

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

Overview (O)1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 15th or September 15th.

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: Mott Community College Date 02/15/2013
Address: 1401 East Court Street Flint, Michigan 48503

O 4. Year Accredited: 2007 This Report Covers Years: 2011/2012

O 5. List All Accredited Programs (as they appear in your catalog): Accounting, Business Management, General Business, Business Health Services Management, Marketing Management, Small Business Management, Office Management, International Business (currently bracketed)

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted
N/A

O 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.

Culinary Arts
Cosmetology

We display the ACBSP prominently throughout the offices of the accredited programs, since the two unaccredited programs are housed in separate buildings we don't discuss ACBSP accreditation nor do we advertise this in those buildings. There is no mention of ACBSP accreditation listed on the web-site. This is something we will work to correct over the next year.

O 7. List all campuses that a student can earn a business degree from your institution:
Main Campus Only: 1401 East Court Street Flint, MI 48503

O 8. Person completing report Name: Chuck Hayes – Dean of Business
Phone: (810) 762-0501
E-mail address: chuck.hayes@mcc.edu
ACBSP Champion name: Dr. Amy Fugate – Vice-President of Academic Affairs
ACBSP Co-Champion name: Chuck Hayes – Dean of Business

O 9. Conditions or Notes to be Addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

No conditions or notes were reported in the most recent Board of Commissioner's response to the 2010 Quality Assurance Report, dated May 5, 2011.

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report):

Remove Note:

Remove Condition:

Do not remove note or condition. Explain the progress made in removing the note or condition:

O 10. 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.

College web-site

Standard #1 Leadership

Organization

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

Dr. Robert Loth retired on June 30, 2011 and was replaced by Chuck Hayes as Dean of the Business on July 1, 2011. No other Administrative personnel changes have occurred.

- 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.

N/A

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. 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		<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. <i>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.</i></p> <p><i>Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p>Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.</p> <p>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.</p>			
		Analysis of Results			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	What is your goal? (Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	

<p>Alumni Satisfaction on Education Quality will be at or above average</p>	<p>Annual alumni survey</p>	<p>Three years of positive trend data exceeding goal</p>	<p>NA – Goal was exceeded</p>	<p>NA – Goal was Exceeded</p>	<div data-bbox="1297 248 2007 862" data-label="Figure"> <h3 style="text-align: center;">Education Quality</h3> <table border="1"> <caption>Education Quality Data (Estimated from Chart)</caption> <thead> <tr> <th>Category</th> <th>2009 (%)</th> <th>2010 (%)</th> <th>2011 (%)</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>45</td> <td>30</td> <td>43</td> </tr> <tr> <td>Good</td> <td>55</td> <td>58</td> <td>48</td> </tr> <tr> <td>Average</td> <td>2</td> <td>18</td> <td>19</td> </tr> <tr> <td>Acceptable</td> <td>9</td> <td>3</td> <td>3</td> </tr> <tr> <td>Poor</td> <td>3</td> <td>5</td> <td>2</td> </tr> </tbody> </table> </div>	Category	2009 (%)	2010 (%)	2011 (%)	Excellent	45	30	43	Good	55	58	48	Average	2	18	19	Acceptable	9	3	3	Poor	3	5	2
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<p>Total student credit hours generated is overall increasing since 2009 and remaining fairly constant with only slight declines in some areas</p>	<p>Student Credit Hours Generated</p>	<p>Three Years of positive trend data.</p>	<p>NA – We see consistencies in the Business Division with increased enrollment from 2009 to 2010 & slight corrections in 2011 & 2012</p>	<p>NA – We will continue to monitor this trend into 2013 – 2014 to measure consistency with Mott Community College’s overall enrollment and national trends</p>	<div data-bbox="1283 128 2026 693"> <h3 style="text-align: center;">Total Student Credit Hours Generated</h3> <table border="1"> <caption>Total Student Credit Hours Generated (Estimated)</caption> <thead> <tr> <th>Department</th> <th>FY 2009</th> <th>FY 2010</th> <th>FY 2011</th> <th>FY 2012</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>3,000</td> <td>4,500</td> <td>4,500</td> <td>4,500</td> </tr> <tr> <td>General Business</td> <td>7,000</td> <td>8,000</td> <td>7,500</td> <td>7,500</td> </tr> <tr> <td>Management</td> <td>7,000</td> <td>8,500</td> <td>7,500</td> <td>7,500</td> </tr> <tr> <td>Marketing</td> <td>1,000</td> <td>1,000</td> <td>1,000</td> <td>1,000</td> </tr> <tr> <td>Medical Practice</td> <td>1,000</td> <td>1,000</td> <td>1,000</td> <td>1,000</td> </tr> <tr> <td>Management Office</td> <td>1,000</td> <td>1,000</td> <td>1,000</td> <td>1,000</td> </tr> <tr> <td>Information Systems</td> <td>1,000</td> <td>1,000</td> <td>1,000</td> <td>1,000</td> </tr> </tbody> </table> </div>	Department	FY 2009	FY 2010	FY 2011	FY 2012	Accounting	3,000	4,500	4,500	4,500	General Business	7,000	8,000	7,500	7,500	Management	7,000	8,500	7,500	7,500	Marketing	1,000	1,000	1,000	1,000	Medical Practice	1,000	1,000	1,000	1,000	Management Office	1,000	1,000	1,000	1,000	Information Systems	1,000	1,000	1,000	1,000
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<p>Employment rates for students after graduation should remain relatively consistent</p>	<p>Survey data from graduate follow-up survey.</p>	<p>Three years of data 2009 - 2011</p>	<p>We learned that approximately 60-70% of our graduates are employed or not seeking employment. We would like to know how many of them are furthering their education beyond their degree at MCC.</p>	<p>Discuss the possibility of adding another selection of “furthering education” to the post-graduate survey given to graduates.</p>	<table border="1"> <thead> <tr> <th data-bbox="1291 170 1612 203">Employment Information:</th> <th data-bbox="1612 170 1707 203">2009</th> <th data-bbox="1707 170 1801 203">2010</th> <th data-bbox="1801 170 1896 203">2011</th> <th data-bbox="1896 170 1995 203">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="1291 203 1612 235">Employed</td> <td data-bbox="1612 203 1707 235">21</td> <td data-bbox="1707 203 1801 235">27</td> <td data-bbox="1801 203 1896 235">21</td> <td data-bbox="1896 203 1995 235">69</td> </tr> <tr> <td data-bbox="1291 235 1612 267">Unemployed</td> <td data-bbox="1612 235 1707 267">10</td> <td data-bbox="1707 235 1801 267">12</td> <td data-bbox="1801 235 1896 267">13</td> <td data-bbox="1896 235 1995 267">35</td> </tr> <tr> <td data-bbox="1291 267 1612 300">Not Seeking Employment</td> <td data-bbox="1612 267 1707 300">1</td> <td data-bbox="1707 267 1801 300">0</td> <td data-bbox="1801 267 1896 300">1</td> <td data-bbox="1896 267 1995 300">2</td> </tr> <tr> <td data-bbox="1291 341 1612 373">% Employed</td> <td data-bbox="1612 341 1707 373">65.6%</td> <td data-bbox="1707 341 1801 373">69.2%</td> <td data-bbox="1801 341 1896 373">60.0%</td> <td data-bbox="1896 341 1995 373">65.1%</td> </tr> <tr> <td data-bbox="1291 373 1612 406">% Not Employed</td> <td data-bbox="1612 373 1707 406">31.3%</td> <td data-bbox="1707 373 1801 406">30.8%</td> <td data-bbox="1801 373 1896 406">37.1%</td> <td data-bbox="1896 373 1995 406">33.0%</td> </tr> <tr> <td data-bbox="1291 406 1612 438">% Not Seeking Employment</td> <td data-bbox="1612 406 1707 438">3.1%</td> <td data-bbox="1707 406 1801 438">0.0%</td> <td data-bbox="1801 406 1896 438">2.9%</td> <td data-bbox="1896 406 1995 438">1.9%</td> </tr> </tbody> </table>	Employment Information:	2009	2010	2011	Total	Employed	21	27	21	69	Unemployed	10	12	13	35	Not Seeking Employment	1	0	1	2	% Employed	65.6%	69.2%	60.0%	65.1%	% Not Employed	31.3%	30.8%	37.1%	33.0%	% Not Seeking Employment	3.1%	0.0%	2.9%	1.9%
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<p>Graduates response to their employment expectations after their graduation will be a combined total of 75% or higher with the response of “better than expected” and “about as expected”.</p>	<p>Survey data from graduate follow-up survey.</p>	<p>Three years of positive data showing that we are meeting this benchmark .</p>	<p>We learned that our students are finding that their employment expectations are better or as good as they are expecting after graduating with a degree from one of our programs.</p>	<p>NA – Goal was met</p>	<table border="1"> <thead> <tr> <th data-bbox="1291 167 1583 199">Employment Expectations</th> <th data-bbox="1583 167 1661 199">2009</th> <th data-bbox="1661 167 1738 199">2010</th> <th data-bbox="1738 167 1816 199">2011</th> <th data-bbox="1816 167 2003 199">% Respondents</th> </tr> </thead> <tbody> <tr> <td data-bbox="1291 232 1583 264">Better than expected</td> <td data-bbox="1583 232 1661 264">20</td> <td data-bbox="1661 232 1738 264">14</td> <td data-bbox="1738 232 1816 264">47</td> <td data-bbox="1816 232 2003 264">38.2%</td> </tr> <tr> <td data-bbox="1291 264 1583 297">About as expected</td> <td data-bbox="1583 264 1661 297">15</td> <td data-bbox="1661 264 1738 297">19</td> <td data-bbox="1738 264 1816 297">47</td> <td data-bbox="1816 264 2003 297">38.2%</td> </tr> <tr> <td data-bbox="1291 297 1583 329">Not as good as expected</td> <td data-bbox="1583 297 1661 329">8</td> <td data-bbox="1661 297 1738 329">12</td> <td data-bbox="1738 297 1816 329">29</td> <td data-bbox="1816 297 2003 329">23.6%</td> </tr> </tbody> </table>	Employment Expectations	2009	2010	2011	% Respondents	Better than expected	20	14	47	38.2%	About as expected	15	19	47	38.2%	Not as good as expected	8	12	29	23.6%
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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.

AAS
AS

AS Accounting, etc.

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)		<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>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.</p>			
		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process?	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	

	Grades should not be used (Indicate length of cycle)			next step?																			
Success rates Traditional and DL classes will be at 70% (passing) or higher	Comparative across all courses	Trend is negative for DL the last four cycles.	DL courses require evaluation to see why success rates are so low as compared to traditional courses.	DL courses in most of the programs are being reviewed to provide a higher success rate for students.	<p style="text-align: center;">Comparison of DL and Traditional Grade 2.0 or Better</p> <table border="1"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>Aggregate</th> </tr> </thead> <tbody> <tr> <td>DL Success</td> <td>61.4%</td> <td>56.8%</td> <td>58.7%</td> <td>54.7%</td> <td>57.7%</td> </tr> <tr> <td>Trad Success</td> <td>70.6%</td> <td>69.8%</td> <td>69.3%</td> <td>68.5%</td> <td>69.6%</td> </tr> </tbody> </table>		2009	2010	2011	2012	Aggregate	DL Success	61.4%	56.8%	58.7%	54.7%	57.7%	Trad Success	70.6%	69.8%	69.3%	68.5%	69.6%
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Students will gain a 70% or higher awareness of citizenship in each program. Citizenship is an important skill in for the business professional	Formative, External assessment	Most programs are meeting the 70% rate or higher.	There are 2 programs (MKTG and SBM) that are not meeting this criterion.	Evaluate these programs to ensure citizenship is included.	Academic Program		Citizenship Pass Rate
					ACTG	71.9%	
					BHSR	75.0%	
					BUSN	70.0%	
					MGMT	84.2%	
					MKTG	50.0%	
					OISE	100.0%	
					SBM	0.0%	

<p>Students will gain a 70% or higher awareness of Critical Thinking in each program. Critical Thinking is very important for students in both courses and in their working environment.</p>	<p>Formative, External assessment</p>	<p>Most programs are meeting the 70% rate or higher.</p>	<p>There is only 2 programs (SBM & OISE) that is not meeting this criterion.</p>	<p>Evaluation of these programs to ensure citizenship is included.</p>	<table border="1"> <thead> <tr> <th>Academic Program</th> <th>Critical Thinking Pass Rate</th> </tr> </thead> <tbody> <tr> <td>ACTG</td> <td>81.3%</td> </tr> <tr> <td>BHSR</td> <td>75.0%</td> </tr> <tr> <td>BUSN</td> <td>80.0%</td> </tr> <tr> <td>MGMT</td> <td>76.3%</td> </tr> <tr> <td>MKTG</td> <td>75.0%</td> </tr> <tr> <td>OISE</td> <td>50.0%</td> </tr> <tr> <td>SBM</td> <td>0.0%</td> </tr> </tbody> </table>		Academic Program	Critical Thinking Pass Rate	ACTG	81.3%	BHSR	75.0%	BUSN	80.0%	MGMT	76.3%	MKTG	75.0%	OISE	50.0%	SBM	0.0%
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Students will gain a 70% or higher awareness of Global Awareness in each program.	Formative, External assessment	None of our programs are meeting the criteria.	.No programs are currently meeting this objective.	Evaluate these programs to ensure Global Awareness is included. Study other curriculum divisions to explore how this is being promoted throughout the College.	Academic Program		Global Awareness Pass Rate
					ACTG	46.9%	
					BHSR	25.0%	
					BUSN	50.0%	
					MGMT	55.3%	
					MKTG	25.0%	
					OISE	50.0%	
					SBM	0.0%	

<p>Students will obtain an average score of 40% or higher on the Comprehensive CPC Exam (Peregrine Academic Services) as Outbound students.</p>	<p>Formative, External, Summative, Assessment</p>	<p>Based on only one year of data for Outbound students, we are meeting the criteria.</p>	<p>NA – criteria is currently being met at a minimal level.</p>	<p>Work with Peregrine Academic Services to ensure we are developing an assessment that is achieving maximum assessment capabilities.</p>	<table border="1"> <thead> <tr> <th></th> <th>Inbound</th> <th>Outbound</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>35</td> <td>NA</td> </tr> <tr> <td>2012</td> <td>42</td> <td>42</td> </tr> </tbody> </table>		Inbound	Outbound	2011	35	NA	2012	42	42
	Inbound	Outbound												
2011	35	NA												
2012	42	42												

<p>Accounting Students will obtain an average score of 40% or higher on the Comprehensive CPS Exam (Peregrine Academic Services) for their specific area as Outbound students.</p>	<p>Formative, External, Summative, Assessment</p>	<p>Based on only one year of data for Outbound students, we are meeting the criteria.</p>	<p>We learned that accounting students are taking marketing as part of this comprehensive assessment but are not required to take Marketing in their program.</p>	<p>Review program curriculum to see if objectives can be met or revised. Comprehensive exam to see if marketing objectives are necessary in comprehensive exam.</p>	<table border="1"> <tr> <td data-bbox="1302 126 1360 357"></td> <td data-bbox="1360 126 1512 357" style="background-color: #4F81BD; color: white; text-align: center; vertical-align: middle;">Management</td> <td data-bbox="1512 126 1606 357" style="background-color: #4F81BD; color: white; text-align: center; vertical-align: middle;">Accounting</td> <td data-bbox="1606 126 1753 357" style="background-color: #4F81BD; color: white; text-align: center; vertical-align: middle;">Legal Environment of Business</td> <td data-bbox="1753 126 1816 357" style="background-color: #4F81BD; color: white; text-align: center; vertical-align: middle;">Marketing</td> </tr> <tr> <td data-bbox="1302 357 1360 406" style="text-align: center;">Outbound - By Program 2012</td> <td data-bbox="1360 357 1512 406" style="text-align: center;">41</td> <td data-bbox="1512 357 1606 406" style="text-align: center;">49</td> <td data-bbox="1606 357 1753 406" style="text-align: center;">55</td> <td data-bbox="1753 357 1816 406" style="text-align: center;">26</td> </tr> </table>		Management	Accounting	Legal Environment of Business	Marketing	Outbound - By Program 2012	41	49	55	26
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<p>Business Management Students will obtain an average score of 40% or higher on the Comprehensive CPS Exam (Peregrine Academic Services) for their specific area as Outbound students.</p>	<p>Formative, External, Summative, Assessment</p>	<p>Based on only one year of data for Outbound students, we are meeting the criteria in all but one program area.</p>	<p>Marketing is the weakest area throughout the assessment programs in all categories.</p>	<p>Work with Marketing Faculty to determine what can be done about low assessment results in each of the assessed categories.</p>	<table border="1"> <tr> <td data-bbox="1310 172 1360 358"></td> <td data-bbox="1360 172 1514 358">Management</td> <td data-bbox="1514 172 1608 358">Accounting</td> <td data-bbox="1608 172 1766 358">Legal Environment of Business</td> <td data-bbox="1766 172 1816 358">Marketing</td> </tr> <tr> <td data-bbox="1310 358 1360 399"> <p>Outbound - By Program 2002</p> </td> <td data-bbox="1360 358 1514 399"> <p>Management</p> </td> <td data-bbox="1514 358 1608 399"> <p>46</p> </td> <td data-bbox="1608 358 1766 399"> <p>44</p> </td> <td data-bbox="1766 358 1816 399"> <p>50</p> </td> </tr> <tr> <td data-bbox="1310 399 1360 440"></td> <td data-bbox="1360 399 1514 440"></td> <td data-bbox="1514 399 1608 440"> <p>26</p> </td> <td data-bbox="1608 399 1766 440"></td> <td data-bbox="1766 399 1816 440"></td> </tr> </table>		Management	Accounting	Legal Environment of Business	Marketing	<p>Outbound - By Program 2002</p>	<p>Management</p>	<p>46</p>	<p>44</p>	<p>50</p>			<p>26</p>		
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<p>Outbound - By Program 2002</p>	<p>Management</p>	<p>46</p>	<p>44</p>	<p>50</p>																
		<p>26</p>																		

<p>Business Office Management Students will obtain an average score of 40% or higher on the Comprehensive CPS Exam (Peregrine Academic Services) for their specific area as Outbound students.</p>	<p>Formative, External, Summative, Assessment</p>	<p>Based on only one year of data for Outbound students, we are meeting the criteria.</p>	<p>Marketing is the weakest area throughout the assessment programs in all categories.</p>	<p>Work with Marketing Faculty to determine what will be done about low assessment results in each of the assessed categories.</p>	<table border="1"> <tr> <td data-bbox="1312 133 1360 321"></td> <td data-bbox="1369 133 1507 321" style="background-color: #4F81BD; color: white; text-align: center; vertical-align: middle;">Management</td> <td data-bbox="1516 133 1612 321" style="background-color: #4F81BD; color: white; text-align: center; vertical-align: middle;">Accounting</td> <td data-bbox="1621 133 1780 321" style="background-color: #4F81BD; color: white; text-align: center; vertical-align: middle;">Legal Environment of Business</td> <td data-bbox="1789 133 1816 321" style="background-color: #4F81BD; color: white; text-align: center; vertical-align: middle;">Marketing</td> </tr> <tr> <td data-bbox="1312 321 1360 1127" style="text-align: center; vertical-align: middle;">Outbound - By Program 2012</td> <td data-bbox="1369 321 1507 1127"></td> <td data-bbox="1516 321 1612 1127"></td> <td data-bbox="1621 321 1780 1127"></td> <td data-bbox="1789 321 1816 1127"></td> </tr> <tr> <td data-bbox="1312 360 1360 1127" style="text-align: center; vertical-align: middle;">Business Office Management</td> <td data-bbox="1369 360 1507 1127" style="text-align: center; vertical-align: middle;">48</td> <td data-bbox="1516 360 1612 1127" style="text-align: center; vertical-align: middle;">45</td> <td data-bbox="1621 360 1780 1127" style="text-align: center; vertical-align: middle;">45</td> <td data-bbox="1789 360 1816 1127" style="text-align: center; vertical-align: middle;">28</td> </tr> </table>		Management	Accounting	Legal Environment of Business	Marketing	Outbound - By Program 2012					Business Office Management	48	45	45	28
	Management	Accounting	Legal Environment of Business	Marketing																
Outbound - By Program 2012																				
Business Office Management	48	45	45	28																

<p>General Business Students will obtain an average score of 40% or higher on the Comprehensive CPS Exam (Peregrine Academic Services) for their specific area as Outbound students.</p>	<p>Formative, External, Summative, Assessment</p>	<p>Based on only one year of data for Outbound students, we are meeting the criteria.</p>	<p>Marketing is the weakest area throughout the assessment programs in all categories.</p>	<p>Work with Marketing Faculty to determine what can be done about low assessment results in each of the assessed categories.</p>	<table border="1"> <tr> <td data-bbox="1312 170 1360 358"></td> <td data-bbox="1360 170 1514 358">Management</td> <td data-bbox="1514 170 1612 358">Accounting</td> <td data-bbox="1612 170 1766 358">Legal Environment of Business</td> <td data-bbox="1766 170 1814 358">Marketing</td> </tr> <tr> <td data-bbox="1312 358 1360 488"> <p>Outbound - By Program 2012</p> </td> <td data-bbox="1360 358 1514 488">53</td> <td data-bbox="1514 358 1612 488">45</td> <td data-bbox="1612 358 1766 488">53</td> <td data-bbox="1766 358 1814 488">29</td> </tr> <tr> <td data-bbox="1312 488 1360 1060"> <p>General Business</p> </td> <td colspan="4"></td> </tr> </table>		Management	Accounting	Legal Environment of Business	Marketing	<p>Outbound - By Program 2012</p>	53	45	53	29	<p>General Business</p>				
	Management	Accounting	Legal Environment of Business	Marketing																
<p>Outbound - By Program 2012</p>	53	45	53	29																
<p>General Business</p>																				

<p>Marketing Students will obtain an average score of 40% or higher on the Comprehensive CPS Exam (Peregrine Academic Services) for their specific area as Outbound students.</p>	<p>Formative, External, Summative, Assessment</p>	<p>Based on only one year of data for Outbound students, we are not meeting the criteria.</p>	<p>Marketing is the weakest area throughout the assessment programs in all categories.</p>	<p>Work with Marketing Faculty to determine what can be done about low assessment results in each of the assessed categories.</p>	<table border="1"> <tr> <td data-bbox="1312 170 1360 358"></td> <td data-bbox="1360 170 1514 358">Management</td> <td data-bbox="1514 170 1612 358">Accounting</td> <td data-bbox="1612 170 1766 358">Legal Environment of Business</td> <td data-bbox="1766 170 1816 358">Marketing</td> </tr> <tr> <td data-bbox="1312 358 1360 488"> <p>Outbound - By Program 2002</p> </td> <td data-bbox="1360 358 1514 488">46</td> <td data-bbox="1514 358 1612 488">47</td> <td data-bbox="1612 358 1766 488">52</td> <td data-bbox="1766 358 1816 488">28</td> </tr> </table>		Management	Accounting	Legal Environment of Business	Marketing	<p>Outbound - By Program 2002</p>	46	47	52	28
	Management	Accounting	Legal Environment of Business	Marketing											
<p>Outbound - By Program 2002</p>	46	47	52	28											

<p>Small Business Management Students will obtain an average score of 40% or higher on the Comprehensive CPS Exam (Peregrine Academic Services) for their specific area as Outbound students.</p>	<p>Formative, External, Summative, Assessment</p>	<p>Based on only one year of data for Outbound students, we are not meeting the criteria.</p>	<p>Marketing is the weakest area throughout the assessment programs in all categories.</p>	<p>Work with Marketing Faculty to determine what can be done about low assessment results in each of the assessed categories.</p>	<table border="1"> <thead> <tr> <th data-bbox="1304 168 1535 358">Outbound - By Program 2012</th> <th data-bbox="1535 168 1703 358">Management</th> <th data-bbox="1703 168 1787 358">Accounting</th> <th data-bbox="1787 168 1934 358">Legal Environment of Business</th> <th data-bbox="1934 168 2028 358">Marketing</th> </tr> </thead> <tbody> <tr> <td data-bbox="1304 358 1535 488">Small Business Management</td> <td data-bbox="1535 358 1703 488">38</td> <td data-bbox="1703 358 1787 488">39</td> <td data-bbox="1787 358 1934 488">46</td> <td data-bbox="1934 358 2028 488">25</td> </tr> </tbody> </table>	Outbound - By Program 2012	Management	Accounting	Legal Environment of Business	Marketing	Small Business Management	38	39	46	25
Outbound - By Program 2012	Management	Accounting	Legal Environment of Business	Marketing											
Small Business Management	38	39	46	25											

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		<p>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.</p> <p><i>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.</i></p>			
		Analysis of Results			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	(3-5 data points preferred)
What is your goal?					

<p>Utilize as many full-time faculty as possible to teach courses to provide consistency in student's education.</p>	<p>Four-year data of the percent of credit hours taught by full-time faculty.</p>	<p>Some programs have 100% of full-time faculty teaching their courses. After peak enrollment years, percentage has maintained from base year as the percentage of courses taught by full-time faculty.</p>	<p>NA – Criteria is being met. Mott Community College does a good job of using its full time faculty to deliver curriculum.</p>	<p>NA – Criteria is being met. This will be more evident in standard #6 when a decline in enrollment is seen. MCC has reduced the number of sections being offered by part time faculty not full time.</p>	<div data-bbox="1304 131 2011 922" data-label="Figure"> <h3 style="text-align: center;">Percent of Credit Hours Taught Full-time Faculty</h3> <table border="1"> <caption>Percent of Student Credit Hours Taught Full-time Faculty</caption> <thead> <tr> <th>Program</th> <th>2009/2</th> <th>2010/2</th> <th>2011/2</th> <th>2012/2</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>100.0%</td> <td>80.0%</td> <td>80.0%</td> <td>85.0%</td> </tr> <tr> <td>Business Health Services Management</td> <td>65.0%</td> <td>55.0%</td> <td>45.0%</td> <td>45.0%</td> </tr> <tr> <td>General Business</td> <td>45.0%</td> <td>45.0%</td> <td>45.0%</td> <td>45.0%</td> </tr> <tr> <td>Business Management</td> <td>65.0%</td> <td>55.0%</td> <td>65.0%</td> <td>55.0%</td> </tr> <tr> <td>Marketing</td> <td>75.0%</td> <td>100.0%</td> <td>100.0%</td> <td>65.0%</td> </tr> <tr> <td>Business Office Management</td> <td>45.0%</td> <td>55.0%</td> <td>55.0%</td> <td>55.0%</td> </tr> </tbody> </table> </div>	Program	2009/2	2010/2	2011/2	2012/2	Accounting	100.0%	80.0%	80.0%	85.0%	Business Health Services Management	65.0%	55.0%	45.0%	45.0%	General Business	45.0%	45.0%	45.0%	45.0%	Business Management	65.0%	55.0%	65.0%	55.0%	Marketing	75.0%	100.0%	100.0%	65.0%	Business Office Management	45.0%	55.0%	55.0%	55.0%
Program	2009/2	2010/2	2011/2	2012/2																																				
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<p>Sustain long-term full-time faculty employment to maintain quality programs for students.</p>	<p>Faculty turnover rates.</p>	<p>No turnover of full-time faculty in the past 3 years in the accredited programs.</p>	<p>NA</p>	<p>NA</p>	<p>2009 – 15 Full-time Faculty 2010 – 15 Full-time Faculty 2011 – 15 Full-time Faculty 2012 – 13 Full-time Faculty one retirement of full-time Business Office Management Instructor. (one retirement in a non-accredited program, Culinary)</p>
<p>Faculty will maintain membership on committees both on campus and within the community.</p>	<p>Committee attendance, meeting reports, faculty satisfaction with community and organizational involvement.</p>	<p>Most full-time faculty are involved in at least 1 or more of the committee on campus. Some faculty are involved in committee outside the campus environment.</p>	<p>Faculty are satisfied with their involvement with campus and community activities.</p>	<p>NA</p>	<p>8 Full-Time Faculty are on 9 different college committees. 3 Full-Time Faculty are on community groups such as a tax coalition group that utilizes students to provide free tax services to low income residents in the community, a community-wide leadership group, and high-school advisory boards.</p>

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,** in accordance with Criterion 5.2 in the Standards and Criteria.

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 SPECIFIC QUALIFICATIONS <input type="checkbox"/> Five Years Work Experience <input type="checkbox"/> Teaching Excellence <input type="checkbox"/> Professional Certifications	ACBSP QUALIFICATION 1. Master's 2. Doctorate 3. Professional 4. Exception
Anderson-LeFlore, Martha	<ul style="list-style-type: none"> ✓ Part – Time ✓ General Business ✓ Human Resource Mgmt ✓ Leadership ✓ Organizational Behavior 	✓ Intro to Business	<ul style="list-style-type: none"> ✓ BBA – Marketing (Northwood University) ✓ MBA – Business (University of Phoenix) ✓ Post-Master Certification in Education/ College Teaching (Capella University) 	<ul style="list-style-type: none"> ✓ 18 Graduate Cr hrs in Education ✓ Five Years work experience in Finance/ Accounts Payable ✓ Five Years work experience in HRM and Cultural Diversity Training 	<ul style="list-style-type: none"> ✓ Master in Business Administration ✓ Post-Master Certificate in Education / College Teaching

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.

No substantial revisions have taken place since the last QA

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.

Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs) and the outcomes assessment process to ACBSP.

No new programs have been added since the last QA

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

Note: if you do not have any new or revised programs **you do not need to complete Table 6 Curriculum Summary.**

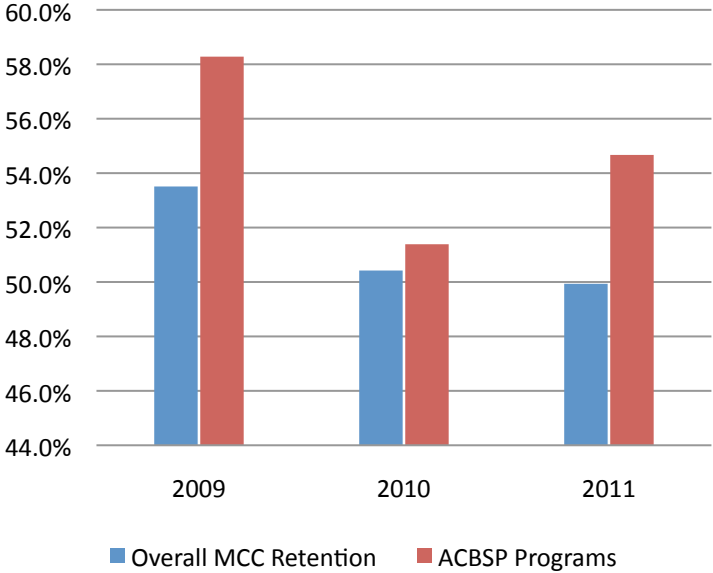
No programs have been terminated since the last QA

Complete table 6.1. 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 6.1 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. <i>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.</i>			
		Analysis of Results			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends
Measurable goal		What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	(3-5 data points preferred)
What is your goal?	(Indicate length of cycle)				

Increase program graduation rates across all programs.	Program graduation rates as reported per MCC institutional research data.	Three of our programs have increased/maintained the # of graduates.	Four of our programs have decreased the # of graduates. It is believed this is a shift in student demands of programs for Baccalaureate transfer or employment reasons.	Between 2009 – 2011 MCC saw an increased graduation rate & only a slight decrease in 2012, which reflects the decrease in enrollment shown on the last page of this report.	Count of Awards (Certificates & AS)	FY 2009	FY 2010	FY 2011	FY 2012	Total
					Accounting	4	16	24	25	69
					Business Health Services Management	1	3	10	10	24
					Business Management	33	61	60	71	225
					Business Office Management	5	10	7	4	26
					General Business	27	26	22	15	90
					Marketing	15	9	15	6	45
					Small Business Management	6	12	6	4	28
					Total	91	137	144	135	

<p>Increase ACBSP program student retention, rather than allowing it to decrease over the next 2-3 years.</p>	<p>Retention rates as reported by MCC institutional research data.</p>	<p>Trend shows that overall MCC retention rates have decreased. Our program retention rates are significantly higher (2009 and 2011) than the overall MCC retention rates.</p>	<p>This graph was not available by division and college-wide data only is available.</p>	<p>MCC has created a retention committee to explore how to reverse this trend college-wide.</p>	<div data-bbox="1360 167 1877 261" data-label="Caption"> <p>Year to Next Year Student Retention</p> </div>  <table border="1" data-bbox="1268 293 1976 862"> <thead> <tr> <th>Year</th> <th>Overall MCC Retention</th> <th>ACBSP Programs</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>53.5%</td> <td>58.5%</td> </tr> <tr> <td>2010</td> <td>50.5%</td> <td>51.5%</td> </tr> <tr> <td>2011</td> <td>50.0%</td> <td>54.5%</td> </tr> </tbody> </table>	Year	Overall MCC Retention	ACBSP Programs	2009	53.5%	58.5%	2010	50.5%	51.5%	2011	50.0%	54.5%
Year	Overall MCC Retention	ACBSP Programs															
2009	53.5%	58.5%															
2010	50.5%	51.5%															
2011	50.0%	54.5%															

<p>Maintain (or increase) student headcount each year in declared programs.</p>	<p>Four years of student headcount data</p>	<p>Trend shows that there was a considerable increase from 2009 to 2010, an increase between 2010 and 2011 and a slight decrease from 2011 to 2012.</p>	<p>This coordinates with overall college trend of spike in enrollment from 2009 to 2010, continued increase from 2010 to 2011 and decrease from 2011 to 2012.</p>	<p>In our declared programs the decrease was .5% from 2011 to 2012. The college's overall headcount decrease was 11%. Overall from 2009 we have increased our headcount by 5.8%. Continue to market our programs to students.</p>
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