Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
For
Associate Degree Business Programs
Current as of July 2012

Overview (O)1. Complete all information requested.

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

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

O 3. Institution Name: Seward County Community College/Area Technical School Date July, 2012
Address: P.O. Box 1137, Liberal, KS 67901

O 4. Year Accredited/Reaffirmed: 2004 / This Report Covers Years: 2010-2012

O 5. List All Accredited Programs (as they appear in your catalog):
Accounting
Business Administrative Technology
Business Administration
Computer Information Systems

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

All degree programs within business unit are accredited by ACBSP.

O 7. List all campuses that a student can earn a business degree from your institution:
1801 N. Kansas, Liberal, KS
EduKan-Online consortium with Barton Community College, Colby Community College, Dodge City Community College, Garden City Community College, Pratt Community College

O 8. Person completing report Name: Tanya Dowell, Accounting Coordinator
Marcia Hatcher, Division Chair and Business Administration Coordinator
Mindy Holder, Computer Information Systems Coordinator
Gina Palmgren, Business Administrative Technology Coordinator
Phone: 620-417-1350
E-mail address: marcia.hatcher@sccc.edu
ACBSP Champion name: Marcia Hatcher
ACBSP Co-Champion name: Kim Thomas

O 9. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed
Please explain and provide the necessary documentation/evidence for addressing each condition/note/OFI since your last report.

No conditions or notes exist.

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

Information is provided to the public via the Annual Report, public board meetings, the Crusader (college newspaper), the local newspapers, radio and the following websites:

http://www.sccc.edu/go/accreditation
http://www.sccc.edu/academics/assessment/index.html

Standard #1 Leadership

Organization

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

Seward County Community College/Area Technical School is involved in AQIP-Academic Quality Improvement Program. The three action projects for the college are; Data Integrity, Effective Meetings Phase II, and Non-Instructional Program Review. The business unit has actively participated in the process for overall improvement by serving on committees and collecting data for the systems portfolio.

One personnel change has taken place since the last report. Rusty Tuman moved to the 'Professional' category in December 2011.

Emphasis areas added to the Computer Information Systems program include Computer Graphics, Game Design, and Programming and Web Design. The Business Administration program added an emphasis area in Sports Management.

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

The Edukan Consortium allows any student in the business unit to earn general education hours online. Students can earn an Associate of Business Administration degree completely online through Edukan.

Standard #2 Strategic Planning (this standard not typically addressed in the QA report)

Standard #3 Student and Stakeholder Focus

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

Standard 3 - Student and Stakeholder-Focused Results

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

		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**
Accounting The accounting program will have an Advisory Board	The Accounting program maintains an advisory board which consists	The Advisory Board offers advice, helping ensure the Accounting program is reaching the goal	This board has been instrumental in ensuring the students are learning the current accounting and	The membership is continually updated/ revised as necessary. It is important to have a strong	N/A

	of local professionals working in the accounting field. This board meets at least twice a year and via e-mails for advice on topics pertaining to the Accounting program.	of producing skilled employees for the work place.	technology skills they will need to enter the workforce.	membership to obtain advice from. In May 2012 the Advisory Board determined that the Business Administration, Business Administrative Technology, and Accounting Applied Science programs should be combined in order to meet state enrollment regulations. If the changes discussed and approved by the advisory board are approved by the state, three program advisory boards—Accounting, BAT, and Business Administration—will be joined into one advisory board.	
Business Administrative Technology Advisory board analyzes,	The advisory board is comprised of area professionals	The board meets twice annually to help ensure graduates are prepared for the changing workplace.	The board helped with the successful merger of the technical school certificate program with the community college	Business Administrative Technology program is an integral part of	N/A

evaluates, and helps maintain a quality program.	who hire, manage, and/or work as office professionals. In addition, a current student and previous student serve on the board.	Individual members also communicate throughout the year when advice is needed. The board uses industry standards and personal experience to analyze and evaluate course content and technology and equipment available for instruction. In addition, board members help identify professional & workplace resources to improve learning.	Administrative Professional certificate and AAS programs in 2008. The curriculum of the two programs was combined and updated; the tech school program was physically moved to the college campus at that time. In May 2012 the board discussed and approved change in curriculum and delivery of BAT courses.	the Business Division at SCCC/ATS. The board will continue to evaluate curriculum and technology and teaching methods If the changes discussed and approved by the advisory board are approved by the state, three program advisory boards—Accounting, BAT, and Business Administration—will be joined into one advisory board.	
Business Administration Advisory Board provides	The Advisory Board meets a minimum of two times per year. Board members	The board members are evaluated on a yearly basis in order to provide the program with the most relevant	In May 2012 the Advisory Board determined that the Business Administration, Business Administrative	In August 2012 the programs will offer a combined degree and will be evaluated on	

continual guidance for the program	provide assistance throughout the year serving as guest speakers and providing internship opportunities.	assistance.	Technology, and Accounting Applied Science programs should be combined in order to meet state enrollment regulations.	the next QA report.	
Computer Information Systems – Complete Exit Interviews with Graduates	Student follow-ups have been done in the past for Carl Perkins reporting. Now we are simply doing exit interviews with graduates to determine their levels of satisfaction and plans for the future (job or continue education).	The exit interview process is a fairly simple and successful way of determining satisfaction levels and future plans of students.	The exit interviews provide feedback to the CIS instructor and Advisory Board as to areas of success and areas that need improvement. Curriculum and delivery methods are reviewed/changed based on this data.	FY 2011 – 6 students received AS degrees. 5 transferred on and 1 is working. All 6 gave 'Completely Satisfied' Rating to their education in regards to CIS courses. FY 2012 – 5 students received AS degrees. All 5 are planning to transfer to a 4 year university. All 5 gave 'Completely Satisfied' Rating to their education in regards to CIS courses.	
Computer Information Systems – Will utilize and maintain the CIS Advisory Board	The CIS program maintains an advisory board which consists of people working in the computer field and educators teaching in the area of computers. This board meets at least 2 times a year along with additional	The Advisory Board offers advice, helping ensure that the CIS program is reaching the goal of producing future employees in the computer industry. Including educators from the area high schools also helps to coordinate subjects being taught at the high schools in preparation for coming	This local advisory board has been instrumental in working with the instructors over the last two years on the CIS Program Review which was submitted to the SCCC/ATS administration and board of trustees.	The membership is continually updated/revised as necessary. It is important to have a strong membership to obtain advice from.	Advisory Board Membership lists and minutes of meetings can be found in the CIS Coordinators office along with the Dean of Instructions office.

	communication via phone calls and emails for advice on topics pertaining to the CIS program.	to SCCC/ATS. Working with educators from area four year institutions helps with transferability of courses.			

Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

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

Accounting -

1. Solve accounting problems utilizing current accounting technology.
2. Think critically by analyzing accounting data and evaluating information.
3. Utilize current technology relevant to accounting; such as Excel spreadsheet, general ledger software and internet research.
4. Read accounting principles GAAP (Generally accepted accounting principles) with comprehension, apply knowledge and solve accounting problems.
5. Exhibit workplace skills that include respect for others, teamwork competence, attendance/punctuality, decision making, positive attitude, and responsibility.

Business Administrative Technology –

1. Demonstrate effective oral and written communication skills
2. Solve quantitative business mathematics problems
3. Read accounting principles (GAAP Generally Accepted Accounting Principles) with comprehension, apply knowledge, and solve accounting problems
4. Apply keyboarding skills accurately and proficiently in creating business documents
5. Use current technology to acquire, process, and use information
6. Apply accepted office procedures and organizational skills

Business Administration –

1. Apply business, math, economic and accounting principles to related organizational practices.
2. Integrate human resource and organizational management skills to be an effective leader.
3. Integrate oral and written communication effectively in the workplace.
4. Apply the principles and practices of product knowledge, pricing and marketing.
5. Demonstrate proficient technical skills, utilizing the current software and hardware used in the industry.

Computer Information Systems –

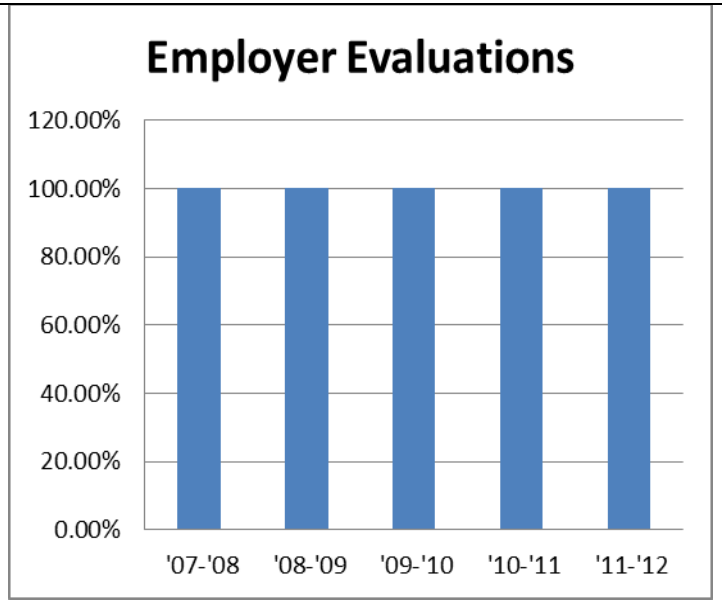
1. Demonstrate the ability to logically develop solutions to various computer problems.
2. Demonstrate the ability to maintain ethics and professionalism as expected in the IT industry.
3. Identify various methods to maintain and enhance knowledge of issues in the IT field.
4. Demonstrate the ability to participate as a team member on group projects.
5. Demonstrate proficient technical skills utilizing industry standard hardware/software.
6. Demonstrate time management skills.

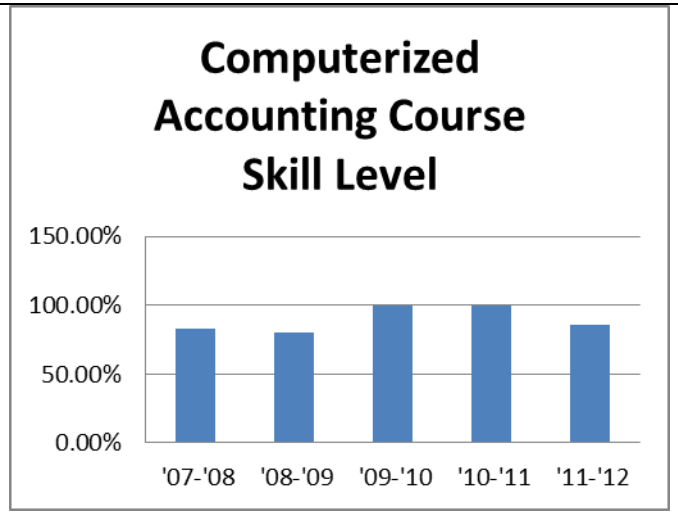
b. Performance Results

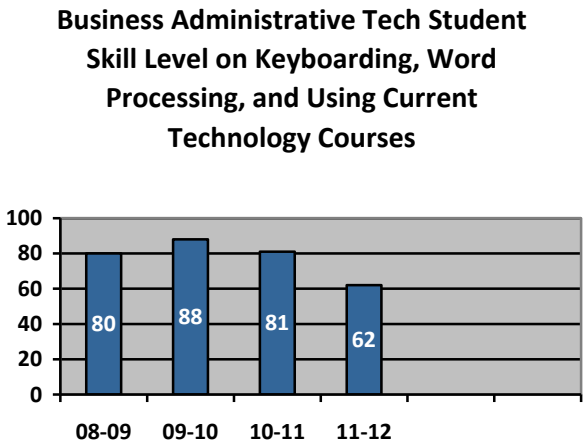
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

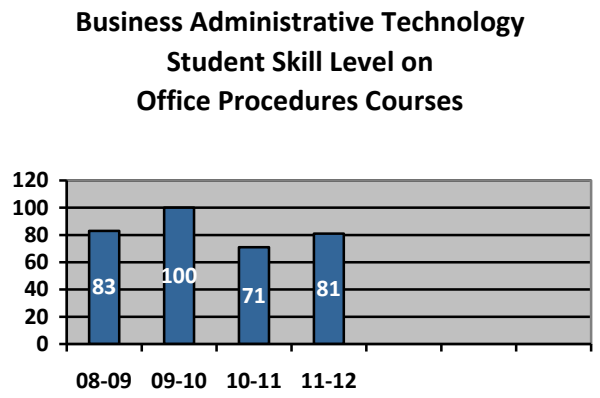
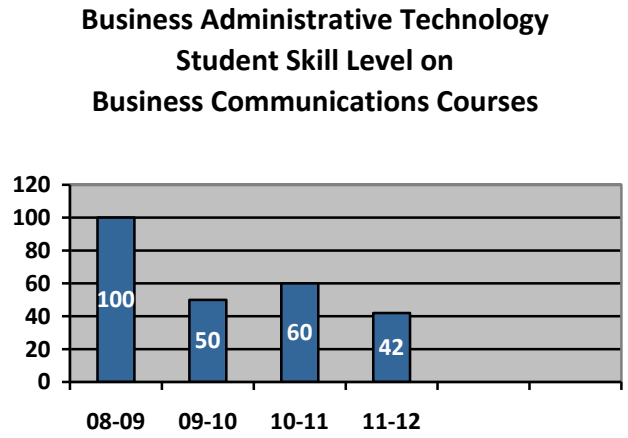
Standard 4 Student Learning Results (Required for each accredited program)

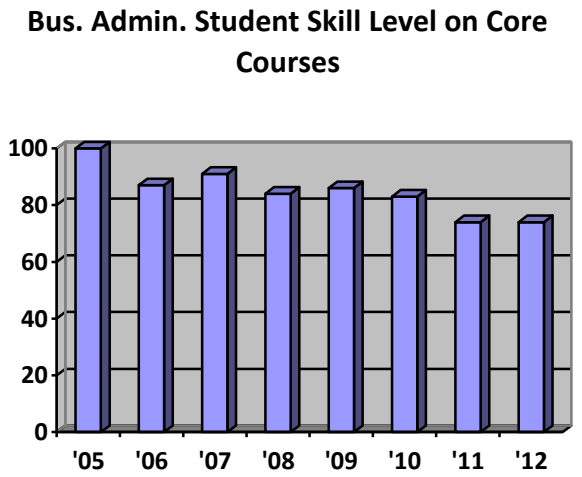
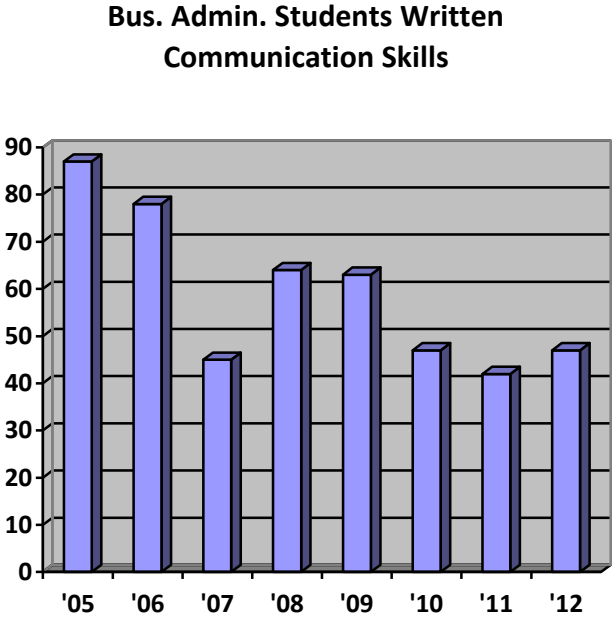
Performance Indicator	Definition
1. Student Learning Results **(Required for each accredited program)**	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance,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

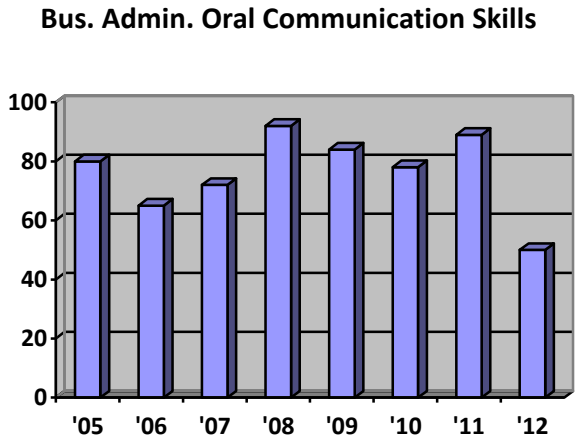
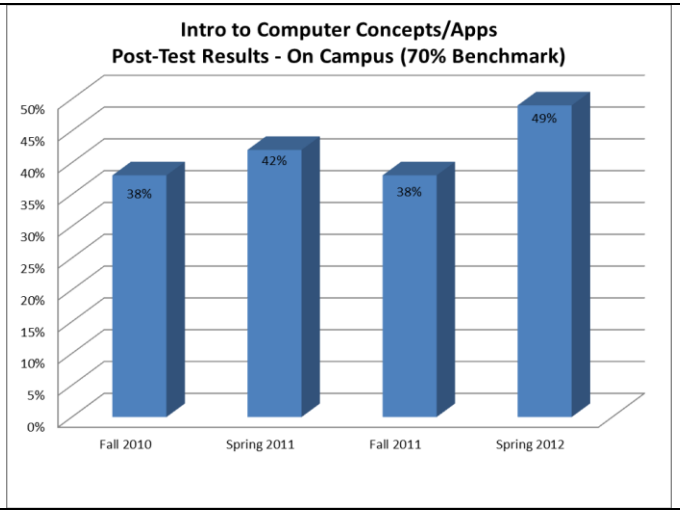
		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**
Accounting students will exhibit workplace competence, attendance/ punctuality, decision making, positive attitude and responsibility. The method assessment for Outcome #5 is thru employer's evaluation of intern.	The employer surveys evaluate student skills. These formative assessments will be reviewed by the Accounting coordinator. The goal is 90% of the students will meet employer's expectations at a rating of Very Good or Outstanding.	Data collection began in 2006. The standard has been achieved the past five years.	Students in all five years met the expectation. This data will continue to be examined on subsequent QA reports.	Coordinator will continue to monitor success rates.	
Accounting Students will demonstrate knowledge	Summative measurement determined by Accounting	The standard was achieved	This data will continue to be examined on	Instructors will continue to monitor success rates.	

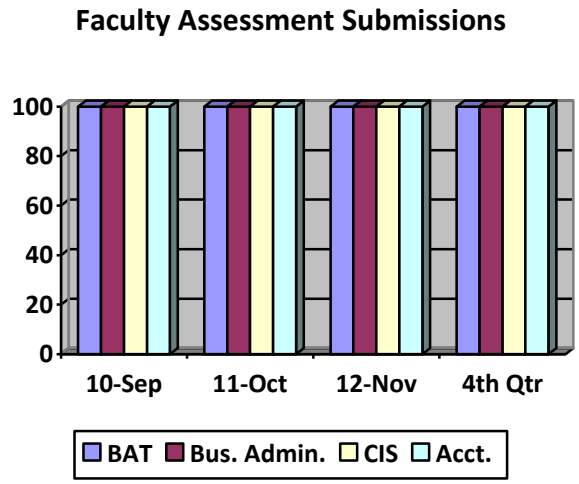
and application of accounting standards using current technology utilized in the workplace. This is a method of assessment for Outcome #1 Solve accounting problems utilizing current accounting technology.	students successfully completing Computerized Accounting. The goal is 70% of the students will achieve a score of 80% or higher.	all five years.	subsequent QA reports.		

Business Administrative Technology Students will use <u>current technology</u> to acquire process and use information and apply keyboarding skills accurately and proficiently in creating business documents. (Outcomes #4 & #5) This is one method of assessment for all outcomes.	Summative measurement determined by Business Administrative Tech students successfully completing keyboarding, word processing and other business software courses. The goal is 70% of the students will achieve a score of 80% or higher.	Data collection began in 2008. The standard was achieved in all years except 2011-2012.	Students in all years met the goal except 2011-2012 which was the first year dual credit high school students were included in the data. Their grades improved overall second semester. (First semester most high school students earned Cs for their technology grades.) This data will continue to be examined on subsequent QA reports	In addition to the post-high students, instructors will talk frequently with high school students about the importance of GPA on their college transcripts. Instructors will continue to monitor success rates.	

Business Administrative Technology Students will demonstrate knowledge and application of core office procedure skills to be utilized in the workplace. (Outcome #6) This is one method of assessment for all outcomes.	Summative measurement determined by Business Administrative Tech students successfully completing office procedures courses, The goal is 70% of the students will achieve a score of 80% or higher.	Data collection began in 2008. The standard was achieved in all four years.	This data will continue to be examined on subsequent QA reports.	Instructors will continue to monitor success rates	
Business Administrative Technology Students will demonstrate effective oral and written communication skills. (Outcome #1) This is one method of assessment for all outcomes.	Summative measurement determined by Business Administrative Tech students successfully completing business English, speech, and communication courses. The goal is 70% of the students will achieve a score of 80% or higher.	Data collection began in 2008. The standard has been achieved only in 08-09.	Students in 09-10 did not meet the expectation. In 2010-2012 students still did not achieve goal. ESL students could be a factor. Will consider setting a standard by which students be asked to take developmental courses first. This data will continue to be examined on subsequent QA reports.	Instructors will continue to monitor success rates.	
Business Administration students will demonstrate knowledge and application of core business skills to be utilized in the workplace. This is one method	Summative measurement determined by Business Administration students successfully completing core courses of Introduction to Business,	Data collection was started in 2005. The standard has been achieved every year.	Students met the expectation. This data will continue to be examined on subsequent QA reports.	Instructors will continue to monitor success rates.	

of assessment for Outcome #4 Apply the principles and practices of product, pricing and marketing knowledge.	Introduction to Marketing, Advertising, and Seminar. The goal is 70% of the students will achieve a score of 80% or higher.				
Business Administration students will demonstrate knowledge and application of written communication skills to be utilized in the workplace. This is one method of assessment for Outcome #3 Integrate oral and written communication effectively in workplace.	Summative measurement determined by Business Administration students successfully completing Business English, Business Technical Communication English Comp I & II. The goal is 70% of the students will achieve a score of 80% or higher.	Data collection was started in 2005. The standard was met in 2005 & 2006.	In 2007, 2008, 2009, 2010, 2011, and 2012 students did not meet the expectation. Instructors will examine the cause for this. Two possibilities might be that rigor in writing standards has increased or that students are ill prepared because English is their second language.	Instructors will continue to monitor success rates.	
Business Administration	Summative measurement	Data collection	In 2006 students did	Instructors will continue to	

students will demonstrate knowledge and application of oral communication skills to be utilized in the workplace. This is one method of assessment for Outcome #3 Integrate oral and written communication effectively in the workplace.	determined by Business Administration students successfully completing Public Speaking, Interpersonal Communication Salesmanship. The goal is 70% of the students will achieve a score of 80% or higher.	was started in 2005. The standard was met in 2005, 2007, and 2008.	not meet the expectation, but have shown an increase in skills since then except for the year 2012. This data will continue to be examined on subsequent QA reports.	monitor success rates.	
Computer Information Systems – Students completing CS1203 will demonstrate proficiency on the post-test with a 70% or above.	An internal comparative assessment using pre and post-tests was administered to all students on the first and last day.	After not meeting the 80% benchmark for several years, it was determined that the variety of skills in CS1203 was so great that the benchmark needed to be lowered.	The process of assessing student proficiency in CS1203 has been reviewed every year for many years now. Instructors are continually changing methods of instruction to determine how to get more students to meet the benchmark on the post-test.	The benchmark on the post-test was changed to 70% at the beginning of the Fall 2010 semester.	

The business (**Accounting, Bus. Admin., Bus. Admin. Tech., and CIS**) will submit at least one assessment to the institutional assessment committee to determine student success.	The Business Division Chair will monitor the assessment submissions from the business unit.	All programs in the business unit submitted at least one assess - ment for the '09-'10, '10-'11, '11-'12.	This data will continue to be monitored on subsequent QA reports.	Instructors will continue to submit assessments to the assessment committee, evaluate the effectiveness, and make improvements based on the assessments.	

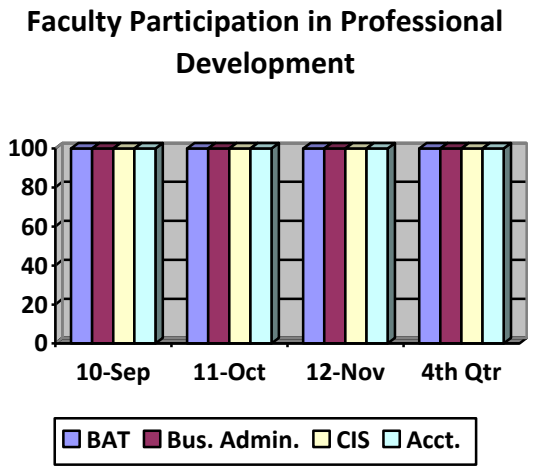
Standard #5 Faculty and Staff Focus

Complete Table 5.1. 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.

Table 5.1 Standard 5 - Faculty- and Staff-Focused Results

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

		Analysis of Results			
Performance Measure	**What is your measureme**	**Current Results**	**Analysis of Results**	**Action Taken or**	**Insert Graphs or Tables of Resulting Trends**

Measurable goal **What is your goal?**	**nt instrument or process?** **(Indicate length of cycle)**	**What are your current results?**	**What did you learn from the results?**	**Improvement made** **What did you improve or what is your next step?**	**(3-5 data points preferred)**
Faculty in the **Accounting, Business Administrative Technology and Business Administration** programs will participate in at least one professional development activity per year.	Reports of faculty participation in professional development.	One hundred percent of the full-time faculty in these two programs participated in at least one professional development opportunity.	The programs will continue to have at least 90% of the full-time faculty participate in one or more professional development activities per year.	Business Division chair will encourage all faculty to participate in professional development .	
Computer Information Systems – Provide opportunities for CIS faculty to participate in professional development activities.	Professional development funding allows instructors to enhance their knowledge of new technology and assess what needs to be incorporated into the CIS	Professional development funds have been removed from individual budgets.	CIS Faculty has not utilized professional development funds. However, they have used supplies budget to subscribe to technological magazines. They also utilize webinars,		

	curriculum.		online videos and training, etc. Faculty also participate in on campus workshops and training.		

Faculty Qualifications

Complete the table 5.2 for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.

Table 5.2 Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITIERA • Five Years Work Experience • Teaching Excellence • Professional Certifications	ACBSP QUALIFICATION 1. Master's 2. Doctorate 3. Professional 4. Exception
***Tuman, Rusty**	Computer Information Systems	Digital Video Editing Digital Video Editing 3D Modeling I & II Web Page Design Current Issues Web Animation I Web Page Design I 3D Game Texturing	Bachelor of Technology	Eight Years Work Experience in the CIS department	3
Bozworth, Ryan Mease	Business Administration	Business Management Marketing Seminar	Bachelor of Accounting Master of Accounting		1
Jones, Clenita	Business	Intro to Sports Management	Bachelor Biology	Two years as Director	4

	Administration	Practicum in Sports Management		of Basketball Operations Two years as Assistant Women's Basketball Coach In the process of completing Master's Degree in Sports Coaching and Sports Fitness	
Lutz, Jane	Computer Information Systems	Introduction to Computers	Bachelor Math Masters in Math		1
Stout, Amanda	Business Administration	Personal Development for the Workplace	Bachelor Physical Education Master Business Administration		1
Well, Stephanie Christie	Business Administration	Intro to Marketing	Bachelors Business Administration Master Business Administration		1

***Full Time Faculty**

Standard #6 Educational and Business Process Management

a. Curriculum

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

   Programs are attached to the end of this document

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

   None

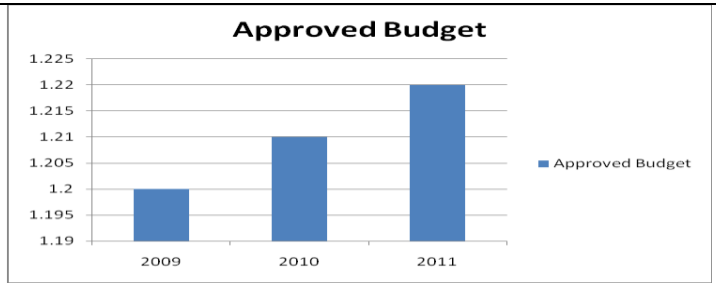
3. List any accredited programs that have been terminated since your last report.

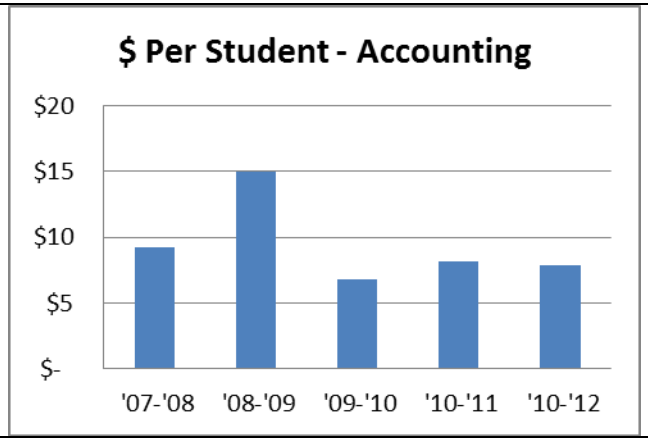
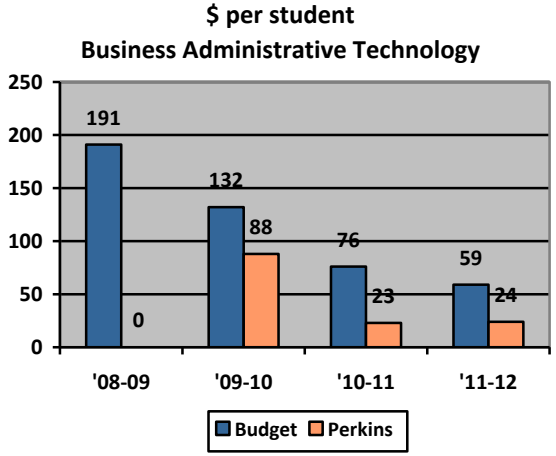
   None

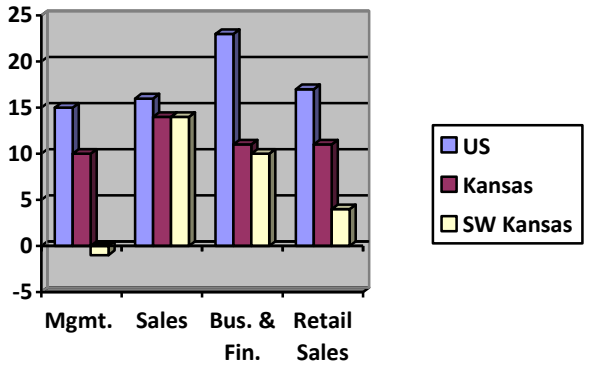
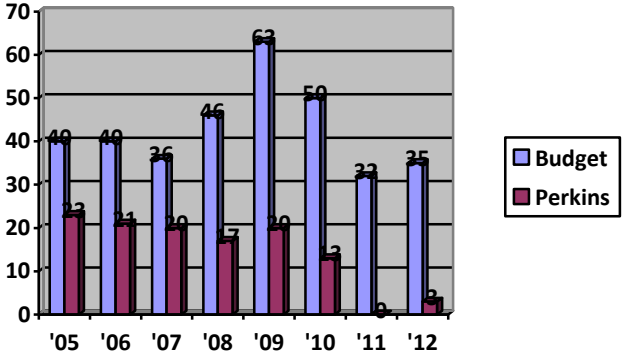
Complete table 6.1 and 6.2. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 - Budgetary, Financial, and Market Results

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

Analysis of Results					
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**
(Example) Increase budget 3% each year	Approved budget	The budget increased but not at the planned level	Justify Increase in budget through marketing south of city budget	Budget increased but still not at the planned level	

Expenditures per **Accounting** student will be sufficient to provide the necessary services.	The funds for the Accounting Program were divided by the number of students in the Accounting courses.	The funds for students have been sufficient.	The amount of money per student will continue to be evaluated .	Results from the last QA report show a constant monetary support.	
Expenditures in Business Administrative Technology will be sufficient to provide the necessary services	The funds for the Business Administrative Technology Program are a combination of local and Carl Perkins dollars. The funds were divided by the number of students in the BT courses. *Note: No Perkins funds were received in 08-09	The funds for program operation have been sufficient.	The Perkins and SCCC amounts budgeted will continue to be evaluated	08-09 was first year program budget data was reported. Trend has been a reduction in per student costs in BAT. Funding has been sufficient—budgets will continue to be evaluated.	
Occupations for students trained in **Business Administration** will continue to be in demand.	Research was conducted through Occupational Outlook Handbook and the Kansas	Results of several marketing and managem ent occupatio	Data shows number of marketin g and manage	Results from the last QA report show a similar trend in the expected growth for employment. This will continue	Expected Percent of Increase for Jobs in Business Administration Marketing & Management

	Department of Labor for national, state-wide and local predictions of employment opportunities.	ns show an expected increase in employm ent.	ment jobs through 2018. The graph shows the percent of the expected increase.	to be evaluated.	
Expenditures per **Business Administration** Student will be sufficient to provide the necessary services.	The funds for the Business Administration program were divided by the number of students in the BA courses.	The funds for students have been sufficient. Note: These funds include the operations of the division and for student activities (SIFE). It does not include salaries.	The data shows the amount of money per student that has been provided by the general budget and by Perkins funds.	Results from the last QA report show a constant monetary support for the last four years.	**$ per student Business Administration Marketing Management** 

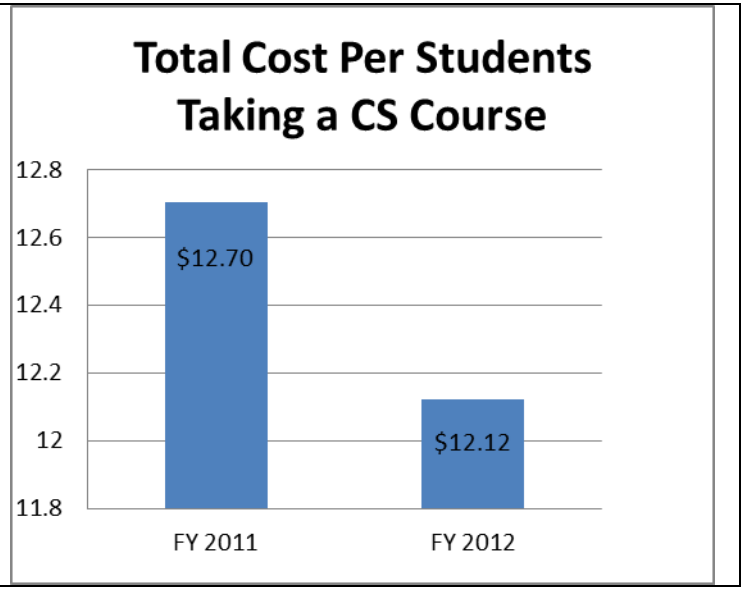
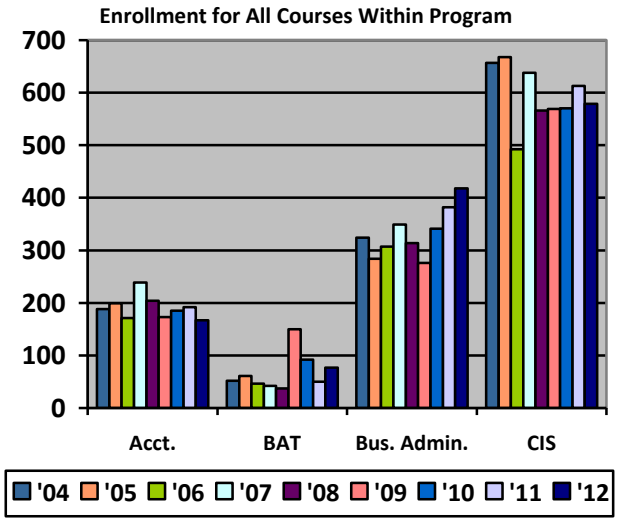
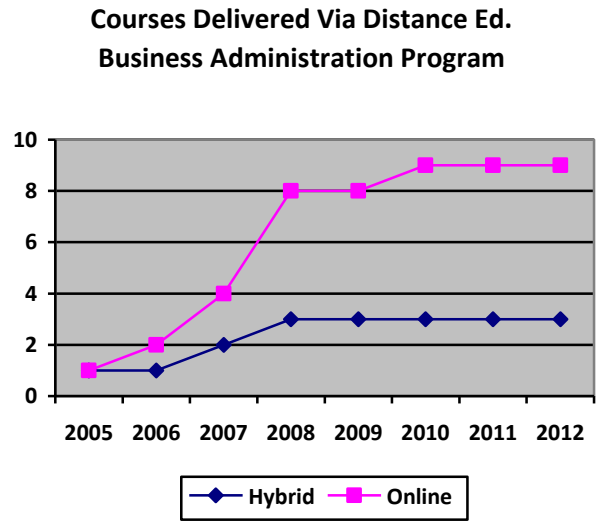
Computer Information Systems – Cost per students taking CIS courses.	CIS Regular Budget divided by the number of students enrolled in a CIS course.			Due to lack of Perkins funding and budget cuts, the cost per student has reduced dramatically, however, we are still providing a quality CIS curriculum to our students.	

Table 6.2 Standard 6 - Organizational Performance Results

Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. *Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.*

		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**
The **Accounting,**	Faculty will research the	The replacement	Faculty coordinated	Replacement charts and	

Business Administrative Technology, Business Administration, and CIS programs will maintain state-of-the-art technology classrooms and instructional hardware and software.	latest technology hardware and software, purchase and implement it in the classroom.	cycle for pc's, laptops, and printers has been successfully supported by the SCCC administration. Software and hardware are initially purchased with Perkins funds and then sustained through college funds.	with the administration and the IT department to maintain the newest technology on a cost effective basis.	research of innovation in education will continue to equip the classrooms with the latest technologies.	
Enrollment in **Accounting, Business Administrative Technology, Business Administration, and CIS** courses will be evaluated with a goal of increasing student numbers.	Data from the enrollment reports will be analyzed for trends. These numbers represent the enrollment in all AC, BT, BA and CS courses for the year, duplicated headcount. Note: Does not include EC courses.	The courses in the four accredited programs have either maintained enrollment or had a slight change. The BAT enrollment in 2008 was due to the merger.	The coordinators will continue to monitor enrollment.	Enrollment will continue to be evaluated and methods for increasing enrollment will be explored.	

Enhance **Business Administration** course offerings via alternative delivery to meet the needs of students.	The program coordinator will determine which courses should be developed as internet-based or as a hybrid course.	The number of courses in the program offered via an alternative delivery system has increased.	The coordinator will continue to monitor the courses offered online and hybrid to ensure quality and credibility are maintained.	One course has been designed to use only digitally embedded content.	

Business Administration - Sports Management

The Sports Management Associate of Science Degree is taught within the Business Administration Department. The courses introduce students to business principles and sports industry basics. Students will be able to gain business management skills in planning, organizing, leading, motivating and controlling as they apply to the sports and recreation industry. Practical experiences will be available in sports fitness and event coordinating facilities. The SCCC/ATS Business Administration Program is nationally accredited through the Accreditation Council of Business Schools and Programs. This attainment certifies that the teaching and learning processes within the institution meet the rigorous educational standards established by ACBSP.

Career Opportunities

Employment in the sports management industry is expected to increase along with the national average through 2013 according to *The College Board*. The program is designed for transfer to a four year college or university for the completion of a bachelor`s degree.

Degree Options

When students complete the **Sports Management** they are prepared to pursue a variety of options at the college/university of their choice. The associate degree program provides students with a broad general education base and the business core needed before entering professional courses at the transfer institution.

Advising

SCCC/ATS business division advisors will assist students with their course of study and outline the specific requirements for completion of a degree or certificate program. It is important that the student contact the Admissions Office so that they can visit with an advisor at the time of their visit.

Facilities

Students will utilize wireless laptops loaded with the latest software to sharpen their skills and prepare them for the workplace. Several classes incorporate computer game simulations to help students practice management decision making skills with realistic graphics, video, and interactivity.

Clubs/Organizations

Students in Free Enterprise (SIFE) and Kappa Beta Delta are student organizations for business majors. In SIFE the students compete with other colleges at the state level by presenting simulated business situations before judges. If the students qualify at state, they can compete at the regional or national level. This gives students a chance to make business decisions and learn professional techniques while they have fun and travel. Qualified students can even receive book scholarships.

Kappa Beta Delta is an honor society for qualified business students with a minimum 3.25 grade point average. The Society is designed to encourage and recognize scholarship and accomplishment among students of business, management and administration, and to promote personal and professional improvement.

Program Contact

Marcia Hatcher, Division Chair & Instructor
620-417-1353
marcia.hatcher@sccc.edu

Sports Management

Type of Award: Associate of Science

	Credit Hours
General Education	**34**
Communications	9
English Composition I	3
English Composition II	3
Public Speaking	3
Introduction to Computer Concepts/Apps	3
Humanities (from at least 3 different disciplines)	6
Art*, History, Literature, Music*, Philosophy, Theater*	
* studio/performance courses are excluded	
(Recommend Introduction to Ethics)	
Social/Behavioral Science (from at least 2 different disciplines and Economics)	6
Anthropology, Economics, Geography, Political Science, Psychology, Sociology	
(Recommend Human Growth & Development)	
Physical Education Activity	1
First Year Seminar	1
College Algebra	3
Lab Science (from either of the following disciplines)	5
Natural Science, Physical Science	
Core Emphasis	**18**
Business Management, Financial Accounting I & II, Sports Management, Practicum in Fitness Management or Sports Management, Intro to Health, PE & Recreation	
Electives	**12**
Recommended: Financial Accounting II; Principles of Microeconomics, Practicum in Fitness Management or Sports Management	
Other Electives: Managerial Accounting; Programming Logic and Design; Business Law; Computer Based Spreadsheets; Business & Economic Stats ; Business Law; Advertising; Entrepreneurship; Introduction to Marketing; Business Math; Business Management, Community First Aid and Safety, Personal and Community Health, Care and Prevention of Athletic Injuries, Concepts of Exercise Science	
Total Degree Requirements	**64**

Computer Information Systems – Web Design Emphasis

Careers in Computer Information Systems exist wherever an organization relies on computer technology to keep their business effective and efficient in reaching goals. Students who wish to begin their careers in this broadly defined information systems field should pursure a degree in Computer Information Systems at Seward County Community College/Area Technical School. There are four main areas of emphasis that a student can choose: programming, web design, computer graphics, and game design. Each of these areas of study is tailored to meet the needs of the student.

Career Opportunities

The Computer Information Systems program at Seward County Community College/Area Technical School is aware of the latest trends and growth in the computer industry and maintains curriculum offerings that offer students the best technology training possible.

Degree Options

Students may obtain an Associate of Science degree, an Associate of Applied Science degree, or a Certificate of Completion in any of the Computer Information Systems areas of study. You should visit with your advisor to see which degree option best meets your needs.

Advising

After contacting the Admissions Office to set up your initial campus visit, you will have the opportunity to meet with a Computer Information Systems advisor. Your advisor will assist you with identifying career opportunities, selecting an individualized course of study, and outlining the specific requirements for successful completion of your educational goals.

Facilities

At Seward County Community College/Area Technical School, you will have access to computer labs with state-of-the-art hardware and software. Students are encouraged both in class and out of class to make use of these computer labs.

Clubs/Organizations

The Computer Information Systems student organization invites students to join and participate in events such as attendance at various conferences/workshops, competitive events, fund raisers which incorporate the skills of the students such as building computer systems, field trips to various businesses, trips to area universities for transfer options, and the opportunity to network with other Computer Information Systems students.

Honor Society

Students studying Computer Information Systems have the opportunity to become a member of Kappa Beta Delta—an international honor society for business students

Program Contact

Mindy Holder, Instructor
620-417-1356
cis@sccc.edu

Type of Award: Associate of Science — **Credit Hours**

General Education	**34**
Communications	9
English Composition I	3
English Composition II	3
Public Speaking	3
Introduction to Computer Concepts/Apps or Adv. Computer Concepts/Apps	3
Humanities (from at least 2 different disciplines)	6
Art*, History, Literature, Music*, Philosophy, Theater*	
* studio/performance courses are excluded	
Social/Behavioral Science (from at least 2 different disciplines)	6
Anthropology, Economics, Geography, Political Science, Psychology, Sociology	
Physical Education Activity	1
First Year Seminar	1
College Algebra	3
Lab Science (from either of the following disciplines)	5
Natural Science, Physical Science	
Core Emphasis – (Recommended)	**12**
Digital Image Editing	3
Web Design I	3
Web Animation	3
Web Page Design I I	3
Electives	**18**
Recommended: Typography; Marketing; Advertising; Computer Illustration; Dig Photography for Graphic Designs; CIS or Business Elective	
Total Degree Requirements	**64**

Type of Award: Associate of Applied Science

	Credit Hours
General Education	**16**
Communications	6
English Composition I or Business English	3
Public Speaking or Interpersonal Communications	3
First Year Seminar	1
Electives (from at least 2 different areas)	9
Humanities; Social Science; Behavioral Sciences; Physical Education; Math/Science	
Core Emphasis – (Required)	**30**
Digital Image Editing	3
Computer Illustration	3
Digital Photography for Graphic Designers	3
Web Page Design I	3
Web Page Design II	3
Typography	3
Marketing	3
Advertising	3
Web Animation	3
Introduction to Computer Concepts/Applications	3
Core Emphasis – (Recommended)	**15**
CIS or Business Electives	15
Electives	**3**
Total Degree Requirements	**64**

Type of Award: Certificate of Completion

	Credit Hours
Core Emphasis – (Required)	**30**
Introduction to Computer Concepts/Apps	3
Digital Image Editing	3
Computer Illustration	3
Digital Photography for Graphic Designers	3
Web Page Design I	3
Web Page Design II	3
Typography	3
Marketing	3
Advertising	3
Web Animation	3
Core Emphasis – (Recommended)	**4**
CIS or Business Electives	
Total Degree Requirements	**34**

Computer Information Systems – Game Design Emphasis

Careers in Computer Information Systems exist wherever an organization relies on computer technology to keep their business effective and efficient in reaching goals. Students who wish to begin their careers in this broadly defined information systems field should pursure a degree in Computer Information Systems at Seward County Community College/Area Technical School. There are four main areas of emphasis that a student can choose: programming, web design, computer graphics, and game design. Each of these areas of study is tailored to meet the needs of the student.

Career Opportunities

The Computer Information Systems program at Seward County Community College/Area Technical School is aware of the latest trends and growth in the computer industry and maintains curriculum offerings that offer students the best technology training possible.

Degree Options

Students may obtain an Associate of Science degree, an Associate of Applied Science degree, or a Certificate of Completion in any of the Computer Information Systems areas of study. You should visit with your advisor to see which degree option best meets your needs.

Advising

After contacting the Admissions Office to set up your initial campus visit, you will have the opportunity to meet with a Computer Information Systems advisor. Your advisor will assist you with identifying career opportunities, selecting an individualized course of study, and outlining the specific requirements for successful completion of your educational goals.

Facilities

At Seward County Community College/Area Technical School, you will have access to computer labs with state-of-the-art hardware and software. Students are encouraged both in class and out of class to make use of these computer labs.

Clubs/Organizations

The Computer Information Systems student organization invites students to join and participate in events such as attendance at various conferences/workshops, competitive events, fund raisers which incorporate the skills of the students such as building computer systems, field trips to various businesses, trips to area universities for transfer options, and the opportunity to network with other Computer Information Systems students.

Honor Society

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Program Contact

Mindy Holder, Instructor
620-417-1356
cis@sccc.edu

Type of Award: Associate of Science — **Credit Hours**

General Education	**34**
Communications	9
English Composition I	3
English Composition II	3
Public Speaking	3
Introduction to Computer Concepts/Apps or Adv. Computer Concepts/Apps	3
Humanities (from at least 2 different disciplines)	6
Art*, History, Literature, Music*, Philosophy, Theater*	
* studio/performance courses are excluded	
Social/Behavioral Science (from at least 2 different disciplines)	6
Anthropology, Economics, Geography, Political Science, Psychology, Sociology	
Physical Education Activity	1
First Year Seminar	1
College Algebra	3
Lab Science (from either of the following disciplines)	5
Natural Science, Physical Science	
Core Emphasis – (Recommended)	**12**
Digital Image Editing	3
Computer Illustration	3
3D Modeling I	3
3D Modeling II	3
Electives	**18**
Recommended: Digital Video Editing; 3D Game Texturing; Typographic Design; Programming Logic and Design; Visual Basic I; 2D Design	
Total Degree Requirements	**64**

Type of Award: Associate of Applied Science

	Credit Hours
General Education	**16**
Communications	6
English Composition I or Business English	3
Public Speaking or Interpersonal Communications	3
First Year Seminar	1
Electives (from at least 2 different areas)	9
Humanities; Social Science; Behavioral Sciences; Physical Education; Math/Science	
Core Emphasis – (Required)	**30**
Digital Image Editing	3
Computer Illustration	3
3D Modeling I	3
3D Modeling II	3
Digital Video Editing	3
3D Game Texturing	3
Typographic Design	3
Programming Logic and Design	3
Visual Basic I	3
Introduction to Computer Concepts/Applications	3
Core Emphasis – (Recommended)	**15**
CIS or Business Electives	
Electives	**3**
Total Degree Requirements	**64**

Type of Award: Certificate of Completion

	Credit Hours
Core Emphasis – (Required)	**30**
Digital Image Editing	3
Computer Illustration	3
3D Modeling I	3
3D Modeling II	3
Digital Video Editing	3
3D Game Texturing	3
Typographic Design	3
Programming Logic and Design	3
Visual Basic I	3
2D Design	3
Core Emphasis – (Recommended)	**4**
CIS or Business Electives	
Total Degree Requirements	**34**

Computer Information Systems – Programming Emphasis

Careers in Computer Information Systems exist wherever an organization relies on computer technology to keep their business effective and efficient in reaching goals. Students who wish to begin their careers in this broadly defined information systems field should pursure a degree in Computer Information Systems at Seward County Community College/Area Technical School. There are four main areas of emphasis that a student can choose: programming, web design, computer graphics, and game design. Each of these areas of study is tailored to meet the needs of the student.

Career Opportunities

The Computer Information Systems program at Seward County Community College/Area Technical School is aware of the latest trends and growth in the computer industry and maintains curriculum offerings that offer students the best technology training possible.

Degree Options

Students may obtain an Associate of Science degree, an Associate of Applied Science degree, or a Certificate of Completion in any of the Computer Information Systems areas of study. You should visit with your advisor to see which degree option best meets your needs.

Advising

After contacting the Admissions Office to set up your initial campus visit, you will have the opportunity to meet with a Computer Information Systems advisor. Your advisor will assist you with identifying career opportunities, selecting an individualized course of study, and outlining the specific requirements for successful completion of your educational goals.

Facilities

At Seward County Community College/Area Technical School, you will have access to computer labs with state-of-the-art hardware and software. Students are encouraged both in class and out of class to make use of these computer labs.

Clubs/Organizations

The Computer Information Systems student organization invites students to join and participate in events such as attendance at various conferences/workshops, competitive events, fund raisers which incorporate the skills of the students such as building computer systems, field trips to various businesses, trips to area universities for transfer options, and the opportunity to network with other Computer Information Systems students.

Honor Society

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Program Contact

Mindy Holder, Instructor
620-417-1356
cis@sccc.edu

Type of Award: Associate of Science — **Credit Hours**

General Education	**34**
Communications	9
English Composition I	3
English Composition II	3
Public Speaking	3
Introduction to Computer Concepts/Apps or Adv. Computer Concepts/Apps	3
Humanities (from at least 2 different disciplines)	6
Art*, History, Literature, Music*, Philosophy, Theater*	
* studio/performance courses are excluded	
Social/Behavioral Science (from at least 2 different disciplines)	6
Anthropology, Economics, Geography, Political Science, Psychology, Sociology	
Physical Education Activity	1
First Year Seminar	1
College Algebra	3
Lab Science (from either of the following disciplines)	5
Natural Science, Physical Science	
Core Emphasis – (Recommended)	**12**
Programming Logic and Design	3
Visual Basic I	3
Programming Language C	3
Database Management Systems	3
Electives	**18**
Recommended: Advanced Computer Concepts/Applications; Computer Networks; PC Hardware; Management of Information Systems; Programming Language Elective; Business Elective	
Total Degree Requirements	**64**

Type of Award: Associate of Applied Science

	Credit Hours
General Education	**16**
Communications	6
English Composition I or Business English	3
Public Speaking or Interpersonal Communications	3
First Year Seminar	1
Electives (from at least 2 different areas)	9
Humanities; Social Science; Behavioral Sciences; Physical Education; Math/Science	
Core Emphasis – (Required)	**27**
Programming Logic and Design	3
Visual Basic I	3
Programming Language C	3
Database Management Systems	3
Introduction Computer Concepts/Applications	3
Computer Networks	3
PC Hardware	3
Management of Information Systems	3
CIS Elective	3
Core Emphasis – (Recommended)	**18**
CIS Electives	9
Business Electives	9
Electives	**3**
Total Degree Requirements	**64**

Type of Award: Certificate of Completion

	Credit Hours
Core Emphasis – (Required)	**27**
Introduction to Computer Concepts/Apps	3
Programming Logic and Design	3
Visual Basic I	3
Programming Language C	3
Database Management Systems	3
Advanced Computer Concepts/Apps	3
Computer Networks	3
PC Hardware	3
Management of Information Systems	3
Core Emphasis – (Recommended)	**7**
CIS or Business Electives	
Total Degree Requirements	**34**

Computer Information Systems – Computer Graphics Emphasis

Careers in Computer Information Systems exist wherever an organization relies on computer technology to keep their business effective and efficient in reaching goals. Students who wish to begin their careers in this broadly defined information systems field should pursure a degree in Computer Information Systems at Seward County Community College/Area Technical School. There are four main areas of emphasis that a student can choose: programming, web design, computer graphics, and game design. Each of these areas of study is tailored to meet the needs of the student.

Career Opportunities

The Computer Information Systems program at Seward County Community College/Area Technical School is aware of the latest trends and growth in the computer industry and maintains curriculum offerings that offer students the best technology training possible.

Degree Options

Students may obtain an Associate of Science degree, an Associate of Applied Science degree, or a Certificate of Completion in any of the Computer Information Systems areas of study. You should visit with your advisor to see which degree option best meets your needs.

Advising

After contacting the Admissions Office to set up your initial campus visit, you will have the opportunity to meet with a Computer Information Systems advisor. Your advisor will assist you with identifying career opportunities, selecting an individualized course of study, and outlining the specific requirements for successful completion of your educational goals.

Facilities

At Seward County Community College/Area Technical School, you will have access to computer labs with state-of-the-art hardware and software. Students are encouraged both in class and out of class to make use of these computer labs.

Clubs/Organizations

The Computer Information Systems student organization invites students to join and participate in events such as attendance at various conferences/workshops, competitive events, fund raisers which incorporate the skills of the students such as building computer systems, field trips to various businesses, trips to area universities for transfer options, and the opportunity to network with other Computer Information Systems students.

Honor Society

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Program Contact

Mindy Holder, Instructor
620-417-1356
cis@sccc.edu

Type of Award: Associate of Science

General Education	**34**
Communications	9
English Composition I	3
English Composition II	3
Public Speaking	3
Introduction to Computer Concepts/Apps or Adv. Computer Concepts/Apps	3
Humanities (from at least 2 different disciplines)	6
Art*, History, Literature, Music*, Philosophy, Theater*	
* studio/performance courses are excluded	
Social/Behavioral Science (from at least 2 different disciplines)	6
Anthropology, Economics, Geography, Political Science, Psychology, Sociology	
Physical Education Activity	1
First Year Seminar	1
College Algebra	3
Lab Science (from either of the following disciplines)	5
Natural Science, Physical Science	
Core Emphasis – (Recommended)	**12**
Digital Image Editing	3
Computer Illustration	3
Digital Photography for Graphic Designers	3
Adv. Digital Image Editing	3
Electives	**18**
Recommended: 2D Design; Typography; Marketing; Advertising; 3D Modeling I; Web Design I; CIS or Business Elective	
Total Degree Requirements	**64**

Type of Award: Associate of Applied Science

	Credit Hours
General Education	**16**
Communications	6
English Composition I or Business English	3
Public Speaking or Interpersonal Communications	3
First Year Seminar	1
Electives (from at least 2 different areas)	9
Humanities; Social Science; Behavioral Sciences; Physical Education; Math/Science	
Core Emphasis – (Required)	**30**
Digital Image Editing	3
Computer Illustration	3
Digital Photography for Graphic Designers	3
Web Page Design I	3
Adv. Digital Image Editing	3
Typography	3
Marketing	3
Advertising	3
3D Modeling I	3
Introduction to Computer Concepts/Applications	3
Core Emphasis – (Recommended)	**15**
2D Design	3
CIS or Business Electives	12
Electives	**3**
Total Degree Requirements	**64**

Type of Award: Certificate of Completion

	Credit Hours
Core Emphasis – (Required)	**30**
Introduction to Computer Concepts/Apps	3
Digital Image Editing	3
Computer Illustration	3
Digital Photography for Graphic Designers	3
Web Page Design I	3
Adv. Digital Image Editing	3
Typography	3
Marketing	3
Advertising	3
3D Modeling I	3
Core Emphasis – (Recommended)	**4**
CIS or Business Electives	
Total Degree Requirements	**34**