Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
For
Associate Degree Business Programs
Current as of February 2011

Overview (O)1. Complete all information requested.

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

O2. 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.

O3. Institution Name: *Orange County Community College*   Date *September 2013*
Address: *115 South Street, Middletown, NY 10940*

O4. Year Accredited/Reaffirmed: *1995 / 2005*   This Report Covers Years: *2011 & 2012*

O5. List All Accredited Programs (as they appear in your catalog):
   AS Accounting, AS Business Administration, AAS Accounting, AAS Business Management, AAS Marketing,
   AAS Medical Office Assistant, AAS Office Technologies

O6. 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. *N/A.*

O7. List all campuses that a student can earn a business degree from your institution:

   Middletown Campus, Newburgh Campus

O8. Person completing report Name: *Suzanne Krissler*_____

Phone:____*845 341-4456*_____

E-mail address: *suzannekrissler@sunyorange.edu*_____

ACBSP Champion name: ____*Suzanne Krissler*_____

ACBSP Co-Champion name: *Lucinda Fleming*_____

O9. 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. *N/A. The only note listed was that we need not include complete faculty tables with this report—only list new faculty.*

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

_____

_____

_____

1O. The business unit must routinely provide reliable information to the public on their performance, including student achievement.

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

Accreditation status is listed in the College catalog. Measurement of Student Knowledge and Satisfaction are updated annually and are available for public review in the Business Department Office, Harriman Hall 205. Brochures for each program list transferability and career paths. These brochures are available at Open House, in the Admissions Office, and in the Business Department Office.

Note: This requirement can be addressed from the Standards and Criteria book in Standard 4: Measurement, Analysis, and Knowledge Management, Criterion 4.3 Student Assessment, Item F. Organizational Performance Results.

Standard   #1 Leadership

Organization

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

No changes.

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.

No new sites.

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

Standard #3 Student and Stakeholder Focus

Complete the following table. Use a maximum of 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. *Key indicators may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.* 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 (Competency)	**Description of Measurement Instrument**	**Areas of Success (results)**	**Analysis and Action Taken (improvement)**	**Results of Action Taken (occurs in the following year)**	**Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
Document your Competencies in this column	Document your assessment instruments in this column	Document your results in this column	Document your improvement actions in this column	Document the results after your improvement is implemented	Place your graph or tables in this column
1.Seventy percent of the current business students and graduates who	Annual Student and Graduate Survey on Curriculum	Business majors indicated a satisfactory rank with their degree program meeting their goals.	No action taken. The performance measure is appropriate and the outcome is satisfactory.		2006: 83% 2007: 80% 2008: 79.4%

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respond to the annual Curriculum Student Survey will indicate a satisfactory rank with their degree program meeting their goals.					2009: 98% 2010: 90% 2011: 93% 2012: 96% *See attached graph for breakdown by degree*
2. Seventy percent of the employers attending & responding to the Annual Job Fair Survey will indicate satisfactory results when hiring business graduates.	Annual Job Fair Survey (began in 2008)	Employers responding indicated satisfactory results when hiring business graduates	Continue to do Annual Job Fair Survey of Employers		2008: 93% 2009: 100% 2010: 100% 2011: 100% 2012: 100%
3. Seventy percent of the employers surveyed by the Business Department will indicate satisfactory results and will employ future business graduates.	Annual internship employer survey and Advisory Board employers (began in 2008)	Responding employers indicated satisfactory results and would employ SUNY Orange business graduates.	Continue to survey employers		2008: 85% 2009: 100% 2010: 100% 2011: 100% 2012: 100%

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.

AS Accounting
Upon Completion of the program, the students will be able to demonstrate knowledge of the accounting cycle, including preparation of financial statements in accordance with GAAP.

AS Business Administration
Students will understand the general nature, structure, resources and operations of organizations.

AAS Accounting
Upon Completion of the program, the students will be able to demonstrate knowledge of the accounting cycle, including preparation of financial statements in accordance with GAAP.

AAS Business Management
Students will integrate management theories and tools in a variety of functional areas within an organization.

AAS Marketing
Students will demonstrate a working knowledge of marketing principles.

AAS Medical Office Assistant
Students will acquire and demonstrate the knowledge and ability to type in correct form medical correspondence, which includes, letters, interoffice memos, forms, reports, tables, and statements.

AAS Office Technologies
Students will acquire and demonstrate the knowledge and ability to type in correct form business correspondence, which includes, letters, interoffice memos, forms, reports, tables, legal documents, and financial statements.

b. **Performance Results**

Complete the following table. Use a maximum of 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 (Competency)	**Description of Measurement Instrument to include** Formative, summative, internal, external, or comparative.	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)**

| AS Accounting Upon Completion of the program, the students will be able to demonstrate knowledge of the accounting cycle, including preparation of financial statements in accordance with GAAP. | 1.Students will complete general ledger project using PASS software in ACC 153.
2.Students will complete financial statement preparation question on exam in ACC 153.
3.Students will complete practice set including set of financial statements in ACC 201. | 1.Students will achieve a grade representing 70% or better on assignment.
2.Students will achieve a grade representing 70% or better on test question.
3.Students will achieve a grade representing 70% or better on assignment. | No action taken. The performance measure is appropriate and the outcome is satisfactory. | Continue to update transferability with coursework | 2006
1. 84.5%
2. 76%
3. 76%

2007
1. 92%
2. 76%
3. 79.4%

2008
1. 85%
2. 79%
3. 75%

2009
1. 91%
2. 65%
3. 70%

2010
1. 91%
2. 65%
3. 80%

2011
1.89%
2.85%
3.81%

2012
1.83%
2.95%
3.75%

(See graphs attached for all.) |

AS Business Administration Students will understand the general nature, structure, resources and operations of organizations.	1. Students will complete a term project in MKT 101 Principles of Marketing. 2. Students will complete case studies or term projects in MGT 201 Principles of Management.	1. Students will achieve a grade of 70% or better on the term Project in MKT 101 Principles of Marketing. 2. Students will achieve a grade of 70% or better on the case studies or term projects in MGT 201 Principles of Management.	No action taken. The performance measure is appropriate and the outcome is satisfactory.	Continue to review transfer opportunities of coursework	2006 1. 84% 2. 81% 2007 1. 82% 2. 83% 2008 1. 82% 2. 76% 2009 1. 88% 2. 81% 2010 1. 80% 2. 80% 2011 1.81% 2.87% 2012 1.82% 2.88%
AAS Accounting Upon Completion of the program, the students will be	Students will complete general ledger project using PASS software in ACC 102	Students will achieve a grade representing 70% or better on assignment.	No action taken. The performance measure is appropriate and the outcome is	Continue to update computers and software	2006 - 80% 2007 - 75% 2008-78.5%

able to demonstrate knowledge of the accounting cycle, including preparation of financial statements in accordance with GAAP.			satisfactory.		2009 - 82% 2010 – 82% 2011 – 93% 2012 – 92%
AAS Business Management Students will integrate management theories and tools in a variety of functional areas within an organization.	1. Students will successfully complete case studies or term projects in MGT 201 Principles of Management. 2. Students will successfully complete case studies or term projects in MGT 205 Human Resource Management.	1. Students will achieve a grade of 70% or better on the case studies or term projects in MGT 201 Principles of Management. 2. Students will achieve a grade of 70% or better on the case studies or term projects in MGT 205 Human Resource Management.	No action taken. The performance measure is appropriate and the outcome is satisfactory.	Continue to update textbooks	2006 1. 81% 2. 90% 2007 1. 83% 2. 80% 2008 1. 76% 2. 88% 2009 1. 81% 2. 92% 2010 1. 80% 2. 83% 2011 1. 87% 2. 85%

					2012 1. 88% 2. 83%
AAS Marketing Students will demonstrate a working knowledge of marketing principles.	1. Students will successfully complete the Term Project in MKT 101 Principles of Marketing. 2. Students will successfully complete the Advertising Project in MKT 201 Principles of Advertising.	1. Students will achieve a grade of 70% or better on the term project in MKT 101 Principles of Marketing. 2. Students will achieve a grade of 70% or better on the advertising project in MKT 201 Principles of Advertising.	No action taken. The performance measure is appropriate and the outcome is satisfactory.	Continue to update textbooks	2006 1. 84% 2. 79% 2007 1. 82% 2. 84% 2008 1. 82% 2. 87.5% 2009 1. 88% 2. 60% 2010 1. 80% 2. 92% 2011 1. 81% 2. 83% 2012 1. 82% 2. 80%
AAS Medical Office Assistant Students will acquire and	Students will complete 80% of all project work in OFT 109 Advanced Computer	Students will achieve 75% or better on the projects including letters, memos,	No action taken. The performance measure is appropriate and	Continue to update computers and software	2006 – 80% 2007 – 90%

demonstrate the knowledge and ability to type in correct form medical correspondence, which includes, letters, interoffice memos, forms, reports, tables, and statements.	Keyboarding and OFT 108 Intermediate Computer Keyboarding.	forms, reports, tables, legal documents, and financial statements.	the outcome is satisfactory.		2008 – 92% 2009 – 87% 2010 – 99% 2011 – 98.5% 2012 – 95%
AAS Office Technologies Students will acquire and demonstrate the knowledge and ability to type in correct form business correspondence, which includes, letters, interoffice memos, forms, reports, tables, legal documents, and financial statements.	Students will complete 80% of all project work in OFT 109 Advanced Computer Keyboarding and OFT 108 Intermediate Computer Keyboarding.	Students will achieve 75% or better on the projects including letters, memos, forms reports, tables, legal documents, and financial statements.	No action taken. The performance measure is appropriate and the outcome is satisfactory.	Continue to update computers and software	2006 – 80% 2007 – 90% 2008 – 92% 2009 – 87% 2010 – 99% 2011 – 98.5% 2012 – 95%

Standard #5 Faculty and Staff Focus

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

Standard 5 - Faculty- and Staff-Focused Results

Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. *Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.*				
		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
(Example) Faculty satisfaction will exceed 80%	Annual faculty satisfaction survey	Exceeded goal however the trend declined in 2011	Held a faculty meeting to discuss issues raised on surveys	Satisfaction increased 1%	
Seventy percent of the business faculty and staff who respond to the annual Business	Annual Business Faculty/Staff Survey for Quality Assurance	The faculty and staff who responded to the Business Faculty/Staff Survey for	No action taken. The performance measure is appropriate and the	Creation of a Center for Teaching and Learning. Also see below	2006 – 97% 2007 – 92% 2008 – 97%

Faculty/Staff Survey for Quality Assurance will "agree" or "strongly agree" with statements on the survey that refer to the satisfaction with their work environment.		Quality Assurance rated their satisfaction to statements on their work environment as satisfactory.	outcome is satisfactory.	for safety additions.	<u>2009</u> – 97% <u>2010</u> – 98% <u>2011</u> – 92% <u>2012</u> – 100%

Faculty Qualifications

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

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

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITIERA • Five Years Work Experience • Teaching Excellence • Professional Certifications	ACBSP QUALIFICATION 1. Master's 2. Doctorate 3. Professional 4. Exception
FT Urmston, Donald	Accounting & Business	BUS 205 Business	MBA – Bus Admin BS – Business	12 years teaching experience in field	1

	Management	Statistics, BUS 203 Business Communications, MKT 101 Marketing, BUS 103 Intro to Business, MKT 204 Problems in Marketing, MGT 203 Entrepreneurship	Administration		
PT Michael King	Business Management	MGT 201 Principles of Management	MBA – Bus Admin BS – Business Administration CPM	2 years teaching experience 30 years professional business experience	1
PT Kristen Koziak	Business Management	BUS 203 Business Communications, BUS 205 Business Statistics	MBA – Management BS- Finance	8 years professional business experience 6 year teaching experience	1

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.

        N/A. No existing accredited degree program has been substantially revised.

        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.

        N/A. No new degree programs have been developed.

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

        N/A. No accredited programs have been terminated.

TABLE 6
CURRICULUM SUMMARY

Name of Major/Program: **Accounting Career**

Total Number of Hours for Degree: 63-64*

List courses appropriate for each area:

A) Professional Component:

Course Title	Areas of Study		Credits
Financial Accounting I	A.		4
Microeconomics	D.		3
Principles of Management	I.		3
Principles of Marketing	F.		3
Math Electives	C.		3
		Area total credit hours	16
		25.4% of total program hours	

B) General Education:

Course Title	Educational Goal Area		Credits
College Composition	A.		3
Writing in the Workplace	A.		3
Natural Science Elective*	F.		3
Social Science Elective	H.		3
Spreadsheets I	G.		1
Spreadsheets II	G.		1
Computer Elective	G.		1
Business Law I	E.		3
Macroeconomics	E.		3
		Area total credit hours	21
		33.3% of total program hours	

C) Business Major:

Course Title			Credits
Financial Accounting II			4
Managerial Accounting			4
Accounting Software Applications			3
Intermediate Accounting I			3
Federal Income Taxes			3
Business Law II			3
Introduction to Business			3
Business Elective			3
		Area total credit hours	26
		41.3% of total program hours	
		Total Program Hours	63

*Natural Science Elective may be either a 3 or 4 credit elective.

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

Standard 6 - Budgetary, Financial, and Market Results

Budgetary, Financial, and Market Performance Results	Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities. Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments. *Key indicators may include: expenditures per business student, business program expenditures as a percentage of budget, annual business unit budget increases or decreases, enrollment increase or decrease of business students, transfer in or out of business students, student credit hour production, or comparative data.*	
	Analysis of Results	
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
The Business areas departmental annual budgets will remain the same or increase.	Departmental budgets	The business areas departmental annual budgets increased.	No action taken. The performance measure is appropriate and the outcome is satisfactory.	Request grants for equipment and software upgrades	2006 $1,356,466 2007 $1,373,572 2008 $1,430,368

					2009 $1,309,822 2010 $1,430,912 2011 $1,876,504 2012 $1,884,863
The Business Department will be allocated sufficient college funds to carry out its mission and pursue it goals.	Departmental expenditures for educational supplies, office supplies, and professional memberships, etc. (ACBSP)	The Business Department received adequate funds for each academic year.	No action taken. The performance measure is appropriate and the outcome is satisfactory.	The amount of funds will be monitored closely by the Department Chair	2010 adequate funding – expenses met 2011 adequate funding – expenses met 2012 adequate funding – expenses met

Standard 6 - Organizational Performance Results

5. Organizational Effectiveness Results		Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. *Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.*			
		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graphs or Tales of Resulting Trends for 3-5 Years (please graph all available data up to five years))**
Seventy percent of the business faculty and staff who respond to the 2006 Business Faculty/Staff Survey for Quality Assurance will "agree" or "strongly agree" with statements on the survey that refer to the satisfaction with the College's	Business Faculty/Staff Survey for Quality Assurance	Faculty and staff who responded to the Business Faculty/Staff Survey for Quality Assurance rated their satisfaction to statements on the College's safety, regulatory, legal, and accreditation requirements as satisfactory.	No action taken. The performance measure is appropriate and the outcome is satisfactory.	Improvement in safety: emergency training, emergency phones, cardiac defibrillator installations and training	2006 – 97% 2007 – 84% 2008 – 94% 2009 – 95% 2010 – 88% 2011 – 92% 2012 – 94%

safety, regulatory, legal and accreditation requirements.				