

Excerpts from:



**Accreditation Council for Business Schools and Programs
Quality Assurance Report for Associate Degree Business Programs
Submitted: Sept. 15, 2025**

Institution Overview

Institution Name Lehigh Carbon Community College

Address 4525 Education Park Drive, Schnecksville PA 18078

Year Accredited 1997

Year Reaffirmed 2017

Years Covered by this Report 2021-2022 through 2024-2025

Date Submitted Sept. 15, 2025

Table 3.2 - Student- and Stakeholder Focus - Criterion 3.2 - 3.4

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

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

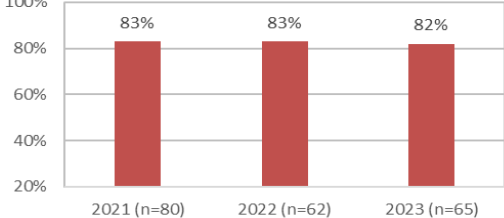
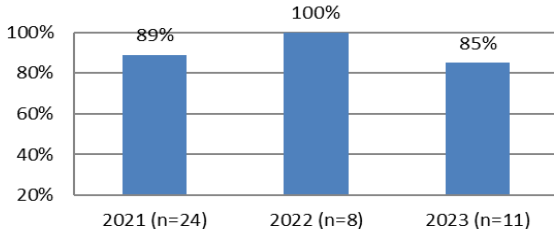
Each academic unit must demonstrate linkages to business practitioners and organizations which are current and significant, including an advisory board.

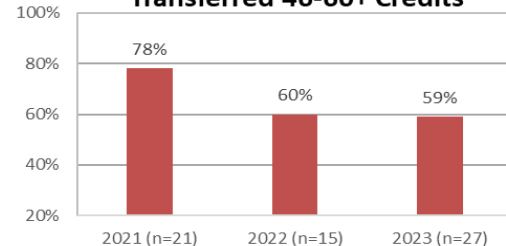
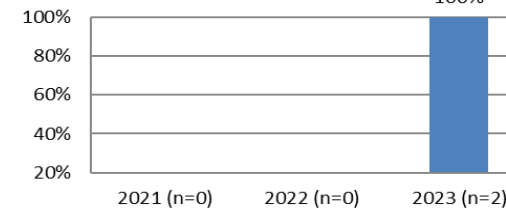
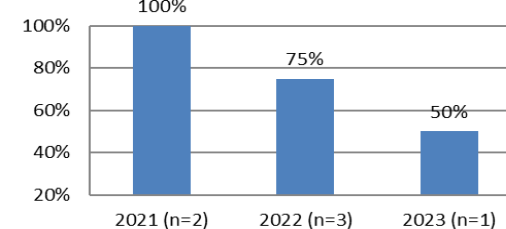
Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

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)												
Placement Rate by Program: Goal: 80% or higher of graduates will be either employed or continuing their education. Graphs for all LCCC AA and AAS degrees is included for reference/benchmark.	Graduate Outcomes Report (annual) - administered by the Career Development Center and the Office of Institutional Research. Graduates are surveyed in the year following their graduation.	Goal is met or exceeded for all three years for all programs. Note that the survey response rate (sample size) for some programs is very small.	Business Unit faculty do an excellent job of preparing graduates for employment or continued education. Robust articulation agreements bolster transfer options. The Career Development Center personnel, resources, and biannual job fairs contribute to this success.	The integration of BUS 109: Business as a Major (first-year experience) as a required course has increased student exposure to both LCCC resources and career opportunities.	<div><p>All LCCC AA Degrees Placement Percent of Responding Graduates: Employed or Continuing Education</p><table><tr><th>Year</th><th>Sample Size (n)</th><th>Placement Rate (%)</th></tr><tr><td>2021</td><td>181</td><td>95%</td></tr><tr><td>2022</td><td>133</td><td>95%</td></tr><tr><td>2023</td><td>224</td><td>96%</td></tr></table></div>	Year	Sample Size (n)	Placement Rate (%)	2021	181	95%	2022	133	95%	2023	224	96%
Year	Sample Size (n)	Placement Rate (%)															
2021	181	95%															
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Year	n	Placement (%)															
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					<div>Accounting AAS Placement Percent of Responding Graduates: Employed or Continuing Education</div> <table><thead><tr><th>Year</th><th>n</th><th>Placement (%)</th></tr></thead><tbody><tr><td>2021</td><td>4</td><td>80%</td></tr><tr><td>2022</td><td>8</td><td>100%</td></tr><tr><td>2023</td><td>7</td><td>88%</td></tr></tbody></table>	Year	n	Placement (%)	2021	4	80%	2022	8	100%	2023	7	88%
Year	n	Placement (%)															
2021	4	80%															
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Year	n	Placement (%)															
2021	20	100%															
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2021	9	90%															
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Number of credits transferred: Goal: Percent of graduates transferring 46-60+ credits in each program will meet or exceed the benchmark for all LCCC programs for the same degree type	Graduate Outcomes Report (annual) - administered by the Career Development Center and the Office of Institutional Research. Graduates are surveyed in the year following their graduation.	The Business Administration program exceeded the goal for the three years indicated. This is the only ACBSP accredited program that is expressly designed for transfer. Low response rates for this survey question render the results for the career-designed programs less reliable.	Students who transfer to our neighboring partner institutions are able to transfer most of their credits. Strong articulation agreements and proactive transfer advising enable this success.	Academic advising, while not required, will continue to be encouraged especially for students who intend to transfer. Note that students who plan to earn a bachelor's degree in Accounting are encouraged to major in Business Administration at LCCC.	<div><p>All LCCC AA Degrees Percent of Responding Graduates: Transferred 46-60+ Credits</p><table><thead><tr><th>Year</th><th>n</th><th>Percent</th></tr></thead><tbody><tr><td>2021</td><td>80</td><td>83%</td></tr><tr><td>2022</td><td>62</td><td>83%</td></tr><tr><td>2023</td><td>65</td><td>82%</td></tr></tbody></table></div>	Year	n	Percent	2021	80	83%	2022	62	83%	2023	65	82%
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Graduate Satisfaction by Program: Goal: Percent of students responding "Very Prepared for Employment" will be equal to or greater than the all LCCC AAS career degree benchmark.	Graduate Outcomes Report (annual) - administered by the Career Development Center and the Office of Institutional Research. Graduates are surveyed in the year following their graduation.	For Accounting and Business Management the goal is met or exceeded in three of the four years. For the other two programs the goal is met in only one or two of the years. Very small response rates for this question, especially for the Human Resource Management program render these results less reliable.	Some low percentages may be a residual effect from COVID restrictions forcing students into an educational modality that is not preferred. The low results for the Business Admin. may be due to the fact that students may not yet be employed in the job they aspire to because they are completing a bachelor's degree.	The BUS 109 Business as a Major (first-year experience) course should continue to ensure that students are in the correct major for their career goals and make them more informed about career options. Business Unit faculty will continue to be encouraged to refer students to the Career Development Center for guidance and resources.	<div><p>All LCCC AAS Degrees Percent of Responding Graduates: Very Prepared for Employment</p><table><thead><tr><th>Year</th><th>n</th><th>Percent</th></tr></thead><tbody><tr><td>2021</td><td>86</td><td>48%</td></tr><tr><td>2022</td><td>63</td><td>49%</td></tr><tr><td>2023</td><td>47</td><td>43%</td></tr><tr><td>2024</td><td>89</td><td>54%</td></tr></tbody></table></div>	Year	n	Percent	2021	86	48%	2022	63	49%	2023	47	43%	2024	89	54%
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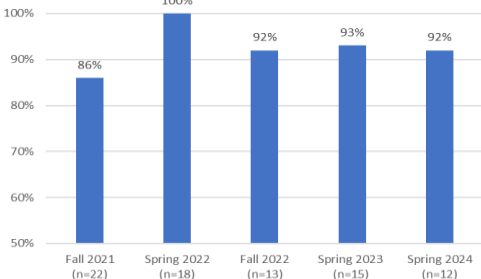
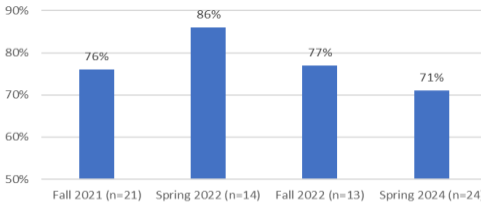
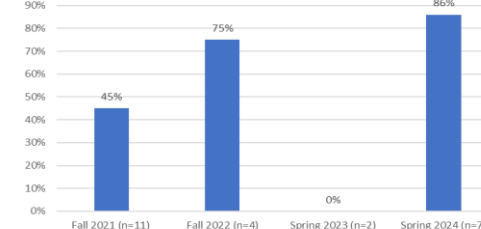
Table 4.1 - Standard 4 Student Learning Assessment

Use this table to supply data for Criterion 4.1.

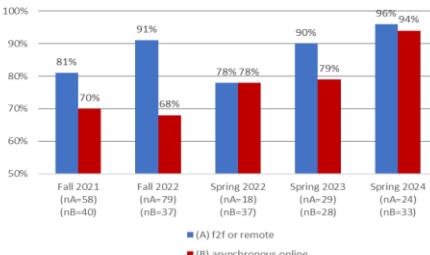
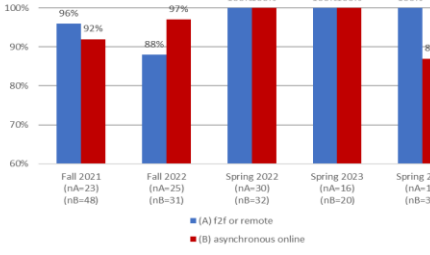
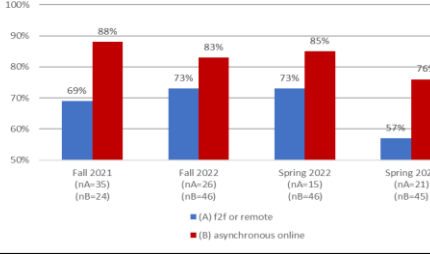
Performance Indicator	You must provide minimum 2-3 assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results for each program.														
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> 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 to external students using data from i.e. the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc.														
		Analysis of Results													
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.3		Identified in Criterion 4.4	Identified in Criterion 4.3										
Approach	Deployment (Do not use course grades or GPA)	Results	Analysis of Results	Improvement Action Taken or Improvement made	Insert Graphs or Tables of Trends (3-5 data points) Report sample or population size n = #										
Program Learning objectives SLO1, SLO2, etc. <u>Measurable Goals</u> 80%, 5.5 or above, etc.	What is your measurement instrument or process? (Type of instrument: direct, formative, internal, comparative.)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?											
Student Learning Objectives by Program:															
Program: Accounting (ACC) SLO #3: Demonstrate the accounting and reporting of equity in a business. Goal: 70% will score 70% or higher on the assessment.	ACC 202 Intermediate Accounting II: Average of Quizzes on Ch. 18 & 19. Direct, formative, internal.	Goal was exceeded in two of the four years.	This is a course that is only offered online. While low results in the first two years is disappointing, faculty are concerned about the drastic improvement in student performance in the last two years and suspect the increased use of AI is the cause. Detailed analysis of quiz/test results show successful completion in unrealistic elapsed time periods.	Faculty will discuss options to address the use of AI during online testing. Faculty will be encouraged to take advantage of training and resources offered by the College and the Department of Online Learning regarding AI and academic integrity.	<div>ACC 202 Ch. 18 & 19 Quizzes - Percent Scoring 70% or higher</div> <table><tr><th>Term</th><th>Percent Scoring 70% or higher</th></tr><tr><td>Spring 2022 (n=13)</td><td>54%</td></tr><tr><td>Spring 2023 (n=13)</td><td>46%</td></tr><tr><td>Spring 2024 (n=15)</td><td>79%</td></tr><tr><td>Spring 2025 (n=15)</td><td>100%</td></tr></table>	Term	Percent Scoring 70% or higher	Spring 2022 (n=13)	54%	Spring 2023 (n=13)	46%	Spring 2024 (n=15)	79%	Spring 2025 (n=15)	100%
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Program: Accounting (ACC) SLO #7: Demonstrate and integrate computer literacy within an accounting framework. Goal: 70% will score 70% or higher on the assessment.	ACC 262 Accounting Information Systems: QuickBooks Project. Direct, summative, internal.	Goal was exceeded in four of the five years.	Students generally perform well on the QuickBooks Project.	A switch in 2024 to a new AIS textbook with less focus on IT and greater emphasis on accounting should continue to yield good results.	<div>ACC 262 QuickBooks Project- Percent Scoring 70% or higher</div> <table><thead><tr><th>Term</th><th>n</th><th>Percent Scoring 70% or higher</th></tr></thead><tbody><tr><td>Fall 2021</td><td>8</td><td>88%</td></tr><tr><td>Spring 2022</td><td>6</td><td>100%</td></tr><tr><td>Fall 2022</td><td>6</td><td>67%</td></tr><tr><td>Spring 2023</td><td>4</td><td>75%</td></tr><tr><td>Spring 2024</td><td>13</td><td>77%</td></tr></tbody></table>	Term	n	Percent Scoring 70% or higher	Fall 2021	8	88%	Spring 2022	6	100%	Fall 2022	6	67%	Spring 2023	4	75%	Spring 2024	13	77%
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Spring 2024	13	77%																					
Program: Accounting (ACC) SLO #9: Apply legal principles, particularly rules of contracts, to all business activities. Goal: 70% will score 70% or higher on the assessment.	BUS 241 Business Law I: Exam 4. Direct, formative, internal.	Goal was exceeded in all five years.	ACC students perform well on this assessment but note the small sample size (less than or equal to 5) in three of the years.	Faculty will consider raising the goal for success.	<div>BUS 241 Exam 4 - Percent Scoring 70% or higher</div> <table><thead><tr><th>Term</th><th>n</th><th>Percent Scoring 70% or higher</th></tr></thead><tbody><tr><td>Fall 2021</td><td>10</td><td>90%</td></tr><tr><td>Spring 2022</td><td>3</td><td>100%</td></tr><tr><td>Fall 2022</td><td>9</td><td>100%</td></tr><tr><td>Spring 2023</td><td>3</td><td>100%</td></tr><tr><td>Spring 2024</td><td>5</td><td>100%</td></tr></tbody></table>	Term	n	Percent Scoring 70% or higher	Fall 2021	10	90%	Spring 2022	3	100%	Fall 2022	9	100%	Spring 2023	3	100%	Spring 2024	5	100%
Term	n	Percent Scoring 70% or higher																					
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Spring 2022	3	100%																					
Fall 2022	9	100%																					
Spring 2023	3	100%																					
Spring 2024	5	100%																					
Program: Business Administration (BUAA) SLO #4: Recognize leadership and management skills, and standard management procedures. Goal: 80% will score 70% or higher on the assessment.	BUS 211 Principles of Management: Unit 1 Exam. Direct, formative, internal.	Goal was exceeded in the last three years, almost met the goal in year two.	BUAA students perform well on this assessment.	Goal was increased from "70%" to "80%" will score 70% or higher from our last QA report for this assessment instrument. Students were able to meet this increased target in most years.	<div>BUS 211 Unit 1 Exam - Percent Scoring 70% or higher</div> <table><thead><tr><th>Term</th><th>n</th><th>Percent Scoring 70% or higher</th></tr></thead><tbody><tr><td>Fall 2021</td><td>70</td><td>74%</td></tr><tr><td>Spring 2022</td><td>36</td><td>78%</td></tr><tr><td>Fall 2022</td><td>69</td><td>88%</td></tr><tr><td>Spring 2023</td><td>38</td><td>82%</td></tr><tr><td>Spring 2024</td><td>35</td><td>97%</td></tr></tbody></table>	Term	n	Percent Scoring 70% or higher	Fall 2021	70	74%	Spring 2022	36	78%	Fall 2022	69	88%	Spring 2023	38	82%	Spring 2024	35	97%
Term	n	Percent Scoring 70% or higher																					
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Program Learning objectives SLO1, SLO2, etc. <u>Measurable Goals</u> 80%, 5.5 or above, etc.	What is your measurement instrument or process? (Type of instrument: direct, formative, internal, comparative.)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																			
Program: Business Administration (BUAA) SLO #5: Apply legal principles, particularly rules of contracts, to all business activities. Goal: 70% will score 70% or higher on the assessment.	BUS 241 Business Law I: Exam 4. Direct, formative, internal.	Goal was exceeded in all five years.	BUAA students perform well on this assessment.	Faculty will consider raising the goal for success.	<div>BUS 241 Exam 4 - Percent Scoring 70% or higher</div> <table><tr><th>Semester</th><th>n</th><th>Percent Scoring 70% or higher</th></tr><tr><td>Fall 2021</td><td>28</td><td>100%</td></tr><tr><td>Spring 2022</td><td>38</td><td>100%</td></tr><tr><td>Fall 2022</td><td>31</td><td>90%</td></tr><tr><td>Spring 2023</td><td>16</td><td>100%</td></tr><tr><td>Spring 2024</td><td>26</td><td>92%</td></tr></table>	Semester	n	Percent Scoring 70% or higher	Fall 2021	28	100%	Spring 2022	38	100%	Fall 2022	31	90%	Spring 2023	16	100%	Spring 2024	26	92%
Semester	n	Percent Scoring 70% or higher																					
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Spring 2023	16	100%																					
Spring 2024	26	92%																					
Program: Business Administration (BUAA) SLO #6: Demonstrate how supply and demand drive a market economic system. Goal: 70% will score 70% or higher on the assessment.	ECO 201 Principles of Macroeconomics: Ch. 3 Quiz. Direct, formative, internal.	Goal was exceeded in all four years, but margin was close in several.	Students always need help to understand the foundational principles of supply and demand.	Starting in fall 2025, faculty will be required to use a publisher provided supplemental computerized package with a goal to create increased opportunity for students to practice and apply what they learn to be measured with standardized assignments. This will assist with future assessment. Publisher will also provide an comparative data.	<div>ECO 201 Ch 3 Quiz- Percent Scoring 70% or higher</div> <table><tr><th>Semester</th><th>n</th><th>Percent Scoring 70% or higher</th></tr><tr><td>Fall 2021</td><td>31</td><td>74%</td></tr><tr><td>Spring 2022</td><td>42</td><td>74%</td></tr><tr><td>Fall 2022</td><td>54</td><td>80%</td></tr><tr><td>Spring 2024</td><td>34</td><td>71%</td></tr></table>	Semester	n	Percent Scoring 70% or higher	Fall 2021	31	74%	Spring 2022	42	74%	Fall 2022	54	80%	Spring 2024	34	71%			
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Spring 2024	34	71%																					
Program: Business Management (BMG) SLO #3: Recognize supervisory skills and standard management procedures. Goal: 80% will score 70% or higher on the assessment.	BUS 211 Principles of Management: Unit 1 Exam. Direct, formative, internal.	Goal was exceeded in three of the five years.	BMG students perform reasonably well on this assessment.	Goal was increased from "70%" to "80%" will score 70% or higher from our last QA report for this assessment instrument. Faculty will consider a 75% target for BMG majors.	<div>BUS 211 Unit 1 Exam- Percent Scoring 70% or higher</div> <table><tr><th>Semester</th><th>n</th><th>Percent Scoring 70% or higher</th></tr><tr><td>Fall 2021</td><td>16</td><td>88%</td></tr><tr><td>Spring 2022</td><td>10</td><td>60%</td></tr><tr><td>Fall 2022</td><td>33</td><td>73%</td></tr><tr><td>Spring 2023</td><td>13</td><td>85%</td></tr><tr><td>Spring 2024</td><td>12</td><td>92%</td></tr></table>	Semester	n	Percent Scoring 70% or higher	Fall 2021	16	88%	Spring 2022	10	60%	Fall 2022	33	73%	Spring 2023	13	85%	Spring 2024	12	92%
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Program Learning objectives SLO1, SLO2, etc. <u>Measurable Goals</u> 80%, 5.5 or above, etc.	What is your measurement instrument or process? (Type of instrument: direct, formative, internal, comparative.)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																			
Program: Business Management (BMG) SLO #5: Apply legal principles, particularly rules of contracts, to all business activities. Goal: 70% will score 70% or higher on the assessment.	BUS 241 Business Law I: Exam 4. Direct, formative, internal.	Goal was reached in four of the five years.	BMG students perform well on this assessment.	Faculty will consider raising the goal for success.	<div>BUS 241 Exam 4: Percent Scoring 70% or higher<table><thead><tr><th>Term</th><th>n</th><th>Percent Scoring 70% or higher</th></tr></thead><tbody><tr><td>Fall 2021</td><td>22</td><td>86%</td></tr><tr><td>Spring 2022</td><td>18</td><td>100%</td></tr><tr><td>Fall 2022</td><td>13</td><td>92%</td></tr><tr><td>Spring 2023</td><td>15</td><td>93%</td></tr><tr><td>Spring 2024</td><td>12</td><td>92%</td></tr></tbody></table></div>	Term	n	Percent Scoring 70% or higher	Fall 2021	22	86%	Spring 2022	18	100%	Fall 2022	13	92%	Spring 2023	15	93%	Spring 2024	12	92%
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Spring 2024	12	92%																					
Program: Business Management (BMG) SLO #8: Demonstrate how supply and demand drive a market economic system. Goal: 70% will score 70% or higher on the assessment.	ECO 201 Principles of Macroeconomics: Ch. 3 Quiz. Direct, formative, internal.	Goal was exceeded in all four years, but margin was close in the last year.	Students always need help to understand the foundational principles of supply and demand.	Starting in fall 2025, faculty will be required to use a publisher provided supplemental computerized package with a goal to create increased opportunity for students to practice and apply what they learn to be measured with standardized assignments. This will assist with future assessment. Publisher will also provide an comparative data.	<div>ECO 201 Ch. 3 Quiz- Percent Scoring 70% or higher<table><thead><tr><th>Term</th><th>n</th><th>Percent Scoring 70% or higher</th></tr></thead><tbody><tr><td>Fall 2021</td><td>21</td><td>76%</td></tr><tr><td>Spring 2022</td><td>14</td><td>86%</td></tr><tr><td>Fall 2022</td><td>13</td><td>77%</td></tr><tr><td>Spring 2024</td><td>24</td><td>71%</td></tr></tbody></table></div>	Term	n	Percent Scoring 70% or higher	Fall 2021	21	76%	Spring 2022	14	86%	Fall 2022	13	77%	Spring 2024	24	71%			
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Spring 2024	24	71%																					
Program: Human Resource Management (HMN) SLO #1: Describe the business enterprise concept, including ethical considerations. Goal: 70% will score 70% or higher on the assessment.	BUS 120 Introduction to Business: Ch. 4 Quiz. Direct, formative, external (McGraw Hill Connect).	Goal was reached in only two of the four years.	Note that the small number of HMN majors taking BUS 120 in any given semesters makes for a very small sample size.	Faculty will continue to encourage students to complete reading and homework assignments and prior to taking the Quiz. Data could be gathered to correlate the timing of reading assignments with student performance on assignments. Faculty will also consider gathering data more consistently in fall and spring of each year so that data for HMN majors can be pooled and analyzed by academic year, rather than by semester, in order to get larger sample sizes.	<div>BUS 120 Ch 4 Quiz - Percent Scoring 70% or higher<table><thead><tr><th>Term</th><th>n</th><th>Percent Scoring 70% or higher</th></tr></thead><tbody><tr><td>Fall 2021</td><td>11</td><td>45%</td></tr><tr><td>Fall 2022</td><td>4</td><td>75%</td></tr><tr><td>Spring 2023</td><td>2</td><td>0%</td></tr><tr><td>Spring 2024</td><td>7</td><td>86%</td></tr></tbody></table></div>	Term	n	Percent Scoring 70% or higher	Fall 2021	11	45%	Fall 2022	4	75%	Spring 2023	2	0%	Spring 2024	7	86%			
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Program: Human Resource Management (HMN) SLO #6: Describe supervisory skills and standards for human resource management procedures. Goal: 80% will score 70% or higher on the assessment.	BUS 211 Principles of Management: Unit 1 Exam. Direct, formative, internal.	Goal was exceeded in three of the four years where student data were available.	HMN students performed well on this assessment but note that the sample size is very small in almost every semester.	Goal was increased from "70%" to "80%" will score 70% or higher from our last QA report for this assessment instrument. Faculty will also consider gathering data more consistently in fall and spring of each year so that data can be pooled and analyzed by academic year, rather than by semester, in order to get larger sample sizes.	<p>BUS 211 Unit 1 Exam - Percent Scoring 70% or higher</p> <table><tr><th>Term</th><th>n</th><th>Percent Scoring 70% or higher</th></tr><tr><td>Fall 2021</td><td>4</td><td>75%</td></tr><tr><td>Spring 2022</td><td>2</td><td>100%</td></tr><tr><td>Fall 2022</td><td>6</td><td>83%</td></tr><tr><td>Spring 2023</td><td>0</td><td>0%</td></tr><tr><td>Spring 2024</td><td>5</td><td>80%</td></tr></table>	Term	n	Percent Scoring 70% or higher	Fall 2021	4	75%	Spring 2022	2	100%	Fall 2022	6	83%	Spring 2023	0	0%	Spring 2024	5	80%
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Spring 2024	5	80%																					
Program: Human Resource Management (HMN) SLO #7: Analyze issues involved in organizational recruitment, training, and development. Goal: 70% will score 70% or higher on the assessment.	BUS 262 Recruiting, Training, and Evaluating Employees: Average of Exams 1 & 2. Direct, summative, internal.	Goal was exceeded for each of the three years.	HMN students performed well on this assessment. BUS 262 is an upper-level required course offered only once per year so sample size is less of a concern.	Faculty will consider raising the goal for success.	<p>BUS 262 Average on Exams 1 & 2- Percent Scoring 70% or higher</p> <table><tr><th>Term</th><th>n</th><th>Percent Scoring 70% or higher</th></tr><tr><td>Spring 2022</td><td>25</td><td>88%</td></tr><tr><td>Spring 2023</td><td>13</td><td>85%</td></tr><tr><td>Spring 2024</td><td>15</td><td>86%</td></tr></table>	Term	n	Percent Scoring 70% or higher	Spring 2022	25	88%	Spring 2023	13	85%	Spring 2024	15	86%						
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Comparative Analysis by Modality: Modalities were categorized as face-to-face or remote (synchronous via Zoom) vs. asynchronous online. Data pooled for all ACBSP program majors. Goal: Difference in the percent scoring 70% or higher will not exceed 10% between the different delivery modalities.	BUS 211 Principles of Management: Unit 1 Exam. Direct, formative, internal.	Goal met in two of the five years. Goal is missed in two years only by 1%.	Other than in year two, the results from the online sections were not egregiously lower than the face-to-face or remote sections.	All of the online sections of BUS 211 were delivered in Quality Matters certified courses. This should continue to contribute to the success of online students. Faculty will be encouraged to promote the use of tutoring which is available through a remote synchronous program as well as an asynchronous online service.	<p>BUS 211 Unit 1 Exam - Comparison by Modality: Percent scoring 70% or higher</p>  <table><thead><tr><th>Term</th><th>(A) f2f or remote (%)</th><th>(B) asynchronous online (%)</th></tr></thead><tbody><tr><td>Fall 2021 (nA=58, nB=40)</td><td>81%</td><td>70%</td></tr><tr><td>Fall 2022 (nA=79, nB=37)</td><td>91%</td><td>68%</td></tr><tr><td>Spring 2022 (nA=18, nB=37)</td><td>78%</td><td>78%</td></tr><tr><td>Spring 2023 (nA=29, nB=28)</td><td>90%</td><td>79%</td></tr><tr><td>Spring 2024 (nA=24, nB=33)</td><td>96%</td><td>94%</td></tr></tbody></table>	Term	(A) f2f or remote (%)	(B) asynchronous online (%)	Fall 2021 (nA=58, nB=40)	81%	70%	Fall 2022 (nA=79, nB=37)	91%	68%	Spring 2022 (nA=18, nB=37)	78%	78%	Spring 2023 (nA=29, nB=28)	90%	79%	Spring 2024 (nA=24, nB=33)	96%	94%
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Approach	Deployment (Do not use course grades or GPA)	Results	Analysis of Results	Improvement Action Taken or Improvement made	Insert Graphs or Tables of Trends (3-5 data points) Report sample or population size n = #
Program Learning objectives <u>SLO1, SLO2, etc. Measurable Goals</u> 80%, 5.5 or above, etc.	What is your measurement instrument or process? (Type of instrument: direct, formative, internal, comparative.)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
Comparative Analysis by Program: HMN majors were excluded from this analysis due to extremely small sample sizes. Goal: Difference in the percent scoring 70% or higher will not exceed 15% between the different programs.	BUS 211 Principles of Management: Unit 1 Exam. Direct, formative, internal.	Goal is met in all but four paired program comparisons, with the most significant differences in year three. In year three, performance differences exceed 15% for all three program comparisons. In year four, the performance difference exceeds 15% for one program pairing: ACC vs. BUAA.	The results involving ACC majors may be hampered by relatively small sample sizes. One might expect performance for BUAA AA (transfer) majors to exceed the ACC and BMG AAS (career) majors, but the data do not illustrate this. Difference in student performance between programs do not show an identifiable pattern.	This is the first time a comparative analysis between program majors has been performed. One factor that is hard to track is when students take BUS 211. While not all students follow the recommended catalog sequence, it is noteworthy that BUS 211 is recommended in different semesters for all three of the programs examined. We will continue to monitor.	BUS 211 Unit 1 Exam Comparison by Program: Percent Scoring 70% or higher
Comparative Analysis by Program: HMN majors were excluded from this analysis due to extremely small sample sizes. Goal: Difference in the percent scoring 70% or higher will not exceed 15% between the different programs.	BUS 241 Business Law I: Exam 4. Direct, formative, internal.	Goal is met for all paired program comparisons in all five years.	Student performance is remarkably consistent across programs for this assessment tool.	This is the first time a comparative analysis between program majors has been performed. One factor that is hard to track is when students take BUS 241. While not all students follow the recommended catalog sequence, it is noteworthy that BUS 241 is recommended in the third and fourth semesters for all three of the programs examined, therefore more overall college-level experience may contribute to better performance. We will continue to monitor.	BUS 241 Exam 4 Comparison by Program: Percent Scoring 70% or higher
Comparative Analysis by Program: ACC majors were excluded from this analysis because ECO 201 is not a program requirement. Goal: Difference in the percent scoring 70% or higher will not exceed 15% between the different programs.	ECO 201 Principles of Macroeconomics: Ch. 3 Quiz. Direct, formative, internal.	Goal is met for all paired program comparisons except one in year three: BUAA vs. HMN.	Student performance is fairly consistent across programs for this assessment tool. Note the small sample sizes for the HMN program data.	This is the first time a comparative analysis between program majors has been performed. One factor that is hard to track is when students take ECO 201. While not all students follow the recommended catalog sequence, it is noteworthy that ECO is recommended in the third semester for all three of the programs examined. Pooling data by academic year instead of semester will be considered to increase HMN sample sizes. We will continue to monitor.	ECO 201 Ch. 3 Quiz Comparison by Program: Percent Scoring 70% or higher

Table 7.1 - Template Student Achievement

Use this table to supply data for Standard 7

	You must provide results for each program, concentration, specialization, etc. accredited or to be	
Student Achievement	<p>Must report on goal of graduates by program and results. e.g. Graduation by program and year Goal Results</p> <p>Report on at least one of these: Attrition, Retention, Licensure pass rates, Job placement rates, Employment advancement, Acceptance into graduate programs, Successful transfer of credit, Other</p>	

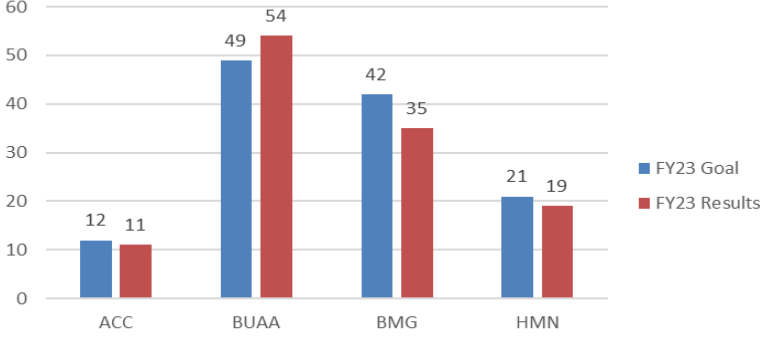
Graduates by Program: Goal to maintain or increase																		
Program:	Goal 2023	Results 2023	<div><h3>Graduates by Program FY 2023</h3><table><thead><tr><th>Program</th><th>FY23 Goal</th><th>FY23 Results</th></tr></thead><tbody><tr><td>ACC</td><td>12</td><td>11</td></tr><tr><td>BUAA</td><td>49</td><td>54</td></tr><tr><td>BMG</td><td>42</td><td>35</td></tr><tr><td>HMN</td><td>21</td><td>19</td></tr></tbody></table></div>	Program	FY23 Goal	FY23 Results	ACC	12	11	BUAA	49	54	BMG	42	35	HMN	21	19
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Accounting AAS	12	11																
Business Administration AA	49	54																
Business Management AAS	42	35																
Human Resource Management AAS	21	19																
		</																

Table 7.1.b - Operations and Support

Operations and Support	What do you have to report to the administration? Those are mostly business operation processes.																																																				
	This list is comprised of examples to help you think about your own business operation processes. Some operational actives include hiring faculty, setting academic policies, overseeing the budget, fundraising, and other administrative duties. Other operational processes include: classroom teaching assignments, student advising and counseling activities, scholarly and professional activities, community and college service activities, administrative activities, business and industry interaction, special research programs and projects, thesis and dissertation supervision and direction, if applicable, non-traditional teaching.																																																				
This list is only some examples to help you think about your own support services. Support services can include computer labs, structured assistance or supplemental instruction in math, reading, and English. Support can be emotional, physical, financial, academic, or spiritual. It could be computer-assisted instructional laboratories, study groups, tutoring, writing assistance, disability resources and technology help.																																																					
Performance Measure	What is your measurement instrument or process? (Indicate length of cycle)	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																																
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What is your goal?																																																					
Enrollment Goal: Maintain or increase enrollment (head count) in each program.	Data provided by the Office of Institutional Research (Fact Book). Annual (fall to fall comparisons).	Goal is met for only one program. Enrollment has fluctuated, with fall 2024 numbers ending lower than fall 2023 in all programs except one. Accounting enrollment increased 23%. Business Administration enrollment experienced the largest percentage decline 22%.	Business Administration and Business Management continue to be among the most popular programs at the college, however enrollment challenges are being felt collegewide. Competition from employers and four-year institutions has increased making it more difficult to attract students.	We continue to look for ways to recruit more students, including new programs and new ways to repackaging existing programs. Our academic program webpages now contain a series of Quick Start Programs, one of which is Business. The idea is to encourage new students to try a few courses to increase their immediate marketability in the job market and to provide a pathway to one of our degree programs. Also, the college recently engaged an enrollment consultant who delivered some recommendations for more specific targeted marketing for recruitment. The state is working on a plan to reshape higher education in PA with an increased focus on workforce needs and streamlining the transfer process that has potential to positively impact future enrollment.	<div>Enrollment by Program</div> <table border="1"><thead><tr><th>Program</th><th>F20</th><th>F21</th><th>F22</th><th>F23</th><th>F24</th></tr></thead><tbody><tr><td>ACC</td><td>70</td><td>91</td><td>85</td><td>62</td><td>76</td></tr><tr><td>BUAA</td><td>314</td><td>320</td><td>330</td><td>319</td><td>250</td></tr><tr><td>BMG</td><td>204</td><td>171</td><td>171</td><td>181</td><td>168</td></tr><tr><td>HMN</td><td>86</td><td>69</td><td>58</td><td>47</td><td>44</td></tr><tr><td>total</td><td>674</td><td>651</td><td>644</td><td>609</td><td>538</td></tr></tbody></table>	Program	F20	F21	F22	F23	F24	ACC	70	91	85	62	76	BUAA	314	320	330	319	250	BMG	204	171	171	181	168	HMN	86	69	58	47	44	total	674	651	644	609	538												
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Graduates Goal: Maintain or increase the number of graduates from each program.	Data provided by the Office of Institutional Research (Fact Book). Annual (fiscal year totals).	Goal is basically met for two of the four programs. Accounting has maintained a steady number of graduates. Human Resource Management has fluctuated slightly ending with a decrease in 2024. Business Administration and Business Management have seen the largest volatility with the most recent trend being an increase.	The total number of graduates from all four programs has remained remarkably steady with Business Administration experiencing the largest increases.	None of our programs require students to see an academic advisor, however all students are assigned an advisor. Faculty will continue to encourage students to consult with advisors regularly to make sure they are on track to graduate and to use Degree Works, a computerized academic planner. Since COVID, the college has continued to offer advising appointments remotely (via Zoom) for student convenience. The large number of strong articulation agreements, many of which are more favorable for students who graduate with their associate degree, should continue to help graduation numbers.	<div> <h3>Graduates by Program</h3> <table border="1"> <caption>Graduates by Program Data</caption> <thead> <tr> <th>Program</th> <th>FY20</th> <th>FY21</th> <th>FY22</th> <th>FY23</th> <th>FY24</th> </tr> </thead> <tbody> <tr> <td>ACC</td> <td>12</td> <td>11</td> <td>12</td> <td>11</td> <td>11</td> </tr> <tr> <td>BUAA</td> <td>44</td> <td>74</td> <td>49</td> <td>54</td> <td>73</td> </tr> <tr> <td>BMG</td> <td>60</td> <td>33</td> <td>42</td> <td>35</td> <td>37</td> </tr> <tr> <td>HMN</td> <td>15</td> <td>17</td> <td>21</td> <td>19</td> <td>9</td> </tr> <tr> <td>total</td> <td>131</td> <td>135</td> <td>124</td> <td>119</td> <td>130</td> </tr> </tbody> </table> </div>	Program	FY20	FY21	FY22	FY23	FY24	ACC	12	11	12	11	11	BUAA	44	74	49	54	73	BMG	60	33	42	35	37	HMN	15	17	21	19	9	total	131	135	124	119	130
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Graduates divided by Enrollment: Goal: Maintain or increase the percent of graduates from each program relative to enrollment.	Calculated using data provided by the Office of Institutional Research (Fact Book). Annual (fiscal year totals for graduations divided by fall head count enrollment).	Graduation rates by program as a percent of concurrent enrollment have fluctuated over the five years.	The Business Administration and Business Management programs show an increase in graduation rates in the last year, even with declining enrollment numbers. The Human Resource Management program has seen steady graduation rate increases followed by a sharp decrease in the last year. Accounting graduation rates have been relatively stable.	This is the first time we have analyzed graduation rates. In an era with enrollment challenges it seemed reasonable to examine graduation trends relative to enrollment. Using concurrent enrollment numbers for this calculation may not be the best approach. We will continue to monitor and adjust as needed.	<div> Graduates divided by Concurrent Enrollment <table border="1"> <caption>Graduates divided by Concurrent Enrollment</caption> <thead> <tr> <th></th><th>FY20</th><th>FY21</th><th>FY22</th><th>FY23</th><th>FY24</th></tr> </thead> <tbody> <tr> <td>ACC</td><td>17%</td><td>12%</td><td>14%</td><td>18%</td><td>14%</td></tr> <tr> <td>BUAA</td><td>14%</td><td>23%</td><td>15%</td><td>17%</td><td>29%</td></tr> <tr> <td>BMG</td><td>29%</td><td>19%</td><td>25%</td><td>19%</td><td>22%</td></tr> <tr> <td>HMN</td><td>17%</td><td>25%</td><td>36%</td><td>40%</td><td>20%</td></tr> <tr> <td>total</td><td>19%</td><td>21%</td><td>19%</td><td>20%</td><td>24%</td></tr> </tbody> </table> </div>		FY20	FY21	FY22	FY23	FY24	ACC	17%	12%	14%	18%	14%	BUAA	14%	23%	15%	17%	29%	BMG	29%	19%	25%	19%	22%	HMN	17%	25%	36%	40%	20%	total	19%	21%	19%	20%	24%
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Retention Goal: Term retention rates (fall to spring) by program will be at or above the LCCC three-year average for all programs of 62%.	Data provided by the Office of Institutional Research by special request. Annual (fall to spring comparisons). Term retention is measured by a fall to spring comparison of the number of majors (minus the number of December graduates). Note this is not a cohort measurement.	The program retention rate goal is met or exceeded for all five years in all four programs.	Retention rates in Accounting are significantly higher than in our last QA report. Students who wish to transfer to earn a bachelor's degree in Accounting are advised to major in Business Administration for ease of transfer, so getting students in the correct major is important.	Some factors that have contributed to and will continue to enhance strong retention rates are: a computerized early alert system linked to students' advisors and success coaches, the integration of the BUS 109 Business as a Major course, an option for synchronous remote tutoring (started during COVID), Incomplete Recovery Sessions offered after every semester to help students make up incomplete coursework in a timely manner (started during COVID), a Student Success Course available in our LMS, and a link to our online tutoring service now embedded directly into every LMS course shell.	<div>Accounting: Retained in Major Next Spring</div> <table><thead><tr><th>Year</th><th>Retention Rate</th><th>n</th></tr></thead><tbody><tr><td>Fall 2020</td><td>76%</td><td>68</td></tr><tr><td>Fall 2021</td><td>73%</td><td>89</td></tr><tr><td>Fall 2022</td><td>62%</td><td>82</td></tr><tr><td>Fall 2023</td><td>77%</td><td>61</td></tr><tr><td>Fall 2024</td><td>76%</td><td>74</td></tr></tbody></table>	Year	Retention Rate	n	Fall 2020	76%	68	Fall 2021	73%	89	Fall 2022	62%	82	Fall 2023	77%	61	Fall 2024	76%	74
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