Association of Collegiate Business Schools and Programs (ACBSP)
Associate Degree Commission Accredited Institutions
<u>Quality Assurance (QA) Report</u> (Rev H – December 2009)

Institution Name: Atlanta Metropolitan College   **Date** February 1, 2010
Address: 1630 Metropolitan Parkway, Atlanta, GA 30310
Year Accredited/Reaffirmed: 1995 **/** 2005 **This Report Covers Years:**   2008 – 2010
List All Accredited Programs (as they appear in your catalog): Business Administration, Business Education, Office Administration/Secretarial Science

List all campuses that a student can earn a business degree from your institution: Atlanta Metropolitan College Main Campus

Person completing report Name: Prof Agu J. Ananaba
Phone: 404-756-4721
E-mail address: aananaba@atlm.edu
ACBSP Champion name: Dr. Curtis Bailey
ACBSP Co-Champion name: Prof Agu J. Ananaba

A.   Faculty Qualifications

1.   Complete the following tables **for <u>new full-time and part-time faculty members only since last Report</u> (Table VI)**:

TABLE VI New Full-time and Part-time Faculty Qualifications (Use enclosed table at the end of this document)

B.   Curriculum

1. List any existing accredited associate degree programs/curricula that have been **substantially revised** since your last report and attach a Table VII – Curriculum Summary for each program.

There are no substantial revisions to any of the business programs' curriculum.

2. List any **new** degree programs that have been developed and attach a Table VII – Curriculum Summary for each new program since your last report.

There are no new degree programs.

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

No accredited programs have been terminated since the last report.

C.   Organization

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

Since the last report, the Business division has been combined with Mathematics and Computer Science programs. The new division is called the Division of Business, Mathematics and Computer Science (BMCS). However, all business programs are a sub unit of the newly combined division. The current interim chair for the division is Dr. Curtis Bailey.

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

Since our last report, students are able to earn an accredited business degree online through GeorgiaView VISTA.

D. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed (*Either for accreditation or from feedback by commissioners for the Quality Assurance Report*)

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

Note 1	Exhibit R, Outcomes Assessment – Document the results of your outcomes assessment program and evidence that the results are being used for the development and/or improvement of your academic programs.
Current Status	The Business Division uses various methods and instruments for gathering evidence to show whether students have achieved the expected learning outcomes related to the educational objectives and goals. Assessment Methods: • Pre/post tests administered to students in each Business course every semester. • Course Effectiveness Survey (student satisfaction with courses) administered to students in each Business course on a regular basis. • Student Satisfaction Survey administered to students upon completion of advisement on a regular basis. • Exit Survey (graduating student satisfaction) administered to all students upon completing Application for Degree. • Faculty and Staff Satisfaction Survey administered to all full-time and part-time faculty every two years in Spring Semester (even numbered years). • Informal peer review of faculty with focus on faculty development every two years in Spring Semester (even numbered years). • Review of syllabi and curriculum for course content every two years in Spring Semester (even numbered years). • The College conducts college-wide assessments using The Community College of Student Engagement (CCSSE). Normally administered during the Spring Semester. Data from all of the assessment methods are returned to the division of BMCS for review and analysis by the Division's Curriculum and Assessment Committee. Prior to scoring assessments, members of the Division of BMCS determine performance expectations. The committee reviews the results for related items that directly address programs and objectives. Thereafter, the committee determines whether the data is consistent, inconsistent, or at opposite ends of the spectrum. In addition, the data is used to pinpoint areas in the program that are achieving program goals and those areas of the

	program that warrant change or improvement. For those areas that warrant change or improvement, appropriate remedial action will be made.

Note 2	Exhibit Y, Business and Industry Relations – The Business Division's linkage to business practitioners and organizations may be strengthened by re-convening an advisory board.
Current Status	A viable Business Advisory Board is being reconstituted for the business unit. The reconstituted board will hold its first meeting in Spring 2010. The board will serve to provide linkages to business practitioners and organizations for the strengthening of our business programs.

Note 3	Exhibit B, Item 16 – Clearly identify business programs that are accredited by the ACBSP in the catalog.
Current Status	The business programs that are accredited by the ACBSP are clearly listed in the current catalog. The catalog includes the following information: "The Division of Business, Mathematics and Computer Science at Atlanta Metropolitan College is committed to the maintenance of high standards of academic excellence and relevance while providing Business programs, services, and extra-curricular activities which meet the dynamically changing needs of the diverse population the college serves. This Division is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP) to offer the following Associate of Science degrees: Business Administration, Business Education, and Office Administration/Secretarial Science."

Note 4	Associate of Applied Science (AAS) programs that are being restructured be accredited at the earliest possible time.
Current Status	The AAS programs have been placed in inactive status due to very low enrollment. Unless and when reactivated, the College will not seek accreditation of these programs.

E. Program Outcomes
List program outcomes for each accredited program.

Business Administration (Transfer Programs) Learning Outcomes
Students will demonstrate an understanding of:
1. Various business activities, current trends in business and general knowledge of business environments from a global perspective.
2. Fundamental accounting concepts, principles and applications.
3. Fundamental economic concepts, principles and applications.
4. General computer and information systems concepts and applications.
5. Effective communication in various business settings.
6. General concepts related to the legal and regulatory environment of business.

Business Education (Transfer Programs) Learning Outcomes
Students will demonstrate an understanding of:
1. Basic business terminology and concepts.
2. General computer and information concepts and applications.
3. Effective communication in various business settings.
4. Teaching as a profession and issues related to classroom teaching and learning.

Office Administration/Secretarial Science (Transfer Programs) Learning Outcomes
Students will demonstrate an understanding of:
1. Basic business terminology and concepts.
2. Fundamental accounting concepts, principles and applications.
3. Fundamental economic concepts, principles, and applications.
4. General computer and information concepts and applications.
5. Effective communication in various business settings.
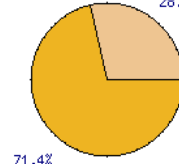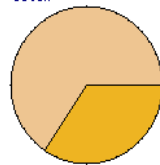
F. Performance Results
The following tables list the five performance indicators and the definitions of the outcomes (not all inclusive, just examples). Tables 1 -5 must be used to report your performance results.

Table I 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).* To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs. Add these to the description of the measurement instrument in column two: 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 Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Student satisfaction with the instructor's challenge to learn will be at or above agree	Course Effectiveness Survey	Met Goal	None	89%	2004 87% 2010 89%
Student satisfaction with the effective use of class time will be at or above 80%	Course Effectiveness Survey	Met Goal	None	96%	2004 90% 2010 96%

Student satisfaction with exposure to the use of technology will be at or above agree	Course Effectiveness Survey	Met Goal	None	83%	2004 86% 2010 83%
Student satisfaction with their overall increase in knowledge of the subject matter will be at or above agree	Course Effectiveness Survey	Met Goal	None	90%	2004 84% 2010 90%

Table II Student and Stakeholder-Focused Results

2. 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	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Student satisfaction with locating their advisor will be at or above 70%	Student Satisfaction Survey (Spring 2010)	Met Goal(see chart)	None	None	
Student satisfaction with the scheduling of an appointment to meet their advisor will be	Student Satisfaction Survey	This goal was not met. 65.5% of students surveyed found the advisement appointment	The College as a whole has created evening and weekend coordinator positions. These	Students will be re-surveyed next year	
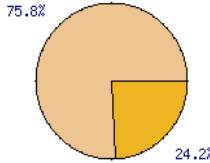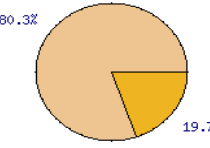
at or above 70%		convenient. (see chart)	positions are responsible for advising students in the evenings and weekends.		
Student satisfaction with the advising process being conducted in a timely manner will be at or above 70%	Student Satisfaction Survey	Met goal(see chart)	None	None	The advisement process was conducted in a timely manner. 75.8% 24.2% Yes No
Student satisfaction with the courteousness of the advisor will be at or above 70%	Student Satisfaction Survey	Met goal(see chart)	None	None	The advisor was courteous. 80.3% 19.7% Yes No

Table III Budgetary, Financial, and Market Results
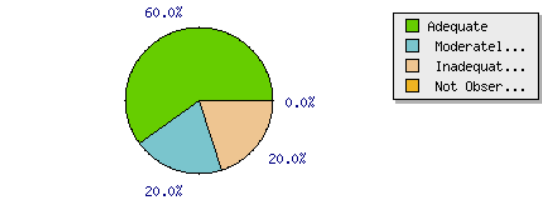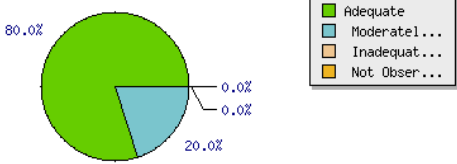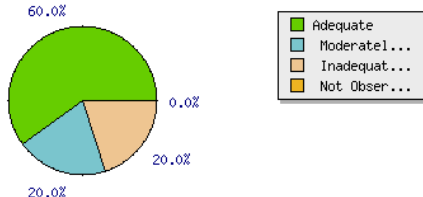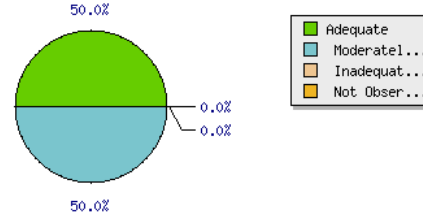
3. Budgetary, Financial, and Market Performance Results	Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities. Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. 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 Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
Maintain current funding level.	Annual Business Program Budget (Expenditures)	Despite the state-wide budget cuts in the last two to three years, resulting from the economic downturn which affected the University System of Georgia, the Division continued to provide the	Provide at least the same level of service and increase number of course offerings.	Class sizes and number of course offerings increased.	

Annual AMC Business Program Budget (E&G Expenditures) Compared with the College's total E&G Expenditures

$10,442,005 $10,925,220 $11,137,232 $12,299,253 $18,186,978 $20,214,719
$406,882 $442,796 $438,525 $1,001,875 $1,384,579 $1,361,464

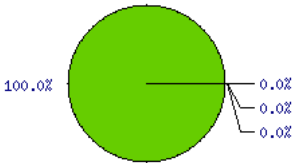College / Business — 2004/2005, 2005/2006, 2006/2007, 2007/2008, 2008/2009, 2009/2010
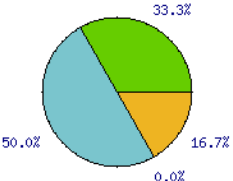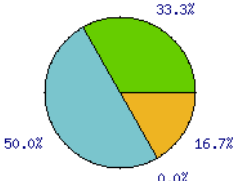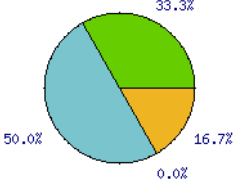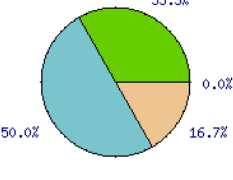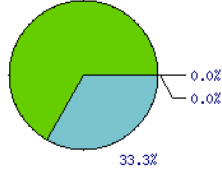
		same level of services to students and stakeholders.			**Business E&G Expenditures as a Percent of the College E&G Expenditures** 9.00% 8.00% 7.00% 6.00% 5.00% 4.00% 3.00% 2.00% 1.00% 0.00% Bus as % of College 2004/2005 — Bus as % of College 2005/2006 — Bus as % of College 2006/2007 — Bus as % of College 2007/2008 — Bus as % of College 2008/2009 — Bus as % of College 2009/2010
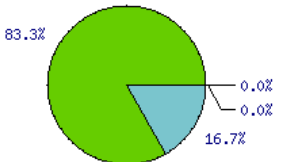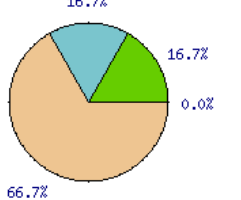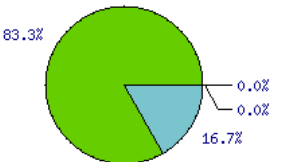
Table IV Faculty- and Staff-Focused Results

4. 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: 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 Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
Overall Faculty satisfaction will be at least moderately adequate.	Annual Business faculty satisfaction survey (2010)	Exceeded goal; however, the overall concern among business faculty is the high turnover rate of the Division Chair in the last five years. (see chart)	Held a business faculty meeting to discuss issues raised from surveys and communicated this information to the current interim Vice President of Academic Affairs and the current interim Chair.	Business faculty morale remains adequate.	
Faculty satisfaction with classroom and lab facilities will be at least moderately adequate.	Annual Business faculty satisfaction survey (2010)	The goals were met in both areas. (see chart)	None	None	

					Please rate the Lab facilities. 50.0% / 16.7% / 0.0% / 33.3% Legend: Adequate, Moderatel..., Inadequat..., Not Obser...
Faculty satisfaction with faculty office space and the faculty workroom will be at least moderately adequate.	Annual Business faculty satisfaction survey (2010)	Exceeded goals in both areas. (see chart)	None	None	**Please rate the Faculty Office Space.** 83.3% / 0.0% / 0.0% / 16.7% Legend: Adequate, Moderatel..., Inadequat..., Not Obser... **Please rate the Faculty Workroom.** 66.7% / 16.7% / 16.7% / 0.0% Legend: Adequate, Moderatel..., Inadequat..., Not Obser...
Faculty satisfaction with the Division office and meeting room will be at least moderately adequate.	Annual Business faculty satisfaction survey (2010)	Exceeded goals in both areas. (see chart)	None	None	**Please rate the Business Division Office.** 83.3% / 0.0% / 0.0% / 16.7% Legend: Adequate, Moderatel..., Inadequat..., Not Obser... **Please rate the Meeting Rooms.** 60.0% / 0.0% / 20.0% / 20.0% Legend: Adequate, Moderatel..., Inadequat..., Not Obser...

Faculty satisfaction with the accessibility of facilities and the proximity of classrooms, faculty offices, and the Division office will be at least moderately adequate.	Annual Business faculty satisfaction survey (2010)	Exceeded goals in both areas. (see chart)	None	None	
Faculty satisfaction with access to classroom technology and equipment including visual display devices will be at least moderately adequate.	Annual Business faculty satisfaction survey (2010)	Exceeded goals. (see chart)	None	None	
Faculty satisfaction with the lab technology and equipment as well as the faculty work office technology and equipment will be at least	Annual Business faculty satisfaction survey (2010)	Exceeded goals in the area of lab technology and equipment.

Met goals in the area of faculty work office | None | None | |
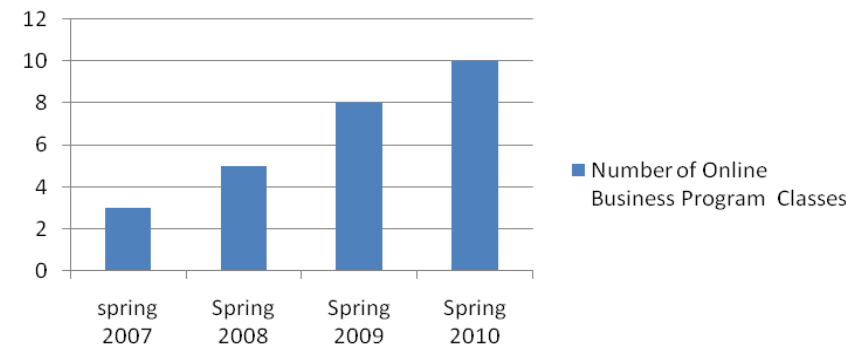
moderately adequate.		technology and equipment. (see chart)			Please rate the Faculty Work Office Technology and Equipment.
Faculty satisfaction with the faculty room technology and equipment and the Division technology and equipment will be at least moderately adequate.	Annual Business faculty satisfaction survey (2010)	Met both goals. (see chart)	None	None	Please rate the Faculty Work Office Technology and Equipment. Please rate the Faculty Work Office Technology and Equipment.
Faculty satisfaction with technical support and staff support (secretarial) will be at least moderately adequate.	Annual Business faculty satisfaction survey (2010)	Met goal in the area of technical support. (see chart) Exceeded goal in the area of staff support (see chart)	None	None	Please rate Technical Support. Please rate Staff Support - Secretarial.
Faculty	Annual	Exceeded	None	None	

satisfaction with staff support (Library) will be at least moderately adequate.	Business faculty satisfaction survey (2010)	goal. (see chart)			Please rate Staff Support - Library.
Faculty satisfaction with the classroom climate will be at least moderately adequate.	Annual Business faculty satisfaction survey (2010)	Faculty met to discuss their concerns about the climate in the classrooms.	Faculty communicated results of their meeting to the President of the College, the interim Division Chair and the Interim VPAA.	None	Please rate the Classroom Climate.
Faculty satisfaction with Campus Security and Environmental Safety will be at least moderately adequate.	Annual Business faculty satisfaction survey (2010)	Exceeded goals in both areas. (see chart)	None	None	Please rate Campus Security. Please rate Environmental Safety.

Faculty satisfaction with the parking facilities will be at least moderately adequate.	Annual Business faculty satisfaction survey (2010)	Met goal in this area.	None	None	Please rate the Parking Facilities.
					50.0% 16.7% 0.0% 33.3% Adequate / Moderatel... / Inadequat... / Not Obser...

Table V 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: improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, graduation and 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 Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years))
Implement online business class offerings by Spring 2007 and increase number of class offerings by 10% annually	Number of business classes offered online	Exceeded projected goal (see chart)	None	None	

Increase community usage of the business unit's Center for Entrepreneurship by 5 clients each year for the next 4 years	Number of client usage per year	Goal met (see chart)	None	None	Number of Usage chart
Increase enrollment in the business programs by 10% over the next 4 years	Number of students enrolled in the business programs	Except for AY 2007/08, increases in enrollment were recorded, as a result of online, evening and weekend class offerings (see chart)	Goal met	None	

Increase average retention rate for Business Programs to 60% within the next four academic years (2006 to 2010)	Actual retention rates achieved in AY2006 – AY2010	Between AY2005 and AY2008 retention rate increased from 48% to 58%. Data for AY 2009 and AY 2010 are not available yet	Progressing towards meeting the goal(see chart)	None	

AMC Business Programs AVG Retention Rate Rate

TABLE VI
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 • 18 Graduate Cr. Hrs in Field • Two Years Work Experience • Teaching Excellence • Publications • Professional Certifications	ACBSP QUALIFICATION 1. Master 2. Doctorate 3. Professional 4. Exception
Mirza, Faisal (Full-Time)	Economics	ECON 1105, ECON 2105, ECON 2106, BUSA 1105	BA Economics Ma Economics MBA Finance		Master
Mitchell, Henry (Part-Time)	Accounting	ACCT 2101, ACCT 2102	BS Marketing MBA Accounting		Master
Smith, Cassandra (Part-Time)	Accounting	ACCT 2101	BS Bus Admin (Accountng) MBA		Master
Amevo, Jean-Luc (Part-Time)	Accounting	ACCT 2102	BS Bus Mgmt MS Bus Mngt	Certified Public Accountant	Master
Sterling, Lev (Part-Time)	Business	BUSA 1105, BUSA 2105	BS Liberal Studies MS Management	!8 graduate hours in teaching field	Master
Sellers, William	Business Law	BUSA 2106	BS Pschology JD Law		Professional
Thornton, Cabral (Part-Time)	Business	BUSA 1105, BUSA 2105	BS Engineering MBA Finance	18 graduate hours in Business Administration courses	Master
Heyliger, Wilton	Economics	ECON 1105,	BS Engineering		Doctorate

(Full-Time)		ECON 2105, ECON 2106	MA Economics MBA Finance PHD Economics		
Dzakwasi, Harry (Part-Time)	Economics	ECON 2105, ECON 2106	BS Engineering MA Public Admin	18 graduate credit hours in economics	Master
Obeidat, Oraib (Part-Time)	Computer Applications	CISM 2101	BS Inform System MBA Bus Admin MS Inform Tech		Master