail and online to all award-recipients to determine satisfaction with respect to services and areas. The surveys are administered annually.	**PLEASE NOTE THAT 19-20 DATA WILL NOT BE AVAILABLE UNTIL AFTER MAY 2022; OUR DUE DATE FOR THE QA IS FEB, 2022.** Three academic years of data are represented. ACC graduate satisfaction survey scores were 3, 4, and 3.5 for years 16-17, 17-18, and 18-19 respectively. AOT graduate satisfaction survey scores were 4, 4, 0 for years 16-17, 17-18, and 18-19 respectively. MGT graduate satisfaction survey scores were 3.5, 3. 0 for years 16-17, 17-18, and 18-19 respectively. MKT graduate satisfaction survey scores were 3 5 0	Although we feel this information could be valuable, and the Business Unit met and exceeded the target on average, the limited responses do not provide enough predictive data and analysis for implementing continuous improvement. In addition, the College eliminated the process of collecting Graduate Satisafaction Surveys as of Fall 2021.	Due to the low response numbers and limited data and analysis provided by the Graduate Satisfaction Surveys, and due to the College elimating the process of collecting surveys, the Business Unit will replace this measure with end of semester course student surveys beginning academic year 2021-2022. The data in parenthesis represents 3 years total of the number of graduate satisfaction surveys sent and number of responses received. For example, a total of 75 surveys were sent to Accounting graduates, and only 7 responded ACC (75 7); AOT	Graduate Satisfaction with Preparation for Field of Study 4 Point Scale: 4-Very Satisfied; 1-Very Dissatisfied ACC AOT MGT MKT SCM 4.00 3.50 3.00 2.50 2.00 1.50 1.00 0.50 ■ AY 16-17 ■ AY 17-18 ■ AY 18-19

Table I - Standard 3 - Page 2 of 5   Page 2 of 26

TABLE 1: Student and Stakeholder Focused Results (Standard 3)					
- Student, stakeholder, and market focused results examine how well your business unit satisfies students and stakeholders key needs and expectations.					
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- 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					
- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.					
- For all data reported, show sample size (n = 75).					
Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process?** (indicate length of cycle)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends** (3-5 data points preferred)
		graduate satisfaction survey scores were were 4, 4, and 3.5 for years 16-17, 17-18, and 18-19 respectively.			

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

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

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- 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

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

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

Analysis of Results

Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
Graduate Placement data is collected annually to gather information from previous Fiscal Year graduates. The goal for each department in the Business Unit is to have a minimum placement rate of 60% or higher of students employed in field of study or continuing their education.	Graduate Follow-Up Surveys are distributed by mail and online to all award-recipients to determine employment / education status and satisfaction / competency ratings. Follow-up via phone calls, social media contacts, etc. are used to solicit the placement information from the non-responders to the survey. The surveys and non-responder follow-ups are administered annually.	**PLEASE NOTE THAT 19-20 DATA WILL NOT BE AVAILABLE UNTIL AFTER MAY 2022; OUR DUE DATE FOR THE QA IS FEB, 2022.** ACC placements rates were 97, 67, and 72 for years 16-17, 17-18, and 18-19 respectively. AOT placements rates were 70, 81, and 77 for years 16-17, 17-18, and 18-19 respectively. MGT placements rates were 98, 76, and 76 for years 16-17, 17-18, and 18-19 respectively. MKT placements rates were 91, 81, and 84 for years 16-17, 17-18, and 18-19 respectively SCM	The Business Unit programs have achieved and exceeded the target for this measure of graduate placement.	The Business Unit is working to improve the results by increasing the response rates for the Graduate Follow-Up surveys. This is being accomplished by getting contact information from students before they graduate and connecting with them on social media sites, such as LinkedIn. In addition, the Business Unit has implemented employability activities to improve placement rates.	Graduate Placement Rate (%)

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

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Analysis of Results

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For each Business Advisory Board, membership will increase to 10 or more active members.	Advisory committee meeting minutes are captured at each advisory board meeting, each semester, indicating members' participation.	The advisory committee membership has increased over the past three years. As of academic year 2019-2020, ACC has 12 active members. AOT has 9 active members. MGT and MKT have 12 active members. SCM has 15 active members.	Although we have increased membership in all of the advisory boards for ACC, MGT, MKT, and SCM, we are not meeting the goal for AOT.	In an effort to increase the number of advisory board members, we have partnered with the Greenville Technical College Foundation team to recruit new business and industry members from our community partners.	

Advisory Committee Members (chart with series AY 17-18, AY 18-19, AY 19-20; categories ACC, AOT, MGT, MKT, SCM; y-axis 0–14)

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TABLE 2: Student Learning Results (Standard 4)					
Use this table to supply data for Criterion 4.2.					
Performance Indicator	**Definition**				
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.				
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.				
	- For all data reported, show sample size (n=75).				
Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)**	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
EXAMPLE **Program** - AAS in Accounting Technology; **SLO** - "The student will demonstrate the ability to analyze financial statements"; **Goal** - 80% score on embedded test questions	In **ACC-213** (Managerial Accounting), students scores on **embedded test questions on the final exam** will assess ability to analyze financial statements. This is a direct, summative, internal assessment.	After three years of subpar student performance, the goal has been met for the last two years.	Although instructors review various examples in class, students were not getting enough practice analyzing financial statements on their own outside of class.	Graded homework assignments where students analyze financial statements were introduced in 2014. This led to improved student performance on this measure. Now, further work will be done to improve the graded homework assignments.	**AS in Accounting SLO: Analyze Financial Statements** Score: 100 / 80 / 60 2011 (n=32) 2012 (n=29) 2013 (n=29) 2014 (n=35) 2015 (n=35)

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TABLE 2: Student Learning Results (Standard 4)

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
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	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.
	- For all data reported, show sample size (n=75).

Analysis of Results

Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
AAS in Accounting Technology: SLO - "The student will demonstrate the appliction of the accounting cycle from journal entries to financial statement preparation. The goal is students will achieve an 80% or higher on the ACC 275 Comprehensive Accounting Cycle Project	Direct, Internal. Students enrolled in Selected Topics in Accounting (ACC 275), are required to complete an Accounting Cycle project, beginning with the analysis and reporting of journal entries to preparing financial statements. Students with a minimun competence level of 70% of higher will successfully complete the skills required for this project.	During the reporting year 17-18, the average of all students on that project for 2017-2018 was 82.75% There were several non-completers that lowered the yearly average. 73.5% of the class scored above the target. During the reporting year 18-19, 20 out of 24 students (83%) earned an 80% or higher.. During the 19-20 reporting year 61 students completed the measurement tool, 94% earned a 70% or higher.	The ACC 275 Accounting Cycle Project measure for this student lerning outcome was partially achieved during the reporting periods.	The Accounting Cycle Project is already a very comprehensive exercise in applying the accounting cycle from journal entries to financial statement presentation. The instructors will continue to offer help to students in completing the project, as we feel this ensures they learn and solidify their understanding of the accounting cycle.	

Table 2 - Standard 4 - Page 2 of 7

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Performance Indicator	Definition
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	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.
	- For all data reported, show sample size (n=75).

Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)**	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
AAS in Administrative Office Technoloy: SLO- "The students will recognize and demonstrate professional conduct and interpersonal skills necessary for acquiring and maintaining employment as an administrative office specialist in a diverse global workplace. " The goal is for 80% of the students to achieve a score of 70% or higher to demonstrate mastery.	Summative, Internal. Students will prepare a professional resume and successfully perform a job interview conducted by a business professional utilizing a mock interview process in the course Office Systems and Procedures (AOT 143).	During the reporting year 17-18, 27/28 students met the target of 80% achieved a score of 70% or higher with a 96 average. During 18-19, the measure was achieved as 17/21 students met the target achievement level students demonstrated mastery of 70% or higher with a 81% average and during 19-20, 15 students demonstrated mastery of 70% or higher with a 97 average.	The measure was met by a significant margin and we have assessed this particular measure for several consecutive years.	Because students have demonstrated mastery for several years, the department will implement a new measure beginning the next reporting period.	

Table 2 - Standard 4 - Page 3 of 7   Page 8 of 26

TABLE 2: Student Learning Results (Standard 4)					
Use this table to supply data for Criterion 4.2.					
Performance Indicator	**Definition**				
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	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.				
	- For all data reported, show sample size (n=75).				
Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)**	**Current Results: What are your current results?**	**Analysis of Results: What did you learn from your results?**	**Action Taken or Improvement Made: What did you improve or what is your next step?**	**Provide a graph or table of resulting trends (3-5 data points preferred)**
AAS in Management: SLO-" The students will make decisions based upon the assessment and analysis of the changing internal and external business environments." The goal is for 80% of the students to achieve a score of 70% or higher.	Summative, Internal. Students enrolled in Management Decision-Making (MGT 240) are required to complete a team GLO-BUS business case simulation. A requirement of the project is to complete a written paper as a team.	For 2017-18, 52% of the students - 25 out of 48 students scored an average of 70% or higher on this assignment. For 18-19 , a combined total of 98% of 44 total - 43 out of 44 students scored at least 70% on the Glo-Bus report. However, only 68% of those students scored at least 70% on the simulation.	The measure for this student learning outcome was not achieved during the reporting periods.	Since a greater understanding of the Glo-Bus simulation is needed, moving forward, the faculty wll require students to spend more time in the software. A grade will be assigned based on time spent within the simulation.	

Table 2 - Standard 4 - Page 4 of 7

TABLE 2: Student Learning Results (Standard 4)

Use this table to supply data for Criterion 4.2.

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

Analysis of Results

Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
AAS in Marketing: SLO-"The students will be able to demonstrate the professional skills required for effective customer relationship management in the areas of business development, sales, customer service and retention." The goal is for 80% of the students to achieve a score of 80% or higher demonstrating mastery.	Summative, Internal. Students will submit a written report on the customer service standards of a service organization that they have reviewed in Customer Services Principles (MKT 130). Students will submit an assessment of current service behaviors being performed and make recommendations for improvement.	During the reporting year 17-18, In Fall 2017, 22 students (100%) successfully completed this assignment with a grade of 80% or higher. In Spring 2018, 42 students (89%) successfully completed this assignment with a grade of 80% or higher. During 18-19, In Fall 2018 22 students completed this Assignment with 22 students or 100% attaining a grade of 80% or higher. In Spring 2019 45 students completed this Assignment with 41 or 91% attaining a grade of 80% or higher. In 2019-2020, the outcome was achieved with 94% or higher. And during 19-20,	The measure for this student learning outcome to demonstrate professional skills required for effective customer relationship was achieved during the reporting periods.	The Marketing faculty will continue to provide students with assignment expectations, student examples, and guidelines for written work in order for students to be successful in researching the topics, developing the content, and providing the written work required for success in this student learning outcome.	**Professional Skills** Score axis: 0, 50, 100 2017-2018 (n=97), 2018-2019 (n=38), 2019-2020 (n=61)

Table 2 - Standard 4 - Page 5 of 7   Page 10 of 26

TABLE 2: Student Learning Results (Standard 4)					
Use this table to supply data for Criterion 4.2.					
Performance Indicator	**Definition**				
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.				
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.				
	- For all data reported, show sample size (n=75).				
Analysis of Results					
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	**What is your measurement instrument or process?** Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends (3-5 data points preferred)**
		The student target was achieved with FA2019, 25 out of 27 students (93%) earned a grade of 80% or higher, and with SP2020, 52 out of 62 students (84%) earned a grade of 80% or higher. For the academic year, 77 out of 89 students (87%) earned a grade of 80% or higher.			

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TABLE 2: Student Learning Results (Standard 4)

Use this table to supply data for Criterion 4.2.

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

Analysis of Results

Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
AAS in Supply Chain Management. SLO - "The students will explain the logistics and supply chain management processes and the importance of balancing cost and quality. The goal is for 80% of the students to achieve a score of 70% or higher.	Direct, Formative. The students are required to complete a case study in LOG245 (Production Planning Processes) related to select chapters in the text or a report on the techniques, application, and implementation of select supply chain management processes.	During the reporting year 17-18, students who completed this case study had average score of 93 100% of the students achieved a score of 70% or higher. During the reporting year 18-19, Students who completed this case study had average score of 95 100% of the students achieved a score of 70% or higher. During 19-20, The achievement target was met. 15 out of 18 students met the target. Students who completed this case study had an average score of 77%. 87% of the students achieved a score of 70% or higher.	The measure for this student learning outcome was achieved during the reporting periods.	The written case study is an effective assignment in measuring the success of students being able to explain the logistics and supply chain management processes and the importance of balancing cost and quality. The Supply Chain Management faculty will continue to incorporate this measure in LOG 245 Production Planning Processes for this learning objective. With the strategy/recommendation grading criteria being 1% above the achievement target, the SCM faculty will continue to provide students with case study examples showcasing the expectations of strategically planned and well-written work.	 **Supply Chain Processes** Score (y-axis 0–100); data points: 2017-2018 (n=97) ≈93, 2018-2019 (n=38) ≈95, 2019-2020 (n=61) ≈77

TABLE 3a: Faculty and Staff Focus Results (Standard 5)

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.

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.*
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.
	- For all data reported, show sample size (n=75).

Analysis of Results					
Performance Measure: **What is your performance measure?** **What is your goal?** **(The goal should be measurable.)**	**What is your measurement instrument or process? (indicate length of cycle)**	**Current Results:** **What are your current results?**	**Analysis of Results:** **What did you learn from your results?**	**Action Taken or Improvement Made:** **What did you improve or what is your next step?**	**Provide a graph or table of resulting trends (3-5 data points preferred)**
EXAMPLE Faculty satisfaction will exceed 85%	Annual faculty satisfaction survey	Exceeded goal, however, the trend declined in 2014	Held a faculty meeting to discuss issues raised on surveys	Satisfaction increased 1%	

TABLE 3a: Faculty and Staff Focus Results (Standard 5)

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data.
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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.*
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.
	- For all data reported, show sample size (n=75).

Analysis of Results				
Performance Measure: **What is your performance measure?** **What is your goal?** **(The goal should be measurable.)**	**What is your measurement instrument or process? (indicate length of cycle)**	**Current Results: What are your current results?**	**Analysis of Results: What did you learn from your results?**	**Action Taken or Improvement Made: What did you improve or what is your next step?**	**Provide a graph or table of resulting trends (3-5 data points preferred)**
Business and Industry Interaction. The School of Business will provide a minimum of two (2) business and industry interaction activities per academic year.	The measurement instrument is the number of business interactive activities listed on the internal calendar system for this time period.	For the academic years 2017-2018 and 2018-2019, Business Unit faculty participated in 3 business and industry interaction activities. For the academic year 2019-2020, Business Unit faculty particiated in 6 business and industry interaction activities. These activities included Professional Imaging Day, Student Start-up events, Speaker Series, and community board memberships.	Due to meeting the previous performance measure multiple years, we changed the measure to business and industry interaction. This is the first cycle assessing business and industry interaction activities. The Business Unit programs have achieved and exceeded the target for this measure.	The Business Unit will continue assessing this measure. By doing so, students will have access to the latest skills in the workplace as well as additional networking opportunities.	

TABLE 3a: Faculty and Staff Focus Results (Standard 5)

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.

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.*
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.
	- For all data reported, show sample size (n=75).

Analysis of Results

Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
Community Service. The School of Business will participate in a minimum of twenty (20) community service activities per academic year.	The measurement instrument is the number of community service events that the Business faculty participated in during this time period.	For the Academic Year 2017-2018, Business Unit faculty participated in 20 community service activities. For the academic year 2018-2019, Business Unit faculty particiated in 22 community service activities. For the academic year 2019-2020, Business Unit faculty participated in 20 community service activities.	Due to meeting the previous performance measure multiple years, we changed the measure to community service. This is the first cycle assessing faculty community service activities. The Business Unit programs have achieved and exceeded the target for this measure.	The Business Unit will continue assessing this measure. By doing so, program faculty will develop and strengthen community partnerships. Community Service is also encouraged and supported by the college.	

TABLE 3a: Faculty and Staff Focus Results (Standard 5)					
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.					
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.*				
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.				
	- For all data reported, show sample size (n=75).				
Analysis of Results					
Performance Measure: **What is your performance measure?** **What is your goal?** **(The goal should be measurable.)**	**What is your measurement instrument or process? (indicate length of cycle)**	**Current Results:** **What are your current results?**	**Analysis of Results:** **What did you learn from your results?**	**Action Taken or Improvement Made:** **What did you improve or what is your next step?**	**Provide a graph or table of resulting trends (3-5 data points preferred)**
100% of the Business Unit faculty will meet minimum professional development hours required by Greenville Technical College, which equates to 15 hours per academic year. The total number of business faculty is 13. Therefore n=13.	The instrument for measurement is the Greenville Technical College Professional Development form used for the 2017-18, 2018-19, and 2019-20 academic years.	Business faculty are required to complete 15 hours of professional development each academic year. The ACC department have 2 faculty members and each member completed an average of 37 hours, exceeding the requirement. The AOT department have 3 faculty members and each member completed an average of 30 hours, exceeding the requirement. The MGT department have 3 faculty members and each member completed an average of 42 hours, exceeding the requirement. The MKT department have 2 faculty members and each member completed an average of 32 hours, exceeding the requirement. The SCM department has 1 faculty	The goal was exceeded in all three academic years.	The Business Unit faculty have fully met or exceeded the professional development requirements as indicated by the college. We will continue to monitor as new required trainings are added in the upcoming academic years.

Business Unit PD Hours (n=13)

Legend: AY 17-18, AY 18-19, AY 19-20 |

TABLE 3a: Faculty and Staff Focus Results (Standard 5)					
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.					
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.*				
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.				
	- For all data reported, show sample size (n=75).				
Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	**Current Results**: What are your current results?	**Analysis of Results**: What did you learn from your results?	**Action Taken or Improvement Made**: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
		completed an average of 32 hours, exceeding the requirement. The SCM department has 1 faculty member and that member completed an average of 148 hours, exceeding the requirement.			

TABLE 3b: Full-time and Part-time Faculty Qualifications (Standard 5)				
Complete this table for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported, in accordance with Criterion 5.2 in the Standards and Criteria.				
Use a separateline in the table for each level of qualification. For example, if Joe Smith is Masters qualified to teach management and professionally qualified to teach accounting then Joe Smith will be on two lines justifying each level of qualification.				
TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS				
FACULTY MEMBER NAME (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 PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
EXAMPLE Smith, Joe	BUS 101 (Introduction to Management (6 Cr Hrs)	B.S., Business Administration M.B.A., Management		Master's qualified in Management
EXAMPLE Smith, Joe	ACC 230 (Managerial Accounting (9 Cr Hrs)	B.S., Business Administration M.B.A., Management	C.P.A., State of Missouri 12 years professional employment as a certified public accountant	Professionally qualified in Accounting
EXAMPLE Brown, Barb	ACC 101 Introduction to Accounting (9 Cr Hrs)	B.S., Accounting M.S., Accounting	N/A	Master's qualified in Accounting
EXAMPLE Brown, Barb	MGT 230 Operations Management (6 Cr Hrs)	B.S., Accounting M.S., Accounting	18 Cr Hrs in Management beyond the introductory principles level	Master's qualified in Management
Abercrombie, Misty	BUS 110 Entrepreneurship (3 Cr. Hrs) BUS 220 Business Ethics (3 Cr. Hrs)	M.S., Business Administration		Master's qualified in Management
Beck, Tony L.	ACC 101 Accounting Principles I (18 Cr. Hrs) ACC 102 Accounting Principles II (24 Cr. Hrs)	M.S., Master of Accountancy B.S., Business Administration		Master's qualified in Accounting

TABLE 3b: Full-time and Part-time Faculty Qualifications (Standard 5)				
Complete this table for <u>new</u> full-time and part-time faculty members since last self-study or QA report. <u>Do not include faculty members previously reported,</u> in accordance with Criterion 5.2 in the Standards and Criteria.				
Use a separateline in the table for each level of qualification. For example, if Joe Smith is Masters qualified to teach management and professionally qualified to teach accounting then Joe Smith will be on two lines justifying each level of qualification.				
TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS				
FACULTY MEMBER NAME (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 PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
Brailsford, Cassandra	AOT 133 Professional Development (3 Cr. Hrs) AOT 143 Office Systems and Procedures (3 Cr. Hrs)	B.S. Business Administration M.S Business Administration M.S. Education		Master's qualified in Business Administration
Branham, Lisa	AOT 104 Keyboarding and Input Technologies (3 Cr. Hrs) AOT 110 Document Formatting (9 Cr. Hrs) AOT 133 Professional Development (6 Cr. Hrs)	B.S ,Business Administration M.ED Technology and Education MLIS Library and Information Science		Master's qualified in Technology and Education
Brewster, Erica	MGT 101 Principles of Management (6 Cr. Hrs)	M.S., Business Administration		Master's qualified in Business Administration
Brode, Dennis	MGT 101 Principles of Management (3 Cr. Hrs)	B.S Electrical Engineering M.S. Operational Management		Master's qualified in Operations Management
Brouwer, Tracy	MGT 101 Principles of Management (15 Cr. Hrs) MGT 150 Fundamentals of Supervision (3 Cr. Hrs)	D.R., Philosophy in Business Administration M.S., Business Administration		Doctorate qualified in Business Administration
Coates, Charles P	BAF 101 Personal Finance (6 Cr. Hrs)	M.B.A., Business Administration B.S., Business Administration/Finance		Master's qualified in Business Administration

TABLE 3b: Full-time and Part-time Faculty Qualifications (Standard 5)

Complete this table for <u>new</u> full-time and part-time faculty members since last self-study or QA report. <u>Do not include faculty members previously reported,</u> in accordance with Criterion 5.2 in the Standards and Criteria.

Use a separateline in the table for each level of qualification. For example, if Joe Smith is Masters qualified to teach management and professionally qualified to teach accounting then Joe Smith will be on two lines justifying each level of qualification.

TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

FACULTY MEMBER NAME (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 PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
Creighton, Shannon	MGT 101 Principles of Management (3 Cr. Hrs)	M.S., Business Administration M.S., Arts in Teaching		Master's qualified in Business Administration
Duncan. Karen	AOT 133 Professional Development (3 Cr. Hrs) AOT 265 Office Desktop Publishing (3 Cr. Hrs) AOT 251 Administrative Systems and Procedures (6 Cr. Hrs)	B.S. Business Administration M.A. Educational Media Instructional Technology		Master's qualified in Educational Media Instructional Technology
Ellerbe, Anjosia B.	MKT 101 Marketing (18 Cr. Hrs)	M.S., Business Administration M.S., Education B.S., Business Administration		Master's qualified in Business Administration
Ellinger, Denis	BUS 105 Business Economic Applications (15 Cr. Hrs)	M.B.A., Business Administration B.A., Science in Business Administration		Master's qualified in Business Administration
Hall, Esther G.	MKT 111 Media Relations (15 Cr. Hrs)	M.S., International Business B.S.C., International Business		Master's qualified in International Business
Keck, Allison	MGT 101 Principles of Management (12 Cr. Hrs)	M.S., Business Administration		Master's qualified in Business Administration
Lopez, Jonathan	MGT 101 Principles of Management (15 Cr. Hrs)	M.B.A., Business Administration - Entrepreneurship and Innovation B.S., Criminal Justice		Master's qualified in Business Administration
Parsons, Jill	MGT 270 Managerial Communications (18 Cr. Hrs)	B.S. Management M.S. Business Administration		Master's qualified in Business Administration

TABLE 3b: Full-time and Part-time Faculty Qualifications (Standard 5)

Complete this table for <u>new</u> full-time and part-time faculty members since last self-study or QA report. <u>Do not include faculty members previously reported,</u> in accordance with Criterion 5.2 in the Standards and Criteria.

Use a separateline in the table for each level of qualification. For example, if Joe Smith is Masters qualified to teach management and professionally qualified to teach accounting then Joe Smith will be on two lines justifying each level of qualification.

TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

FACULTY MEMBER NAME (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 PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
Philipp Michael	MGT 101 Principles of Management (6 Cr. Hrs)	B.S. Business Administration M.B.A. Information/Technology Management		Master's qualified in Management
Rogers, Nancy A.	LOG 215 Supply Chain Management (15 Cr. Hrs) LOG 240 Purchasing Logistics (9 Cr. Hrs) LOG 245 Production Planning Processes (3 Cr. Hrs) LOG 250 Advanced Global Logistics (6 Cr. Hrs) LOG 260 Processes in Supply Chain Management (3 Cr. Hrs)	Master of Science in Operations Management B.S., Business Management		Master's qualified in Operations Management
Ryall, Jodi	BUS 110 Entrepreneurship (27 Cr. Hrs) MGT 101 Principles of Management (9 Cr. Hrs)	B.A. Computer Science M.S. Management, Stratagy & Leadership		Master's qualified in Management
Toppe, James	BUS 121 Business Law I (15 Cr. Hrs) MGT 101 Principles of Management (24 Cr. Hrs)	A.A.S Management B.S. Business Administration and Management M.S. Management		Master's qualified in Management
Young, Kimberly A	ACC 102 Accounting Principles II (6 Cr. Hrs) BAF 101 Personal Finance (12 Cr. Hrs)	M.S., Master of Accountancy B.S., Business Administration		Master's qualified in Accounting

TABLE 5: Curriculum Summary (Standard 6)

Name of Major/Program: Administrative Office Technology
Business Systems Concentration

Total Number of Credit Hours in Degree | 69 |

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC 101	Accounting Principles I	A	3
CPT 170	Software Applications	B	3
MAT 120	Probability and Statistics	C	3
AOT 196	Office Confidentiality and Security	E	3
MKT 130	Customer Service	F	3
MGT 101	Principles of Management	I	3
		Total Credit Hours	18
		Percent of Total Hours	26%

General Education Component

Course Number	Course Title	Educational Goal Area	Credit Hours
ENG 101	English Composition		3
COL 105	Freshman Seminar		3
SPC 205	Public Speaking		3
Humanities	Humanities Elective		3
Social Science	Social Science Elective		3
		Total Credit Hours	15
		Percent of Total Hours	22%

Business Major Component

Course Number	Course Title	Credit Hours
AOT 104	Keyboarding and Input Technologies	3
AOT 162	Basic Information Processing	3
AOT 110	Document Formatting	3
AOT 251	Administrative Systems and Procedures	3
AOT 256	Office Management	3
AOT 161	Records Management	3
	Total Credit Hours	18
	Percent of Total Hours	26%

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TABLE 7: Business Unit Performance Results (Standard 6)

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

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

Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process?** (indicate length of cycle)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends** (3-5 data points preferred)
EXAMPLE: Increase retention from 80% to 90% by 2020	Retention rates as reported to the VPAA every January	85% in 2014-2015	In a positive trend for the last three years	Will have three meetings a year with business students regarding continued education and completion plans	**Fall-Spring Retention Rate** 86 84 82 80 78 2012-2013 (n=112) 2013-2014 (n=125) 2014-2015 (n=120)

Table 7 - Standards 6 - Page 1 of 4   Page 23 of 26

TABLE 7: Business Unit Performance Results (Standard 6)

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

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

Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process?** (indicate length of cycle)	**Current Results**: What are your current results?	**Analysis of Results**: What did you learn from your results?	**Action Taken or Improvement Made**: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
Enrollment: The Business Unit programs will strive to increase student enrollments. The goal is to increase enrollment by 5% each academic year.	Enrollment data is collected and reported on the college dashboard on a continuous basis.	ACC: In 2017-18 153 were enrolled, in 2018-19, 160 were enrolled and in 2019-20, 152 were enrolled. AOT: In 2017-18, 52 were enrolled, in 2018-19, 95 were enrolled and in 2019-20, 85 were enrolled. MGT: In 2017-18, 345 were enrolled, in 2018-19, 292 were enrolled and in 2019-20, 330 were enrolled. MKT: In 2017-18, 153 were enrolled, in 2018-19, 154 were enrolled and in 2019-20, 135 were enrolled. SCM: In 2017-18, 68 were enrolled, in 2018-19, 72 were enrolled and in 2019-20 68 were enrolled.	There was an increase in enrollment from years 17-18 to 18-19 in ACC and AOT while a flat enrollment fr MKT and SCM. MGT had a significant increase in enrollment from years 2018-2019. Due to the pandemic, enrollment fell overall in 2019-2020. However, enrollment increased during that year for MGT due to more online offerings.	The Business Unit will work to increase enrollment by partnering with college Marketing. We will also participate in campus-wide recruitment activities such as college fairs and career events. We will also work to partner with local high schools presenting at career and college events.	**Enrollment Trend by Department**

Table 7 - Standards 6 - Page 2 of 4   Page 24 of 26

TABLE 7: Business Unit Performance Results (Standard 6)

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

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

Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process?** (indicate length of cycle)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	**Provide a graph or table of resulting trends** (3-5 data points preferred)
Persistence: The Business Unit programs will match the GTC institutional persistence goals. The Business Unit persistence goals were as follows: 2017-2018: 73%, 2018-2019: 73%, 2019-2020: 75%.	Persistence Data collected by the GTC Quality & Planning department each academic year from Fall to Spring.	ACC: 73% in 2017-18, 72% in 2018-19, and 66% in 2019-20. AOT: 74% in 2017-18, 67% in 2018-19, and 67% in 2019-20. MGT: 70% in 2017-18, 61% in 2018-19, and 61% in 2019-20. MKT: 72% in 2017-18, 68% in 2018-19, and 70% in 2019-20. SCM: 78% in 2017-18, 70% in 2018-19, and 78% in 2019-20.	Overall, the programs met or exceed the persistence goal for 2017-2018 but fell below in 2018-19. ACC and SCM met the goal for year 2018-2019 while AOT, MGT and MKT did not meet the goal. SCM met and exceed the persistence goal for AY 2019-2020 while ACC, AOT, MGT and MKT fell short of the goal.	The Business Unit is continuing to engage in initiatives to improve persistence including the suggested NACADA Appreciative Advising methods, more virtual advising to accomodate student schedules, and taking a proactive approach to reach out to students who missed class as well as assignments.	**Persistence by Department** (Bar chart, y-axis 0% to 100%; x-axis departments ACC, AOT, MGT, MKT, SCM; series 2017-18, 2018-19, 2019-20)

Table 7 - Standards 6 - Page 3 of 4   Page 25 of 26

TABLE 7: Business Unit Performance Results (Standard 6)

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

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

Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process? (indicate length of cycle)**	**Current Results: What are your current results?**	**Analysis of Results: What did you learn from your results?**	**Action Taken or Improvement Made: What did you improve or what is your next step?**	**Provide a graph or table of resulting trends (3-5 data points preferred)**
Graduation: Each Business Unit program will graduate a minimum of 25 students per program per academic year.	Graduation Data is collected by the GTC Quality & Planning department each academic year.	ACC: 38 in 2017-18, 56 in 2018-19, and 58 in 2019-20. AOT: 33 in 2017-18, 39 in 2018-19, and 27 in 2019-20. MGT: 78 in 2017-18, 63 in 2018-19, and 59 in 2019-20. MKT: 46 in 2017-18, 47 in 2018-19, and 54 in 2019-20. SCM: 28 in 2017-18, 22 in 2018-19, and 34 in 2019-20.	Overall, we met or exceeded the goal outlined by the college. SCM did fall short by 3 graduates in 2018-2019.	The Business Unit will work to increase graduates by participating in college-wide initiatives including 4DX (Steven Covey, 4 Discplines of Execution), reducing withdrawal rates, increasing persistence and retention, and improving online course success. In addition, business programs will develop more efficient and accessible delivery methods of teaching including synchronus online and other flexible modalities.	Graduation by Department

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