



## ACBSP QA REPORT, SEPTEMBER 15, 2016

As part of the Inver Hills Business and Accounting Departments' efforts to continuously improve, we report our quality improvement efforts every two years to our accrediting body, ACBSP, [www.acbsp.org](http://www.acbsp.org). If you have questions regarding this report, or our accreditation efforts, please contact Don Cassidy, Inver Hills Business Faculty and ACBSP accreditation champion at [dcassid@inverhills.edu](mailto:dcassid@inverhills.edu)

## **I. Institutional Information**

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O 4. List all accredited programs (as they appear in your catalog).

A.S., Accounting  
A.S. Contemporary Business  
A.A.S. Contemporary Business Practice

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.

A.S. International Business

O 5. 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.

A.S. International Business. An explanation of the accreditation status of the A.S. in International Business is provided at [List website address, from the Business Department website]

O 6. List all campuses where a student can earn a business degree from your institution.

Main Campus: 2500 80th Street East, Inver Grove Heights, MN 55076  
St. Paul location (through partnership with College of St. Scholastica): 340 Cedar Avenue, St. Paul, MN 55101

O 7. Person completing report:

Name: Don Cassidy

Phone: 651-450-3557

Email address: dcassid@inverhills.edu

ACBSP Champion name: Don Cassidy

ACBSP Co-Champion name: Anthony Copa

## **II. Status Report on Conditions and Notes**

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We do not have any conditions or notes tied to our ACBSP accreditation status.

### **III. Public Information**

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A copy of the 2016 QA Report is available at <https://www.inverhills.edu/DegreesAndPrograms/Business/ACBSP/index.aspx>

Included within this document are tables which overview key performance metrics such as graduation rates and percent of students continuing education and/or securing employment directly related to their business or accounting degree.

#### **1 – Standard 1 Leadership**

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

Inver Hills response: A new dean has been assigned to the Business Department.

Stephen L. Strom, Ph.D.  
Dean of Science, Technology, Engineering & Mathematics (STEM), Business and Public Policy

#### **2 – Standard 2 Strategic Planning**

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ACBSP: You do not have to respond to Standard #2 Strategic Planning if you do not have any notes or conditions in this standards.

Inver Hills response: We do not have any notes or conditions, and therefore a response isn't necessary.

#### **3 – Student and Stakeholder Focus**

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ACBSP: Complete the table for Standard 3 - Student- and Stakeholder-Focused Results. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process in your QA report.

Inver Hills response: The table for Standard 3, Student and Stakeholder Focus, has been completed.

**TABLE 1: Student and Stakeholder Focused Results (Standard 3)**

- Student, stakeholder, and market focused results examine how well your business unit satisfies students and stakeholders key needs and expectations.

- Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

**Performance Measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, internship feedback, etc.**

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

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

- Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to

- 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**

|  | <b>What is your measurement instrument or process? (indicate length of cycle)</b>  | <b>Current Results: What are your current results?</b>                        | <b>Analysis of Results: What did you learn from your results?</b>  | <b>Action Taken or Improvement Made: What did you improve or what is your next step?</b>   | <b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>   | <b>Data Point 1 (year or semester)</b> | <b>Data Point 2 (year or semester)</b> | <b>Data Point 3 (year or semester)</b> |         |                  |      |      |      |                |      |      |      |                  |      |     |     |  |  |  |
|--|--|---|--|--|---|--|--|--|---------|------------------|------|------|------|----------------|------|------|------|------------------|------|-----|-----|--|--|--|
| The goal is for 90% of Business or Accounting graduates to either be working in a Business or Accounting field or transfer into a 4-year business or accounting program within one year of graduating from IHCC. | Alumni surveys conducted by MNSCU, which is the governing body for the college. (www.mnscu.edu). The survey is GRFP (Graduate Follow-up). It is an annual survey of those who have graduated from a MNSCU program within one year. The Inver Hills Institution file, "ACCT BUS GRFU Responses.pdf" has been uploaded to the evidence file. | Most recent reported results show Business and Accounting reached 90% goal.   | A high percentage of those who graduate with an IHCC Business or Accounting degree are well positioned to seek employment and/or continue education.                               | Continue efforts to keep the curriculum current, and also incorporate the Minnesota Transfer Curriculum to help ease the pathway for IHCC students wishing to transfer to a 4-year MNSCU school.   | <p><b>Percent of Graduates By Degree Working or Continuing Education Within One Year After Graduation</b></p> <table border="1"> <thead> <tr> <th>Program</th> <th>FY 2012</th> <th>FY 2013</th> <th>FY 2014</th> </tr> </thead> <tbody> <tr> <td>Accounting, A.S.</td> <td>85.7</td> <td>94.7</td> <td>90.3</td> </tr> <tr> <td>Business, A.S.</td> <td>92.6</td> <td>77.3</td> <td>95.8</td> </tr> <tr> <td>Business, A.S.S.</td> <td>83.3</td> <td>100</td> <td>100</td> </tr> </tbody> </table> | Program                                | FY 2012                                | FY 2013                                | FY 2014 | Accounting, A.S. | 85.7 | 94.7 | 90.3 | Business, A.S. | 92.6 | 77.3 | 95.8 | Business, A.S.S. | 83.3 | 100 | 100 |  |  |  |
| Program  | FY 2012  | FY 2013   | FY 2014  |  |   |  |  |  |         |                  |      |      |      |                |      |      |      |                  |      |     |     |  |  |  |
| Accounting, A.S.   | 85.7   | 94.7  | 90.3   |  |   |  |  |  |         |                  |      |      |      |                |      |      |      |                  |      |     |     |  |  |  |
| Business, A.S.   | 92.6   | 77.3  | 95.8   |  |   |  |  |  |         |                  |      |      |      |                |      |      |      |                  |      |     |     |  |  |  |
| Business, A.S.S.   | 83.3   | 100   | 100  |  |   |  |  |  |         |                  |      |      |      |                |      |      |      |                  |      |     |     |  |  |  |
| Display a personal interest in students and their learning. The goal is to attain a minimum 4.0 , with 1 meaning "hardly ever" and 5 "almost always."  | The college contracts with Idea (www.ideaedu.org) for assessment of courses. All courses are assessed in the Business/Accounting Programs.   | Results show faculty have a personal interest in students and their learning. | Meet goal. However, trends show Fall students often don't have as strong of feelings towards faculty showing a personal interest in them and their learning as Spring students do. | This year we are reaching out to business/accounting students with a department-sponsored Student Success Day event during September, which we believe will help connect students with faculty during the fall semester. Also, we are encouraging more students to participate in DECA during the first few weeks of the fall semester as this club provides direct access to faculty in an "outside the classroom" environment. |   | <b>Spring 2014 = 4.43</b>              | <b>Fall 2015= 4.14</b>                 | <b>Spring 2015= 4.22</b>               |         |                  |      |      |      |                |      |      |      |                  |      |     |     |  |  |  |

|  |   |   |  |  |  |
|--|---|---|--|--|--|
| <p>The goal is to have an engaged advisory board which provides valuable input to the Business/Accounting Departments.</p> | <p>The college surveys advisory board members on an annual basis.</p> | <p>The Academic Year 15-16 Advisory Board Survey and minutes to the Spring 2015 Advisory Board meeting have been uploaded to the evidence file.</p> | <p>Results show Advisory Board members are engaged and providing valuable input.</p> | <p>Expand Advisory Board members to include additional industries and ethnic groups.</p> |  |
|--|---|---|--|--|--|

## **4 – Measurement and Analysis of Student Learning and Performance**

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The table for Standard 4 has been completed.

**TABLE 2: Student Learning Results (Standard 4)**

Use this table to supply data for Criterion 4.2.

| Performance Indicator              | Definition  |
|------------------------------------|---|
| <b>1. Student Learning Results</b> | <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> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work<br/>                     Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.<br/>                     Formative – An assessment conducted during the student’s education.<br/>                     Summative – An assessment conducted at the end of the student’s education.<br/>                     Internal – An assessment instrument that was developed within the business unit.<br/>                     External – An assessment instrument that was developed outside the business unit.<br/>                     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> |
|                                    | - 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**

| <b>Performance Measure:</b><br>For each assessment, identify the following -<br>1. Academic Program,<br>2. Student Learning Outcome, 3.<br>Measurable Goal   | <b>What is your measurement instrument or process?</b><br>Do not use grades.<br>Indicate type of instrument (e.g. direct, formative, internal, comparative)      | <b>Current Results:</b><br>What are your current results? | <b>Analysis of Results:</b><br>What did you learn from your results?   | <b>Action Taken or Improvement Made:</b><br>What did you improve or what is your next step?  | Provide a graph or table of resulting trends (3-5 data points preferred)   |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
|--|--|---|--|--|--|-------------|-----------------------------|-----------------------|----------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| AS Accounting, Financial Accounting. The class average for students in Financial Accounting will score 70% or more on the comprehensive post-test. The test was designed to evaluate all learning objectives for the course. | (Formative, Internal, Comparative). Comprehensive pre-test and post-tests to determine improvement during the semester and knowledge at the end of the semester. | Average student assessment was 72.8%.                     | The results improved 28% over the base year and 1% over the prior QA report. The steps we have taken to improve student performance have been working. | Student performance improved when the assessment became a portion of the student’s grade. We will continue to analyze the results in total and by question to measure performance for all learning outcomes. | <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Beginning of Term Average %</th> <th>End of Term Average %</th> <th>Increase</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>38.2</td> <td>56.8</td> <td>18.6</td> </tr> <tr> <td>2011</td> <td>34.1</td> <td>59.5</td> <td>25.4</td> </tr> <tr> <td>2012</td> <td>35.2</td> <td>63.9</td> <td>28.7</td> </tr> <tr> <td>2013</td> <td>39.5</td> <td>72.5</td> <td>33.0</td> </tr> <tr> <td>2014</td> <td>38.3</td> <td>71.9</td> <td>33.6</td> </tr> <tr> <td>2015</td> <td>35.6</td> <td>71.6</td> <td>36.0</td> </tr> <tr> <td>2016</td> <td>39.0</td> <td>72.8</td> <td>33.8</td> </tr> </tbody> </table> | Fiscal Year | Beginning of Term Average % | End of Term Average % | Increase | 2010 | 38.2 | 56.8 | 18.6 | 2011 | 34.1 | 59.5 | 25.4 | 2012 | 35.2 | 63.9 | 28.7 | 2013 | 39.5 | 72.5 | 33.0 | 2014 | 38.3 | 71.9 | 33.6 | 2015 | 35.6 | 71.6 | 36.0 | 2016 | 39.0 | 72.8 | 33.8 |
| Fiscal Year  | Beginning of Term Average %  | End of Term Average %                                     | Increase   |  |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2010   | 38.2   | 56.8  | 18.6   |  |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2011   | 34.1   | 59.5  | 25.4   |  |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2012   | 35.2   | 63.9  | 28.7   |  |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2013   | 39.5   | 72.5  | 33.0   |  |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2014   | 38.3   | 71.9  | 33.6   |  |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2015   | 35.6   | 71.6  | 36.0   |  |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2016   | 39.0   | 72.8  | 33.8   |  |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |

| <p>AS Accounting. Managerial Accounting. The class average for students in Managerial Accounting will score 70% or more on the comprehensive post-test. The test was designed to evaluate all learning objectives for the course.</p>  | <p>(Formative, Internal, Comparative). Comprehensive pre-test and post-tests to determine improvement during the semester and knowledge at the end of the semester.</p> | <p>Average student assessment was 87.6%.</p>   | <p>The results improved 22% over the base year and 6% over the prior QA report. The steps we have taken to improve student performance have been working.</p> | <p>Student performance improved when the assessment became a portion of the student's grade. We will continue to analyze the results in total and by question to measure performance for all learning outcomes. We have significantly exceeded the goal the last four years and will increase the goal in 2017.</p> | <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Beginning of Term Average %</th> <th>End of Term Average %</th> <th>Increase</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>44.1</td> <td>71.9</td> <td>27.8</td> </tr> <tr> <td>2011</td> <td>46.2</td> <td>69.5</td> <td>23.3</td> </tr> <tr> <td>2012</td> <td>40.3</td> <td>74.4</td> <td>34.1</td> </tr> <tr> <td>2013</td> <td>46.9</td> <td>82.5</td> <td>35.6</td> </tr> <tr> <td>2014</td> <td>52.3</td> <td>82.9</td> <td>30.5</td> </tr> <tr> <td>2015</td> <td>61.9</td> <td>86.8</td> <td>24.9</td> </tr> <tr> <td>2016</td> <td>61.2</td> <td>87.6</td> <td>26.4</td> </tr> </tbody> </table> | Fiscal Year | Beginning of Term Average % | End of Term Average % | Increase | 2010 | 44.1 | 71.9 | 27.8 | 2011 | 46.2 | 69.5 | 23.3 | 2012 | 40.3 | 74.4 | 34.1 | 2013 | 46.9 | 82.5 | 35.6 | 2014 | 52.3 | 82.9 | 30.5 | 2015 | 61.9 | 86.8 | 24.9 | 2016 | 61.2 | 87.6 | 26.4 |
|--|---|--|---|---|--|-------------|-----------------------------|-----------------------|----------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Fiscal Year  | Beginning of Term Average %   | End of Term Average %  | Increase  |   |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2010   | 44.1  | 71.9   | 27.8  |   |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2011   | 46.2  | 69.5   | 23.3  |   |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2012   | 40.3  | 74.4   | 34.1  |   |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2013   | 46.9  | 82.5   | 35.6  |   |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2014   | 52.3  | 82.9   | 30.5  |   |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2015   | 61.9  | 86.8   | 24.9  |   |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2016   | 61.2  | 87.6   | 26.4  |   |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| <p>AS Contemporary Business. AAS Contemporary Business Practices. Principles of Management. The class average for students in Principles of Management will score 70% or more on the comprehensive post-test. The test was designed to evaluate all learning objectives of the course.</p> | <p>(Formative, Internal, Comparative). Comprehensive pre-test and post-tests to determine improvement during the semester and knowledge at the end of the semester.</p> | <p>Average student assessment was 70.3%.</p>   | <p>The results were consistently near the goal of 70%.We exceeded the goal in 2014 and 2016.</p>  | <p>We will continue to analyze the results and by question to determine weaknesses in our instruction of specific learning outcomes.</p>  | <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>Beginning of Term Average %</th> <th>End of Term Average %</th> <th>Increase</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>54.4</td> <td>68.5</td> <td>14.1</td> </tr> <tr> <td>2012</td> <td>58.6</td> <td>68.7</td> <td>10.1</td> </tr> <tr> <td>2013</td> <td>58.7</td> <td>71.9</td> <td>13.2</td> </tr> <tr> <td>2014</td> <td>50.1</td> <td>67.3</td> <td>17.2</td> </tr> <tr> <td>2015</td> <td>50.4</td> <td>68.0</td> <td>17.6</td> </tr> <tr> <td>2016</td> <td>46.5</td> <td>70.3</td> <td>23.8</td> </tr> </tbody> </table>  | Fiscal Year | Beginning of Term Average % | End of Term Average % | Increase | 2011 | 54.4 | 68.5 | 14.1 | 2012 | 58.6 | 68.7 | 10.1 | 2013 | 58.7 | 71.9 | 13.2 | 2014 | 50.1 | 67.3 | 17.2 | 2015 | 50.4 | 68.0 | 17.6 | 2016 | 46.5 | 70.3 | 23.8 |      |      |      |      |
| Fiscal Year  | Beginning of Term Average %   | End of Term Average %  | Increase  |   |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2011   | 54.4  | 68.5   | 14.1  |   |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2012   | 58.6  | 68.7   | 10.1  |   |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2013   | 58.7  | 71.9   | 13.2  |   |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2014   | 50.1  | 67.3   | 17.2  |   |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2015   | 50.4  | 68.0   | 17.6  |   |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| 2016   | 46.5  | 70.3   | 23.8  |   |  |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| <p>AS Accounting. Average class assessment for Accounting Career Program exceeds 70%.</p>  | <p>NOCTI Examination, external, formative (during Managerial Accounting course).</p>  | <p>The evaluation assessment has been recently validated. When pilot testing our students averaged close to 70.0%.</p> | <p>Results approximated expectations. We will set 70% as our initial goal when testing begins.</p>  | <p>Formal testing will begin in 2017.</p>   | <p>N/A</p>   |             |                             |                       |          |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |

## 5 – Faculty and Staff Focus

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**Faculty and Staff Focus** Complete Table 5.1 Standard 5 - **Faculty- and Staff-Focused Results**

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

**Faculty Qualifications** Complete Table 5.2 Standard 5 - **New Full-Time and Part-Time Faculty Qualifications**. This table is for **new full-time and part-time faculty members since your last self-study or QA report. Do not include faculty members previously reported**, in accordance with Criterion 5.2 in the Standards and Criteria.

Inver Hills response: The requested tables have been completed.

**TABLE 5.1: 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-centered work environment for business faculty and staff.<br><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> |   |   |   |  |  |             |        |         |
| - 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   |   |   |   |  |  |             |        |         |
| <u>Performance Measure:</u><br>What is your performance measure?<br>What is your goal?<br>(The goal should be measurable.)  | What is your measurement instrument or process?<br>(indicate length of cycle) | <u>Current Results:</u><br>What are your current results? | <u>Analysis of Results:</u><br>What did you learn from your results?  | <u>Action Taken or Improvement Made:</u><br>What did you improve or what is your next step?  | Provide a graph or table of resulting trends (3-5 data points preferred) | year        |        |         |
| <b>EXAMPLE</b><br>Faculty satisfaction will exceed 85%  | Annual faculty satisfaction survey  | Exceeded goal, however, the trend declined in 2014        | Held a faculty meeting to discuss issues raised on surveys  | Satisfaction increased 1%  |  | 2013 (n=14) | 90     | 85      |
| <b>The full-time faculty for the Business and Accounting department will participate in a combined total of eight service projects to the college.</b> Service projects are defined as serving on committees, ACBSP Accreditation efforts, ACBSP on-site evaluations, DECA club coordination, M-State committees such as Transfer Pathways, Student Success Days Presentations, and High School recruiting visits, and department website coordination. All these activities are beyond the normal teaching load of the full-time faculty members.  | Tally all full-time faculty member's service to the college.                  | Exceeded goal.  | The full-time faculty are engaged in service to the college beyond their normal teaching load. For example, we are the only department on campus which has a faculty-lead accreditation effort. | The full-time faculty remain committed to reaching or exceeding the goal of a combined eight service projects per year. Planned service projects for the upcoming academic year include a department Student Success Day presentation, and a commitment from each full-time faculty (and one adjunct) to visit two area high schools in an effort to increase enrollments in the Business and Accounting Programs. |  | 2013=8      | 2014=9 | 2015=10 |

**TABLE 5.2: 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<br>(alphabetically by Last Name) | COURSES TAUGHT<br>(List the courses taught during the reporting period, include number of credit hours) | LIST ALL EARNED DEGREES<br>(State Degree as documented on transcript, must include major field) | DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA :<br>1. Two Years Work Experience (other than teaching)      2. Teaching Excellence Awards<br>3. Professional Certifications<br>4. Research and/or Publication<br>5. Additional Coursework | ACBSP QUALIFICATION<br>1. Masters<br>2. Doctorate<br>3. Professional<br>4. Exception<br>(Choose one) |
|--|---|---|--|--|
| Carol Kaszynski                                      | BUS 2320: Project Management and Planning Skills  | B.S., Information Technology Systems and Management   | Carol has more than two years project management work experience.  | Masters, Information Technology Management   |
|  | 3 credit hours  | Masters, Information Technology Management  |  |  |

## **6 – Educational and Business Process Management**

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ACBSP: Provide three or four examples of organizational performance results, reporting what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results. It is not necessary to provide results for every process.

Inver Hills response: The requested table has been completed.

**TABLE 6.1: Business Unit Performance Results (Standard 6)**

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.

|   |  |
|---|--|
| <b>Organizational Effectiveness Results</b> | Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, 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. |
|   | - Please note that data reported in this table should be business unit data and not institution-wide data.   |
|   | - 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**

| <b>Performance Measure:<br/>What is your performance measure?<br/>What is your goal?<br/>(The goal should be measurable.)</b> | <b>What is your measurement instrument or process?<br/>(indicate length of cycle)</b> | <b>Current Results:<br/>What are your current results?</b> | <b>Analysis of Results:<br/>What did you learn from your results?</b> | <b>Action Taken or Improvement Made:<br/>What did you improve or what is your next step?</b> | <b>Provide a graph or table of resulting trends (3-5 data points preferred)</b> |
|---|---|--|---|--|---|
|---|---|--|---|--|---|

| Graduates By Degree. Goal: Five percent increase in graduates by degree per year. | Inver Hills institutional file, "Degrees_Granted.pdf." File uploaded to evidence file. FY 2016 defined as Summer 2015, Fall 2015, and Spring 2016. FY 2015 defined as Summer 2014, Fall 2014, and Spring 2015. FY 2014 defined as Summer 2013, Fall 2013, and Spring 2014. | A.S. Accounting=18, A.S. Business =27, A.A.S Business=6 | A.S. Accounting shows a three-year decline. A.A.S. has been steady the past three years. A.S., Business spiked and FY 2015, and returned level similar to FY 2014. | For all programs: Pursue Minnesota Transfer Curriculum as specified by MNSCU. Increase student engagement through DECA. For accounting, in addition revisit 2016 curriculum changes which may be counter productive to pursuing an IHCC A.S. Accounting degree. | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Graduates By Degree</th> </tr> <tr> <th>Program</th> <th>FY 2014</th> <th>FY 2015</th> <th>FY 2016</th> </tr> </thead> <tbody> <tr> <td>A.S. Accounting</td> <td>35</td> <td>23</td> <td>18</td> </tr> <tr> <td>A.S., Business</td> <td>29</td> <td>50</td> <td>27</td> </tr> <tr> <td>A.A.S., Business Practice</td> <td>6</td> <td>7</td> <td>6</td> </tr> </tbody> </table> | Graduates By Degree |  |  |  | Program | FY 2014 | FY 2015 | FY 2016 | A.S. Accounting | 35 | 23 | 18 | A.S., Business | 29 | 50 | 27 | A.A.S., Business Practice | 6 | 7 | 6 |
|---|--|---|--|---|---|---------------------|--|--|--|---------|---------|---------|---------|-----------------|----|----|----|----------------|----|----|----|---------------------------|---|---|---|
| Graduates By Degree   |  |   |  |   |   |                     |  |  |  |         |         |         |         |                 |    |    |    |                |    |    |    |                           |   |   |   |
| Program   | FY 2014  | FY 2015   | FY 2016  |   |   |                     |  |  |  |         |         |         |         |                 |    |    |    |                |    |    |    |                           |   |   |   |
| A.S. Accounting   | 35   | 23  | 18   |   |   |                     |  |  |  |         |         |         |         |                 |    |    |    |                |    |    |    |                           |   |   |   |
| A.S., Business  | 29   | 50  | 27   |   |   |                     |  |  |  |         |         |         |         |                 |    |    |    |                |    |    |    |                           |   |   |   |
| A.A.S., Business Practice   | 6  | 7   | 6  |   |   |                     |  |  |  |         |         |         |         |                 |    |    |    |                |    |    |    |                           |   |   |   |

| Course Success Rate by degree per year. Business Department Goal: Achieve a 73% student success rate by FY 2018. Note: Student Success is defined as the number of students receiving an A, B, C, or P divided by the total number enrolled in the course. | Inver Hills institutional file, "Success and Fill by SUBJ.pdf." File uploaded to evidence file. | Accounting=68.6, Business =71.4 | Accounting success increased significantly in 2015 as an adjunct was a sabbatical replacement for a full-time faculty. Business department success rate has been consistent for the past three years. | All faculty utilize college's "early alert" systems. Seek increased opportunities to increase faculty contact with students "outside" the classroom through activities such as Student Success Day and DECA. | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Student Success %</th> </tr> <tr> <th>Department</th> <th>FY 2014</th> <th>FY 2015</th> <th>FY 2016</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>69.4</td> <td>84.4</td> <td>68.6</td> </tr> <tr> <td>Business</td> <td>72.2</td> <td>71.5</td> <td>71.4</td> </tr> </tbody> </table> | Student Success % |  |  |  | Department | FY 2014 | FY 2015 | FY 2016 | Accounting | 69.4 | 84.4 | 68.6 | Business | 72.2 | 71.5 | 71.4 |
|--|---|---------------------------------|---|--|--|-------------------|--|--|--|------------|---------|---------|---------|------------|------|------|------|----------|------|------|------|
| Student Success %  |   |                                 |   |  |  |                   |  |  |  |            |         |         |         |            |      |      |      |          |      |      |      |
| Department   | FY 2014   | FY 2015                         | FY 2016   |  |  |                   |  |  |  |            |         |         |         |            |      |      |      |          |      |      |      |
| Accounting   | 69.4  | 84.4                            | 68.6  |  |  |                   |  |  |  |            |         |         |         |            |      |      |      |          |      |      |      |
| Business   | 72.2  | 71.5                            | 71.4  |  |  |                   |  |  |  |            |         |         |         |            |      |      |      |          |      |      |      |

| Course Success Rate by delivery method: Classroom vs. Online. | Inver Hills institutional file, "Success and Fill by SUBJ and Delivery Method.pdf." File uploaded to evidence file. | Accounting: classroom=74.07, online=63.24 Business: classroom=72, online=72.43 | Business Department Success is nearly identical for classroom vs. online. A wide discrepancy exists for the Accounting Department, with student success much higher for students in the classroom. | More faculty participate in best practice online teaching sessions held by the college and also through MNSCU faculty development. | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="7">Student Success % By Teaching Method</th> </tr> <tr> <th rowspan="2">Department</th> <th colspan="2">FY 2014</th> <th colspan="2">FY 2015</th> <th colspan="2">FY 2016</th> </tr> <tr> <th>Classroom</th> <th>Online</th> <th>Classroom</th> <th>Online</th> <th>Classroom</th> <th>Online</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>70.56</td> <td>67.41</td> <td>88.6</td> <td>78.2</td> <td>74.07</td> <td>63.24</td> </tr> <tr> <td>Business</td> <td>72.3</td> <td>72.3</td> <td>72.69</td> <td>71</td> <td>72</td> <td>72.43</td> </tr> </tbody> </table> <p>*Online classes were asynchronous</p> | Student Success % By Teaching Method |  |  |  |  |  |  | Department | FY 2014 |  | FY 2015 |  | FY 2016 |  | Classroom | Online | Classroom | Online | Classroom | Online | Accounting | 70.56 | 67.41 | 88.6 | 78.2 | 74.07 | 63.24 | Business | 72.3 | 72.3 | 72.69 | 71 | 72 | 72.43 |
|---|---|--|--|--|--|--------------------------------------|--|--|--|--|--|--|------------|---------|--|---------|--|---------|--|-----------|--------|-----------|--------|-----------|--------|------------|-------|-------|------|------|-------|-------|----------|------|------|-------|----|----|-------|
| Student Success % By Teaching Method                          |   |  |  |  |  |                                      |  |  |  |  |  |  |            |         |  |         |  |         |  |           |        |           |        |           |        |            |       |       |      |      |       |       |          |      |      |       |    |    |       |
| Department  | FY 2014   |  | FY 2015  |  | FY 2016  |                                      |  |  |  |  |  |  |            |         |  |         |  |         |  |           |        |           |        |           |        |            |       |       |      |      |       |       |          |      |      |       |    |    |       |
|   | Classroom   | Online   | Classroom  | Online   | Classroom  | Online                               |  |  |  |  |  |  |            |         |  |         |  |         |  |           |        |           |        |           |        |            |       |       |      |      |       |       |          |      |      |       |    |    |       |
| Accounting  | 70.56   | 67.41  | 88.6   | 78.2   | 74.07  | 63.24                                |  |  |  |  |  |  |            |         |  |         |  |         |  |           |        |           |        |           |        |            |       |       |      |      |       |       |          |      |      |       |    |    |       |
| Business  | 72.3  | 72.3   | 72.69  | 71   | 72   | 72.43                                |  |  |  |  |  |  |            |         |  |         |  |         |  |           |        |           |        |           |        |            |       |       |      |      |       |       |          |      |      |       |    |    |       |

**END OF REPORT**