

Virginia Western Community College

Accredited Business Programs	2018 Graduates
A.S. Business Administration	50
A.A.S. Accounting	18
A.A.S. Administrative Management Technology	3
A.A.S. AMT - Medical Administrative Management Specialization	5
A.A.S. Management	13

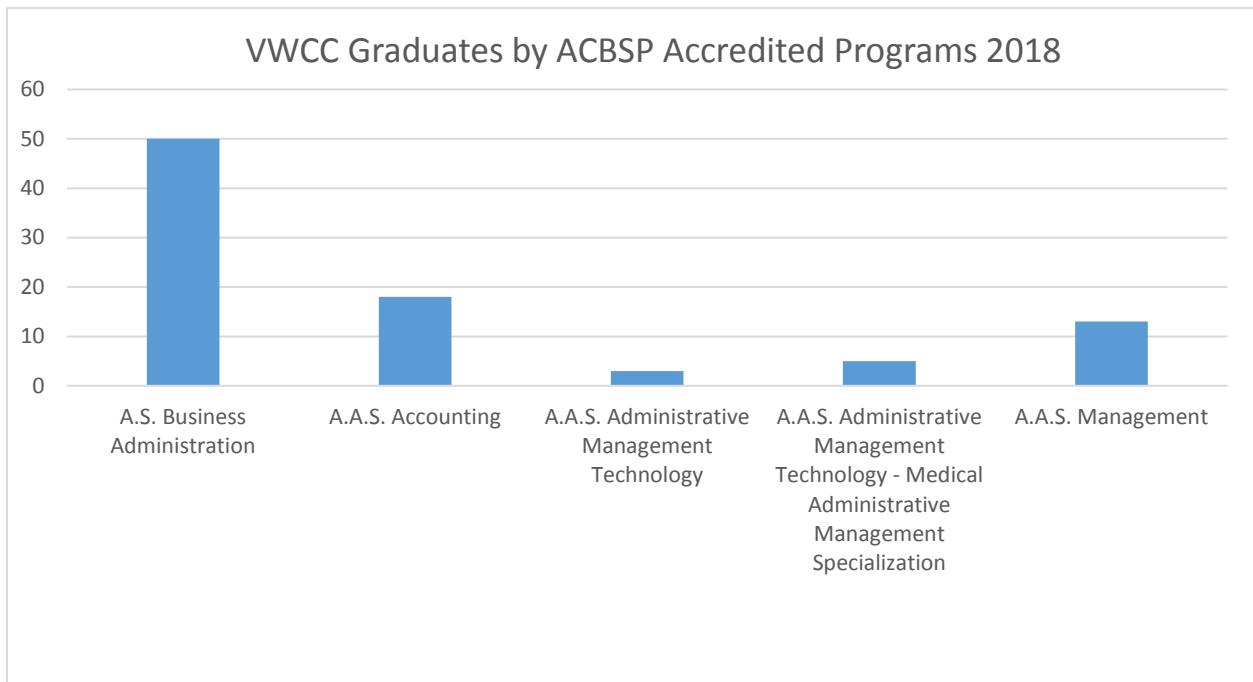
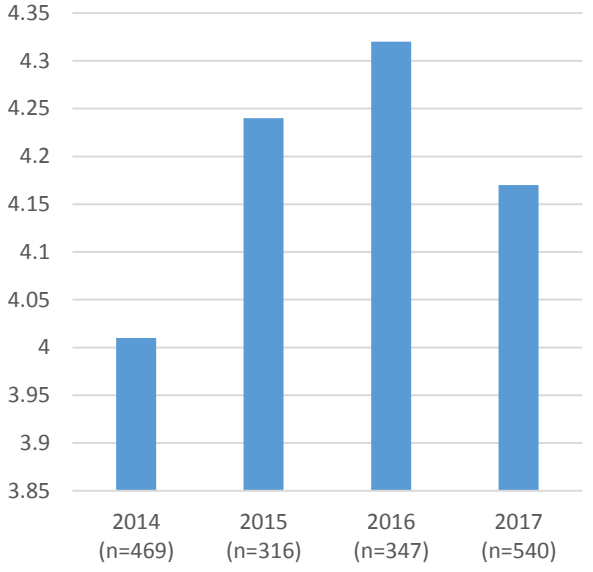
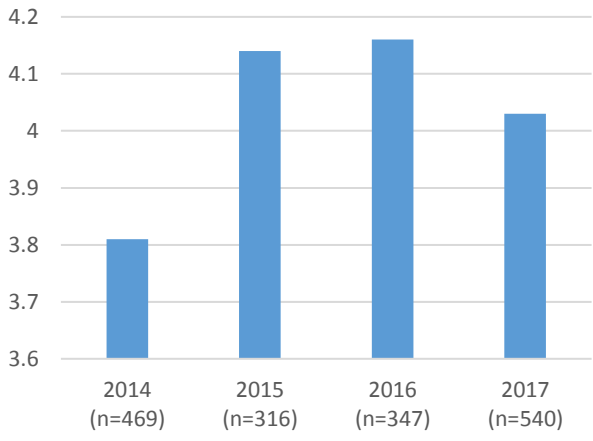


TABLE 1: Student and Stakeholder Focused Results (Standard 3)

Performance Measure:	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Trends																				
Overall student satisfaction with instructors will be at or above 4.25	Course Evaluations at the end of every course averaged for the year	Five years of trend data exceeding the goal. Increasing or steady in most departments, but declining in Marketing.	Overall satisfaction exceeded the goal in all current degree programs showed a positive trends for all three years; Marketing major was discontinued and we were in teach out of those courses for this time period	Meeting with full-time faculty member with an evaluation score of 3.0 or lower to discuss strategies to improve performance (program head meets with adjunct faculty with an evaluation score or 3.0 or lower); increase performance standard to 4.50. Professional development opportunities for continuous improvement in instruction available (New Horizons, VCCS Peer Conferences, Quality Matters, Blackboard training, etc.)	<p>Student Satisfaction: Evaluation of Instructor</p> <table border="1"> <caption>Student Satisfaction: Evaluation of Instructor</caption> <thead> <tr> <th>Department</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>ACC (n=282)</td> <td>4.55</td> <td>4.58</td> <td>4.58</td> </tr> <tr> <td>AST (n=252)</td> <td>4.50</td> <td>4.68</td> <td>4.68</td> </tr> <tr> <td>BUS/FIN (n=425)</td> <td>4.55</td> <td>4.50</td> <td>4.56</td> </tr> <tr> <td>MKT (n=50)</td> <td>4.50</td> <td>4.50</td> <td>4.37</td> </tr> </tbody> </table>	Department	2015-16	2016-17	2017-18	ACC (n=282)	4.55	4.58	4.58	AST (n=252)	4.50	4.68	4.68	BUS/FIN (n=425)	4.55	4.50	4.56	MKT (n=50)	4.50	4.50	4.37
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New Student rating of Overall quality of instruction will be at 4.0 or above	New Student Survey conducted in SDV 100 each fall	Four years of trend data exceeding the goal but declining in Fall 2017	Overall quality exceeded the goal all four years;	Offering different modalities of instruction in order to meet needs of students including on-campus, online, and hybrid. All faculty must follow common syllabus, course outline and teach to SLOs (Student Learning Outcomes) in each course; instructor resources such as multi-media technology, adequate classroom space, and instructional design provided to all faculty from different departments within the college. Created discipline-specific two credit student orientation course (SDV 101) taught by business faculty to ensure program placed students are in correct program and to assist learning, educational, and career goals applicable to their chosen program	<p>Overall Quality of Instruction</p> <table border="1"> <caption>Overall Quality of Instruction</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2014 (n=469)</td> <td>4.12</td> </tr> <tr> <td>2015 (n=316)</td> <td>4.34</td> </tr> <tr> <td>2016 (n=347)</td> <td>4.33</td> </tr> <tr> <td>2017 (n=540)</td> <td>4.20</td> </tr> </tbody> </table>	Year	Score	2014 (n=469)	4.12	2015 (n=316)	4.34	2016 (n=347)	4.33	2017 (n=540)	4.20										
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New Student rating of Overall quality of your academic program will be at 4.0 or above	New Student Survey conducted in SDV 100 each fall	Four years of trend data exceeding the goal but declining in Fall 2017	Overall quality exceeded the goal all four years;	Faculty review and develop curriculum annually based on student and employer feedback; Review led to redesigning curriculum to embed industry credentials for workforce readiness and skill sets; program redesigns also consisted of clear, sequential pathways to improve completion time; developed common first semester classes across business unit programs for potential student transition between programs; implemented scheduling guidelines to allow for streamlined offerings during the most popular meeting times and dates; created discipline-specific two credit student orientation course (SDV 101) taught by business faculty to better assist with transition into programs and ensure correct program placement that aligns with educational and career goals.	<p data-bbox="1543 235 1885 316">Overall Quality of your Academic Program(s)</p>  <table border="1" data-bbox="1417 341 2005 909"> <thead> <tr> <th>Year</th> <th>Quality Score</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>4.01</td> <td>469</td> </tr> <tr> <td>2015</td> <td>4.24</td> <td>316</td> </tr> <tr> <td>2016</td> <td>4.32</td> <td>347</td> </tr> <tr> <td>2017</td> <td>4.17</td> <td>540</td> </tr> </tbody> </table>	Year	Quality Score	Sample Size (n)	2014	4.01	469	2015	4.24	316	2016	4.32	347	2017	4.17	540
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New Student rating of Relationship with Faculty will be at 4.0 or above	New Student Survey conducted in SDV 100 each fall	Four years of trend data exceeding the goal but declining in Fall 2017	Overall quality exceeded the goal all four years;	After the completion of 12 credits, students are transitioned to business faculty advisors; meeting with faculty advisors allows for more meaningful relationships with students than when students meet with only professional advisors who have generic knowledge of college programs and career opportunities; Full-time faculty also teach the discipline-specific two credit student orientation course (SDV 101) that assists business students with transitioning into programs and ensuring correct program placement that aligns with educational and career goals.	<p data-bbox="1528 958 1911 998">Relationship with Faculty</p>  <table border="1" data-bbox="1417 1015 2005 1453"> <thead> <tr> <th>Year</th> <th>Relationship Score</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>3.81</td> <td>469</td> </tr> <tr> <td>2015</td> <td>4.14</td> <td>316</td> </tr> <tr> <td>2016</td> <td>4.16</td> <td>347</td> </tr> <tr> <td>2017</td> <td>4.03</td> <td>540</td> </tr> </tbody> </table>	Year	Relationship Score	Sample Size (n)	2014	3.81	469	2015	4.14	316	2016	4.16	347	2017	4.03	540
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Graduate satisfaction with academic program, relationship with faculty, enrollment services and learning resources will be at 4.0 or above	Graduate survey administered when applying for graduation each semester	Five years of trend data exceeding the goal. 2017-18 graduates slightly lower for three of the four categories.	Overall quality exceeded the goal all four years;	Created discipline-specific two credit student orientation course (SDV 101) to be taught by business faculty to help with transition into programs and ensure correct program placement that aligns with educational and career goals. VCCS Initiative Guided Pathways will target more meaningful and efficient onboarding, enrollment, advising, and program placement of students. This technology is to be implemented in fall 2018 semester. College provides 24/7 Student Support Center - assistance via chat, online questions submission, and phone.	<p style="text-align: center;">Graduating Student Satisfaction</p> <table border="1"> <caption>Graduating Student Satisfaction Data</caption> <thead> <tr> <th>Category</th> <th>2013-14 (n=404)</th> <th>2014-15 (n=461)</th> <th>2015-16 (n=402)</th> <th>2016-17 (n=394)</th> <th>2017-18 (n=271)</th> </tr> </thead> <tbody> <tr> <td>Academic Program</td> <td>4.46</td> <td>4.25</td> <td>4.57</td> <td>4.38</td> <td>4.43</td> </tr> <tr> <td>Relationship with Faculty</td> <td>4.35</td> <td>4.29</td> <td>4.54</td> <td>4.43</td> <td>4.34</td> </tr> <tr> <td>Enrollment Services</td> <td>4.32</td> <td>4.25</td> <td>4.25</td> <td>4.28</td> <td>4.20</td> </tr> <tr> <td>Learning Resources</td> <td>4.26</td> <td>4.39</td> <td>4.35</td> <td>4.42</td> <td>4.36</td> </tr> </tbody> </table>	Category	2013-14 (n=404)	2014-15 (n=461)	2015-16 (n=402)	2016-17 (n=394)	2017-18 (n=271)	Academic Program	4.46	4.25	4.57	4.38	4.43	Relationship with Faculty	4.35	4.29	4.54	4.43	4.34	Enrollment Services	4.32	4.25	4.25	4.28	4.20	Learning Resources	4.26	4.39	4.35	4.42	4.36
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Student satisfaction with the support provided and the educational experience at Virginia Western does not decline more than .10 from the previous administration of the survey.	CCSSE survey administered every two or three years.	Three cycles of trend data exceeding the goal with an upward trend.	Overall quality exceeded the goal all four years;	BTT added a full-time program advisor who has become integral to the support of new and returning students during the completion of their programs. Created discipline-specific two credit student orientation course (SDV 101) to be taught by business faculty to better help with transition into programs and ensure correct program placement that aligns with educational and career goals. Faculty regularly develop real-life, meaningful experiences for students similar to what they would experience in the workforce; faculty have embedded industry credentials in business programs so students can enter the workforce with fundamental, marketable skills. Business programs share common set of classes in first semester so students are not behind if they change their program.	<p style="text-align: center;">Student Satisfaction - CCSSE</p> <table border="1"> <caption>Student Satisfaction - CCSSE Data</caption> <thead> <tr> <th>Category</th> <th>2011 (n=914)</th> <th>2014 (n=916)</th> <th>2016 (n=835)</th> </tr> </thead> <tbody> <tr> <td>Providing the support you need to help you</td> <td>2.99</td> <td>2.96</td> <td>3.07</td> </tr> <tr> <td>Your entire educational experience at this college succeed at this college</td> <td>3.15</td> <td>3.07</td> <td>3.16</td> </tr> </tbody> </table>	Category	2011 (n=914)	2014 (n=916)	2016 (n=835)	Providing the support you need to help you	2.99	2.96	3.07	Your entire educational experience at this college succeed at this college	3.15	3.07	3.16																		
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Student satisfaction with career counseling and job placement assistance does not decline more than .10 from the previous administration of the survey.	CCSSE survey administered every two or three years.	Three cycles of trend data exceeding the goal in career counseling this last year, but a low rating for job placement assistance.	Overall quality exceeded the goal all four years;	Created discipline-specific two credit student orientation course (SDV 101) to be taught by business faculty to better help with transition into programs and ensure correct program placement that aligns with educational and career goals. Faculty regularly incorporate the use of the college's career center into their classes including career exploration, and to learn about the additional resources offered such as job placement, interviewing skills, resumes editing, job shadowing, internships, and mentoring opportunities.	<p>CCSSE - Career Assistance</p> <table border="1"> <caption>CCSSE - Career Assistance Data</caption> <thead> <tr> <th>Category</th> <th>2011 (n=914)</th> <th>2014 (n=916)</th> <th>2016 (n=835)</th> </tr> </thead> <tbody> <tr> <td>Career counseling</td> <td>2.10</td> <td>2.00</td> <td>2.07</td> </tr> <tr> <td>Job placement assistance</td> <td>1.99</td> <td>1.82</td> <td>1.85</td> </tr> </tbody> </table>	Category	2011 (n=914)	2014 (n=916)	2016 (n=835)	Career counseling	2.10	2.00	2.07	Job placement assistance	1.99	1.82	1.85								
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Student satisfaction with tutoring, skills labs, computer labs and student organizations does not decline more than .10 from the previous administration of the survey.	CCSSE survey administered every two or three years.	Three cycles of trend data exceeding the goal in each area with a slight decline over time related to tutoring.	Overall quality exceeded the goal all four years;	Implementation of the two credit SDV 101 course aids in providing students with additional resources in terms of assistance from faculty. The college provides tutors specifically for accounting students which has improved student success, and a dedicated computer lab exists that provides specific resources needed for instructional aid (i.e. Microsoft Office Suite, QuickBooks, Cert Port, and GMetrix software).	<p>CCSSE Resources/Services</p> <table border="1"> <caption>CCSSE Resources/Services Data</caption> <thead> <tr> <th>Category</th> <th>2011 (n=914)</th> <th>2014 (n=916)</th> <th>2016 (n=835)</th> </tr> </thead> <tbody> <tr> <td>Peer or other tutoring</td> <td>2.20</td> <td>2.20</td> <td>2.20</td> </tr> <tr> <td>Skill labs (writing, math, etc.)</td> <td>2.32</td> <td>2.32</td> <td>2.32</td> </tr> <tr> <td>Computer lab</td> <td>2.57</td> <td>2.57</td> <td>2.57</td> </tr> <tr> <td>Student organizations</td> <td>2.10</td> <td>2.10</td> <td>2.10</td> </tr> </tbody> </table>	Category	2011 (n=914)	2014 (n=916)	2016 (n=835)	Peer or other tutoring	2.20	2.20	2.20	Skill labs (writing, math, etc.)	2.32	2.32	2.32	Computer lab	2.57	2.57	2.57	Student organizations	2.10	2.10	2.10
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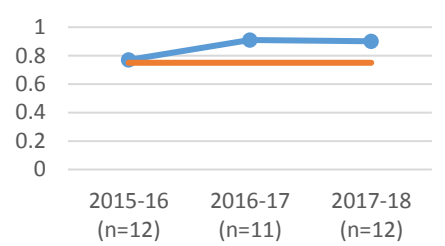
TABLE 2: Student Learning Results (Standard 4)

Performance Measure:	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Trends												
<p>Program – AS in Business Administration SLO - Demonstrate a well-rounded understanding of financial accounting and reporting Goal – 70% of students will score 70% or better</p>	<p>In ACC 211 (Principles of Accounting I), student scores on embedded test questions on the comprehensive financial accounting final exam will assess understanding of financial accounting and reporting. This is a direct, summative, internal assessment.</p>	<p>SLO goal is 70% of students will score a 70% or above on the assessment. 43% of the students scored a 70% or above on the assessment. The goal was not achieved. One particular class section (ACC 212-11 in Spring 2018) had 18% of students score a 70% or above which brought down the average. Omitting this section, 55% of the students scored a 70% or above on the assessment.</p>	<p>Students that had good class attendance and good homework completion rates met the SLO goal. Overall, student performance was strong on terminology but weaker on cost of goods manufactured, job order cost sheet, activity based costing, and standard costing.</p>	<p>Faculty will meet in late summer/early fall to discuss the following possible modifications: 1- review of exam questions for possible changes/clarification. 2- tracking of assessment results by students' program of study. 3- heavier weighting of final exam</p>	<p style="text-align: center;">AS Business Administration SLO: Financial Accounting and Reporting</p> <table border="1"> <caption>AS Business Administration SLO: Financial Accounting and Reporting</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>0.66</td> <td>226</td> </tr> <tr> <td>2016-17</td> <td>0.70</td> <td>106</td> </tr> <tr> <td>2017-18</td> <td>0.43</td> <td>119</td> </tr> </tbody> </table>	Year	Score	n	2015-16	0.66	226	2016-17	0.70	106	2017-18	0.43	119
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<p>Program - AS in Business Administration SLO - Demonstrate a well-rounded understanding of managerial accounting Goal - 70% of students will score 70% or better</p>	<p>In ACC 212 (Principles of Accounting II), student scores on embedded test questions on the comprehensive managerial accounting final exam will assess understanding of managerial accounting. This is a direct, summative, internal assessment.</p>	<p>SLO goal is 70% of students will score a 70% or above on the assessment. 63% of the students scored a 70% or above on the assessment. The goal was not achieved. The fall scores of 68% were significantly better than the spring scores of 55%.</p>	<p>Overall student strengths were in preparation of financial statements. Students were somewhat weaker in steps in the accounting cycle, calculation of bond interest, calculation of partial year depreciation, and accrual adjustments.</p>	<p>Faculty will meet in late summer/early fall to discuss the following possible modifications: 1- Modifying the assessment to a computer-based final exam which will allow for consistent grading and feedback on areas of strengths and weaknesses. 2- Heavier weighting of assessment (final exam) in course grade. 3- Possible tracking of assessment results by students' program of study.</p>	<p style="text-align: center;">AS Business Administration SLO: Managerial Accounting</p> <table border="1"> <caption>AS Business Administration SLO: Managerial Accounting</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>0.62</td> <td>127</td> </tr> <tr> <td>2016-17</td> <td>0.62</td> <td>62%</td> </tr> <tr> <td>2017-18</td> <td>0.63</td> <td>206</td> </tr> </tbody> </table>	Year	Score	n	2015-16	0.62	127	2016-17	0.62	62%	2017-18	0.63	206
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<p>Program - AAS in Accounting SLO - Demonstrate a well-rounded understanding of financial accounting and reporting</p> <p>Goal - 70% of students will score 70% or better</p>	In ACC 211 (Principles of Accounting I), student scores on embedded test questions on the comprehensive financial accounting final exam will assess understanding of financial accounting and reporting. This is a direct, summative, internal assessment.	SLO goal is 70% of students will score a 70% or above on the assessment. 43% of the students scored a 70% or above on the assessment. The goal was not achieved. One particular class section (ACC 212-11 in Spring 2018) had 18% of students score a 70% or above which brought down the average. Omitting this section, 55% of the students scored a 70% or above on the assessment.	Students that had good class attendance and good homework completion rates met the SLO goal. Overall, student performance was strong on terminology but weaker on cost of goods manufactured, job order cost sheet, activity based costing, and standard costing.	Faculty will meet in late summer/early fall to discuss the following possible modifications: 1- review of exam questions for possible changes/clarification. 2- tracking of assessment results by students' program of study. 3- heavier weighting of final exam	<p style="text-align: center;">AAS Accounting SLO: Financial Accounting and Reporting</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Performance</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>0.66</td> <td>226</td> </tr> <tr> <td>2016-17</td> <td>0.70</td> <td>106</td> </tr> <tr> <td>2017-18</td> <td>0.43</td> <td>119</td> </tr> </tbody> </table>	Year	Performance	Sample Size (n)	2015-16	0.66	226	2016-17	0.70	106	2017-18	0.43	119
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<p>Program - AAS in Accounting SLO - Demonstrate a well-rounded understanding of managerial accounting</p> <p>Goal - 70% of students will score 70% or better</p>	In ACC 212 (Principles of Accounting II), student scores on embedded test questions on the comprehensive managerial accounting final exam will assess understanding of managerial accounting. This is a direct, summative, internal assessment.	SLO goal is 70% of students will score a 70% or above on the assessment. 63% of the students scored a 70% or above on the assessment. The goal was not achieved. The fall scores of 68% were significantly better than the spring scores of 55%.	Overall student strengths were in preparation of financial statements. Students were somewhat weaker in steps in the accounting cycle, calculation of bond interest, calculation of partial year depreciation, and accrual adjustments.	Faculty will meet in late summer/early fall to discuss the following possible modifications: 1- Modifying the assessment to a computer-based final exam which will allow for consistent grading and feedback on areas of strengths and weaknesses. 2- Heavier weighting of assessment (final exam) in course grade. 3- Possible tracking of assessment results by students' program of study.	<p style="text-align: center;">AAS Accounting SLO: Managerial Accounting</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Performance</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>0.62</td> <td>127</td> </tr> <tr> <td>2016-17</td> <td>0.62</td> <td>62</td> </tr> <tr> <td>2017-18</td> <td>0.63</td> <td>206</td> </tr> </tbody> </table>	Year	Performance	Sample Size (n)	2015-16	0.62	127	2016-17	0.62	62	2017-18	0.63	206
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<p>Program - AAS in Accounting</p> <p>SLO - Demonstrate a well-rounded understanding of business terms and their applications</p> <p>Goal - 70% of students will score 70% or better</p>	<p>In BUS 100 (Introduction to Business), student scores on embedded test questions on the comprehensive final exam will assess understanding of business terms and their applications. This is a direct, summative, internal assessment.</p>	<p>The standard of success for this SLO was that 70% or more of the students would achieve a score of 70 or better on the departmental final exam. This academic year 74.8% completed the assessment with at grade of 70% or better. Therefore, the goal for this SLO was fully achieved. It should be noted that only one of the two online sections used the assessment this year, but 81.8% of those students achieved the 70% benchmark.</p>	<p>The students did well in the economics, management, and marketing areas. The students struggled a bit on finance and banking (however spring students showed improvement).</p>	<p>We are going to continue to develop the company tracking assignment to integrate each chapter. This will allow the students to apply the material to a real world company, thus helping ensure learning. We are also implementing the Included in the Fall 2018 for all sections. This will ensure that all students have access to the textbooks on Day 1. It will also allow us to implement on-line quizzing, thus freeing up class time for more hands-on experiences.</p>	<p style="text-align: center;">AAS Accounting SLO: Business Terms</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015-16 (n=253)</td> <td>0.78</td> </tr> <tr> <td>2016-17 (n=234)</td> <td>0.69</td> </tr> <tr> <td>2017-18 (n=163)</td> <td>0.75</td> </tr> </tbody> </table>	Year	Score	2015-16 (n=253)	0.78	2016-17 (n=234)	0.69	2017-18 (n=163)	0.75
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2017-18 (n=163)	0.75												

Performance Measure:	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Trends								
<p>Program - AAS in Administrative Management Technology SLO - Demonstrate the knowledge of basic word processing concepts and the proficiency to apply these concepts in word processing assignments. Goal - 75% of students will score 75% or better</p>	<p>In AST 141 (Word Processing I), student scores on embedded test questions on the Unit Two test will assess understanding of basic word processing concepts and the proficiency to apply these concepts. This is a direct, formative, internal assessment.</p>	<p>The standard of success for this SLO was that 75% of students will score 75% or better. All students made an A on this exam. Out of 18 students, 11 made 100%, 4 made 96%, 2 made 92%, and 1 made 90%.</p>	<p>The students proved that they have a strong command of displaying a document for review, creating and applying styles, inserting a table of contents, inserting page numbers in headers and footers, using document property fields, applying page breaks, inserting cover pages, inserting SmartArt graphics, converting text to a table, formatting a table, sorting a table, inserting pictures, and inserting symbols. However, formatting Smart Art and changing table cell margins were more commonly missed.</p>	<p>Class lecture will include special emphasis on selecting and formatting Smart Art and changing table cell margins.</p>	<p style="text-align: center;">AAS Administrative Management Technology SLO: Word Processing</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015-16 (n=14)</td> <td>0.88</td> </tr> <tr> <td>2016-17 (n=9)</td> <td>1.0</td> </tr> <tr> <td>2017-18 (n=18)</td> <td>1.0</td> </tr> </tbody> </table>	Year	Score	2015-16 (n=14)	0.88	2016-17 (n=9)	1.0	2017-18 (n=18)	1.0
Year	Score												
2015-16 (n=14)	0.88												
2016-17 (n=9)	1.0												
2017-18 (n=18)	1.0												
<p>Program - AAS in Administrative Management Technology SLO - Demonstrate an in-depth understanding of the hiring process. Goal - 75% of students will score 80% or better</p>	<p>In BUS 205 (Human Resource Management), student scores on the Human Resource Management Project will assess understanding of the hiring process. This is a direct, summative, internal assessment.</p>	<p>Pending</p>	<p>Pending</p>	<p>Pending</p>	<p>Pending</p>								

Performance Measure:	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Trends												
<p>Program - AAS in Administrative Management Technology SLO - Demonstrate the knowledge of basic spreadsheet concepts and the ability to apply these concepts in spreadsheet assignments Goal - 75% of students will score a 70% or better</p>	<p>In AST 232 (Microcomputer Office Applications), student scores on the MOS Excel Exam will assess understanding of basic spreadsheet concepts and the ability to apply these concepts. This is a direct, summative, external assessment.</p>	<p>Students did excellent on this year's SLO. Over 90% of students earned a score of 70% or better on the Excel 2016 Microsoft Office Specialist industry certification exam.</p>	<p>According to the individual score reports provided when students submit their exam for grading, the majority of students scored very high in the categories of 'Create and Manage Worksheets and Workbooks' and 'Create Charts and Objects.' Students scored lower in the categories of 'Manage Data Cells and Ranges' and 'Perform Operations with Formulas and Functions.'</p>	<p>This is the last semester that PowerPoint instruction and PowerPoint MOS exam was included in AST 232. This will now be covered in AST 205. This change will provide AST 232 students an opportunity to cover additional instruction in Excel for the purpose of attempting the Excel Expert level MOS exam, in addition to the already required Excel Core level MOS exam. The Excel Core MOS exam will still be required by all students, but for students demonstrating proficiency within the Excel Expert level MOS exam objectives, they will now have an opportunity to attempt the Excel Expert level as well. Specifically, course content and assignments will be modified to incorporate additional Excel concepts not presently covered in this course. Also the SLO should be modified to: Demonstrate the knowledge of basic spreadsheet concepts and the ability to apply these concepts in spreadsheet assignments-85% of students will score 80% or better on The Excel Core 2016 Microsoft Office Specialist industry certification exam.</p>	<p style="text-align: center;">AAS Administrative Management Technology SLO: Spreadsheet Concepts</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>0.75</td> <td>12</td> </tr> <tr> <td>2016-17</td> <td>0.9</td> <td>11</td> </tr> <tr> <td>2017-18</td> <td>0.9</td> <td>12</td> </tr> </tbody> </table>	Year	Score	n	2015-16	0.75	12	2016-17	0.9	11	2017-18	0.9	12
Year	Score	n															
2015-16	0.75	12															
2016-17	0.9	11															
2017-18	0.9	12															

Performance Measure:	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Trends								
<p>Program - AAS in Administrative Management Technology SLO - Demonstrate the knowledge of basic word processing concepts and the proficiency to apply these concepts in word processing assignments. Goal - 75% of students will score 75% or better</p>	<p>In AST 141 (Word Processing I), student scores on embedded test questions on the Unit Two test will assess understanding of basic word processing concepts and the proficiency to apply these concepts. This is a direct, formative, internal assessment.</p>	<p>The standard of success for this SLO was that 75% of students will score 75% or better. All students made an A on this exam. Out of 18 students, 11 made 100%, 4 made 96%, 2 made 92%, and 1 made 90%.</p>	<p>The students proved that they have a strong command of displaying a document for review, creating and applying styles, inserting a table of contents, inserting page numbers in headers and footers, using document property fields, applying page breaks, inserting cover pages, inserting SmartArt graphics, converting text to a table, formatting a table, sorting a table, inserting pictures, and inserting symbols. However, formatting Smart Art and changing table cell margins were more commonly missed.</p>	<p>Class lecture will include special emphasis on selecting and formatting Smart Art and changing table cell margins.</p>	<p style="text-align: center;">AAS AMT - Medical SLO: Word Processing</p> <table border="1"> <caption>AAS AMT - Medical SLO: Word Processing Trends</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015-16 (n=14)</td> <td>0.9</td> </tr> <tr> <td>2016-17 (n=9)</td> <td>1.0</td> </tr> <tr> <td>2017-18 (n=18)</td> <td>1.0</td> </tr> </tbody> </table>	Year	Score	2015-16 (n=14)	0.9	2016-17 (n=9)	1.0	2017-18 (n=18)	1.0
Year	Score												
2015-16 (n=14)	0.9												
2016-17 (n=9)	1.0												
2017-18 (n=18)	1.0												
<p>Program - AAS in Administrative Management Technology SLO - Demonstrate the knowledge of basic spreadsheet concepts and the ability to apply these concepts in spreadsheet assignments. Goal - 75% of students will score a 70% or better</p>	<p>In AST 232 (Microcomputer Office Applications), student scores on the MOS Excel Exam will assess understanding of basic spreadsheet concepts and the ability to apply these concepts. This is a direct, summative, external assessment.</p>	<p>Students did excellent on this year's SLO. Over 90% of students earned a score of 70% or better on the Excel 2016 Microsoft Office Specialist industry certification exam.</p>	<p>According to the individual score reports provided when students submit their exam for grading, the majority of students scored very high in the categories of 'Create and Manage Worksheets and Workbooks' and 'Create Charts and Objects.' Students scored lower in the categories of 'Manage Data Cells and Ranges' and 'Perform Operations with Formulas and Functions.'</p>	<p>Course content and assignments will be modified to incorporate additional Excel concepts not presently covered in this course. Also the SLO should be modified to: Demonstrate the knowledge of basic spreadsheet concepts and the ability to apply these concepts in spreadsheet assignments-85% of students will score 80% or better on The Excel Core 2016 Microsoft Office Specialist industry certification exam.</p>	<p style="text-align: center;">AAS AMT - Medical SLO: Spreadsheet Concepts</p> <table border="1"> <caption>AAS AMT - Medical SLO: Spreadsheet Concepts Trends</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015-16 (n=12)</td> <td>0.75</td> </tr> <tr> <td>2016-17 (n=11)</td> <td>0.9</td> </tr> <tr> <td>2017-18 (n=12)</td> <td>0.9</td> </tr> </tbody> </table>	Year	Score	2015-16 (n=12)	0.75	2016-17 (n=11)	0.9	2017-18 (n=12)	0.9
Year	Score												
2015-16 (n=12)	0.75												
2016-17 (n=11)	0.9												
2017-18 (n=12)	0.9												

Performance Measure:	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Trends												
<p>Program - AAS in Administrative Management Technology SLO - Demonstrate an in-depth understanding of the hiring process. Goal - 75% of students will score 80% or better</p>	<p>In BUS 205 (Human Resource Management), student scores on the Human Resource Management Project will assess understanding of the hiring process. This is a direct, summative, internal assessment.</p>	<p>Pending</p>	<p>Pending</p>	<p>Pending</p>	<p>Pending</p>												
<p>Program - AAS in Management SLO - Accurately complete the steps in the accounting cycle for a business entity including the preparation of financial statements. Goal - 70% of students will score 70% or better</p>	<p>In ACC 212 (Principles of Accounting II), student scores on embedded test questions on the comprehensive managerial accounting final exam will assess understanding of managerial accounting. This is a direct, summative, internal assessment.</p>	<p>SLO goal is 70% of students will score a 70% or above on the assessment. 63% of the students scored a 70% or above on the assessment. The goal was not achieved. The fall scores of 68% were significantly better than the spring scores of 55%.</p>	<p>Overall student strengths were in preparation of financial statements. Students were somewhat weaker in steps in the accounting cycle, calculation of bond interest, calculation of partial year depreciation, and accrual adjustments.</p>	<p>Faculty will meet in late summer/early fall to discuss the following possible modifications: 1- Modifying the assessment to a computer-based final exam which will allow for consistent grading and feedback on areas of strengths and weaknesses. 2- Heavier weighting of assessment (final exam) in course grade. 3- Possible tracking of assessment results by students' program of study.</p>	<p style="text-align: center;">AAS Management SLO: Managerial Accounting</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>0.62</td> <td>127</td> </tr> <tr> <td>2016-17</td> <td>0.62</td> <td>62%</td> </tr> <tr> <td>2017-18</td> <td>0.63</td> <td>206</td> </tr> </tbody> </table>	Year	Score	n	2015-16	0.62	127	2016-17	0.62	62%	2017-18	0.63	206
Year	Score	n															
2015-16	0.62	127															
2016-17	0.62	62%															
2017-18	0.63	206															

Performance Measure:	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Trends												
<p>Program - AAS in Management SLO - Demonstrate an understanding of business vocabulary and their applications. Goal - 70% of students will score 70% or better</p>	<p>In BUS 100 (Introduction to Business), student scores on embedded test questions on the comprehensive final exam will assess understanding of business terms and their applications. This is a direct, summative, internal assessment.</p>	<p>The standard of success for this SLO was that 70% or more of the students would achieve a score of 70 or better on the departmental final exam. This academic year 74.8% completed the assessment with at grade of 70% or better. Therefore, the goal for this SLO was fully achieved. It should be noted that only one of the two online sections used the assessment this year, but 81.8% of those students achieved the 70% benchmark.</p>	<p>The students did well in the economics, management, and marketing areas. The students struggled a bit on finance and banking (however spring students showed improvement).</p>	<p>We are going to continue to develop the company tracking assignment to integrate each chapter. This will allow the students to apply the material to a real world company, thus helping ensure learning. We are also implementing the IncludED in the Fall 2018 for all sections. This will ensure that all students have access to the textbooks on Day 1. It will also allow us to implement on-line quizzing, thus freeing up class time for more hands-on experiences.</p>	<p style="text-align: center;">AAS Management SLO: Business Terms</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>75%</td> <td>253</td> </tr> <tr> <td>2016-17</td> <td>74.8%</td> <td>234</td> </tr> <tr> <td>2017-18</td> <td>81.8%</td> <td>163</td> </tr> </tbody> </table>	Year	Percentage	Sample Size (n)	2015-16	75%	253	2016-17	74.8%	234	2017-18	81.8%	163
Year	Percentage	Sample Size (n)															
2015-16	75%	253															
2016-17	74.8%	234															
2017-18	81.8%	163															

Performance Measure:	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Trends												
<p>Program - AAS in Management SLO - How to prepare a business plan Goal - 75% of students will score 80% or better</p>	<p>In BUS 165 (Small Business Management), student scores on the small business management plan project will assess ability to prepare a business plan. This is a direct, summative, internal assessment.</p>	<p>The standard of success for this SLO was 75% of students will score 80% or better. The actual results were that 80% completed the assessment with an 80% or better. The goal for this SLO was fully achieved.</p>	<p>The students showed improvements on the financial sections of the project. They did well with the formatting and presentation of the ideas in both presentation and easily readable document. However, the students struggled with effectively defining the target market.</p>	<p>The "book" being developed by Lee Frye will be updated in the Fall 2018 based on this year's student performance. A research librarian will be brought in to help with researching target markets. More time will also be devoted to target markets.</p>	<p style="text-align: center;">AAS Management SLO: Business Plan</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Performance</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>0.75</td> <td>43</td> </tr> <tr> <td>2016-17</td> <td>0.60</td> <td>42</td> </tr> <tr> <td>2017-18</td> <td>0.80</td> <td>20</td> </tr> </tbody> </table>	Year	Performance	Sample Size (n)	2015-16	0.75	43	2016-17	0.60	42	2017-18	0.80	20
Year	Performance	Sample Size (n)															
2015-16	0.75	43															
2016-17	0.60	42															
2017-18	0.80	20															

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

Performance Measure:	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Trends												
Faculty satisfaction will be at or above 3.5 on a 5 point scale	Annual Employee Survey	Exceeded goal, however, the trend declined in 2018	Faculty feel overworked and are not happy with the current course evaluation process.	Course evaluation will change based on faculty input. Offer more support to faculty to help with administrative tasks.	<p>The value placed on teaching in my department</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Value</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>4.22</td> <td>204</td> </tr> <tr> <td>Spring 2017</td> <td>4.58</td> <td></td> </tr> <tr> <td>Spring 2018</td> <td>4.16</td> <td>149</td> </tr> </tbody> </table>	Year	Value	n	Spring 2016	4.22	204	Spring 2017	4.58		Spring 2018	4.16	149
Year	Value	n															
Spring 2016	4.22	204															
Spring 2017	4.58																
Spring 2018	4.16	149															
Employee satisfaction will be at or above 3.5 on a 5 point scale	Annual Employee Survey	Exceeded goal, however, the trend declined in 2018	Employees feel that the overall quality of the work environment has decreased slightly over the past three years. Based on the comments, some employees are unclear on their job responsibilities and feel under appreciated.	The next step is to improve communication and set clear expectations and goals to lead to an improved work environment.	<p>Overall quality of the work environment</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Value</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>4.11</td> <td>204</td> </tr> <tr> <td>Spring 2017</td> <td>4.04</td> <td></td> </tr> <tr> <td>Spring 2018</td> <td>3.92</td> <td>149</td> </tr> </tbody> </table>	Year	Value	n	Spring 2016	4.11	204	Spring 2017	4.04		Spring 2018	3.92	149
Year	Value	n															
Spring 2016	4.11	204															
Spring 2017	4.04																
Spring 2018	3.92	149															
All full-time, nine-month faculty members will attend at least one professional development conference annually.	% of faculty attending at least one professional development activity each year	100% of faculty attended at least one professional development activity for each of the last three years.	Even with a significant reduction in professional development budget, faculty were able to participate in meaningful activities.	Improvements in finding alternative sources and low cost options for professional development. BTT values this measure and will continue to monitor this goal.	<p>Percent of Full Time Faculty attending Professional Development Conference Annually</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>100%</td> </tr> <tr> <td>2017</td> <td>100%</td> </tr> <tr> <td>2018</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	2016	100%	2017	100%	2018	100%				
Year	Percentage																
2016	100%																
2017	100%																
2018	100%																

Performance Measure:	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Trends												
Employee satisfaction will be at or above 3.5 on a 5 point scale	Annual Employee Survey	Exceeded goal in three areas, however, the governance structure changed in 2016-17 and the trend is increasing as adjustments are made	Based on survey comments and a meeting with the Governance Task Force that originally redesigned the structure, changes were made to the committees and detailed charges and deliverables were identified for each group.	Satisfaction with effectiveness increased, but is still not meeting the threshold for some areas. Based on additional feedback on the 2018 survey, changes for the 2018-19 committee structure are being considered at this time.	<p style="text-align: center;">Effectiveness of the Governance Structure</p> <table border="1"> <caption>Effectiveness of the Governance Structure</caption> <thead> <tr> <th>Category</th> <th>Spring 2017</th> <th>Spring 2018</th> </tr> </thead> <tbody> <tr> <td>Effectiveness of College Council</td> <td>3.31</td> <td>3.38</td> </tr> <tr> <td>Effectiveness of Workgroups</td> <td>3.88</td> <td>3.77</td> </tr> <tr> <td>Effectiveness of Faculty Senate</td> <td>3.38</td> <td>4.45</td> </tr> </tbody> </table> <p style="text-align: center;">■ Spring 2017 ■ Spring 2018 (n=149)</p>	Category	Spring 2017	Spring 2018	Effectiveness of College Council	3.31	3.38	Effectiveness of Workgroups	3.88	3.77	Effectiveness of Faculty Senate	3.38	4.45
Category	Spring 2017	Spring 2018															
Effectiveness of College Council	3.31	3.38															
Effectiveness of Workgroups	3.88	3.77															
Effectiveness of Faculty Senate	3.38	4.45															
All full-time, nine-month faculty members serve on at least one college committee each year.	% of faculty on college committees each year	Every business faculty member served on at least one college committee each year.	The goal has been met each year.	BTT values this measure and will continue to monitor future data.	<p style="text-align: center;">Percent of Full Time Faculty on College Committees</p> <table border="1"> <caption>Percent of Full Time Faculty on College Committees</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>100%</td> </tr> <tr> <td>2017</td> <td>100%</td> </tr> <tr> <td>2018</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	2016	100%	2017	100%	2018	100%				
Year	Percentage																
2016	100%																
2017	100%																
2018	100%																

TABLE 5.1 - Full-time and Part-time Faculty Qualifications (Standard 5)

Faculty Member Name	Courses Taught	Earned Degrees	Professional Certification Criteria	ACBSP Qualification
Aaron, Fredona	ACC 124 Payroll Accounting (3 cr hrs)	BS Accounting - Ferrum College - 1991		Master's qualified in Accounting
		MS Accounting - State University of New York - 2004		
Abbatello, Donna	AST 113 Keyboarding for Speed and Accuracy (1 cr hr)	BS Business Education - Bluefield State College - 1968	7 years professional work experience in the teaching field of Administrative Support Technology	Professionally qualified in the field of Administrative Support Technology
		MA Education Supervision - West Virginia College of Graduate Studies - 1977	Teaching excellence as recipient of J. Andrew Archer Award in 2005	
Abbatello, Donna	AST 238 Advanced Word Processing (3 cr hrs)	BS Business Education - Bluefield State College - 1968	7 years professional work experience in the teaching field of Administrative Support Technology	Professionally qualified in the field of Administrative Support Technology
		MA Education Supervision - West Virginia College of Graduate Studies - 1977	Teaching excellence as recipient of J. Andrew Archer Award in 2005	
Armentrout, Jennifer	BUS 241 Business Law 1 (3 cr hr)	BS Journalism - Ohio University - 1994		Juris Doctorate
		JD Law - Ohio University - 1999		

Faculty Member Name	Courses Taught	Earned Degrees	Professional Certification Criteria	ACBSP Qualification
Arthur, Kristen	AST 154 Introduction to Voice Recognition Software (1 cr hr)	BSEd Marketing - Virginia Tech - 1992		Master's qualified in Business Administration
		MBA Business Administration - Virginia Tech - 1999		
Atkins, Jayne	AST 141 Word Processing (3 cr hrs)	BS Business Administration - Radford University - 1988	Certification: PowerPoint, Excel, Word, Access 2013 Microsoft Office Specialist Received: 2016-10-25 Expires: N/A	Professionally qualified in Administrative Support Technology
		MSEd Human Resource Development - James Madison University	Experience: 20 years' occupational experience in business management	
Atkins, Jayne	AST 232 Microcomputer Office Applications (3 cr hrs)	BS Business Administration - Radford University - 1988	Certification: PowerPoint, Excel, Word, Access 2013 Microsoft Office Specialist Received: 2016-10-25 Expires: N/A	Professionally qualified in Administrative Support Technology
		MSEd Human Resource Development - James Madison University - 1990	Experience: 20 years' occupational experience in business management	
Barnsback, Lynn (NOVA)	MKT 284 Social Media Marketing (3 cr hrs)	BBA - Management Sciences - Marketing - Saint Bonaventure University - 1986		Master's qualified in Business Management
		MBA Business Administration - Clarkson University - 1987		

Faculty Member Name	Courses Taught	Earned Degrees	Professional Certification Criteria	ACBSP Qualification
Beeson, James	BUS 100 Introduction to Business(3 cr hrs)	BS Business - Indiana University - 1977		Master's qualified in Business Management
		MBA Business Administration - University of Saint Francis - 1989		
Belcher, William	ACC 231 Cost Accounting (3 cr hrs)	BS Business Administration - Averett University - 1996	Certification: Certified Professional Accountant (CPA) Va Board of Accountancy Received: 2016-09-06 Expires: 2019-06-30	Professionally qualified in Accounting
		MBA Business Administration - Averett University - 1998	Experience: 19 years' occupational experience in accounting	
Belcher, William	BUS 100 Introduction to Business(3 cr hrs)	BS Business Administration - Averett University - 1996		Master's qualified in Business Management
		MBA Business Administration - Averett University - 1998		
Boardwine, Betsy	AST 102 Keyboarding II (3 cr hrs)	BS Business Administration - Bridgewater College - 1996		Master's qualified in Administrative Support Technology
		MS Computers in Education - Shenandoah University - 2001		
Boardwine, Betsy	AST 141 Word Processing (3 cr hrs)	BS Business Administration - Bridgewater College - 1996		Master's qualified in Administrative Support Technology
		MS Computers in Education - Shenandoah University - 2001		

Faculty Member Name	Courses Taught	Earned Degrees	Professional Certification Criteria	ACBSP Qualification
Boardwine, Betsy	AST 232 Microcomputer Office Applications(3 cr hrs)	BS Business Administration - Bridgewater College - 1996		Master's qualified in Administrative Support Technology
		MS Computers in Education - Shenandoah University - 2001		
Boardwine, Betsy	AST 236 Specialized Software Applications (3 cr hrs)	BS Business Administration - Bridgewater College - 1996		Master's qualified in Administrative Support Technology
		MS Computers in Education - Shenandoah University - 2001		
Boardwine, Betsy	AST 243 Office Administration (3 cr hrs)	BS Business Administration - Bridgewater College - 1996		Master's qualified in Administrative Support Technology
		MS Computers in Education - Shenandoah University - 2001		
Boardwine, Betsy	ITE 115 Introduction to Computer Applications and Concepts (3 cr hrs)	BS Business Administration - Bridgewater College - 1996		Master's qualified in Information Technology Essentials
		MS Computers in Education - Shenandoah University - 2001		

Faculty Member Name	Courses Taught	Earned Degrees	Professional Certification Criteria	ACBSP Qualification
Carr, Richard	ITE 115 Introduction to Computer Applications and Concepts (3 cr hrs)	BS Computer Science - Mary Baldwin College - 1990		Master's qualified in Information Technology Essentials
		MA Computer Studies - Hollins University - 1997		
Cilek, Joseph	BUS 225 Applied Business Statistics (3 cr hrs)	BBA Business Administration - Boise State University - 1985		Master's qualified in Business Management
		MBA Winthrop University 2000		
Cilek, Joseph	FIN 215 Financial Management (cr hrs)	BBA Business Administration - Boise State University - 1985		Master's qualified in Business Management
		MBA Business Administration - Winthrop University - 2000		
Clark, Ann	ACC 211 Principles of Accounting I (4 cr hrs)	BA Management and Accounting - Simmons College - 1980		Master's qualified in Accounting
		MS Taxation - Bentley University - 1988		
Clark, Ann	ACC 212 Principles of Accounting II (4 cr hrs)	BA Management and Accounting - Simmons College - 1980		Master's qualified in Accounting
		MS Taxation - Bentley University - 1988		

Faculty Member Name	Courses Taught	Earned Degrees	Professional Certification Criteria	ACBSP Qualification
Clark, Ann	ACC 215 Intermediate Accounting (3 cr hrs)	BA Management and Accounting - Simmons College - 1980		Master's qualified in Accounting
		MS Taxation - Bentley University - 1988		
Clark, Ann	ACC 221 Intermediate Accounting (4 cr hrs)	BA Management and Accounting - Simmons College - 1980		Master's qualified in Accounting
		MS Taxation - Bentley University - 1988		
Coffey, Christina	ITE 115 Introduction to Computer Applications and Concepts (3 cr hrs)	MAEd Curriculum and Instruction - Virginia Tech 2003 18 GSH in IT		Master's qualified in Information Technology Essentials
		BA Interdisciplinary English - Emory and Henry College - 1997		
Cupit, Hope	ACC 211 Principles of Accounting I (4 cr hrs)	MBA Accounting - University of Phoenix - 2007	Certified Public Accounting (CPA) license expires 6/30/19 through Virginia Board of Accountancy	Master's qualified in Accounting
		BBA Accounting - James Madison University - 1991		

Faculty Member Name	Courses Taught	Earned Degrees	Professional Certification Criteria	ACBSP Qualification
Daniels, Christine	AST 141 Word Processing (3 cr hrs)	BS Business Administration - Concord College - 1976	Certification: IC3 2005 Computing Fundamentals and Key Applications Certiport Received: 2006-06-22 Expires: N/A NOTE: N/A Certification: Office and Excel 2003 Microsoft Office Specialist Received: 2016-10-25 Expires: N/A NOTE: N/A	Professionally qualified in Administrative Support Technology
		MAEd Curriculum and Instruction - Virginia Tech - 2011	Experience: 9 years occupational experience in field; 15 years teaching experience in field	
Daniels, Christine	AST 232	BS Business Administration - Concord College - 1976	Certification: IC3 2005 Computing Fundamentals and Key Applications Certiport Received: 2006-06-22 Expires: N/A NOTE: N/A Certification: Office and Excel 2003 Microsoft Office Specialist Received: 2016-10-25 Expires: N/A NOTE: N/A	Professionally qualified in Administrative Support Technology
		MAEd Curriculum and Instruction - Virginia Tech - 2011	Experience: 9 years occupational experience in field; 15 years teaching experience in field	

Faculty Member Name	Courses Taught	Earned Degrees	Professional Certification Criteria	ACBSP Qualification
Davis, Linda	AST 107 Editing and Proofreading Skills (3 cr hrs)	BS Business - East Tennessee State University - 1983		Master's qualified in Administrative Support Technology
		MS Vocational/Technical Education - University of Tennessee - 1985		
Ellis-Littlefield, Kim	ITE 115 Introduction to Computer Applications and Concepts (3 cr hrs)	BS Business Administration - Roanoke College - 1990		Master's qualified in Information Technology Essentials
		MALS Computer Studies - Hollins University - 2002		
Frye, Faron	BUS 165 Small Business Management (3 cr hrs)	BS Business - Wake Forest University - 1982		Master's qualified in Business Management]
		MBA Business Administration - Appalachian State University - 1983		
Gale, Linda	ITE 115 Introduction to Computer Applications and Concepts (3 cr hrs)	BS Business Education - Longwood College - 1970		Master's qualified in Information Technology Essentials
		MSBE Business Education - 21 graduate semester hours in Computer Applications -UNC-Greensboro - 1972		

Faculty Member Name	Courses Taught	Earned Degrees	Professional Certification Criteria	ACBSP Qualification
Gale, Linda	ITE 119 Information Literacy (3 cr hrs)	BS Business Education - Longwood College - 1970		Master's qualified in Information Technology Essentials
		MSBE Business Education - 21 graduate semester hours in Computer Applications -UNC-Greensboro - 1972		
Gogerty, Gary	ITE 115 Introduction to Computer Applications and Concepts (3 cr hrs)	BA Art - Transylvania University - 1972		Master's qualified in Information Technology Essentials
		MALS Computer Science - Hollins University - 1996		
Hagen, Rose	ACC 261 Principles of Federal Taxation (3 cr hrs)	BA Business Admin/Accounting - Mary Baldwin College - 1993	Certification: Certified Public Accountant (CPA) Va Board of Accountancy Received: 2016-09-06 Expires: 2019-02-28 NOTE: N/A	Professionally qualified in Accounting
		MBA Business Admin - Radford University - 2003	Experience: 35 years' occupational experience in Accounting	
Hairston, Cathy	ITE 115 Introduction to Computer Applications and Concepts (3 cr hrs)	BS Business Administration - Old Dominion University - 2005		Master's qualified in Information Technology Essentials
		MS Information Systems - University of Phoenix - 2007		

Faculty Member Name	Courses Taught	Earned Degrees	Professional Certification Criteria	ACBSP Qualification
Harmon, Tracy	AST 101 Keyboarding (3 cr hrs)	BS Business Administration - Radford University - 1985		Master's qualified in Administrative Support Technology
		MS Business Education - Radford University - 1990		
Harmon, Tracy	AST 205 Business Communications (3 cr hrs)	BS Business Administration - Radford University - 1985		Master's qualified in Administrative Support Technology
		MS Business Education - Radford University - 1990		
Harmon, Tracy	AST 243 Office Administration (3 cr hrs)	BS Business Administration - Radford University - 1985		Master's qualified in Administrative Support Technology
		MS Business Education - Radford University - 1990		
Harmon, Tracy	AST 244 Office Administration II (3 cr hrs)	BS Business Administration - Radford University - 1985		Master's qualified in Administrative Support Technology
		MS Business Education - Radford University - 1990		
Harmon, Tracy	SDV 101 Orientaton to Business and Professional Services (1 cr hr)	BS Business Administration - Radford University - 1985		Master's qualified in Administrative Support Technology and Business and Professions
		MS Business Education - Radford University - 1990		

Faculty Member Name	Courses Taught	Earned Degrees	Professional Certification Criteria	ACBSP Qualification
Havens, Jennifer	BUS 200 Principles of Management (3 cr hrs)	BS Marketing Management - Va Tech - 2002	Experience: 17 years occupational experience in business positions various Received: 2016-09-06 Expires: N/A NOTE: N/A	Master's qualified in Business Management
		MBA Business Administration - Radford University - 2009		
Havens, Jennifer	BUS 205 Human Resource Management (3 cr hrs)	BS Marketing Management - Va Tech - 2002		Master's qualified in Business Management
		MBA Business Administration - Radford University - 2009		
Johnson, Cynthia	MKT 215 Sales and Marketing Management (3 cr hrs)	AB - Sweebriar College - 1972		Master's qualified in Business Management
		MBA - Business Administration - Virginia Tech - 1994		
McMichael, George	ITE 115 Introduction to Computer Applications and Concepts (3 cr hrs)	BS Management - Virginia Tech - 1971		Master's qualified in Information Technology Essentials
		MALS Computer Studies - Hollins University - 1998		

Faculty Member Name	Courses Taught	Earned Degrees	Professional Certification Criteria	ACBSP Qualification
Music, Joyce	ITE 115 Introduction to Computer Applications and Concepts (3 cr hrs)	BS Business Education - Radford University - 1971		Master's qualified in Information Technology Essentials
		MEd Business Education - Virginia Tech - 1972		
Neely, Robert NOVA	FIN 215 Financial Management (3 cr hrs)	BS Finance - Southern Illinois University - 1996		Master's qualified in Finance
		MBA Accounting - Saint Leo University - 2006		
		Certificate - Graduate Accounting Certificate - Saint Leo University - 2010		
O'Neal, Adam	BUS 100 Introduction to Business(3 cr hrs)	BS Business Administration - Old Dominion University - 2000		Master's qualified in Business Management
		BS Human Resources - University of Maryland-Univer College - 2005		
		MBA Business Administration - Webster University - 2003		

Faculty Member Name	Courses Taught	Earned Degrees	Professional Certification Criteria	ACBSP Qualification
O'Neal, Adam	BUS 165 Small Business Management (3 cr hrs)	BS Business Administration - Old Dominion University - 2000		Master's qualified in Business Administration
		BS Human Resources - University of Maryland-Univer College - 2005		
		MBA Business Administration - Webster University - 2003		
Ragland, Mary	AST 205 Business Communications (3 cr hrs)	BA Sociology - University of Massachusetts - 1975		Master's qualified in Administrative Support Technology
		MBA Management - Northcentral University - 2006		
Runyon, Judith	ACC 211 Principles of Accounting I (4 cr hrs)	BS Accounting - Virginia Tech - 1991		Master's qualified in Accounting
		MS Accounting and Information Systems - Virginia Tech - 1992 27 GSH in Accounting/InfoSystems		
Runyon, Judith	ACC 212 Principles of Accounting II (4 cr hrs)	BS Accounting - Virginia Tech - 1991		Master's qualified in Accounting
		MS Accounting and Information Systems - Virginia Tech - 1992 27 GSH in Accounting/InfoSystems		

Faculty Member Name	Courses Taught	Earned Degrees	Professional Certification Criteria	ACBSP Qualification
Runyon, Judith	SDV 101 Orientaton to Business and Professional Services (1 cr hr)	BS Accounting - Virginia Tech - 1991		Master's qualified in Accounting
		MS Accounting and Information Systems - Virginia Tech - 1992 27 GSH in Accounting/InfoSystems		
Sahlgren, Joan	MKT 201 Introduction to Marketing (3 cr hrs)	BA English, Speech, Dramatic Art - Mercer University - 1983		Master's qualified in Marketing
		MBA Marketing - American Public University - 2013		
Sahlgren, Joan (This is a teach-out clss for MGMT Mkt)	MKT 228 (3 cr hrs)	BA English, Speech, Dramatic Art - Mercer University - 1983		Master's qualified in Marketing
		MBA Marketing - American Public University - 2013		

Faculty Member Name	Courses Taught	Earned Degrees	Professional Certification Criteria	ACBSP Qualification
Scott, Alexander	MKT 201 Introduction to Marketing (3 cr hrs)	Cert of Higher Studies in Higher Education English - University Autonoma de Santo Domingo -		Master's qualified in Marketing
		BA Modern Languages English - Universidad Autonoma de Santo Domingo, Dominican Republic - 2000		
		MBA Marketing - Universidad Accion Pro-educacion y Cultura, dominican Republic - 2004		
		MA Teaching Spanish as a Foreign Language - University of Jaen Spain - 2009 18 GSH in Communication		
Scott, Jeffery	ITE 115 Introduction to Computer Applications and Concepts (3 cr hrs)	BS General Studies - Liberty University - 2000	Certification: CCENT and CCNA CISCO Received: 2016-09-06 Expires: N/A NOTE: N/A	Master's qualified in Information Technology Essentials
		MALS Computer Science - Hollins University - 2007 18 GSH in Computer Science		

Faculty Member Name	Courses Taught	Earned Degrees	Professional Certification Criteria	ACBSP Qualification
Soltis, Stephen	ITE 140 Spreadsheet Software (3 cr hrs)	Bachelors in Business Administration - Roanoke College - 2010	Certification: Expert Excel 2016 Microsoft Received: 2017-08-29 Expires: N/A License: Certified Professional Accountant Virginia Board of Accountancy Received: 2017-08-29 Expires: 2019-02-28 NOTE: N/A	Professionally qualified in Information Technology Essentials
		14 GSH towards Masters in Business Administration - University of Arizona and 12 GSH towards Masters in Business Administration from Virginia Tech	Occupational experience 7 years in accounting	
Spradlin, Ashley	AST 141 Word Processing (3 cr hrs)	BS Marketing Ed and Business Ed - VPI & SU - 2003 2 GSH in Computer Applications 9 SH in Computer	Certification: Excel, PowerPoint, Word 2010 Microsoft Office Specialist Received: 2016-10-25 Expires: N/A	Exception
Spradlin, Ashley	AST 232 Microcomputer Office Applications (3 cr hrs)	BS Marketing Ed and Business Ed - VPI & SU - 2003 2 GSH in Computer Applications 9 SH in Computer	Certification: Excel, PowerPoint, Word 2010 Microsoft Office Specialist Received: 2016-10-25 Expires: N/A	Exception

Faculty Member Name	Courses Taught	Earned Degrees	Professional Certification Criteria	ACBSP Qualification
Strom, Jeffrey	BUS 100 Introduction to Business(3 cr hrs)	BBA Management / HR Management - Radford University - 1992		Master's qualified in Business Management
		MBA Business Administration - Virginia Tech - 1993 57 GSH in teaching field		
Strom, Jeffrey	BUS 125 Applied Business Mathematics (3 cr hrs)	BBA Management / HR Management - Radford University - 1992		Master's qualified in Business Management
		MBA Business Administration - Virginia Tech - 1993 57 GSH in teaching field		
Strom, Jeffrey	BUS 202 Applied Management Principles (3 cr hrs)	BBA Management / HR Management - Radford University - 1992	Experience: Masters qualified ACBSP Received: 2016-09-09 Expires: N/A NOTE: N/A Experience: 8 years occupational experience Received: N/A Expires: N/A NOTE: N/A	Master's qualified in Business Management
		MBA Business Administration - Virginia Tech - 1993 57 GSH in teaching field		

Faculty Member Name	Courses Taught	Earned Degrees	Professional Certification Criteria	ACBSP Qualification
Strom, Jeffrey	SDV 101 Orientation to Business and Professional Services (1 cr hr)	BBA Management / HR Management - Radford University - 1992	Experience: Masters qualified ACBSP Received: 2016-09-09 Expires: N/A NOTE: N/A Experience: 8 years occupational experience Received: N/A Expires: N/A NOTE: N/A	Master's qualified in Business Management
		MBA Business Administration - Virginia Tech - 1993 57 GSH in teaching field		
Tuck, Robyn	BUS 205 Human Resource Management (3 cr hrs)	BS Organizational Management and Development - Bluefield College - 2006		Master's qualified in Business Management
		MS Business - Averett University - 2008		
Worth, Michelle	ACC 261 Principles of Federal Taxation (3 cr hrs)	BS Accountancy - Bentley University - 1991		Master's qualified in Accounting
		MS Taxation - University of Hartford - 1995		

Standard Five: FTE and Faculty Composition - Figure 5.2

Name	ACBSP Qualification	Credit Hours Taught	Master's Doctorate FTE	Professional FTE	Exceptions FTE
Aaron, Fredona	Master's	3	0.10		
Abbatello, Donna	Professional	8		0.27	
Armentrout, Jennifer	Doctorate	34	1.13		
Arthur, Kristen	Master's	2	0.07		
Atkins, Jayne	Professional	9		0.30	
Barnsback, Lynn (NOVA)	Master's	3	0.10		
Beeson, James	Master's	3	0.10		
Belcher, William	Professional	6		0.20	
Boardwine, Betsy	Master's	33	1.10		
Carr, Richard	Master's	21	0.70		
Cilek, Joseph	Master's	6	0.20		
Clark, Ann	Master's	32	1.07		
Coffey, Christina	Master's	13.5	0.45		
Cupit, Hope	Master's	4	0.13		
Daniels, Christine	Professional	9		0.30	
Davis, Linda	Master's	6	0.20		
Ellis-Littlefield, Kim	Master's	32	1.07		
Frye, Faron	Master's	6	0.20		

Name	ACBSP Qualification	Credit Hours Taught	Master's Doctorate FTE	Professional FTE	Exceptions FTE
Gale, Linda	Master's	18	0.60		
Gogerty, Gary	Master's	12	0.40		
Hagen, Rose	Professional	3		0.10	
Hairston, Cathy	Master's	21	0.70		
Harmon, Tracy	Master's	32	1.07		
Havens, Jennifer	Master's	9	0.30		
Johnson, Cynthia	Master's	9	0.30		
McMichael, George	Master's	9	0.30		
Music, Joyce	Master's	9	0.30		
Neely, Robert NOVA	Master's	3	0.10		
O'Neal, Adam	Master's	9	0.30		
Ragland, Mary	Master's	3	0.10		
Runyon, Judith	Master's	40	1.33		
Sahlgren, Joan	Master's	6	0.20		
Scott, Alexander	Master's	40	1.33		
Scott, Jeffery	Master's	39.5	1.32		
Soltis, Stephen	Professional	6		0.20	
Spradlin, Ashley	Exception	9			0.30
Strom, Jeffrey	Master's	39	1.30		
Tuck, Robyn	Master's	6	0.20		

Name	ACBSP Qualification	Credit Hours Taught	Master's Doctorate FTE	Professional FTE	Exceptions FTE
Worth, Michelle	Master's	6	0.20		
Total		559	16.97	1.37	0.30

TABLE 7: Business Unit Performance Results (Standard 6)

Performance Measure:	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Trends																				
Increase fall to fall retention rates by 5% in each program by 2020.	Retention rates as reported to the VPASA each fall	71% for Accounting, 32% for AMT, 48% for BUAD, 28% for Management	Growth in retention for Accounting Majors from Fall 16 to Fall 17, Declines in all other areas during this time period.	BTT is leading the College efforts to implement Guided Pathways practices to improve retention and completion. In Fall 2017, programs were organized into areas of study, curricula were adjusted to create a common first semester across the areas of study, and an SDV 101 course was added as orientation and taught by business faculty. Beginning in Fall 2018, five industry credentials will be included in each program as well.	<p>Fall to Fall Retention Rates</p> <table border="1"> <thead> <tr> <th>Program</th> <th>Fall 2014</th> <th>Fall 2015</th> <th>Fall 2016</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>~0.65</td> <td>~0.58</td> <td>0.71</td> </tr> <tr> <td>AMT</td> <td>~0.45</td> <td>0.32</td> <td>~0.32</td> </tr> <tr> <td>Business Administration</td> <td>~0.48</td> <td>0.48</td> <td>~0.48</td> </tr> <tr> <td>Management</td> <td>~0.28</td> <td>0.28</td> <td>~0.28</td> </tr> </tbody> </table>	Program	Fall 2014	Fall 2015	Fall 2016	Accounting	~0.65	~0.58	0.71	AMT	~0.45	0.32	~0.32	Business Administration	~0.48	0.48	~0.48	Management	~0.28	0.28	~0.28
Program	Fall 2014	Fall 2015	Fall 2016																						
Accounting	~0.65	~0.58	0.71																						
AMT	~0.45	0.32	~0.32																						
Business Administration	~0.48	0.48	~0.48																						
Management	~0.28	0.28	~0.28																						
Increase graduation rates to 35% by 2021	Cohort 150% Graduation rates as reported to the VPASA each Fall	29% for Accounting, 33% for AMT, 33% for Business Administration and 15% for Management	Improvement From Fall 2014 to Fall 2015 cohort in all areas except Management	BTT is leading the College efforts to implement Guided Pathways practices to improve retention and completion. In Fall 2017, programs were organized into areas of study, curricula were adjusted to create a common first semester across the areas of study, and an SDV 101 course was added as orientation and taught by business faculty. Students no longer have to pay a graduation fee. Increased efforts in faculty advising will target degree completion.	<p>Graduation Rates</p> <table border="1"> <thead> <tr> <th>Program</th> <th>Fall 2013</th> <th>Fall 2014</th> <th>Fall 2015</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>0.29</td> <td>~0.24</td> <td>~0.29</td> </tr> <tr> <td>AMT</td> <td>~0.12</td> <td>~0.18</td> <td>0.33</td> </tr> <tr> <td>Business Administration</td> <td>~0.21</td> <td>~0.19</td> <td>0.33</td> </tr> <tr> <td>Management</td> <td>~0.12</td> <td>~0.17</td> <td>0.15</td> </tr> </tbody> </table>	Program	Fall 2013	Fall 2014	Fall 2015	Accounting	0.29	~0.24	~0.29	AMT	~0.12	~0.18	0.33	Business Administration	~0.21	~0.19	0.33	Management	~0.12	~0.17	0.15
Program	Fall 2013	Fall 2014	Fall 2015																						
Accounting	0.29	~0.24	~0.29																						
AMT	~0.12	~0.18	0.33																						
Business Administration	~0.21	~0.19	0.33																						
Management	~0.12	~0.17	0.15																						

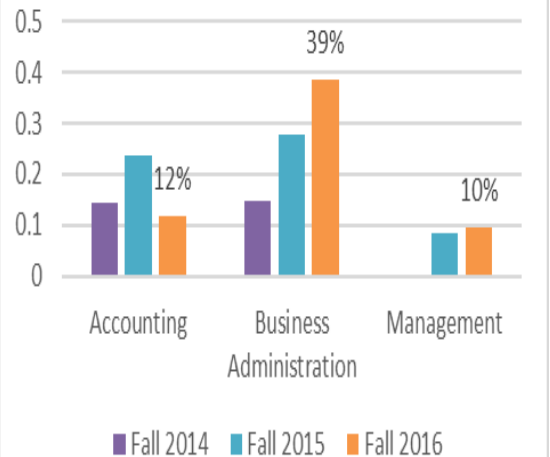
Performance Measure:	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Trends																
Increase transfer rates by 10% by 2020	Transfer rates within one year of leaving Virginia Western as reported to the VPASA each fall	39% for Business Administration (designed for transfer), 12% for Accounting and 10% for Management (transfer opportunities available); AMT not monitored for transfer	Steady improvement for Business Administration majors	Improvements in transfer advising through the implementation of SDV 101. Updated articulation agreements with Bluefield State College and established a new articulation agreement with Roanoke College. In the process of establishing new relationships with transfer institutions in the area.	<p data-bbox="1522 267 1942 381">Transfer Rates within one year of leaving Virginia Western</p>  <table border="1" data-bbox="1459 422 2005 876"> <caption>Transfer Rates within one year of leaving Virginia Western</caption> <thead> <tr> <th>Major</th> <th>Fall 2014</th> <th>Fall 2015</th> <th>Fall 2016</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>12%</td> <td>23%</td> <td>12%</td> </tr> <tr> <td>Business Administration</td> <td>15%</td> <td>28%</td> <td>39%</td> </tr> <tr> <td>Management</td> <td>8%</td> <td>10%</td> <td>10%</td> </tr> </tbody> </table>	Major	Fall 2014	Fall 2015	Fall 2016	Accounting	12%	23%	12%	Business Administration	15%	28%	39%	Management	8%	10%	10%
Major	Fall 2014	Fall 2015	Fall 2016																		
Accounting	12%	23%	12%																		
Business Administration	15%	28%	39%																		
Management	8%	10%	10%																		

TABLE 6: Curriculum Summary (Standard 6)

Name of Major/Program:

AAS in Accounting

Total Number of Credit Hours in Degree

65

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC211	Principle of Accounting I	A	4
BUS100	Introduction Business	E	3
BUS125	Applied Business Math	C	3
BUS241	Business Law	E	3
ECO201	Principles of Macroeconomics	D	3
ITE140	Spreadsheet Software	B	3
Total Credit Hours			19
Percent of Total Hours			29%

General Education Component

Course Number	Course Title	Educational Goal Area	Credit Hours
ENG111	College Composition I	1	3
CST100	Principles of Public Speaking	1	3
ITE115	Intro to Computer Applications & Concepts	7	3
MTH120	Introduction to Mathematics	6	3
SDV100	College Success Skills	4	1
SDV101	Orient. to Business and Professional Studies	4	1
PHI220 <u>OR</u>	Ethics <u>OR</u>	4	3
SPA201	Intermediate Spanish I	7	
Total Credit Hours			17
Percent of Total Hours			26%

Business Major Component

Course Number	Course Title	Credit Hours
ACC124	Payroll Accounting	3
ACC212	Principles of Accounting II	4
ACC215	Computerized Accounting	3
ACC221	Intermediate Accounting	4
ACC231	Cost Accounting	3
ACC261	Principles of Federal Taxation	3
AST205	Business Communications	3
BUS225	Applied Business Statistics	3
FIN215	Financial Management	3
Total Credit Hours		29
Percent of Total Hours		45%

TABLE 6: Curriculum Summary (Standard 6)**Name of Major/Program:**AAS in Administrative
Management Technology**Total Number of Credit Hours in Degree**

64

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC215	Computerized Accounting	A	3
AST232	Microcomputer Office Applications	B	3
BUS200	Principles of Management	I	3
BUS205	Human Resource Management	I	3
BUS241	Business Law	E	3
MKT201	Principles of Marketing	F	3
Total Credit Hours			18
Percent of Total Hours			28%

General Education Component

Course Number	Course Title	Educational Goal Area	Credit Hours
CST100	Principles of Public Speaking	1	3
ENG111	College Composition I	1	3
MTH120	Introduction to Mathematics	6	3
PHI220 <u>OR</u>	Ethics	4	3
SPA201	Intermediate Spanish I	10	
PSY120	Human Relations	5	3
SDV100	College Success Skills	4	1
SDV101	Orientation to Business & Professional Service	4	1
Total Credit Hours			17
Percent of Total Hours			27%

Business Major Component

Course Number	Course Title	Credit Hours
AST101	Keyboarding I	3
AST102	Keyboarding II	3
AST107	Editing/Proofreading Skills	3
AST113	Keyboarding for Speed and Accuracy	1
AST141	Word Processing I (Microsoft Word)	3
AST154	Voice Recognition Applications	1
AST205	Business Communications	3
AST236	Specialized Software Applications	3
AST238	Word Processing Advanced Applications	3
AST243	Office Administration I	3
AST244	Office Administration II	3
Total Credit Hours		29
Percent of Total Hours		45%

TABLE 6: Curriculum Summary (Standard 6)

Name of Major/Program: AAS in AMT: Medical
Administrative Management

Total Number of Credit Hours in Degree 64

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC215	Computerized Accounting	A	3
AST232	Microcomputer Office Applications	B	3
BUS200	Principles of Management	I	3
BUS205	Human Resource Management	I	3
BUS241	Business Law	E	3
MKT201	Principles of Marketing	F	3
Total Credit Hours			18
Percent of Total Hours			28%

General Education Component

Course Number	Course Title	Educational Goal Area	Credit Hours
CST100	Principles of Public Speaking	1	3
ENG111	College Composition I	1	3
MTH120	Introduction to Mathematics	6	3
PHI220 <u>OR</u>	Ethics	4	3
SPA201	Intermediate Spanish I	10	
PSY120	Human Relations	5	3
SDV100	College Success Skills	4	1
SDV101	Orientation to Business & Professional Service	4	1
Total Credit Hours			17
Percent of Total Hours			27%

Business Major Component

Course Number	Course Title	Credit Hours
AST101	Keyboarding I	3
AST102	Keyboarding II	3
AST113	Keyboarding for Speed and Accuracy	1
AST141	Word Processing I (Microsoft Word)	3
AST154	Voice Recognition Applications	1
AST205	Business Communications	3
AST238	Word Processing Advanced Applications	3
AST243	Office Administration I	3
AST244	Office Administration II	3
HLT143	Medical Terminology I	3
HLT144	Medical Terminology II	3
Total Credit Hours		29
Percent of Total Hours		45%

TABLE 6: Curriculum Summary (Standard 6)

Name of Major/Program:

AAS in Management

Total Number of Credit Hours in Degree

64

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC211	Principle of Accounting I	A	4
BUS100	Introduction Business	E	3
BUS125	Applied Business Math	C	3
BUS241	Business Law	E	3
ECO201	Principles of Macroeconomics	D	3
ITE140	Spreadsheet Software	B	3
Total Credit Hours			19
Percent of Total Hours			30%

General Education Component

Course Number	Course Title	Educational Goal Area	Credit Hours
ENG111	College Composition I	1	3
CST100	Principles of Public Speaking	1	3
ITE115	Intro to Computer Applications & Concepts	7	3
MTH120	Introduction to Mathematics	6	3
SDV100	College Success Skills	4	1
SDV101	Orient. to Business and Professional Studies	4	1
PHI220 <u>OR</u>	Ethics <u>OR</u>	4	3
SPA201	Intermediate Spanish I	7	
Total Credit Hours			17
Percent of Total Hours			27%

Business Major Component

Course Number	Course Title	Credit Hours
ACC212	Principles of Accounting II	4
AST205	Business Communications	3
BUS165	Small Business Management	3
BUS200	Principles of Management	3
BUS202	Applied Management Principles	3
BUS205	Human Resource Management	3
BUS225	Applied Business Statistics	3
FIN215	Financial Management	3
MKT201	Principles of Marketing	3
Total Credit Hours		28
Percent of Total Hours		44%

TABLE 6: Curriculum Summary (Standard 6)

Name of Major/Program:

AS in Business Administration

Total Number of Credit Hours in Degree

60

List courses appropriate for each area in the chart below

Course Number	Course Title	Area of Study	Credit Hours
ACC211	Principles of Accounting I	A	4
ACC212	Principles of Accounting II	A	4
BUS100	Introduction to Business	E	3
ECO201	Principles of Macroeconomics	D	3
MTH261	Applied Calculus I	C	3
Total Credit Hours			17
Percent of Total Hours			28%

General Education Component

Course Number	Course Title	Educational Goal Area	Credit Hours
CST100	Principles of Public Speaking	1	3
ENG111	College Composition I	1	3
ENG112	College Composition II	1	3
HIS111	History of World Civilization I	2	3
MTH161	Pre-Calculus I	6	3
Total Credit Hours			15
Percent of Total Hours			25%

Business Major Component

Course Number	Course Title	Credit Hours
ECO202	Principles of Microeconomics	3
ENG LIT	English Literature Elective	3
HUM/FA	Humanties/Fine Arts Elective	3
ITE115 <u>OR</u>	Intro to Computer Applications & Concepts	3
ITE119	Information Literacy	
MTH245	Statistics I	3
MTH246 or ELEC	Statistics II or Transfer Elective	3
SCI ELEC	Science Electives	8
SDV100	College Success Skills	1
SDV101	Oriention to business & Professional Studies	1
Total Credit Hours		28
Percent of Total Hours		47%

Standard Five: Faculty and Staff Focus - Table 5.3

Faculty Member	Highest Degree earned	Graduate Courses	Special Awards and Recognition	Conferences, Workshops, In-service	Community (service activities, presentations, committee work, etc.)	Presentations	Committees (College-related)	Instructional (develop or update curriculum, etc.)	Multicultural and Diversity Initiatives (on or off campus)	Memberships (boards, commissions, etc.)	Research and Publications	Grants (list awarding agency & funded allocations)	Continuing Education (classes, seminars, certification, etc.)	Other
Aaron, Fredona 2017	MS Accounting			VWCC In-Service for Fall and Spring			Enrollment Management Workgroup, Workforce Development Governance Committee, Finance and Facilities Sustainability							
2016				VWCC In-Service for Fall and Spring			Enrollment Management Workgroup, Workforce Development Governance Committee, Finance and Facilities Sustainability							
2015				VWCC In-Service for Fall and Spring			Enrollment Management Workgroup, Workforce Development Governance Committee, Finance and Facilities Sustainability							
Abbatello, Donna 2017	MA Education		Difference recognitions. Virginia Western Community College Certificate of Appreciation for Ten Years' Service as an adjunct faculty member. Certificate of Completion FERPA Fast Facts 4507 in December 2017. Security Awareness Training Certificate of Compliance each year. Virginia Community Colleges Information	In-Service Workshops in the fall of each year.				Developed new instructional materials and handouts for AST 113 Keyboarding for Speed and Accuracy using a new textbook and online software.						The students who have sat for the Core MOS Exam in Word 2016 have had a 100 percent pass rate.

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2016			You Make the Difference recognitions.	In-Service Workshops in the fall of each year.				Developed new materials for AST 141 Word Processing with another instructor using new 2016 software and a new textbook, including online Simnet materials and GMetrix materials. Solely developed new materials for AST 238 Advanced Word Processing using new 2016 software and a new textbook, including Simnet, GMetrix, and MOS Exam preparation materials.					Microsoft Office Specialist Certification in Word 2016	The students who have sat for the Core MOS Exam in Word 2016 have had a 100 percent pass rate.
2015			You Make the Difference recognitions.	In-Service Workshops in the fall of each year.										
Armentrout, Jennifer 2017	JD Law			New Horizons, Advising Matters conference 2017, Higher Education Pedagogy conference at VA Tech - 2017, NACADA Conference 2017, in-service each semester			College Council 2017-18; Student Success Committee 2015-2017			Virginia Bar Association; Roanoke Valley Paralegal Association			Annual Statewide Legal Aid Conference - last 3 years. Gives me the annual Continuing Legal Education credits I need to keep my legal license.	
2016				New Horizons, Higher Education Pedagogy conference at VA Tech - 2016, in-service each semester			Student Success Committee 2015-2017			Virginia Bar Association; Roanoke Valley Paralegal Association			Annual Statewide Legal Aid Conference - last 3 years. Gives me the annual Continuing Legal Education credits I need to keep my legal license.	

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2015				New Horizons, in-service each semester			Student Success Committee 2015-2017			Virginia Bar Association; Roanoke Valley Paralegal Association			Annual Statewide Legal Aid Conference - last 3 years. Gives me the annual Continuing Legal Education credits I need to keep my legal license.	
Boardwine, Betsy, 2017	MS Computers in Education		You Make the Difference recognitions.	<ul style="list-style-type: none"> New Horizons--2017 Cengage Computing Experience Conference--National Harbor, March 2017 VWCC Instructional Technology Mini-Conference--July of 2017 Advising Workgroup professional development--May 8, 2017 Soft Skills in the Classroom--August 29, 2017 at VWCC Attended campus-wide SDV 101 	<ul style="list-style-type: none"> Volunteered to help with commencement setup--Spring 2017 Yearly contributor of Education Foundation's Employee Giving Campaign Volunteer at local Chillage events held on last Friday of every month from May through October. Assist with technology Point of Sale app used for credit card purchases, created signs, and performed other duties as needed. Partial proceeds of each Chillage benefits local charities and organizations (May 2017--Present) Provided technical assistance for the owner of New To Me Consignment Boutique when her store 		<ul style="list-style-type: none"> Instructional Spaces--2017 (served as Secretary) SDV Workgroup--2016-2017 	<ul style="list-style-type: none"> Developed curriculum for and instructed two brand new courses for fall semester 2017 (AST 155 and AST 136) Double-check GMetrix needs and provide to AMT program head to ensure the yearly purchase of the GMetrix site license will contain all needed content Work constantly with Brian Salzback to troubleshoot technology issues, especially with GMetrix, Console 8 software used to deploy MOS certification exams, numerous issues that have occurred while students complete MOS exams, and ensure 				<ul style="list-style-type: none"> Three credit hour course and certification in Emergency First Aid, CPR & AED needed for Virginia Postgraduate Professional Teaching License renewal Dyslexia Awareness Training also required for license renewal Renewal of Virginia Postgraduate Professional teaching license in Business and Information Technology 		

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2016			You Make the Difference recognitions.	<ul style="list-style-type: none"> All VWCC fall and spring in-services Attended VWCC town hall meetings Volunteered for summer Discovery sessions 2016 Volunteered to assist new students with finding their classrooms during first week of classes each fall semester 	<ul style="list-style-type: none"> Volunteer VWCC faculty supervision at all Future Business Leaders of America VWCC Regional Leadership Conferences hosted each fall at VWCC Volunteer judge at all Future Business Leaders of America VWCC Regional Leadership Conferences and Competitive Events hosted each fall at either Hidden Valley HS or VWCC Volunteer guide for VWCC Tech Summit Yearly contributor of Education Foundation's Employee Giving Campaign 		<ul style="list-style-type: none"> SDV Workgroup-- 2016-2017 Commencement Committee-- 2015-2016 	<ul style="list-style-type: none"> Double-check GMetrix needs and provide to AMT program head to ensure the yearly purchase of the GMetrix site license will contain all needed content Work constantly with Brian Salzback to troubleshoot technology issues, especially with GMetrix, Console 8 software used to deploy MOS certification exams, numerous issues that have occurred while students complete MOS exams, and ensure timely updating of these programs throughout the semesters Proctored MOS Word certification 						
2015			You Make the Difference recognitions.	<ul style="list-style-type: none"> All VWCC fall and spring in-services Attended VWCC town hall meetings Volunteered to assist new students with finding their classrooms during first week of classes each fall semester 	<ul style="list-style-type: none"> Volunteer VWCC faculty supervision at all Future Business Leaders of America VWCC Regional Leadership Conferences hosted each fall at VWCC Volunteer judge at all Future Business Leaders of America VWCC Regional Leadership Conferences and Competitive Events hosted each fall at either Hidden Valley HS or VWCC Yearly contributor of Education Foundation's Employee Giving Campaign 		<ul style="list-style-type: none"> Commencement Committee-- 2015-2016 Served on interview panel for hiring of new full-time Accounting faculty member 	<ul style="list-style-type: none"> Evaluated and recommended MOS training software (GMetrix) to be adopted by AMT Department Developed and implemented best-practice policies for successful implementation of GMetrix exam prep software used to prepare students to pass the Microsoft Office Specialist industry certification exams incorporated in several AMT courses Double-check GMetrix needs and provide to AMT program head to ensure the yearly purchase of the GMetrix site license will contain all needed content Work constantly 						

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Campbell, Yvonne 2017	MBA Business Administration		Classified Employee of the Year 2017	CODD, Advising Matters, Quality Matters, Career Advising, Fall and Spring In-Services, SIS Training,	Bo. Co. Chamber of Commerce, Roanoke		Guided Pathways, Rewards and Recognition, Loss Point Advising, Distance Learning/Peer Review, Strategic Planning Summit, Mentoring Workgroup, Staff Senate	SDV 100 Curriculum Update / SDV 100-101 Curriculum Integration Development				Perkins Grant - Women In STEM last 4 years \$35,000 per year		
2016				CODD, Advising Matters, Quality Matters, Career Advising, Fall and Spring In-Services, SIS Training,	VDOT		Guided Pathways, Ad-Hoc, Strategic Planning Summit, Staff Senate					Perkins Grant - Women In STEM last 4 years \$35,000 per year		
2015				CODD, Advising Matters, Quality Matters, Career Advising, Fall and Spring In-Services, SIS Training,	WINUP professional organization, AEP		Guided Pathways, SACS Professional Development, Institutional Effectiveness, Staff Senate					Perkins Grant - Women In STEM last 4 years \$35,000 per year		
Carr, Richard 2017	MA Computer Studies				Seminar on Customer Service at Lewis Gale Clinic									
2016														
2015														
Clark, Ann 2017	MS Taxation						Library Committee, College Council, Chaired FAS (Financial and Administrative Services) Governance Committee, VCCS Accounting Peer Group meetings, Credit for Prior Learning Committee	I initiated the set up of QuickBooks Certified User Test to be offered at the end of my ACC 215 class (at student's expense).I proctor the test.		AICPA membership			I maintain an active CPA license in Massachusetts and Florida (40 credit hours per year of professional development), 6/17 Annual Accounting Update self study course- 24 credit hours, 6/17 Boston Tax Institute - Accounting Ethics seminar	

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2016							Library Committee, College Council, Chaired FAS (Financial and Administrative Services) Governance Committee, VCCS Accounting Peer Group meetings, Credit for Prior Learning Committee	I initiated the set up of QuickBooks Certified User Test to be offered at the end of my ACC 215 class (at student's expense).I proctor the test.		AICPA membership			I maintain an active CPA license in Massachusetts and Florida (40 credit hours per year of professional development), 11/16 AICPA Women's Global Leadership Summit, Boston, MA	
2015							Library Committee, College Council, Chaired FAS (Financial and Administrative Services) Governance Committee, VCCS Accounting Peer Group meetings, Credit for Prior Learning Committee	I initiated the set up of QuickBooks Certified User Test to be offered at the end of my ACC 215 class (at student's expense).I proctor the test.		AICPA membership			I maintain an active CPA license in Massachusetts and Florida (40 credit hours per year of professional development)	
Coffey, Christina 2017	MAEd Curriculum and Instruction		Finalist for the McGlothlin Award for Excellence in Teaching 2017 Level Up Village United States Teacher of the Year 2017		https://learningcollaboratory.com/ (a group of educators who are passionate about STEM (Children's Engineering), the Maker Movement, and technology as tools to engage all students.) Volunteered to organize and teach the following afterschool or summer camp programs: MakerClub Girls, Oak Grove Elementary Makerspace, Spring 2017 Fort Lewis Code Club, Fort Lewis Elementary, January-April 2017 MakerWorkshops, Oak Grove Elementary Makerspace, Spring 2016 MakerWorkshops, Glenvar Elementary Makerspace, Spring 2016 MakerShop (Math					Member of International Society for Technology in Education; Virginia Society for Technology in Education; International Technology Engineering Educators Association; Association for Supervision and Curriculum Development; Virginia Association for Supervision and Curriculum Development	Wrote article for TCEA Technotes Blog: Creating Global Connections with STEM Learning – August 2017 (Full Article Appearing in TechEdge Magazine)		Promethean Class Flow Training (6 hours) Microsoft Office 365 Training (6 hours) Adobe Spark Training (5 hours) ActivPanel Training (4 hours) Minecraft Edu Training (14 hours) Promethean Class Flow Training (3 hours) Meraki Trainng (2 hours) First Aid, CPR, and AED Training VA State and Local Civic Education Training	See https://teaching-with-technology.com/experience/

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2016				<ul style="list-style-type: none"> Volunteered to 	Spring 2016 MakerWorkshops, Glenvar Elementary Makerspace, Spring 2016 MakerShop (Math "remediation" using STEM and Maker Activities), Oak Grove Makerspace, June-August 2016 MakerCamp Division-wide Summer Program (through Special Education Department)					Member of International Society for Technology in Education; Virginia Society for Technology in Education; International Technology Engineering Educators Association; Association for Supervision and Curriculum Development; Virginia Association for Supervision and Curriculum Development			Promethean Class Flow Training (6 hours) Microsoft Office 365 Training (6 hours) Adobe Spark Training (5 hours) ActivPanel Training (4 hours) Minecraft Edu Training (14 hours) Promethean Class Flow Training (3 hours) Meraki Training (2 hours) First Aid, CPR, and AED Training VA State and Local Civic Education Training	See https://teaching-with-technology.com/experience/
2015					Oak Grove Elementary Makerspace, Nov-Dec 2015 MakerWorkshops, Oak Grove Elementary Makerspace, May-June 2015 MakerMondays, Oak Grove Elementary Makerspace Feb-April, 2015					Member of International Society for Technology in Education; Virginia Society for Technology in Education; International Technology Engineering Educators Association; Association for Supervision and Curriculum Development; Virginia Association for Supervision and Curriculum Development			Promethean Class Flow Training (6 hours) Microsoft Office 365 Training (6 hours) Adobe Spark Training (5 hours) ActivPanel Training (4 hours) Minecraft Edu Training (14 hours) Promethean Class Flow Training (3 hours) Meraki Training (2 hours) First Aid, CPR, and AED Training VA State and Local Civic Education Training	See https://teaching-with-technology.com/experience/
Daniels, Christine 2017	MAEd Curriculum and Instruction				I participated on the book adoption committee for Economics and Personal Finance.			I received a micro-credential for EverFi Financial Education Certified Teacher.						

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2016					I participated on the book adoption committee for Economics and Personal Finance.									I participated in a professional development day in August where we were in workshops. Teachers and administrators presented new tips and tricks to use in the classroom.
2015				I attended the VSTE (Virginia Society for Technology in Education) Conference in December 2015.	I participated on the book adoption committee for Economics and Personal Finance.									
Davis, Linda 2017	MS Vocational/Technical Education			Future Business Leaders of America Regional Leadership Conferences and Competitive Events Blackboard Training; Adjunct Faculty In-services	Evening Extravaganza (fundraising event) for Roanoke City Career and Technical Education			Blackboard Training						
2016				Future Business Leaders of America Regional Leadership Conferences and Competitive Events Blackboard Training; Adjunct Faculty In-services	Evening Extravaganza (fundraising event) for Roanoke City Career and Technical Education			Blackboard Training						

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2015				Future Business Leaders of America Regional Leadership Conferences and Competitive Events Blackboard Training; Adjunct Faculty In-services	Evening Extravaganza (fundraising event) for Roanoke City Career and Technical Education			Blackboard Training						
Ellis, Kim 2017	MALS Computer Studies			In-service each semester, New Horizons	Fund raising for Susan G Komen, and West End Center Youth		Dual-Enrollment, Distance Learning, Advising						Cengage Webinars	New Horizons, Cengage Webinars on SAM and Office
2016				In-service each semester, New Horizons	Fund raising for Susan G Komen, and West End Center Youth		Dual-Enrollment, Distance Learning, Advising						MOS Word 2016 certification, Cengage Webinars	New Horizons, Cengage Webinars on SAM and Office
2015				In-service each semester, New Horizons	Fund raising for Susan G Komen, and West End Center Youth		Dual-Enrollment, Distance Learning, Advising						Cengage Webinars	New Horizons, Cengage Webinars on SAM and Office
Frye, Faron (Lee) 2017	MBA Business Administration		Gold Star Teacher - WISE Financial Literacy	Cultural Competency Training, Instructional Technology Seminar									Human Growth and Development, Classroom Management, Foundations of Education, Design/Dev Instruction, Reading Language Art Content Area	
2016				Cultural Competency Training, Instructional Technology Seminar									Human Growth and Development, Classroom Management, Foundations of Education, Design/Dev Instruction, Reading Language Art Content Area	

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2015				Cultural Competency Training, Instructional Technology Seminar									Human Growth and Development, Classroom Management, Foundations of Education, Design/Dev Instruction, Reading Language Art Content Area	
Gogerty, Gary 2017	MALS Computer Science									VSTE			Renewed VA Post Graduate Professional Endorsements in Secondary Computer Science, Gifted Education, Visual Arts PREK-12	
2016				VSTE 2016						VSTE			Renewed VA Post Graduate Professional Endorsements in Secondary Computer Science, Gifted Education, Visual Arts PREK-12	
2015				VSTE 2015				Began the Web based start up "Simple Data" in 2015. It's a data visualization company that focuses on making the process of teaching informed by relevant data, simple to understand and use. Teachers need to teach well, and they should have tools that allow them to do that quickly, easily, and efficiently without being a technology expert. It is our philosophy, so we created tools to do just that.		VSTE			Renewed VA Post Graduate Professional Endorsements in Secondary Computer Science, Gifted Education, Visual Arts PREK-12	

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Hagen, Rosie 2017	MBA Business Admin			I attend the Annual Virginia Accounting and Auditing Conference each year. Additionally I attended an 8 hour seminar for CPAs in 2017 sponsored by Edward Jones				I developed and instructed basic and advance Excel classes for employees at Allstate insurance company. I held approximately 15 classes beginning in 2016 and throughout 2017		Member of VA Society of CPAs			I complete 40 hours of continuing education each year thru the VA Society of CPAs.	I take approximately 20 hours of tax education each year thru HR Block
2016				I attend the Annual Virginia Accounting and Auditing Conference each year.				I developed and instructed basic and advance Excel classes for employees at Allstate insurance company. I held approximately 15 classes beginning in 2016 and throughout 2017		Member of VA Society of CPAs			I complete 40 hours of continuing education each year thru the VA Society of CPAs.	I take approximately 20 hours of tax education each year thru HR Block
2015				I attend the Annual Virginia Accounting and Auditing Conference each year.						Member of VA Society of CPAs			I complete 40 hours of continuing education each year thru the VA Society of CPAs.	I take approximately 20 hours of tax education each year thru HR Block
Harmon, Tracy 2017	MS Business Education				<ul style="list-style-type: none"> • Member of advisory council for Credentials to Careers TAACCCT Employer Advisory Committee. • Member of advisory council for HPOG grant program through the Goodwill of the Roanoke Valley. • Participated in yearly Future Business Leaders of America conferences held here at VWCC. • Served as Judge for yearly Future Business Leaders of America events at Hidden Valley High School. • Served as a volunteer for the Roanoke Valley SPCA 		VWCC Student Success committee chaired by Chris Porter. <ul style="list-style-type: none"> • Currently serving on Distance Learning Review Committee chaired by Jonathan Bayer, Fall 2016 – Spring 2017 • Attended VWCC Summer Express Student Registration in July 2016 and 2017. • BAPS program head committee for: course scheduling and new MOS credentialing in current as well as 	Assistant Dean (Fall 2015 - Fall of 2017) and Program head for AMT and HIM <ul style="list-style-type: none"> • Advised HIM students • Scheduled AST and HIM courses • Created and posted course outlines • Completed textbook orders for AMT and HIM courses • Oversee and evaluate adjuncts and dual enrollment instructors after reviewing semester course evaluations • Review and create IE plans, coordinate 		Member of advisory council for HPOG grant program through the Goodwill of the Roanoke Valley.			CPR one-credit course through VWCC, dyslexia training, child abuse recognition, renewal of VA State teaching licensure as a postgraduate professional	Partnered with Virginia Western's Workforce Development division to show the bridge from workforce and non-credit training to the academic for-credit career studies certificates and degrees.

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2016				<ul style="list-style-type: none"> • Attended ACBSP conference in Atlanta, GA from June 16 – June 20, 2016. • Attended VA Tech CIDER Conference in Blacksburg, VA from February 10 – 12, 2016. 	<ul style="list-style-type: none"> • Member of advisory council for Credentials to Careers TAACCCT Employer Advisory Committee. • Member of advisory council for HPOG grant program through the Goodwill of the Roanoke Valley. • Participated in yearly Future Business Leaders of America conferences held here at VWCC. • Served as Judge for yearly Future Business Leaders of America events at Hidden Valley High School. • Served as a volunteer for the Roanoke Valley SPCA 		<ul style="list-style-type: none"> • VWCC Student Success committee chaired by Chris Porter. • Currently serving on Distance Learning Review Committee chaired by Jonathan Bayer, Fall 2016 – Spring 2017 • Served on jury duty for Bedford County District Courts in the month of March 2016 • Attended VWCC Summer Express Student Registration in July 2016 and 2017. • BAPS program 	<ul style="list-style-type: none"> • Assistant Dean (Fall 2015 - Fall of 2017) and Program head for AMT and HIM • Advised HIM students • Scheduled AST and HIM courses • Created and posted course outlines • Completed textbook orders for AMT and HIM courses • Oversee and evaluate adjuncts and dual enrollment instructors after reviewing semester course evaluations • Review and create IE plans, coordinate 		<ul style="list-style-type: none"> • Member of advisory council for HPOG grant program through the Goodwill of the Roanoke Valley. 		<ul style="list-style-type: none"> • CPR one-credit course through VWCC, dyslexia training, child abuse recognition, renewal of VA State teaching licensure as a postgraduate professional 		
2015					<ul style="list-style-type: none"> • Member of advisory council for Credentials to Careers TAACCCT Employer Advisory Committee. • Member of advisory council for HPOG grant program through the Goodwill of the Roanoke Valley. • Participated in yearly Future Business Leaders of America conferences held here at VWCC. • Served as Judge for yearly Future Business Leaders of America events at Hidden Valley High School. • Served as a volunteer for the Roanoke Valley SPCA 		<ul style="list-style-type: none"> • Served on VWCC Student Success committee chaired by Chris Porter. • BAPS program head committee for: course scheduling and new MOS credentialing in current as well as new courses in Accounting, Business Management, and Paralegal 	<ul style="list-style-type: none"> • Assistant Dean (Fall 2015 - Fall of 2017) and Program head for AMT and HIM • Advised HIM students • Scheduled AST and HIM courses • Created and posted course outlines • Completed textbook orders for AMT and HIM courses • Oversee and evaluate adjuncts and dual enrollment instructors after reviewing semester course evaluations • Review and create IE plans, coordinate 		<ul style="list-style-type: none"> • Member of advisory council for HPOG grant program through the Goodwill of the Roanoke Valley. 		<ul style="list-style-type: none"> • CPR one-credit course through VWCC, dyslexia training, child abuse recognition, renewal of VA State teaching licensure as a postgraduate professional 		

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Music, Joyce 2017	MEd Business Education			SAM instructional software; in-service workshops; Adjunct Faculty yearly in-service meetings				Assist ITE 115 Program Head with troubleshooting SAM instructional software. Assist ITE 115 Program Head with editing and troubleshooting tests						
2016				SAM instructional software; in-service workshops; Adjunct Faculty yearly in-service meetings				Assist ITE 115 Program Head with troubleshooting SAM instructional software. Assist ITE 115 Program Head with editing and troubleshooting tests						
2015				SAM instructional software; in-service workshops; Adjunct Faculty yearly in-service meetings				Assist ITE 115 Program Head with troubleshooting SAM instructional software. Assist ITE 115 Program Head with editing and troubleshooting tests						
O, Neal, Adam 2017	MBA Business Administration						Catalog Committee							
2016							Catalog Committee							
2015							Catalog Committee							
Runyon, Ann 2017	MS Accounting and Information Systems		2017 Teaching Excellence Award	VWCC in-service for each fall/spring semesters, Advising Matters Conference, Accounting Peer Group Conference, New Horizons Conference	VWCreate Consultant		Guided Pathways Leadership Team, Ad Astra Implmentation Team, SSLI Faculty Representative, Program Outcomes Committee	VWCreate Consultant						

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2016				VWCC in-service for each fall/spring semesters, Advising Matters Conference, Accounting Peer Group Conference, New Horizons Conference	VWCreate Consultant		Guided Pathways Leadership Team, Ad Astra Implmentation Team, SSLI Faculty Representative, Program Outcomes Committee	VWCreate Consultant						
2015				VWCC in-service for each fall/spring semesters, Advising Matters Conference, Accounting Peer Group Conference, New Horizons Conference	VWCreate Consultant		Guided Pathways Leadership Team, Ad Astra Implmentation Team, SSLI Faculty Representative, Program Outcomes Committee	VWCreate Consultant						
Scott, Jeff 2017	MALS Computer Science			VWCC in-service for all fall/spring semesters, IT Peer Conferece, 3CS Cyber Security Conference	RBTC Cyber Security Meetings, RISE (cyber security meetings), server dinner for at risk youth with Straight Street, provided meals for Ronald McDonald House, attended job fair at local high school, speaker for Tech Summit at VWCC		Web Site, Instructional Spaces	Developed labs for Cisco networking classes. I continue complete labs to reinforce what I know and to pick up new skills.					Cisco Cyber Ops class, Cisco IT Essentials class, Cisco CCNA cert, CompTIA Security+ cert, I have a subscription to ITPRO.TV that has a large library of IT training, I used this resource weekly.	
2016				VWCC in-service for all fall/spring semesters, IT Peer Conferece, 3CS Cyber Security Conference	RBTC Cyber Security Meetings, RISE (cyber security meetings), server dinner for at risk youth with Straight Street, provided meals for Ronald McDonald House, attended job fair at local high school, speaker for Tech Summit at VWCC		Web Site, Instructional Spaces	Developed labs for Cisco networking classes. I continue complete labs to reinforce what I know and to pick up new skills.					Cisco Cyber Ops class, Cisco IT Essentials class, Cisco CCNA cert, CompTIA Security+ cert, I have a subscription to ITPRO.TV that has a large library of IT training, I used this resource weekly.	

Faculty Member	Highest Degree earned	Graduate Courses	Special Awards and Recognition	Conferences, Workshops, In-service	Community (service activities, presentations, committee work, etc.)	Presentations	Committees (College-related)	Instructional (develop or update curriculum, etc.)	Multicultural and Diversity Initiatives (on or off campus)	Memberships (boards, commissions, etc.)	Research and Publications	Grants (list awarding agency & funded allocations)	Continuing Education (classes, seminars, certification, etc.)	Other
2015				VWCC in-service for all fall/spring semesters, IT Peer Conference, 3CS Cyber Security Conference	RBTC Cyber Security Meetings, RISE (cyber security meetings), server dinner for at risk youth with Straight Street, provided meals for Ronald McDonald House, attended job fair at local high school, speaker for Tech Summit at VWCC		Web Site, Instructional Spaces	Developed labs for Cisco networking classes. I continue complete labs to reinforce what I know and to pick up new skills.					Cisco Cyber Ops class, Cisco IT Essentials class, Cisco CCNA cert, CompTIA Security+ cert, I have a subscription to ITPRO.TV that has a large library of IT training, I used this resource weekly.	
Scott, Alexander 2017	MBA Marketing	<ul style="list-style-type: none"> • COMS 532 Media Technologies & Communication Strategies • COMS 560 Communication & Conflict • COMS 565 Strat. Communication Campaigns for the Digital Age • COMS 520 – Communication Theory and Practices • COMS 554 Strategies and Tactics of Persuasion 	Teaching Excellence Award	Fall 2017 in service and MEET reviews 2017	Family Service of Roanoke Valley- Health and Wellness Interpreters board member		General Education committee, Humanities and liberal arts hiring committee, BTT hiring committee, Workforce hiring committee.	VWCreate project/competition					Graduate Certificate in Business communication	Entrepreneurship conference 2017
2016		<ul style="list-style-type: none"> • COMS 532 Media Technologies & Communication Strategies • COMS 560 Communication & Conflict • COMS 565 Strat. Communication Campaigns for the Digital Age • COMS 520 – Communication Theory and Practices • COMS 554 Strategies and Tactics of Persuasion 		Fall 2016 in service	Family Service of Roanoke Valley- Health and Wellness Interpreters board member		General Education committee, Humanities and liberal arts hiring committee, BTT hiring committee, Workforce hiring committee.	VWCreate project/competition				The Donald G. Smith Endowed Teaching Chair, VW Educational Foundation, \$5,000.- two academic years	Graduate Certificate in Business communication	

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2015		<ul style="list-style-type: none"> • COMS 532 Media Technologies & Communication Strategies • COMS 560 Communication & Conflict • COMS 565 Strat. Communication Campaigns for the Digital Age • COMS 520 – Communication Theory and Practices • COMS 554 Strategies and Tactics of Persuasion 		Fall 2015 in service	Family Service of Roanoke Valley- Health and Wellness Interpreters board member		General Education committee, Humanities and liberal arts hiring committee, BTT hiring committee, Workforce hiring committee.	VVCreate project/competition					Graduate Certificate in Business communication	
Soltis, Stephen 2017	Bachelors in Business Administration	Graduate level courses for MBA (Leadership in Organizations, Operations Management, Business Strategy, Strategic Mgmt Information Systems, Legal/Ethic Values in Business, Managerial Accounting, Communication for Managers, Human Deception in Business & Society).			I serve on the Board of Trustees for the Roanoke County Public Schools Education Foundation					Member of the AICPA and VSCPA			As a CPA I have to complete CEUs each year to maintain my certification. Within the last year I have taken several courses including Ethics, HFMA's Certification for Health Accounting & Finance Specialist, Tax update, etc.	

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2016		Graduate level courses for MBA (Leadership in Organizations, Operations Management, Business Strategy, Strategic Mgmt Information Systems, Legal/Ethic Values in Business, Managerial Accounting, Communication for Managers, Human Deception in Business & Society).			I serve on the Board of Trustees for the Roanoke County Public Schools Education Foundation					Member of the AICPA and VSCPA			As a CPA I have to complete CEUs each year to maintain my certification. Within the last year I have taken several courses including Ethics, HFMA's Certification for Health Accounting & Finance Specialist, Tax update, etc.	
2015		Graduate level courses for MBA (Leadership in Organizations, Operations Management, Business Strategy, Strategic Mgmt Information Systems, Legal/Ethic Values in Business, Managerial Accounting, Communication for Managers, Human Deception in Business & Society).			I serve on the Board of Trustees for the Roanoke County Public Schools Education Foundation					Member of the AICPA and VSCPA			As a CPA I have to complete CEUs each year to maintain my certification.	

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Strom, Jeff 2017	MBA Business Administration		2017 J. Andrew Archer Award	VWCC in-service for each fall/spring semesters, Advising Matters Conference, VCCS Business/Marketing Peer Group Conference, ACBSP Conference	VWCreate Consultant/Judge/Collaborator		Rewards and Recognition Committee, Strategic Planning Summit, State Appeals Panel, Faculty Senate President Elect	VWCreate Collaborator						ACBSP Site Evaluator and Chair
2016				VWCC in-service for each fall/spring semesters, Advising Matters Conference, VCCS Business/Marketing Peer Group Conference, ACBSP Conference	VWCreate Consultant/Judge/Collaborator		Rewards and Recognition Committee, Strategic Planning Summit, State Appeals Panel, Faculty Senate President Elect	VWCreate Collaborator						ACBSP Site Evaluator and Chair
2015				VWCC in-service for each fall/spring semesters, Advising Matters Conference, VCCS Business/Marketing Peer Group Conference, ACBSP Conference	VWCreate Consultant/Judge/Collaborator		Rewards and Recognition Committee, Strategic Planning Summit, State Appeals Panel, Faculty Senate President Elect	VWCreate Collaborator						ACBSP Site Evaluator and Chair
Tuck, Robyn 2017	MS Business			SHRM Conference	Association of Training and Development - Roanoke Chapter		Business Curriculum						SHRM Certification - SPHR	
2016				SHRM Conference	Association of Training and Development - Roanoke Chapter		Business Curriculum						SHRM Certification - SPHR	
2015				SHRM Conference	Association of Training and Development - Roanoke Chapter		Business Curriculum						SHRM Certification - SPHR	