Accreditation Council for Business Schools and Programs

Associate Degree Commission Accredited Institutions

Quality Assurance (QA) Report

Wallace State Community College – Hanceville, Alabama

February 28, 2018

I - Institutional Information

To complete this section, first click on the Edit/Checkout button. Then copy and paste the headings into the Institutional Response box below and enter your information.

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

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.

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.

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

Person completing report:

Name:

Phone:

Email address:

ACBSP Champion name:

ACBSP Co-Champion name:

RESPONSE:

I. Institutional Information

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

AS Business Administration

AAS Business Management

AAS Financial Management

AAS Office Management

AAS Entrepreneurship

AAS Accounting

AAS Administrative Assistant

AAS Medical Administrative Assistant

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.

Transportation Management - this is notated in catalog and online.

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

WSCC home campus.

Person completing report:

Name: Kathy Sides

Phone: 256.352.8126

Email address: kathy.sides@wallacestate.edu

ACBSP Champion name: Ms. Kathy Sides

ACBSP Co-Champion name: Ms. Terri Waldrop

II - Status Report on Conditions and Notes

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.

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:

RESPONSE

Attached OFI's from self-study site visit from September 2015.

Overview and Organizational Profile for Accreditation

The Business Unit had over 935 students enrolled in business courses during the self-study year. Yet, only 21 students were conferred degrees during this time. On site interviews determined that although students designated business as their major, the degrees of the majority of business majors were awarded in General Studies. Consequently, although the Business Unit have advised, counseled and educated the students, they are not listed as graduates from their department, thus not included in the statistical data for the Business Unit. It would benefit the Business Unit to explore why these business students are not being captured as graduates from the business department and conferred their degree in Business.

Categories: Approach, Deployment, Improvements

Verified: This OFI was verified on site.

Institution Response: See Institutional Response for Standard 4.2 OFI

3.3 Student Support

During the onsite interview with the students of the unit, some students mentioned a need for more student lead clubs and/or organizations. It would be beneficial to students of the unit to

consider establishing student organizations/clubs in business related disciplines. Faculty stated that the business unit has a Kappa Beta Delta International Honor Society (KBD), but they haven't inducted members. It could benefit the business students to re-organize KBD in order to induct honor students into this life-time recognition of academic achievement.

Student Clubs like DECA (Distributive Education Clubs of America) would allow the students of the college the opportunity to apply theories and concepts learned in the classroom to real-world cases and problems in the areas of Management, Marketing, Accounting, Finance, Human Resources, Entrepreneurship, Project Management and others.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Institution Response:

Upon checking the Kappa Beta Delta database, WSCC is not on the list of chapters, as originally thought. Therefore, an application packet will be completed and the fee paid, so that the Wallace State can be chartered. It is expected that the first WSCC graduates to wear the KBD cords will be spring, 2017.

3.4 Stakeholder Results

As indicated in the Self-Study and verified during the site visit, the Employer Satisfaction Survey was not included as part of the stakeholders' satisfaction results because the data collected was too low for statistical significance to be compiled. It could be beneficial for the unit to look for an innovative ways of soliciting feedback from Employers of the Unit's Graduates to enhance graduates' success, and to update and improve the programs of the unit. As a result of conversations with the Department Chair, the faculty enhanced the alumni survey tool Fall 2015 to capture information about the students' employer. The anticipated result of the new survey is to get contact information about employers.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Institution Response:

In an effort to survey all graduates, the department has begun this semester, fall 2015 having all those applying for graduation to enter one of the two department computer labs and complete the Alumni Survey. In the past, they have been emailed the survey and the response rate has not been good. This practice should enable the department to better identify the names and contact information for all employers. Having compiled this list, the Department Secretary will begin making on-site visits to the places of employment, bearing small tokens of appreciation (i.e.

WSCC notepads, sticky notes, ink pens, etc...). It is anticipated that this personal contact will result in employers' better understanding of the importance of completing the survey, and in good public relations.

Summary of Standard 3 – Student, Stakeholder, and Market Focus

The business unit identified the following OFI's in their self-study in regards to offering internships and improvement of field experience for students. After discussion with faculty, the site evaluation team supports that the below mentioned OFI's will enhance department excellence, student success and performance:

Using feedback from exit interviews and surveys with graduates, the department feels that there is a great need for field experience imbedded into business courses. After many planning sessions, faculty intends to send students into various businesses to "shadow" both employers and employees. While faculty would encourage the businesses to give them simple chores, this would not necessarily be the requirement. These experiences would instead allow the student to get a "feel" for how various businesses are run, as well as to evaluate for themselves whether they are suitable for this field. Faculty will compile an evaluation tool for the employer to provide feedback about the student's interest level, suitability, and if applicable, performance.

After obtaining approval from the college curriculum committee, faculty plan to also introduce some type of internship program, during which the student will gain knowledge of real business life and actually work in the field for which they have studied. Faculty believe this will be invaluable in providing experience for the students personally, and can become a part of their resume as real work experience when they begin applying for jobs in their fields. Based on exit interviews with, and written evaluations from their employers, the faculty believes this will better prepare students to perform well in their future endeavors.

Categories: Approach, Deployment, Improvements

Verified: This OFI was verified on site.

Institution Response:

The following is a repeat of the above STANDARD 3 Summary in response to this OFI:

Using feedback from exit interviews and surveys with graduates, the department feels that there is a great need for field experience imbedded into business courses. After many planning sessions, faculty intends to send students into various businesses to "shadow" both employers and employees. While faculty would encourage the businesses to give them simple chores, this would not necessarily be the requirement. These experiences would instead allow the student to get a "feel" for how various businesses are run, as well as to evaluate for themselves whether they are suitable for this field. Faculty will compile an evaluation tool for the employer to provide feedback about the student's interest level, suitability, and if applicable, performance.

After obtaining approval from the college curriculum committee, faculty plan to also introduce some type of internship program, during which the student will gain knowledge of real business life and actually work in the field for which they have studied. Faculty believe this will be invaluable in providing experience for the students personally, and can become a part of their resume as real work experience when they begin applying for jobs in their fields. Based on exit interviews with, and written evaluations from their employers, the faculty believes this will better prepare students to perform well in their future endeavors.

4.2 Program Evaluation

The APOA program and student learning outcome tool is effective in measuring and improving programmatic learning outcomes. The faculty is heavily involved in the community and with service area businesses and they even require students to interact with the business community. However, the tool includes an institutional goal that "50% of entering new students will graduate within three years of program entry". It is not clear which students are included in the analysis (full-time, part-time, major, transfer or non-transfer) and the Business Unit has fallen significantly short of the goal for several years. Institutional Research might consider reevaluating the benchmark or further defining demographic information included in the analysis. This might aid the division in improving the outcome.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Institution Response:

The Business Unit follows the prescribed graduation/completion rate goal across all programs of 50%. The Research Department strives to identify each program's initial cohort with the most accurate, efficacious, and informative methodology. This goal means that starting cohorts may be calculated differently, as the programs at Wallace State offer different challenges in accurately determining starting cohorts. Programs have different completion dates, different start dates, and include self-reported majors that do not reflect students' true programs of study, and other barriers to accuracy.

A unique challenge to accuracy for the college's two Business units is the fact that these programs include AAS candidates as well as General Education candidates who plan to transfer to a baccalaureate program in the college's service area. The General Education candidates are difficult to accurately identify as they are classified in the institution's Banner System under a non-Business CIP code.

Because of these classification difficulties, the graduation/completion rates were calculated using the following methodology. Starting with the federal IPEDS cohort of first-time, full-time degree-seeking students entering a fall semester, the Research formed a sub-cohort for Business consisting of every student in these IPEDS cohorts who took any Business course during their first two years at the institution. This was the methodology employed for the 150% completion cohorts for 2009, 2010, and 2011. Students were considered a completer if they earned any credential as business skills are useful and applicable in any field of study. Using this same methodology, the graduation rates for the 2012 cohorts were 25% and 57% for Business Education and Office Administration, and for Business Management and Supervision respectively.

In a meeting held November 4, 2015, attended by the College Dean, the Research Coordinator, the Dean of Academic Affairs, Chair of Business, and one Business faculty member, the ACBSP Committee's suggestion for improvement was considered. The college voted to continue the methodology employed in the self-study, but at a lowered goal of 35% (Minutes attached).

4.3 Student Assessment

The business unit identified as an OFI that faculty attempted to use Peregrine Testing Services in summer 2014. Interviews with faculty indicated that it was difficult to get students to complete the assessment. The business unit might consider requiring the assessment as part of a capstone course. This could result in more students completing the assessment which could provide an external assessment (all assessment performed in the department is currently internal) and could provide external comparative data.

Categories: Approach, Results, Improvements

Verified: This OFI was verified on site.

Institution Response:

The department will begin including Peregrine Testing as a required capstone assessment. It is projected that all of the specifics can be worked out, and this can be put into place by fall 2016. The fee for each individual test will be included in the department budget. The data provided by Peregrine will be invaluable for comparison of Wallace State scores to national norms.

6.4 Business major Component

The business unit has a structured and leading edge curriculum in each program. A review of the Business Administration program, as identified in the Self-Study, includes a PSY/SOC elective

course which does not meet the business component criterion. Specific business component courses constitute 24% of the curriculum rather than the required 25%. The department chair is in the process of replacing the course and will go through the curriculum change process as soon as possible. The change may ensure that students have more opportunity to gain and apply knowledge in specific areas of business.

Categories: Deployment, Improvements

Verified: This OFI was verified on site.

Institution Response:

Based on the Criterion 6.2 Professional Component description, "Specific course are not mandated and equal time is not expected to be allocated to each are. Courses taught outside of the business unit may be used to fulfill the professional component. It is the responsibility of the business faculty to monitor such courses to ensure that they provide the competencies implicit in the professional component."

Based on the above explanation the Business Department has made changes in the table to reflect this.

Please refer to the re-vised Table 6.3

Table 6.3

Curriculum Summary

Name of Major/Program: AS in Business Administration

Total Number of Hours in Degree: 62 hours *63-
64including orientation

(* Note that prior to Fall Semester 2015, students who did not qualify for an institutional
exemption had to complete an addition 1- or 2-hour orientation class. This requirement has been
replaced by a mandatory one-credit-hour "Freshman Seminar" course, ORI 110, effective fall
semester 2015.]

Professional Component

Course Number and Course Title Credit Hours	Area of Study
BUS 241 Principles of Accounting A 3	
CIS 146 Microcomputer Applications B 3	

Course Number and Course Title	Credit Hours	Educational Goal
MTH 112 Pre-calculus Algebra or Higher	3	C
ECO 231 Principles of macroeconomics	3	D
PSY/SOC General psychology or Sociology	3	E
BUS 271 Business Statistics I	3	C

Total Credit Hours: 18

Percent of Total Hours: 29%

General Education Component

Course Number and Course Title	Credit Hours	Educational Goal
ENG 101 English Composition I	3	1
ENG 102 English Composition II	3	1
ART/MUS/THR Elective	3	9
Natural Science Electives (8 hrs.)	8	6
HIS History Elective	3	2
ENG Literature Electives Sequence (6 hrs.)	6	1

Total Credit Hours: 26

		Percent of Total
Hours:	42%	

Business Major Component

Course Number and Course Title		Credit Hours
BUS 242	Principles of Accounting II	3
ECO 232	Principles of Microeconomics	3
BUS 272	Business Statistics II	3
BUS 263	Legal & Social Environment of Business	3
MTH/BUS	Elective	3
or	MTH 120 Business Calculus,	
	BUS 215 Business Communication, or	
	BUS275 Principles of Management, or	
	BUS276 Human Resource Management, or	
	BUS285 Principles of Marketing	
SPH 106	Fundamental of Oral Communication	3

		Total Credit
Hours:	18	

.

	Percent of Total
Hours:	29%

The business unit is responsible for administration of several business programs, including an Associate of Science in General Studies. The program was previously titled AS in General Studies with a concentration in Business Administration (identified in the Self-Study as Associate of Science in Business Administration); however the concentration terminology was removed by the institution effective with the 2012-2013 Catalog. The business unit continues to advise the General Studies students but the APOA evaluation tool does not count the graduates in business program outcomes performance measures. The institution may wish to consider renaming the program to AS in Business Administration or AS in General Studies with Concentration in Business Administration. This could allow students who do not continue on to a four year institution to have an industry recognizable business credential. It could also enable to business unit to count the graduates in program performance outcomes.

Categories: Results, Improvements

Verified: This OFI was verified on site.

Institution Response:

The college continues to look for a way to code Business students who are working toward an AS degree with a concentration in Business to facilitate data capture without compromising the integrity of the AS CIP Code. This CIP code, 24.0102, is where the college reports all AS graduates.

In light of the ACBSP Committee's suggestion, the college has added a faculty review to its methodology for identifying the Business units' cohorts of graduates. Effective spring semester 2016, the Research Office will query the Business Department chair with a list of completers by program at the end of each semester. Business faculty have agreed to review the list and notate any graduates whom they consider a Business "major," which will facilitate more accurate counts of graduates and job placement rates. This change in methodology is reflected in the minutes of a meeting held November 4, 2015 attended by the College Dean, Dean of Academic Affairs, Research Coordinator, Chair of Business Department, and one Business faculty member (minutes attached).

6.7 Learning and Academic Resources

The institution has a structured process for acquiring library resources recommended by each academic department. A concern was raised by students during an interview that students may not be able to purchase a book during the first week of class due to financial aid or other financial limitations. While Business Unit faculty are willing to loan desk copies of textbooks to

students it would be helpful for faculty to request copies of textbooks from publishers to keep on reserve at the library. This would be particularly useful for courses with high enrollment. Reserve copies would enable students to keep up with required reading assignments until they have funds to purchase textbooks.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

Institution Response:

A memo has been sent to faculty instructing them to request two copies of course text books from their publishers. These copies of text books should be put on reserve in the WSCC Library for student use. The location of these text books should be communicated to students in the course syllabus and in BlackBoard content. The department has compiled the following list of all the publishers of textbooks currently being used. The department is currently in the process of contacting each of them to request that henceforth, complimentary copies of each text be given to the Wallace State Library for student use. These reserve copies should aid in completing coursework until a text can be purchased by the student.

Textbook Publishers

AME Learning

Cengage

Harvard Business Press

Jossey Bass (Wiley)

McGraw-Hill

MHHE

New Riders

Paradigm

Pearson

Prentiss Hall

Southwestern

III - Public Information

Item III in the QA report applies to Criterion 6.11 in the *Standards and Criteria* book. Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement. A direct link to aggregate business student results should be placed on your business page website. The following items must be available to the public for accreditation.

Student Learning Outcome Assessment Results: Such as what you report in standard #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc. <u>A link to Table 2 found in the evidence file must be placed on your website.</u>

Program Results for Business Students: Such as graduation rates, retention rates, job placement, etc. How do you make the results public? <u>A link to Table 7 found in the evidence file must be placed on your website.</u> Ensure the link goes directly to business students' results such as the example in the evidence file above under ACBSP Documents, Good Example of Public Information. This link provides a good example: http://cravencc.edu/office-of-institutional-effectiveness/institutional-accreditation/acbsp-business-programs-accreditation/.

RESPONSE

Business Programs

The Business and Commerce Department is committed to providing student centered, innovative learning that advances community, workforce and economic development; and inspires a quest for lifelong learning.

About the Program

You need technical skills, superior leadership qualities, and a college degree to compete in today's fast-paced, global business environment. The Business Department at WSCC is comprised of three program areas: Business Administration, Business Management, and Business Education. Within these areas, you may choose from a variety of programs or certificates designed to help you achieve your career goal.

Regardless of the program you choose, all of the Business Programs at WSCC are accredited by the Association of Collegiate Business Schools and Programs. The ACBSP is the premier accrediting association for business schools and programs with a focus on teaching excellence. Accreditation ensures that faculty, programs and courses are relevant and current to best serve the needs of students and the surrounding community, including area employers. ACBSP is recognized by the Council on Higher Education Accreditation. View ACBSP Business Accreditation Report.

http://www.wallacestate.edu/programs/academic-division/business

http://www.wallacestate.edu/Content/Uploads/wallacestate.edu/files/BUS/ACBSP_2013-2014.pdf

1 - Standard 1 Leadership

Organization

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

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

   Institution Response

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

   No organizational or administrative personnel changes within the business unit since the re-accreditation self-study year 2013-2014 (site visit September 2015).

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

RESPONSE

A.

   New adjunct Nathan Weathersby   Fall 2014   ECO 232

   New adjunct Jeff Johnson Spring 2015   ECO 231

   New adjunct Robert Henshaw   Fall 2015   TRT 102, TRT 101

   New adjunct Cynthia Mallard   Fall 2015   BUS 241

   New adjunct Christopher Chaffin Spring 2016 OAD 244

   New adjunct Cheril Grimmett   Spring 2016 OAD 125, OAD 243

   Full time instructor Susan Smith retired spring 2016.

B.

WSCC has an off-campus site – Oneonta, Alabama - opened in summer 2015 with General Study courses offered only. Business courses were offered in spring 2016 – due to low enrollment the courses were closed.

2 - Standard 2 Strategic Planning

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

RESPONSE

2 - Standard 2 Strategic Planning

N/A (Not to be addressed in QA Report)

No notes or conditions in the self-study year 2013 - 2014, (site visit September 2015.)

3 - Standard 3 Student and Stakeholder Focus

Advisory Committee Survey

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

This data reflects Spring 2014:

Advisory Committee Survey

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

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

The following data reflects Spring 2016:

Advisory Committee Survey

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

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

- Dedicated instructors, very interested in quality work.

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

- The department provides intern opportunities for students.

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

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

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

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

CCSSE Surveys 2005, 2009, 2012 and 2016

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

Mean Responses	2005	2009	2012	2016
WSCC	3.19	3.30	3.34	3.3
OTHER MEDIUM COLLEGES	3.13	3.17	3.15	3.14
CCSSE COHORT	3.15	3.16	3.14	3.14

Y-axis values: 3.31, 3.21, 3.11

YEARS

WSCC   OTHER MEDIUM COLLEGES   CCSSE COHORT

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

BUS / OAD Headcount Fall Semester

BUS 2014: 472
BUS 2015: 450
BUS 2016: 420
OAD 2014: 124
OAD 2015: 116
OAD 2016: 126

Analysis of Results

OAD Capstone Performance

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

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

Analysis of Results

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

Business Management Capstone Performance

Bar chart — Business Management Capstone Performance
- 2011-2012: 73%
- 2012-2013: 64%
- 2013-2014: 75%
- 2014-2015: 68%
- 2015-2016: 73%

(Vertical axis: 0%, 20%, 40%, 60%, 80%, 100%)

4 - Standard 4 Measurement and Analysis of Student Learning and Performance

    a. **Program Outcomes.** List outcomes by accredited programs. Program outcomes should be used as part of a student learning assessment plan and be measurable.

    AAS

    AS

    b. **Performance Results.Complete Table 2 for Standard 4 Student Learning Results found under the Evidence File in the ACBSP documents folder above.**
        1. Provide a **minimum of three examples of assessment data**, reporting what you consider to be the most important data. It is not necessary to provide results for every process.
        2. **You must have at least one example of results for each accredited program.**

RESPONSE

Associate of Applied Science (AAS) in BUS/OAD Program Outcomes

The AAS in BUS/OAD degree is designed to meet the employment needs of the business community. This program of study is not intended for college transfer. It provides general education courses and works skills needed for employment. Specific student learning outcomes for the degree are as follows.

    Students will:

    1. Be able to demonstrate the requisite job-seeking for entry-level employment.

    2. Be able to demonstrate the integration of academic knowledge and practical applications in the business environment.

    3. Be able to demonstrate mastery of basic statistical concepts as applied to economic business and contexts.

    4. Be able to demonstrate understanding of business as a dynamic process in a global enterprise, forms of business ownership, marketing, and factors of production, personnel, labor, finance, and taxation.

    5. Be able to demonstrate to work in a team setting to producer and present a project that reflects the application of core communication principles reflective of unique motivation styles used in planning, organizing, staffing, directions and controlling.

Associate of Science (AS) in Program – Business Administration (transfer option)

The AS in Business degree offers courses, objective, materials, and instruction to enable students to enter a four-year college as a business major. Specific student learning outcomes for the degree area as follows:

Students will:

1. Be able to demonstrate mastery of basic accounting theory and practice in the accounting cycle.

2. Be able to demonstrate the integration of academic knowledge and practical applications in the business environment.

3. Be able to demonstrate mastery of basic statistical concepts as applied to economic business and contexts.

Analysis of Results

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

BUS 271 Statistics I

Chart — bar values by year:

Year	Value
2011-2012	56%
2012-2013	50%
2013-2014	90%
2014-2015	84%
2015-2016	88%

(Axis: 0%, 20%, 40%, 60%, 80%, 100%)

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends

Business Management and Supervision/Business Administration

BUS/BA	Business Management, Financial Management, Office Management, Entrepreneurship

Course:	BUS 285

Program Outcomes: Business Management:1,2,3,4, Financial Management:1,2,3,4, Office Management:1,2,3,4, Entrepreneurship:1,2,3,4 Business Administration:1,2,3,4

The student will demonstrate understanding of business as a dynamic process in a global enterprise, forms of business ownership, marketing, factors of production, personnel, labor, finance, and taxation. (BUS 285 spring semester)	80% of students will achieve a passing score (define as "Meets Expectation" or better) on the first attempt on a group project that incorporates one or more of the following dimension of the modern business construct: private enterprise, forms of business ownership, marketing, factors of production, personnel, labor, finance, and taxation when measured against department rubric.	For reporting years 2014-2015 and 2015-2016, the level of achievement surpassed the desired goal of 80%. In 2014-2015, the goal was surpassed by 8%. The goal was surpassed by only 2 percentage points during the 2015-2016 reporting year.	While surpassing the benchmark of 80%, the components of the project have been modified to increase student success rates. Specific areas of the project were identified where students scored the lowest: finance and taxation.	As a result of the analysis, instructor added deadlines for various sections of the project for students to complete prior to the complete submittal of the final assignment. Additional exercise outside of the project have been added to the course on finance and taxation. Students requested the project be completed individually and not in groups. The project has been set up for individual completion.

BUS 285 Principles of Marketing

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
100%					
80%	86%	80%	83%	88%	82%
60%					
40%					
20%					
0%					

Analysis of Results

Business Administration/Business (BUS)

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

ECO 231 Principles of Macroeconomics (bar chart, percentages 0%–100%)

Years: 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016
Values: 75%, 78%, 64%, 70%, 74%

Analysis of Results

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

Analysis of Results

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

ETP 279 Small Business Management

	2013-2014	2014-2015	2015-2016
	100%	61%	67%

Analysis of Results

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

Bar chart axis: 100%, 80%, 60%, 40%, 20%, 0%

Bars labeled: 54%, 83%, 57%, 72%, 78%

X-axis: 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016

Analysis of Results

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

OAD 218 Office Procedures

Analysis of Results

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

OAD 244 Database Management
Access

Chart values: 2011-2012: 83%, 2012-2013: 81%, 2013-2014: 68%, 2014-2015: 81%, 2015-2016: 56%
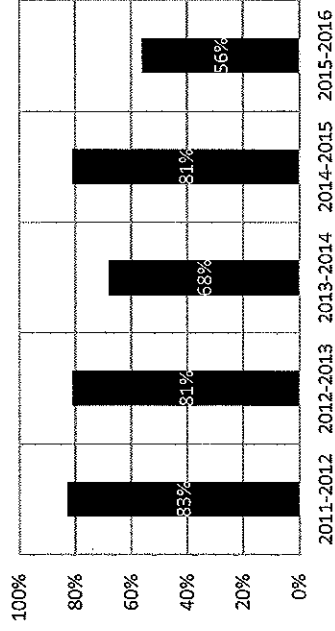
5 - Standard Faculty and Staff Focus

a. **Faculty and Staff Focus** Complete Table 3a Standard 5 - **Faculty- and Staff-Focused Results** found under the Evidence File above. 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.

b. **Faculty Qualifications** Complete Table 3b. Standard 5 - **New Full-Time and Part-Time Faculty Qualifications** found under the Evidence File above. 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.

RESPONSE

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

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

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

Analysis of Results

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

P

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

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

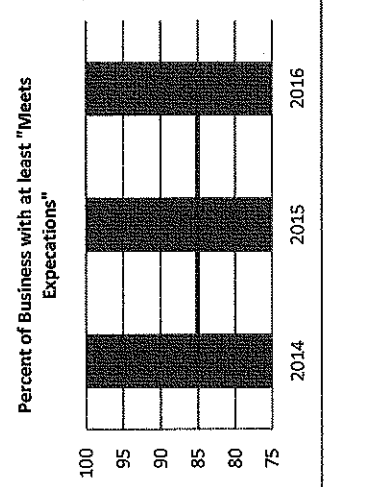| Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centrered work environment for business faculty and staff. Key indicators may include: professional development, scholarly activities, community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

Analysis of Results

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

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

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

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

Analysis of Results

Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
Employee turnover can be a reflection of employee job satisfaction and commitment to the college. Therefore the business department will strive for no turnover in faculty and staff dfue to job dissatisfaction.	Annual review of employment of faculty and staff.	Susan Smith retired in spring 2016.	The department will continue to monitor any turnover activity in the department.	N/A	Business Faculty Turnover

P

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

Complete this table for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported in accordance with Criterion 5.2 in the Standards and Criteria.

Use a separateline in the table for each level of qualification. For example, if Joe Smith is Masters qualified to teach management and professionally qualified to teach accounting then Joe Smith will be on two lines justifying each level of qualification.

TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

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

6 - Standard 6 Educational and Business Process Management

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 found under the Evidence File tab above.

2. List any degree programs that have changed names whether or not there are curriculum changes. This information will be used to update your list of accredited programs on the ACBSP website.

3. List any **new degree programs** that have been developed since your last report and attach a Table 6 Curriculum Summary found under the Evidence File tab above.

   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. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

4. 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.

5. Provide three or four examples of organizational performance results, reporting what you consider to be the most important data, using Table 7 - Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.

RESPONSE

Curriculum

1.

None have been substantially revised.

2.

None have been substantially changed.

3.

Since Wallace State Community College's re-accreditation self-study, an Associate of Applied Science in Transportation Management has been added. This program began in fall 2014. At this time, not enough data has been collected nor enough graduates obtained to make an accurate assessment of this program, so information about this degree has not been included in this report. The addition of data on this program and its graduates will be included in the next QA report. This program is not listed as accredited by ACBSP on either the WSCC website or in the catalog. The WSCC website and catalog clearly state that the only accredited business degrees are as follows: Associate of Applied Science (AAS) in Business / OAD, Associate of Science (AS) in Business Administration. The AAS in Transportation Management Curriculum Summary is provided as an attachment.

4.

None have been terminated.

5. Attached Tables

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

Course Evaluations
"The instructor encouraged critical thinking"
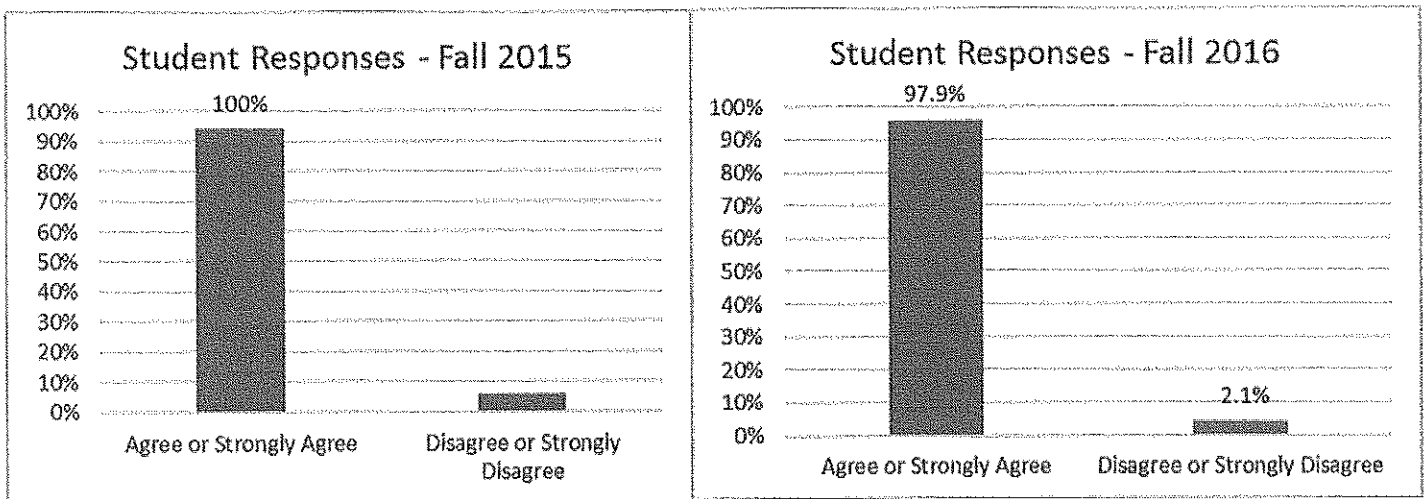
Course Evaluations
"The use of classroom technologies enhanced my learning"
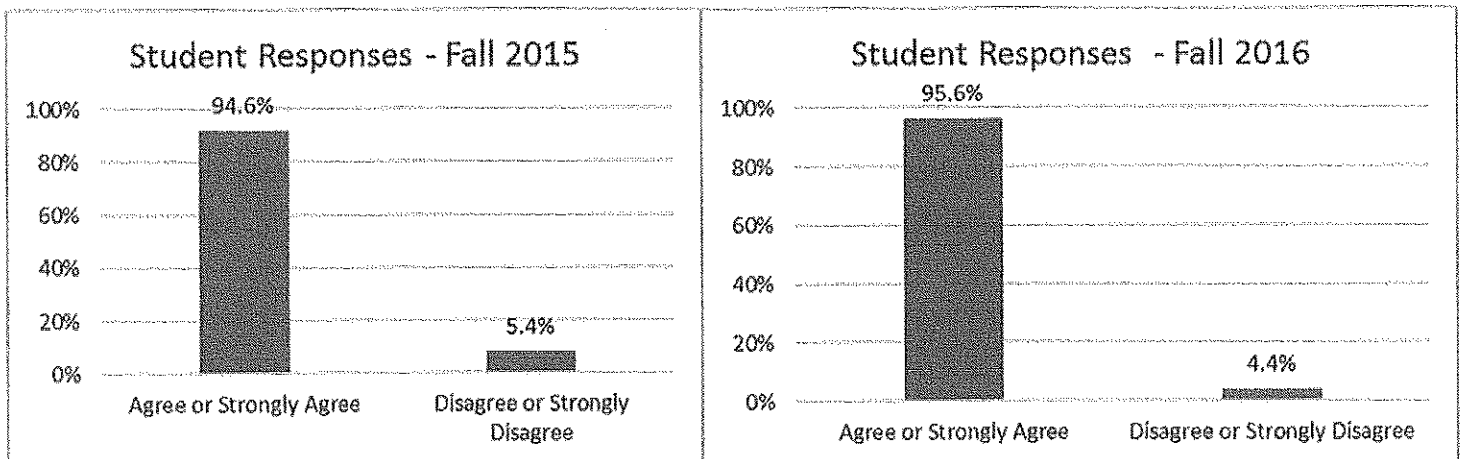
Organizational Performance Results

Analysis of Results

Performance Measure	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken (during following year)	Chart Showing Trends
The college will continue to have significant economic impact in the local community.	Economic Impact Study (Auburn-Montgomery); College Annual Expenses	The college is Cullman County's 8th largest employer.	The college's expenditures have increased 12.4%, from the 09/10 AY to 13/14. Expenses for 14/15 and 15/16 have remained steady, with a decrease from 13/14.	The college's contributions to the economic health of the region have long been the subject of forecasts and economic development presentations by the city and county. Specific actions taken by the college have been to increase the scope and level of community participation in the college's annual Strategic Action Team for Career/Technical programs and increased levels of participation with the Chamber of Commerce in both Cullman and Blount counties.	

WSCC Expenditures

- 2009 2010: $46,527,686
- 2010 2011: $47,072,656
- 2011 2012: $46,773,653
- 2012 2013: $47,788,748
- 2013 2014: $50,291,919
- 2014 2015: $49,626,894
- 2015 2016: $49,272,900

PATHWAYS

Transportation Management
Associate in Applied Science / Short-Term Certificate

Full Time	Course Prefix	Course Description	Credit Hours
Semester 1	ORI 110	Freshmen Seminar	1
	ENG 101	English Composition I	3
	MTH 100	Intermediate College Algebra	3
	BUS 100	Introduction to Business	3
	BUS 241	Principles of Accounting I	3
	CIS 146	Microcomputer Applications	3
Semester 2	ENG 102	English Composition II	3
	POL 211	American National Government	3
	ECO 231	Principles of Macroeconomics	3
	BUS 285	Principles of Marketing	3
	TRT 101	History of Transportation	3
	TRT 102	Regulations of Transportation	3
Semester 3	CIS 113	Spreadsheet Software Applications (Excel)	3
	ECO 232	Principles of Microeconomics	3
	BUS 275	Principles of Management	3
	TRT 103	Industrial Traffic Management	3
	TRT 104	Transportation and Distribution Logistics	3
	TRT 210	Tracking Systems	3
Semester 4	PHL 206	Ethics and Society	3
	TRT 212	Freight Loss and Damage Claims	3
	TRT 214	Import/Export Transportation Management	3
	TRT 218	Transportation of Hazardous Materials	3
	TRT 220	Directed Studies in Traffic and Transportation	3
		TOTAL HOURS	67

TRANSPORTATION APPLICATIONS SHORT-TERM CERTIFICATE

For Assistance with Financial Aid: http://www.wallacestate.edu/financial-aid
For transfer information to a four-year school: http://stars.troy.edu/

WALLACE STATE
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Business Management & Supervision
Transportation Applications Short Term Certification
Leading to Option V Transportation Management AAS
Required course completion outline (General recommended course sequence)

Date: _____ Student Name: _____ Student # _____

✓		Course Name	Semester Offered	Credit hours
	TRT 101	History of Transportation	Fall	3
	TRT 102	Regulation of Transportation	Fall	3
	TRT 103	Industrial Traffic Management	Spring	3
	TRT 104	Transportation and Distribution Logistics	Spring	3
	TRT 210	Tracking Systems	Spring	3
	TRT 213	Freight Loss and Damage Claims	Spring	3
	TRT 214	Import/Export Transportation Management	Summer	3
	TRT 218	Transportation of Hazardous Materials	Summer	3
	TRT 220	Directed Studies in Traffic and Transportation	Summer	3
			Hours	27

Note: Students must attain a grade of "C" or higher in all major and specialized courses.
Although the provisions of the catalog will ordinarily be applied as stated, WSCC reserves the right to change any program outlines without actual notice to students.

Business Management & Supervision
Option V Transportation Management AAS
Required course completion outline (General recommended course sequence)

Date: _____ Student Name: _____ Student # _____

✓	1ST Semester	Course Name	Semester Offered	Credit hours
	ORI 110	Freshman Seminar	Fall, Spring, Summer	1
	ENG 101	English Composition I	Fall, Spring, Summer	3
	TRT 101	History of Transportation	Fall	3
	BUS 100	Introduction to Business	Fall	3
	CIS 146*	Microcomputer Applications	Fall, Spring, Summer	3
	MTH 100	Intermediate College Algebra	Fall, Spring, Summer	3
			Hours	16

2nd Semester

		Course Name	Semester Offered	Credit hours
	TRT 102	Regulation of Transportation	Fall	3
	ENG 102	English Composition II	Spring, Summer, Fall	3
	ECO 231	Principles of Macroeconomics	Spring, Summer, Fall	3
	BUS 285	Principles of Marketing	Spring	3
			Hours	12

3rd Semester

		Course Name	Semester Offered	Credit hours
	CIS 113	Spreadsheet Software Application (Excel)	Summer, Fall, Spring	3
	ECO 232	Principles of Microeconomics	Summer, Fall, Spring	3
	TRT 103	Industrial Traffic Management	Spring	3
	BUS 275	Principles of Management	Summer	3
			Hours	12

4th Semester

		Course Name	Semester Offered	Credit hours
	TRT 210	Tracking Systems	Spring	3
	TRT 104	Transportation and Distribution Logistics	Spring	3
		Social or Behavioral Science, or History Elective	Fall, Spring, Summer	3
	BUS 241	Principles of Accounting I	Fall, Spring, Summer	3
	TRT 213	Freight Loss and Damage Claims	Summer	3
			Hours	15

5th Semester

		Course Name	Semester Offered	Credit hours
	TRT 214	Import/Export Transportation Management	Summer	3
		Humanities/Fine Arts Elective	Spring, Summer, Fall	3
	TRT 218	Transportation of Hazardous Materials	Summer	3
	TRT 220	Directed Studies in Traffic and Transportation	Summer	3
				12
			Total Program Hours	67

*CIS 146 Proficiency Test/Microsoft Certification

Note: Students must attain a "C" or higher in all major and specialized courses.

Although the provisions of the catalog will ordinarily be applied as stated, WSCC reserves the right to change any program outlines without actual notice to students.