Accreditation Council for Business Schools and Programs
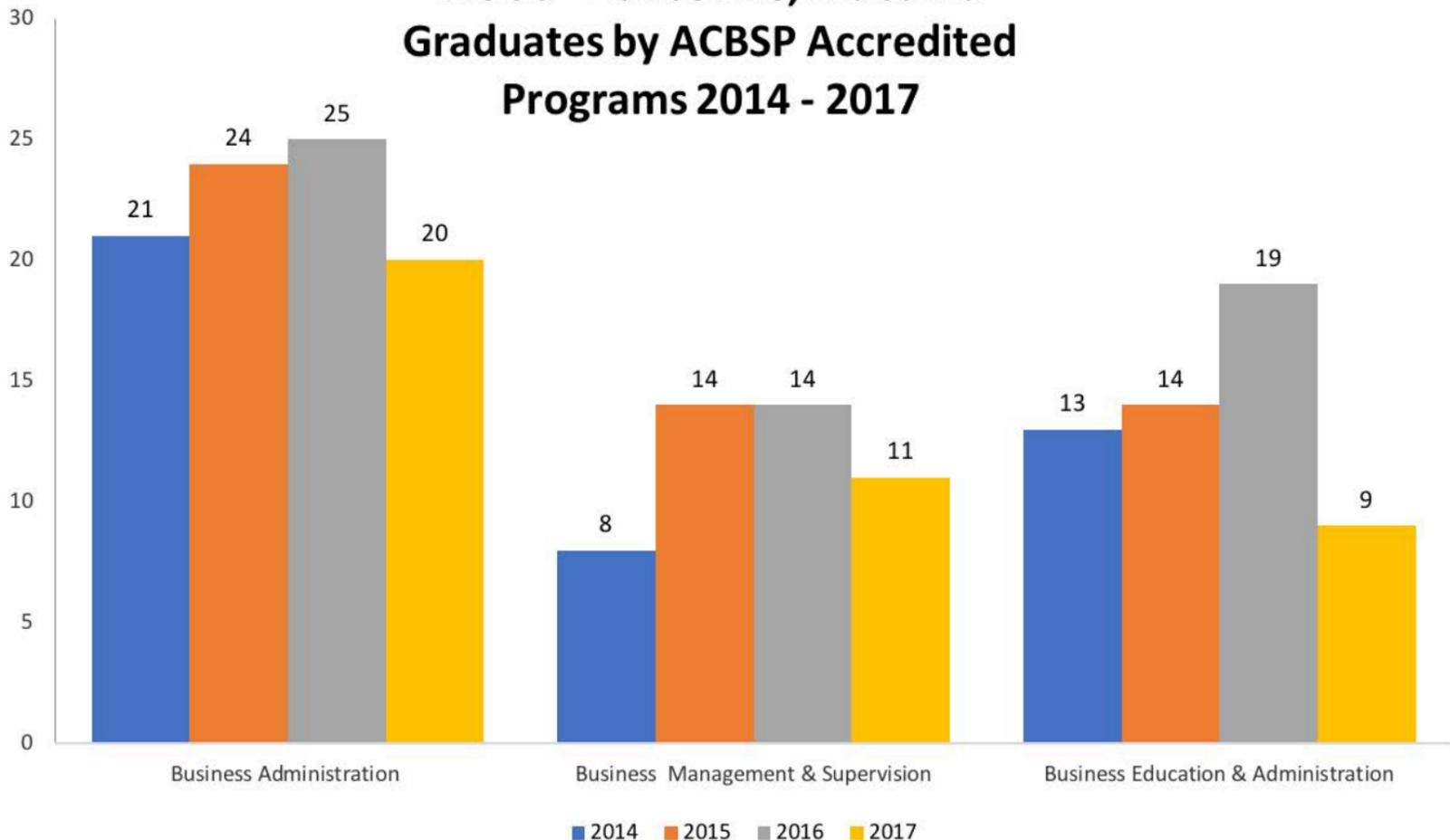
Associate Degree Commission Accredited Institutions

Quality Assurance (QA) Report

Wallace State Community College – Hanceville, Alabama

February 28, 2018

WSCC - Hanceville, Alabama
Graduates by ACBSP Accredited
Programs 2014 - 2017

Business Administration
- 2014: 21
- 2015: 24
- 2016: 25
- 2017: 20

Business Management & Supervision
- 2014: 8
- 2015: 14
- 2016: 14
- 2017: 11

Business Education & Administration
- 2014: 13
- 2015: 14
- 2016: 19
- 2017: 9

3 - Standard 3 Student and Stakeholder Focus

Advisory Committee Survey

Each spring/summer semester, the Business Department administers a survey to the Business Advisory Committee members. Below are the questions posed and responses given. This data demonstrates that the committee, representing various members of local business and industry, are satisfied with the performance of the WSCC business Department and their relationship with it.

This data reflects Spring 2014:

Advisory Committee Survey

Question	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. The Bus. Dept. faculty at WSCC are caring professionals committed to "learning that transforms lives and communities."	80%	20%	0%	0%	0%
2. The WSCC Bus. Dept. faculty members are highly –qualified instructors.	80%	20%	0%	0%	0%
3. My company has an excellent working relationship with the WSCC faculty.	80%	0%	20%	0%	0%
4. Through the years, the quality of training of WSCC Business students has improved.	40%	20%	40%	0%	0%
5. I believe the overall quality of the WSCC Bus. Dept. programs to be excellent.	60%	40%	0%	0%	0%

The Business Department has since revamped the questions on the survey.

The following data reflects Spring 2016:

Advisory Committee Survey

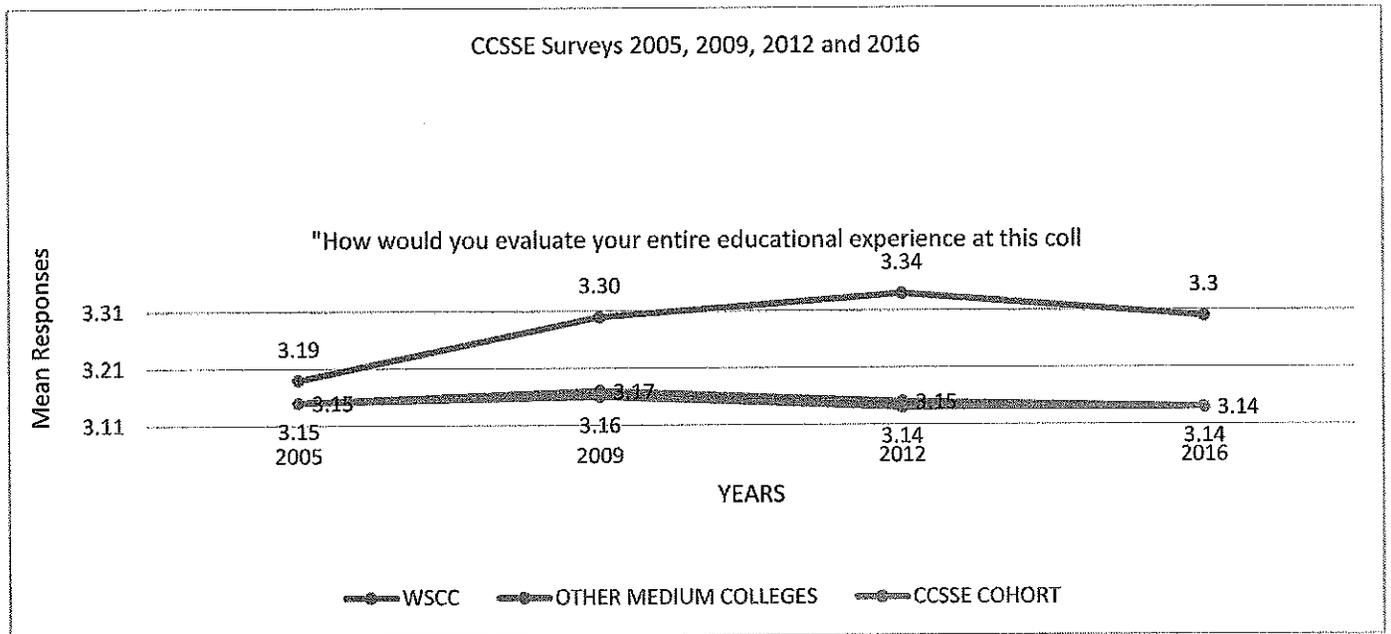| Question	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. The Bus. Dept. faculty at WSCC are caring professionals committed to "learning that transforms lives and communities."	100%	0%	0%	0%	0%
2. The WSCC Bus. Dept. faculty members are highly –qualified instructors.	90%	10%	0%	0%	0%
3. The curriculum taught in the WSCC Business Department is current and meets the needs of twenty-first century entry-level employment.	100%	0%	0%	0%	0%
4. The WSCC Business Department maintains adequate technology to meet student's needs.	90%	10%	0%	0%	0%
5. The options offered in the WSCC Business Department are current and reflect the available positions in their service area.	90%	10%	0%	0%	0%
6. My company has an excellent working relationship with the WSCC faculty.	100%	0%	0%	0%	0%
7. I believe the overall quality of the WSCC Business Department programs to be excellent.	90%	10%	0%	0%	0%

8. Please list, if any, the strengths you have found in the WSCC Business programs.

- Dedicated instructors, very interested in quality work.

- The department encourages students to be involved in the community (Rotaract club)

- The department provides intern opportunities for students.

- The instructors in the Business Dept. at WSCC are really interested in keeping their students ready for the workforce.

9. Please list, if any, the ways in which the WSCC Business Department could improve.

- I feel that this dept. is moving in a forward trajectory and will succeed.

Wallace State Community College participated in the Community College Survey of Student Engagement (CCSSE) survey in 2005, 2009, 2012, and 2016. The graph below displays the results from students when asked, "How would you evaluate your entire educational experience at this college?" Wallace State shows a steady growth in student satisfaction from 2012 to 2016.
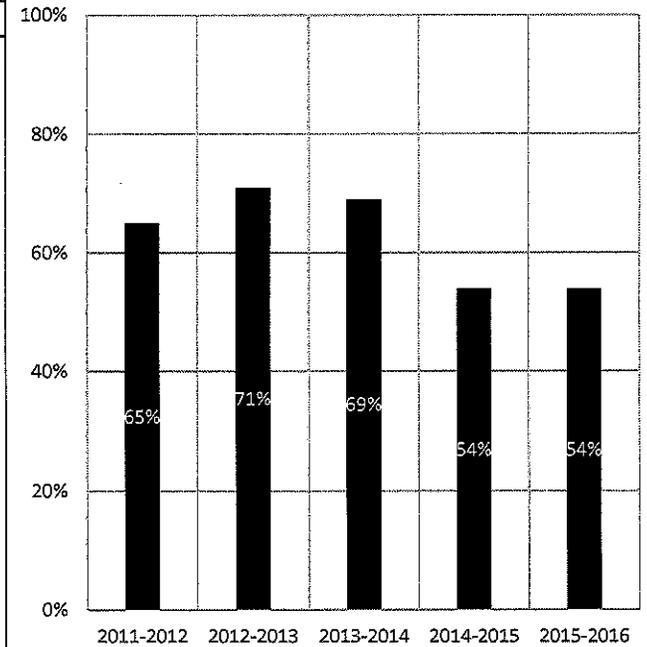
CCSSE Surveys 2005, 2009, 2012 and 2016

"How would you evaluate your entire educational experience at this coll

Mean Responses

3.31
3.21
3.11

3.19
3.30
3.34
3.3

3.13
3.17
3.15
3.14

3.15
3.16
3.14
3.14

2005
2009
2012
2016

YEARS

WSCC   OTHER MEDIUM COLLEGES   CCSSE COHORT

Analysis of Results

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Results
Increase the number of Business Department and Office Administration students from fall to fall.	Information from Institutional Research Department.	The headcount for the BUS dept. has decreased from 2014 to 2016 by 50 students. The Office Administration OAD has remained steady from 2014 - 2016.	The headcount of the Business and Office Administration departments is steady from fall to fall.	The Business Department is involved with a college wide "Showcase" and Career Fair-sponsored through the Cullman County Chamber of Commerce - in order to market the aspects of the Business and Office Administration offerings, as well as the Business Administration transfer option. The college has a printed schedule that goes out to the community and the service area of WSCC, the BUS / OAD has a special half page advertisement with information and contact information.	**BUS / OAD Headcount Fall Semester** BUS 2014: 472 BUS 2015: 450 BUS 2016: 420 OAD 2014: 124 OAD 2015: 116 OAD 2016: 126

Analysis of Results				
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made
				OAD Capstone Performance
80% of Business Education students will achieve a passing score (defined as 70% or better) the Business Capstone Test.	The Capstone Test is an Office Administration Division internal assessment, which tests knowledgeof all learning objectives taught in the OAD curriculum.	For reporting years 2014-2015 and 2015-2016 the level of achievemtn was the same and was below the desired goal of 80% of student scoring 70% or above on the Capstone Test.	During both reporting years(2014-2015, and 2015-2016), the level of achievement was 26% below the desired goal.	The OAD division has lost one of its full time instructors after a retirement, and this may or may not account for the lower percentage points during the last two reporting years. However, it should be noted that, per one of the 2015 ACBSP suggestions to address an OFI, the department began using the Peregrine Nationally Norm-referenced Test instead, and the OAD division scored in the 99th percentile nationally.

OAD Capstone Performance

- 2011-2012: 65%
- 2012-2013: 71%
- 2013-2014: 69%
- 2014-2015: 54%
- 2015-2016: 54%

Analysis of Results

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	
80% of Business Management students will achieve a passing score (defined as 70% or better) on the Business Capstone Test.	The Capstone Test is a Business Management and Supervision Division internal assessment, which tests knowledge of all learning objectives taught in that curriculum.	For both reporting years 2014-2015 and 2015-2016 the level of achievement was below the desired goal of 80% of students scoring 70% or above on the Capstone Test.	During reporting year(2014-2015) the level of achievement was 12% below the desired goal. In the (2015-2016) reporting year, the level of achievement was only 7% below the desired goal.	The Business and Management Division continues to provide real-world experiences for students in order to prepare them for the local business community workforce. Even though there is progress to be made, students are scoring close to the goal. It should be noted that, per one of the 2015 ACBSP suggestions to address an OFI, the department began using the Peregrine Nationally Norm-referenced Test instead, and this division scored in the 89th percentile nationally.	**Business Management Capstone Performance** 2011-2012: 73% 2012-2013: 64% 2013-2014: 75% 2014-2015: 68% 2015-2016: 73%

Analysis of Results					
Performance Measure	**Measurement Instrument or Process**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement Made**	**Insert Graph or Table Resulting Trends**
Business Management and Supervision/Business Administration					
BUS/BA	Business Management, Supervision, Financial Management, Business Administration				BUS 271 Statistics I
Course:	BUS 271 Statistics I				
Program Outcomes:	Business Management, Supervision, Financial Management, Business Administration				
The student will demonstrate mastery of basic statistical concepts as applied to economic business and contexts. (each semester)	80% of students will achieve a passing score (defined as 70% or higher) on the first attempt on a statistical problem set that addresses basic statistical concepts as applied to economic and business contexts.	For the reporting years (2014-2015 and 2015-2016), the level of achievement has surpassed the goal of 80%.	For the reporting year of 2014-2015, students surpassed the goal of 80% scoring 70% or above by 4 percentage points. for the reporting year 2015-2016, they surpassed the goal by 8 percentage points. Students scores have dramatically increased since the assignment was revised to require students to complete the assignment first without the use of a software program.	The assignment has been expanded to allow students the opportunity to present their findings in a written form. This allows the student the opportunity to explain to their audience the results and how they would implement change or maintain the status quo based on their findings. This helps the student apply what they have solved for. No other options to measure assignment is required at this time. No follow-up action was required.	

BUS 271 Statistics I — bar chart with values: 2011-2012: 56%, 2012-2013: 50%, 2013-2014: 90%, 2014-2015: 84%, 2015-2016: 88%

Analysis of Results					
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends
Business Management and Supervision/Business Administration					
BUS/BA	Business Management, Financial Management, Office Management, Entrepreneurship				**BUS 285 Principles of Marketing**
Course:	BUS 285				
Program Outcomes:	Business Management:1,2,3,4, Financial Management:1,2,3,4, Office Management:1,2,3,4, Entrepreneurship:1,2,3,4 Business Administration:1,2,3,4				
The student will demonstrate understanding of business as a dynamic process in a global enterprise, forms of business ownership, marketing, factors of production, personnel, labor, finance, and taxation. (BUS 285 spring semester)	80% of students will achieve a passing score (define as "Meets Expectation" or better) on the first attempt on a group project that incorporates one or more of the following dimension of the modern business construct: private enterprise, forms of business ownership, marketing, factors of production, personnel, labor, finance, and taxation when measured against department rubric.	For reporting years 2014-2015 and 2015-2016, the level of achievement surpassed the desired goal of 80%. In 2014-2015, the goal was surpassed by 8%. The goal was surpassed by only 2 percentage points during the 2015-2016 reporting year.	While surpassing the benchmark of 80%, the components of the project have been modified to increase student success rates. Specific areas of the project were identified where students scored the lowest: finance and taxation.	As a result of the analysis, instructor added deadlines for various sections of the project for students to complete prior to the complete submittal of the final assignment. Additional exercise outside of the project have been added to the course on finance and taxation. Students requested the project be completed individually and not in groups. The project has been set up for individual completion.	

BUS 285 Principles of Marketing

100%
80%
60%
40%
20%
0%

86% — 2011-2012
80% — 2012-2013
83% — 2013-2014
88% — 2014-2015
82% — 2015-2016

Analysis of Results

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends
Business Administration/Business (BUS)					
BA/BUS Programs	Business Administration, Business Management, Financial Management, Office Management, Entrepreneurship				ECO 231 Principles of Macroeconomics
Course:	ECO 231 Principles of Macroeconomics				
Program Outcomes:	Business Administration: 1, 2 & 3, Business Management: 1, 2 & 3, Financial Management: 1, 2 & 3, Office Management: 1, 2 & 3, Entrepreneurship: 1, 2 & 3				
The graduating student will understand and apply the economic perspective globally and reason accurately and objectively about economic matters; and promote a lasting student interest in economics and the economy.	80% of student will achieve a passing score (defined as 70%) on a "Choose a Country" Blog Assignment consisting of thirteen blog postings on an individual student's choice of country, when measured against a rubric. No two students select the same country. Blogs are open for all students to read and comment on other student posts.	For reporting years (2014-2015) and (2015-2016) the level of achievement was below the desired goal of 80% of students scoring 70% on the blog assignment.	For the reporting year 2014-2015, the level of achievement was 10% below the desired goal. In the 2015-2016 reporting year, the goal was higher, but still lacked 6% reaching the desired goal of 80%.	Feedback from students revealed that a more active role requirement of Digital Video Story- telling component would encourage a higher response rate. This component has been added. Instructor has begun to hold "progress checks" at various intervals in the process to check for problems. This is expected to result in higher quality.	

ECO 231 Principles of Macroeconomics

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	75%	78%	64%	70%	74%

Analysis of Results

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends
BUS					
BUS	Entreprenuership, Financial Management, Business Management, Office Management				ETP 266 Entrepreneurial Finance
Course:	ETP 266 Entrepreneurial Finance				
Program Outcomes:	Entreprenuership 1,2,4,5, Financial Management 1,2,4,5, Business Management 1,2,4,5, Office Management 1,2,4,5				
The successful student understands the various sources and uses of funding for startup businesses as well as the creation and oversight of a financial plan for the business.	80% of students will achieve a passing score (defined as 70%) on a Capstone Project that requires the creation of a moderately detailed financial plan when measured against a rubric.	For both of the reporting years, (2014-2015 and 2015-2016) only 55% met the goal.	For both 2014-2015, and 2015-2016 the goal of 80% was not met by 25% of students.	As a study of this situation has been done, it was discovered that this course must be taken during the very last semester, after all other Business courses, as it uses so many skills learned in all other courses. This has been conveyed in many ways to students in an effort to better prepare them.	

Analysis of Results					
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends
BUS					
BUS Program	Entreprenuership				ETP 279 Small Business Management
Course:	ETP 279 Small Business Management				
Program Outcomes:	Entreprenuership 1,2,3,4				
The successful student understands the role that small business owners play in society and the risks that they take on in pursuit of their venture.	A Capstone Project that culminates with interviewing an entrepreneur with questions that are generated as a result of the content learned throughout the semester.	As of the 2013-2014 school year, this course had only been taught one time. 100% of the students who stayed in the course until the end and submitted the capstone project achieved a grade of 70% or higher. The next two terms show that only 60% of students passed.	The goal was met at the first offering of the course. Results for the next two years show that 40% of students did not achieve the goal.	Students who stayed in the couse did well the first offering. Efforts will be made to identify students who are at risk of not completing the project and offer suggestions on steps in completing the project successfully.	

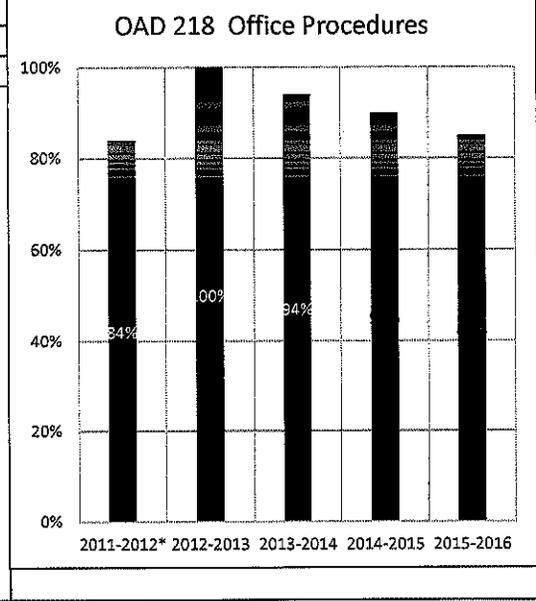| Analysis of Results					
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends
Business Education/Office Administration (OAD)					
BE/OAD Programs	Accounting, Administrative Assistant, Medical Administrative Assistant				
Course:	OAD 138 - Records & Information Mgt				
Program Outcomes:	Accounting: 1 & 5, Administrative Assistant, 1 & 5, Medical Administative Assistant 1 & 5				
First-year students will demonstrate mastery of skills related to Records & Information Mgt w/ emphasis on basic filing procedures, methods, systems, supplies, equipment, and modern technology.	80% of students will achieve a passing score (defined as 70%) on a practice simulation that measures mastery of filing rules and procedures when measured against the rubric.	For reporting years 2014-2015 and 2015-2016 the level of achievement was below the desired goal of 80% of students scoring 70% or above on the practice simulation.	In the 2014-2015 reporting year, the level of achievement was 8% below the desired goal. In the 2015-2016 reporting year, the goal was almost reached lacking only 2% toward the desired goal.	Based on the results, tutorial software, interactive games, and supplemental activities have been incorporated to allow students to review filing rules and procedures. Instructor has begun more modeling of correct procedures as well.	OAD 138 Records & Information Management

OAD 138 Records & Information Management

2011-2012: 64%, 2012-2013: 83%, 2013-2014: 67%, 2014-2015: 72%, 2015-2016: 78%

Analysis of Results

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends
Business Education/Office Administration (OAD)					
BE/OAD Programs	Accounting, Administrative Assistant, Medical Administrative Assistant				
Course:	OAD 218 Office Procedures				
Program Outcomes:	Accounting: 1 & 5, Administrative Assistant, 1 & 5, Medical Administative Assistant 1 & 5				
The graduating student will demonstrate mastery in job-seeking skills for entry-level employment.	80% of students will achieve a passing score (defined as 70%) on creating an e-portfolio designed as a tool for facilitating entry-level employment when measured against the rubric.	The reporting year, (2014-2015) the goal of 80% of students passing with a score of 70% was still greatly surpassed. The goal was also surpassed for the reporting year (2015-2016).	In the 2014-2015 reporting year, the level of achievement was 10% above the desired goal, but achievement had dropped 4% from the previous year. In the 2015-2016 reporting year the level of achievement had dropped even more. It had fallen 5%.So, even though the goal is still being surpassed, it is not the time to "up" the goal.	Instructor retirements and new instructor may have some bearing one these trends for this course. Additional training in the e-Portfolio software, Weebly, is being incorporated to guide students. Requirements within the e-Portfolio have been changed allowing more student creativity. Tutorials have been added to improve skills with MSO software.	OAD 218 Office Procedures

OAD 218 Office Procedures — bar chart with vertical axis 0% to 100% and horizontal axis years 2011-2012*, 2012-2013, 2013-2014, 2014-2015, 2015-2016. Labeled values include 84%, 100%, 94%.

Analysis of Results

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends
Business Education/Office Administration (OAD)					
BE/OAD Programs	Accounting, Medical Administrative Assistant, General Administrative Assistant				
Course:	OAD 244 Database Application - Microsoft Access				
Program Outcomes:	Accounting: 2 & 5 Medical Administrative Assistant: 2 & 5 General Administrative Assistant: 2 & 5				
The graduating student will demonstrate competency in the use of database software for general business applications in the modern office environment.	80% of students will achieve a passing score (defined as 70%) on a Capstone Project that requires the creation and manipulation of one or more data files and the production of output in the form of properly formatted reports or documents when measured against rubric.	While the goal of 80% was surpassed in the reporting year (2014-2015), the goal of 80% was not reached in the reporting year (2015-2016).	The goal was surpassed by only 1% in the 2014-2015 reporting year. However, for the reporting year 2015-2016, the goal fell far below its goal by 24%.	Based on the results, tutorial software has been incorporated to allow students more practice. Student tutors have been employed to provide services. More assignments with check-ups at frequent intervals have been incorporated.	**OAD 244 Database Management Access**

OAD 244 Database Management Access

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	83%	81%	68%	81%	56%

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

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

Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centrered work environment for business faculty and staff. *Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.*
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.
	- For all data reported, show sample size (n=75).

Analysis of Results

Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
100% of the business department faculty and staff will participate in at least one professional development activity each academic year.	Faculty and staff annual evaluation instrument.	Review of business faculty evaluations indicates all faculty have participated in at least one professional development activity for the past three academic years. Staff evaluations do not have any specific professional development requirements.	The department will continue to monitor and suggest topic based professional development to reach this benchmark.	N/A	**Professional Development** 100, 95, 90, 85, 80, 75 2014 2015 2016
P					

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

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

Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centrered work environment for business faculty and staff. *Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.*
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.
	- For all data reported, show sample size (n=75).

Analysis of Results

Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
100% of the business faculty and staff will earn a minimu of "Meets Expectations" on their individual employee evaluation performance each year.	Faculty and staff annual evaluation instrument.	This criterion was met in academic years '14, ' 15, and '16.	The department will continue to monitor and suggest areas of improvement if the need be.	N/A	Percent of Business with at least "Meets Expecations"
P					

TABLE 3a: Faculty and Staff Focus Results (Standard 5)					
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.					
Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centrered work environment for business faculty and staff. *Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.*				
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.				
	- For all data reported, show sample size (n=75).				
Analysis of Results					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	**What is your measurement instrument or process?** (indicate length of cycle)	**Current Results:** What are your current results?	**Analysis of Results:** What did you learn from your results?	**Action Taken or Improvement Made:** What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
Employee turnover can be reflection of employee job satisfaction and commitment to the college. Therefore the business department will strive for no turnover in faculty and staff dfue to job dissatisfaction.	Annual review of employment of facutly and staff.	Susan Smith retired in spring 2016.	The department will continue to monitor any turnover activity in the department.	N/A	**Business Faculty Turnover** 2016 2015 2014 0 2 4 6
P					

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

Complete this table for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported, in accordance with Criterion 5.2 in the Standards and Criteria.
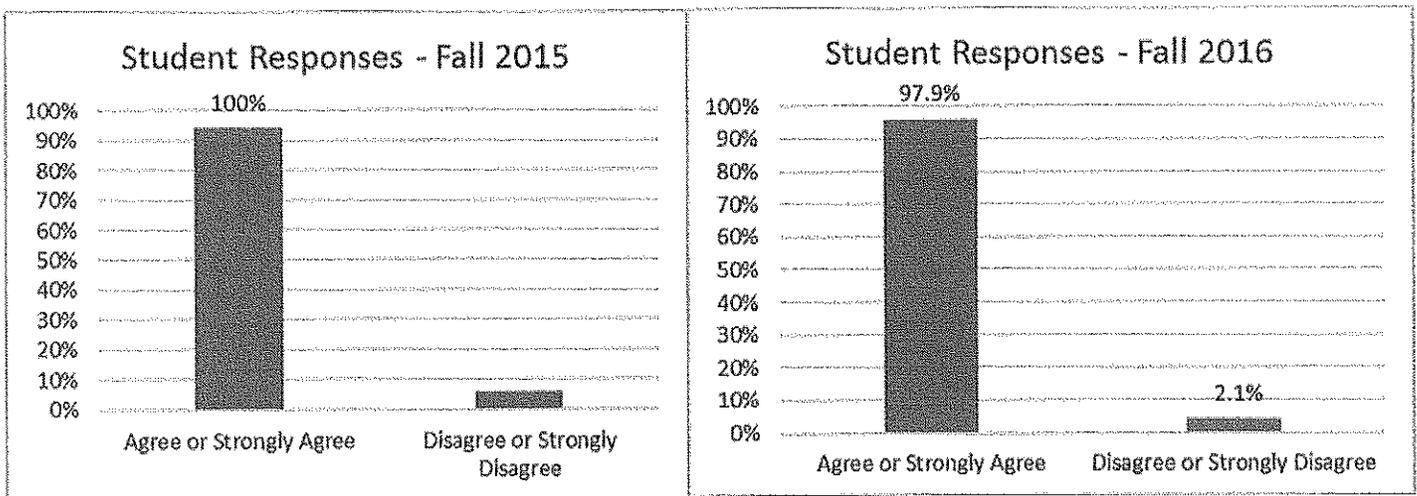
Use a separateline in the table for each level of qualification. For example, if Joe Smith is Masters qualified to teach management and professionally qualified to teach accounting then Joe Smith will be on two lines justifying each level of qualification.

TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS
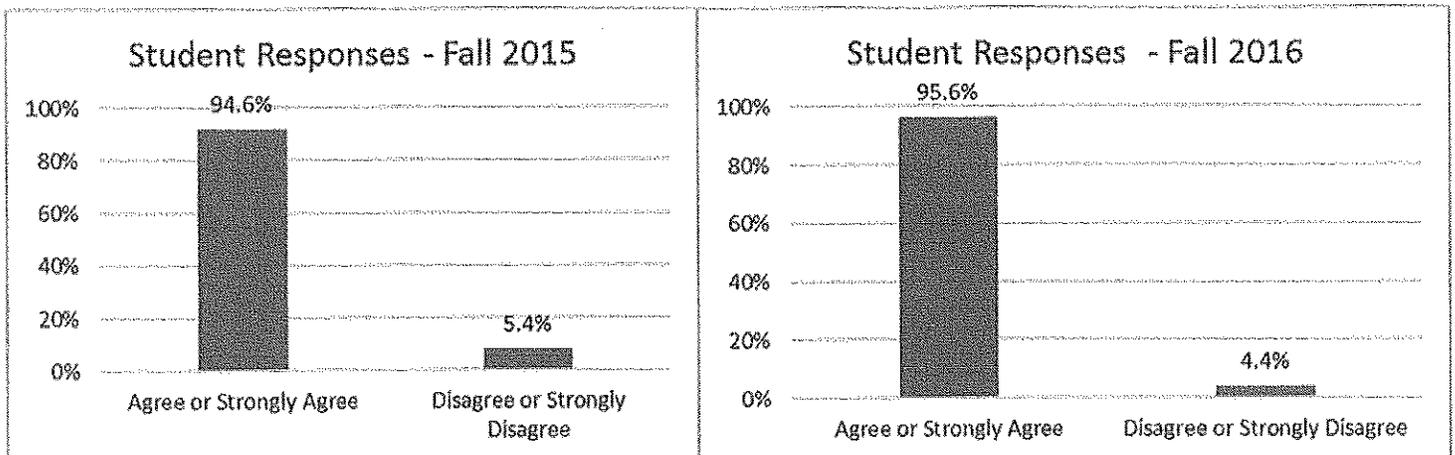
FACULTY MEMBER NAME (alphabetically by Last Name)	COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)	DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
Christopher Chaffin - Adjunct	OAD 244 3 cr. Hr. -Spring 2016	MBA, Economics	18 cr. Hrs in Economics	Master's
Cheril Grimmett - Adjunct	OAD 124 3 cr. Hr. -Spring 2016 OAD 243 3 cr. Hr. - Spring 2016	MBA, Computer Science	18cr. Hrs in Computer Science	Master's
Robert Henshaw - Adjunct	TRT 102 3 cr. Hr. - Fall 2015 TRT 101 3 cr. Hr. - Fall 2015	B.S. Management	Currently attending UNA - MBA Program	Professional
Jeff Johnson- Adjunct	ECO 231 3 cr. Hr. - Spring 2015	MBA, Economics	18 cr. Hrs in Economics	Master's
Cynthia Mallard- Adjunct	BUS 241 3 cr. Hr. - Fall 2015	MBA, Accounting	18 cr. Hrs in Accounitng	Master's

Each semester, business students are asked to complete an online Course Evaluation. Responses from the Business course evaluations for Fall 2015 and Fall 2016 are listed below. The tables indicate whether the student Agreed/Strongly Agreed or Disagreed/Strongly Disagreed with the question presented.

Course Evaluations
"The instructor encouraged critical thinking"

Student Responses - Fall 2015 / Student Responses - Fall 2016

100% (Agree or Strongly Agree) / 97.9% (Agree or Strongly Agree), 2.1% (Disagree or Strongly Disagree)

Course Evaluations
"The use of classroom technologies enhanced my learning"

Student Responses - Fall 2015 / Student Responses - Fall 2016

94.6% (Agree or Strongly Agree), 5.4% (Disagree or Strongly Disagree) / 95.6% (Agree or Strongly Agree), 4.4% (Disagree or Strongly Disagree)

Organizational Performance Results

Analysis of Results

Performance Measure	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken (during following year)	Chart Showing Trends
The college will continue to have significant economic impact in the local community.	Economic Impact Study (Auburn-Montgomery); College Annual Expenses	The college is Cullman County's 8th largest employer.	The college's expenditures have increased 12.4%, from the 09/10 AY to 13/14. Expenses for 14/15 and 15/16 have remained steady, with a decrease from 13/14.	The college's contributions to the economic health of the region have long been the subject of forecasts and economic development presentations by the city and county. Specific actions taken by the college have been to increase the scope and level of community participation in the college's annual Strategic Action Team for Career/Technical programs and increased levels of participation with the Chamber of Commerce in both Cullman and Blount counties.	**WSCC Expenditures** 2009-2010: $46,527,686 2010-2011: $47,072,656 2011-2012: $46,773,653 2012-2013: $47,788,748 2013-2014: $50,291,919 2014-2015: $49,626,894 2015-2016: $49,272,900