**Standard 3 - Student and Stakeholder-Focused Results**

|  |  |
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| **Student- and Stakeholder-Focused Results** | Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.*Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building.* *Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.*Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions. |
|  | **Analysis of Results** |  |
| **Performance Measure** **Measurable goal****What is your goal?** | **What is your measurement instrument or process?** **(Indicate length of cycle)** | **Current Results****What are your current results?** | **Analysis of Results** **What did you learn from the results?** | **Action Taken or Improvement made** **What did you improve or what is your next step?** | **Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)** |
| Graduate Satisfaction will be at or above70% | Annual graduate survey | Three years of data show that all graduates meet the performance measure  | Students who graduate are generally satisfied.  | College IE should continue graduate satisfaction surveys and expand to include Business Transfer majors |  |
| At least 70% of Graduates will be employed | Annual graduate survey | Three years of data show an improving employment trend | Graduates report increased employment  | College IE should continue employment follow-up surveys and expand surveys to include Business Transfer majors |  |
| At least 50% of students should be retained from year to year. | Annual survey | Data reflects roughly 40%-45% of students return to continue working toward degree. | Data available for years 2014-2015. | College should continue student surveys in future. |  |
| The Business/Information Systems Department is linked to the business community | Advisory Committee. | Area businesses are represented at annual advisory committee meetings.  | Feedback from advisory committee guides curriculum changes. | Department should continue to develop advisory committee activities.  | Copies of Advisory Committee minutes for 2014-2016 for all units attached. |
| OAD student internship70% of internship evaluations should be Above average or good | Internship supervisors are required to complete an evaluation of students’ performance in an office setting | OAD intern students demonstrate excellent/good job performance utilizing skills developed throughout their coursework | Students are required to work a minimum of 15 hours per week for a semester in an office position | Based on evaluations from employers,the majority of OAD intern students continue to perform at the Above Average/Good level. Faculty in the OAD Dept. should continue to prepare students for office work environment. | **STUDENT INTERNSHIP PERFORMANCE****Office Administration****FALL 2014—SPRING 2016**

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| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| **Criteria** | **Above****Avg.** | **Good** | **Avg.** | **Below****Avg.** |
| Quality of work | **42** | **23** |  |  |
| **Quantity of work** | **37** | **25** |  |  |
| **Ability to learn & follow directions** | **44** | **16** | **1** |  |
| **Cooperation** | **41** | **21** |  |  |
| **Initiative** | **40** | **20** |  |  |
| **Dependability** | **42** | **23** | **1** |  |
| **Attendance & punctuality** | **34** | **23** | **2** |  |
| **Adaptability** | **39** | **22** |  |  |
| **Technical Skill** | **39** | **22** | **1** |  |
| **Overall Appraisal** | **32** | **20** |  |  |
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**See attached copy of OAD internship evaluation form.** |
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**TABLE 2: Student Learning Results (Standard 4)**

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| Performance Indicator | Definition |
| 1. Student Learning Results
 | A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two:Direct - Assessing student performance by examining samples of student workIndirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.Formative – An assessment conducted during the student’s education.Summative – An assessment conducted at the end of the student’s education.Internal – An assessment instrument that was developed within the business unit.External – An assessment instrument that was developed outside the business unit.Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. |
|  |  | **Analysis of Results** |  |  |  |
| **Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal** | **What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)** | **Current Results: What are your current results?** | **Analysis of Results: What did you learn from your results?** | **Action Taken or Improvement Made: What did you improve or what is your next step?**  | **Provide a graph or table of resulting trends (3-5 data points preferred)** |
| **Business Management:** 70% of students will demonstrate an understanding of management and supervision within an American business | Assessment based performance evaluations for selected courses provides both formative and summative instruments | After two years, students continue to perform at an expected level | The instructors see the current process provides consistent adequate results. Therefore, instructors will apply new SLOs in the future | Benchmark has been met according to embedded test questions. Starting for fall 2016, faculty members will establish new SLOs or raise the expected goal |  |
| **Accounting:**70% of students demonstrate knowledge of basic accounting principles and prepare and interpret financial statements  | Assessment based performance evaluations for selected courses both formative and summative | Students performed as expected on selected course-work with exception of BUS 241 & 242  | Faculty members review various examples in-class and online. However, the online students generally do not perform at the same level as in-class students | Instructors for on-line courses will address lower student performance by adding additional quizzes and homework problems for BUS 241 & 242. Students met the goals in BUS 241 & 242 for 2015/2016 |  |
| **Accounting:**70% of students will apply analytical and computational skills required to solve financial, managerial and taxing accounting exercises and problems  | Assessment based performance evaluations for selected courses. | More than 70% of students have successfully demon-strated an adequate under-standing  | Current process is adequate with the exception of BUS 241 & 242. However, improve-ments were shown in 2015/2016 | After two years of adequate results, faculty members will review and implement new SLOs or goals. Additional quizzes and homework will be added to BUS 241 & 242 |  |
| **OAD:**70% of students will demonstrate basic knowledge of computers and records and information management | Assessment is based on performance in selected courses—OAD 110 Computer Navigation and OAD 138 Records and Information Management | Student performance was as expected in these two beginning OAD courses | Faculty members evaluate various projects in these entry-level courses. Current projects provide good results in classroom and online courses | Student performance met SLO requirements. Faculty will continue to monitor and evaluate student performance and adjust projects, if necessary |  |
| **OAD:**70% of students will demonstrate knowledge of higher level office applications | Assessment is based on performance in selected courses - OAD 125 Word Processing and OAD 232 Computerized Office—Excel and Access | Students continue to perform at the expected level in these two office application courses | Faculty deter-mined that current project results are satisfac-tory | Student performance met SLO requirements. Faculty will continue to monitor and evaluate results and adjust project requirements if necessary |  |
| **BFN:**70% of students demonstrate an understanding of the regulatory and legal environment of the American banking and finance system  | Embedded questions in exams  | Generally students perform at expected level | Reviewed the registra-tion of the introduc-tory course BFN 100 | Poor performance in BFN 100 appears to be connected to non-majors taking the course because it is offered online |  |
| **BFN:**70% of students will demonstrate an understanding of the rights and liabilities of creditors, debtors, and consumers connected with financial service organizations  | Embedded questions in exams  | More than70% of students successfully demonstrate an adequate understand-ing | Students perform at expected levels. | Increase emphasis on topics through different writing assignments |  |
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**TABLE 3a: Faculty and Staff Focus Results (Standard 5)**

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| **Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.** |
| **Faculty and Staff Focused Results** | Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints. |
|  | - If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that |
|  | - For all data reported, show sample size (n=75). |
| **Analysis of Results** |
| **Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)** | **What is your measurement instrument or process? (indicate length of cycle)** | **Current Results: What are your current results?** | **Analysis of Results: What did you learn from your results?** | **Action Taken or Improvement Made: What did you improve or what is your next step?**  | **Provide a graph or table of resulting trends (3-5 data points preferred)** |
| Faculty and staff job satisfaction/support will exceed 75% | Modern Think Higher Education Insight Survey 2015 | Exceeded goal. Overall, job satisfaction/ support is 86%. | Faculty and staff deem job satisfaction/ support to be very good to excellent. | 2015 was the first year the survey was given to JSCC faculty and staff. The survey will be given to faculty and staff annually. Results from this first reporting period will be compared with future results. |  |
| Satisfaction with professional development opportunities will exceed 75% | Modern Think Higher Education Insight Survey 2015 | Exceeded goal. Overall, satisfaction with professional development opportunities is 78%. | Faculty and staff consider professional development activities to be good. | Additional professional development opportunities need to be made available to exempt professional staff members. 2015 was the first year the survey was given to JSCC faculty and staff. The survey will be given to faculty and staff annually. Results from this first reporting period will be compared with future results. |  |
| Faculty and staff satisfaction with compensation, benefits and work/life balance will exceed 75% | Modern Think Higher Education Insight Survey 2015 | Exceeded goal. Overall, faculty and staff satisfaction with compensation, benefits and work/life balance is 87%. | Faculty and staff deem compensation, benefits and work/life balance to be very good to excellent.  | Adjunct faculty received a pay increase of $59.50 per course beginning Fall semester 2015. Full-time and part-time faculty will receive a four percent (4%) raise beginning September 1, 2016. 2015 was the first year the survey was given to JSCC faculty and staff. The survey will be given to faculty and staff annually. Results from this first reporting period will be compared with future results. |  |
| Faculty, Administration and Staff Relations will exceed 75% | Modern Think Higher Education Insight Survey 2015 | Exceeded goal.Overall, faculty, administration, and staff relations is 78%. | Faculty and staff consider faculty, administration and staff relations to be good.  | Relations with faculty and exempt professional staff need improvement. Various activities including employee socials, back-to-school breakfasts and family fun day have been added to increase the relations between faculty, administration and staff. Faculty can also attend senate meetings. The school administration does attend senate meetings once per term to update faculty on issues relating to policies, procedures, employment, etc. The Administration also answers questions and addresses faculty concerns during these meetings. 2015 was the first year the survey was given to JSCC faculty and staff. The survey will be given to faculty and staff annually. Results from this first reporting period will be compared with future results.  |  |
|  |  |  |  |  |  |
| **Jefferson State Community College was named as a “Great College to Work For” by The Chronicle of Higher Education. Jefferson State won honors in three categories: compensation and benefits, supervisor or department-chair relationship and work/life balance.** |



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| **TABLE 3b: Full-time and Part-time Faculty Qualifications (Standard 5)** |
| Complete this table for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported, in accordance with Criterion 5.2 in the Standards and Criteria. |
| Use a separate line in the table for each level of qualification. For example, if Joe Smith is Masters qualified to teach management and professionally qualified to teach accounting then Joe Smith will be on two lines justifying each level of qualification.  |
| **TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS** |
| **FACULTY MEMBER NAME (alphabetically by Last Name)** | **COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)** | **LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)** | **DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework**  | **ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)** |
| Cartwright, Darrell | BUS 263 - Legal and Social Environment of Business (3 Cr Hrs) | B.B.A., Business Administration; M.A., Taxation | 21 years professional employment as an attorney | Doctorate Qualified in Legal Studies |
|   |   | Juris Doctorate | Passed the Bar Exam in Alabama, Kentucky and Louisiana |   |
| Dibenedetto, Melinda | OAD 110 - Computer Navigation (3 Cr Hrs) | B.S., Education/Secretarial Education | Career Tech Department Head | Master's Qualified in Business Education |
|   | OAD 246 - Office Graphics and Presentations (3 Cr Hrs) | M.A., Business Education | Finance Academy Director |   |
| Johnson, Clinton | ECO 231 - Principles of Macroeconomics (3 Cr Hrs) | B.S., Commerce Business Administration | 9 years professional employment in various analyst positions | Master's Qualified in Economics |
|  | ECO 232 - Principles of Microeconomics (3 Cr Hrs) | M.S., Economics; M.B.A., Management |   |   |
| Logan, Robert | OAD 217 - Office Management (3 Cr Hrs) | B.S., Business | 15 years office management experience | Master's Qualified in Business |
|   |   | M.B.A., Management | C.P.A., State of Alabama |   |
| Minor, Richard | BUS 263 - Legal and Social Environment of Business | B.A., Criminal Justice | State of Alabama District Attorney | Doctorate Qualified in Legal Studies |
|   |   | Juris Doctorate | State of Alabama Assistant District Attorney and Assistant Alabama Attorney General |   |
| Reyes, Stephanie | OAD 215 - Health Information Management (3 Cr Hrs) | B.A., English | Billing Coordinator at Varicosity LLC; ICD-9 and ICD-10 Certified Coder | Professionally Qualified in Medical Coding |
|   | OAD 216 - Advanced Health Information Management (3 Cr Hrs) |   | CPT-4 Certified Coder |   |
| Russell, Jackie | BUS 215 - Business Communication (3 Cr Hrs) | B.S., Accounting; M.Acc.., Accounting | Associate Professor of Accounting and Business Law - Athens State University; Instructor of Accounting - University of Alabama at Birmingham | Master's Qualified in Accounting |
|   | BUS 263 - Legal and Social Environment of Business (3 Cr Hrs) | Juris Doctorate | Professional employment as a budget analyst | Doctorate Qualified in Legal Studies |
| Speaks, Chris | BUS 263 - Legal and Social Environment of Business (3 Cr Hrs) | B.S., Commerce Business Administration | 21 years professional employment as an attorney | Doctorate Qualified in Legal Studies |
|   |   | Juris Doctorate |   |   |
| Speaks, Francis | BUS 263 - Legal and Social Environment of Business (3 Cr Hrs) | B.S., JPS | 5 years professional employment as an attorney | Doctorate Qualified in Legal Studies |
|   |   | Juris Doctorate | Intern to Honorable Eugene Reese, 15th Circuit Court |   |

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

1. **Curriculum**
2. No accredited degree program has been substantially revised since the last report.
3. No new degree program has been added since the last report.
4. No accredited program has been terminated since the last report.

Note: if you do not have any new or revised programs **you do not need to complete Table 6 Curriculum Summary**. C**omplete table 6.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.**

 **Table 6.1 Standard 6 - Organizational Performance Results**

|  |  |
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| **Organizational Effectiveness Results**  | Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. *Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.* |
|  | **Analysis of Results** |  |
| **Performance Measure** **Measurable goal****What is your goal?** | **What is your measurement instrument or process?** **(Indicate length of cycle)** | **Current Results****What are your current results?** | **Analysis of Results** **What did you learn from the results?** | **Action Taken or Improvement made** **What did you improve or what is your next step?** | **Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)** |
|  |  |  |  |  |  |
| More than half of registered students should continue working toward their degree. | The college’s Institutional Effectiveness (IE) department performs annual survey of registration data.  | Accounting and Office Administration retention is highest among the programs and is improving toward the goal of 50%.  | While all programs fall below the desired goal of 50%, three out of the four programs are starting to increase retention. This is a trend we will make efforts to continue. | The college could develop policies to reach out to students with improved advising and registration to improve student retention.  |  |
| Enrollment changes in programs should mirror enrollment changes for the college as a whole.  | The college’s IE department collects data for declared majors. | Total college enrollment during the reporting period was unchanged. Business Management and Accounting show declines, while Office Administration enjoyed a slight increase. Business transfer enrollment grew by 30%.  | It is possible that enrollment in Business Management and Accounting is declining because the economy in north central Alabama has improved. Students often leave college as employment prospects improve. | College’s IE departmentshould continue to collect and report data.  |  |
| To improve accessibility to students, online sections should be expanded. | The college’s IE departmentcollects data for course sections offered online and in traditional classroom.  | All programs have expanded the percentage of online sections offered to students. | Increased accessibility continues to improve.  | Continue and expand offering online sections in all programs.  |  |
| Awarded degrees should increase overtime.  | IE departmentcollects degree awarded data.  | During the reporting period, the total number of degrees awarded:Office Adm: 294Bus. Mgt.: 271Accounting: 110 | The number of degrees awarded is connected to the number of students enrolled in each program. If enrollment declines, it would follow that degrees awarded would decline as well. | The college could improve connection and communication with students by implementing advising and registration help. |  |

Office Administration Advisory Meeting Minutes

 Friday, April 04, 2014

In attendance:

Chris Zuber Kelly Furgerson

Beverly Bullock

Sandi Logan

Becky Holland Danielle Coburn

Alan Cook

Hal Harris

Robin Guinn

The 2014 Office Administration committee members met on Friday, April 04, 2014 at the Shelby-Hoover Campus in the Bistro Café. Sandi Logan called the meeting to order at 12:45 after a wonderful lunch was served by the Jefferson State culinary department. Sandi introduced and welcomed new committee member, Kelly Furgerson from The Law Offices of B. Christopher Battles, LLC, and welcomed everyone else back from last year.

The 2013 minutes were distributed and approved by Alan Cooked and Becky Holland seconded the motioned.

New Updates:

Sandi distributed and reviewed the curriculum tracks: Medical, Legal, Accounting & Administrative. The Medical Track is currently the largest track with 161 students.

59 Degrees were awarded last year:

44 Medical Track

12 Administrative Track

2 Accounting Track

1 Legal

Last fall 2013, the computer labs were updated with Office 2013, ICD 10 Coding, and Blackboard 9. The part-time medical coding instructors are using the newest versions medical coding, ICD 10. Our part time instructors participated in training seminars last spring in order to teach the newest versions of ICD coding. Becky asked Danielle if our students are certified in ICD 10, can they receive some type of credit for OAD courses. Danielle stated post secondary is currently working on this; hopefully students will be able to receive class credit for prior learning/certifications, Sandi mentioned the college currently offers the NHA medical coding exam twice a year at the Jefferson and Shelby campuses. The cost is $100.00. This summer the OAD computer lab at the Shelby Campus is getting new computers and hardware,

The ACBSP report for the Business, Accounting, Banking/Finance areas is due in September. This does affect the area of OAD.

Sandi asked Danielle to update everyone on the SACS visit. Danielle stated there are a few more things due in June, but we should receive our 10 reaffirmation!

Sandi asked Chris Zuber, from Kelly Services to give his input on the hiring trend and what his companies look for when hiring interns...

The new trend in hiring is technology. Lots of company hire by email, and work with 3 rd party entities, Chris encourages students to be adaptable and open minded to learning anything, Students must be trainable. Call centers are becoming more and more popular, More and more companies are hiring individuals who work from home due to technology.

Kelly Furgerson with Christopher Battles Law Firm, looks for individuals to be teachable, adaptable and flexible. She mentioned interns must have communication skills both verbal and non-verbal. They must have knowledge to research online and have organizational skills.

Sandi asked for closing comments and questions.

The meeting was adjourned at 1:25pm.

Respectfully submitted by,

Robin Guinn

Office Administration Advisory Meeting Minutes

 Friday, April 10, 2015

In attendance:

Beverly Bullock

Sandi Logan

Danielle Coburn

Hal Harris

Robin Guinn

Becky Holland

Artrella McGowan—attending for Michelle Grill

Pat Lozito—HlM Connections

Absent: Alan Cook and Chris Zuber

The 2015 Office Administration committee members met on Friday, April 10, 2015 at the Shelby-Hoover Campus in the Bistro Café. Sandi Logan called the meeting to order at 12:50 after a wonderful lunch was served by the Jefferson State Culinary department. Sandi welcomed everyone to the meeting and distributed minutes from the 2014 meeting and Fall Facts from 2014.

Hal made a motion to accept minutes and Danielle seconded.

Sandi talked to the group about this year being Jeff State's 50th Anniversary. She went over OAD courses that were offered in the 1960s—Typewriting, Shorthand, Business Machines, Office Procedures and Electronic Data Processing. All courses are now computerized.

New Updates:

Sandi reviewed the OAD curriculum tracks—Medical, Legal, Accounting and Administrative. Medical is the largest and Accounting the smallest, There are 151 OAD students enrolled. Last year there were 50 graduates from the program. Sandi mentioned that 5 internship students from Shelby got jobs from their internships.

The Office Administration program was reaccredited last December from ACBSP. All of the computer labs at Shelby were updated last summer. All classes are still using Office 2013 and Windows 7. Hal mentioned that Office 2016 software might be installed by Fall 2017.

Danielle told the group about Dr. Merritt and Dr. Morris retiring last year. She mentioned that Keith Brown, our interim president, was doing a great job. Our 50-year Anniversary celebration will be May 7th . Board members are invited. Jeff State received SACS accreditation last year. Danielle also talked about dual enrollment classes and a $150,000 award for dual enrollment scholarships for high school students taking Jeff State classes. Becky asked if dual enrollment students would be certified.

Our guest, Pat Lozito from Health Information Management, talked about health records becoming paperless in the future. He stated that many coding workers work from home. Pat also talked about the job market for medical coders being in the  range. He discussed certifications that they needed including AAPC, HIMA and NHA. Doctors look for these certifications and an Associate degree when hiring. He also mentioned the RHIT Test for students entering the health field.

Artrella McGowan from Blue Cross talked about recruiting, mentoring and hiring entry-level students. Most new employees start in Claims and Customer Service. A college degree is preferred but not required, Interns at Blue Cross work the same hours as employees—8:OO-

5:00.

Beverly Bullock talked about transcription and the future needs and trends of it. Pat L. felt that the job market might not be as good in the future for medical transcription.

Sandi asked for any other questions and comments.

The meeting was adjourned at 1:30 p.m.

Respectfully submitted by

Robin Guinn

Office Administration Advisory Meeting Minutes

 Friday, April 15, 2016

In attendance:

Sandi Logan

Melanie Cox

Hal Harris

Becky Holland

Beverly Bullock

Elizabeth Tanner

Carol Burger

Cari Heiberger

Absent:

Liesl Harris

Danielle Coburn Stephanie Reyes

Alan Cook

Artrella McGowan

The 2016 Office Administration committee members met on Friday, April 15, 2016 at the Shelby-Hoover Campus in the Bistro Café. Sandi Logan called the meeting to order at 12:30 after a wonderful lunch was served by the Jefferson State Culinary department. Sandi welcomed everyone to the meeting and distributed minutes from the 2015 meeting and Fall Facts from 2015.

We began the luncheon with Hal Harris saying grace over our meal.

Sandi went over the minutes from last year's meeting.

Becky made a motion to accept minutes and Elizabeth seconded.

Sandi introduced new two new guest from Birmingham Internal Medicine — Carol Burger and Cari Heiberger. She then went over OAD curriculum and the Fall Facts sheet. She talked about what all was involved with the classes and the accreditation from ACBSP which is done every two years.

Information was discussed concerning our Intern Program. There are generally 10 — 12 students per semester that need to be placed in office related jobs. The largest majority is generally in the medical field.

There was much discussion about the pros and cons of online classes, Many of our students are gravitating to these classes. Melanie Cox gave input from a "Mature Student" prospective. Her thoughts were the online classes are much better for the student who is disciplined and focused and also maintains a regular job.

Hal discussed updating the software this year to Office 2016 in the Fall term. Hal also discussed the need to migrate to the Cloud 365.

Becky Holland discussed the need to upgrade to Microsoft 10.

Our guest, Elizabeth Tanner from VIP Temporary Service, talked about the types of testing they do before placing employees and how they determine how good the communication skills are of the potential employee. She said they tested for keyboard skills, Data Entry, Word, Excel, PowerPoint and Outlook. They also check the employee's voicemail (if available) and handwriting skills. The employee generally start out making $10 - $15 an hour depending on skill level. They will occasionally use a "Temp to Perm" placement for employees.

Cari Heiberger and Carol Burger talked about what type of jobs they needed in their place of employment. The indicated they could use a part time person in the front/receptionist. Due to the fact that the person would be greeting the public they suggested personality was one of the prime things they looked for, information about the medical field would be secondary.

Beverly Bullock said that if they were to employ an intern that person would start in the check in/check out area of their office and possibly set up surgeries and a small percent medical coding.

Sandi asked for any other questions and comments.

The meeting was adjourned at 1:30 p.m.

Respectfully submitted by

Melanie Cox

Date: Tuesday, July 22, 2014

Time: 12:00pm

Location: Multipurpose Room, Shelby-Hoover Campus

In Attendance:

James Dedes

Teresa Houlditch

Jesse Bryson

Clark Schatz

Barrett Cummings

Hal Harris

Bill Harvison Alan Cook

Wanda Smith

Rita McLendon

The Accounting, Business and Banking & Finance Advisory Board of Jefferson State

Community College met on Tuesday, July 22, 2014, in the Multipurpose Room at the ShelbyHoover Campus.

The meeting was called to order by Jesse Bryson, Program Coordinator for Banking and Finance. He distributed minutes from the 2013 Advisory Board Meeting. Then Jesse brought up new business:

Retirement of Judy Merritt & Joe Morris

* Keith Brown Interim President

Jesse distributed and explained the 2013 Fall Facts,. . .

* Transfer Degree for Business, Accounting, Banking & Finance, and Information Systems o Business Management and Banking Degrees  Accounting Degree

Graduates for non-transfer degrees..

* Business Management and Banking
* Accounting

Jesse stated the number of graduates is low because of student turn-over. He commented that some students will achieve their goals before graduating or they transfer and do not send credits back to JSCC to obtain an Associate's Degree. He stated that UAB started a program to help with the number of graduates we have that transfer before getting their Associate's. Once they complete their program with UAB then UAB will speak to the student concerning the new dual program to transfer credits back to JSCC and receive their Associate's Degree as well.

Jesse spoke about the Banking program and why the numbers are down. He commented about the recent layoffs in banking which started back in 2008. Jesse spoke about how banking was getting the in between for new hires (not the best but not the worse). Teresa also spoke about the hiring numbers not being a large number and that it could be because of them being smaller companies. James stated even large companies are not hiring a large number of people either.

Jesse brought up before the board adding a Business Math class and wanted feedback from the members. It seems there is a problem is certain areas and could help the students before taking certain classes. Teresa thought that would be great as well as including a writing class. Teresa stated that she gives her own test during an interview before hiring anyone.

Jesse thanked everyone for serving on the board and adjourned the meeting at 1 :28pm.

Respectfully submitted by,

Rita McLendon

Transfer General Studies Business, Biology & Math Office Manager



Date: Thursday, July 30, 2015

Time: 12:OOpm

Location: Multipurpose Room, Shelby-Hoover Campus

|  |  |
| --- | --- |
| In Attendance: | Not In Attendance: |
| Liesl Harris | James Dedes |
| Barrett Cummings | Teresa Houlditch |
| Jesse Bryson | Kathleen Smith |
| Clark Schatz | Alan Cook |

Hal I-Ian•is

Bill Harvison

Wanda Smith

Danielle Coburn Sherwood Silliman

Ali Yazdi

Mark David

Harold McKinney

David Nolen

Mary Jo Hand

Rita McLendon

The Accounting, Business and Banking & Finance Advisory Board of Jefferson State

Community College met on Thursday, July 30, 2015, in the Multipurpose Room at the ShelbyHoover Campus.

The meeting was called to order by Wanda Smith, Program Coordinator for Accounting and Business Management. She distributed minutes from the 2014 Advisory Board Meeting. Then

Wanda brought up new business:

* Death of Judy Merritt
* Keith Brown Interim President



Wanda distributed and explained the 2014 Fall Facts.

* Transfer Degree for Business, Accounting, Banking & Finance, and Information Systems
* Business Management and Banking Degrees
* Accounting Degree

Graduates for non-transfer degrees..

* Business Management and Banking , Accounting

Barrett said she got a letter from ACBSP stating that she did a great job on the report. She stated they will start the new report in January and February. She told everyone great job on getting the report done on time.

Wanda discussed the economy and explained that when the economy starts building back up then enrollment to colleges will start decreasing, However she has notice that degrees are increasing.

Jesses discusses the banking classes that are offered online. He explains how this helps students who work part time or full time. He also discussed how they are working to get all required classes offered online.

Barrett announced that they had a new Office Manager Melanie Cox. They were very happy to have her and could not wait until she started.

Wanda opened the floor for discussion and/or questions.

Business or Accounting degrees used to require Math 120 or Math 125S but not four year colleges do not require them. Jesse spoke about this being a grey area. He said we lose students because they decide to go to UAB because they do not offer this requirement.

Wanda wanted to know if we still have an articulation committee. Hal said they had a meeting a year ago but this issue wasn't stated. Danielle stated we could put it in the catalog so students will know it is accepted BUS 100 instead of Math 120 or Math 125S.

David brought up how banks were changing with the branches.

Mary Jo discussed that the biggest thing right now is security because of hackers, She said they didn't do classes because the money is going to security.

Danielle pointed out that online classes were the 2 nd largest at Jefferson State. She also announced that Clanton and Pell City are now campuses. She explained how Jefferson State now has four campuses and that we are good until 2024.

Wanda adjourned the meeting at 1 :3 1

Respectfully submitted by,

Rita McLendon

Transfer General Studies Business, Biology & Math Office Manager

Date: Wednesday, July 27, 2016

Time: 12:00pm

Location: Multipurpose Room, Shelby-Hoover Campus

|  |  |
| --- | --- |
| In Attendance: | Not In Attendance: |
| James Dedes | Bill Harvison |
| Barrett Cummings | David Nolen |
| Jesse Bryson | Ali Yazdi |
| Clark Schatz | Alan Cook |
| Hal Harris | Liesl Harris |
| Wanda Smith | Wayne Hobson |
| Danielle Coburn | Cathy Goode |
| Teresa Houlditch | Mark Jackson |
| Kathleen SmithSherwood SillimanHarold McKinneyMary Jo HandRita McLendon | Billy Magruder |

The Accounting, Business and Banking & Finance Advisory Board of Jefferson State

Community College met on Wednesday, July 27, 2016, in the Multipurpose Room at the ShelbyHoover Campus.

The meeting was called to order by Jesse Bryson, Program Coordinator for Banking and Finance. He distributed minutes from the 2015 Advisory Board Meeting. Then Jesse brought up new business:

* Issues faced with hiring
* New trends

Jesse distributed and explained the 2014 Fall Facts....

* Transfer Degree for Business, Accounting, Banking & Finance, and Information Systems
* Business Management and Banking Degrees  Accounting Degree

Graduates for non-transfer degrees...

* Business Management and Banking

, Accounting

Banking was discussed. Mobile deposits were discussed as the new trend going on right now, It was discussed that branches will start going away with this new type of technology. Regions banks are closing branches according to Sherwood. It seems as of right now the banks are hiring more for the commercial area and underwriting.

Jesse spoke up and stated that the big issue he is seeing is the lack of math skills. James Dedes said Jesse was correct about the lack of math skills he is seeing with people just coming out of college. Mr. Dedes said that basic math skills are the biggest issue he sees when he goes out. Clark even stated that he has seen students who could not even figure simple math solutions, Jesse said that several Alabama community colleges have BUS 150 in their degree plans.

Danielle spoke about the Boost program that was developed to help students who made low on the placement test.

Other issues were discussed that was seen with student and graduates. They are not only issues with math skills but communication, emails, test, grammar, and punctuation.

Kathleen said that everyone in general needs to be aware of what they post on social media because it can affect hiring or promotions. She said it was also important that you do not take your phone in a meeting unless you just have to. Then if you have to take phone make sure you pay attention to the speaker at the meeting and not be on your phone the whole time.

Wanda wanted to speak about job placement. She said she sees a lot of her students not getting hired because we do not require Oracle to be in the degree requirements for the program. She stated that Oracle is a database that needs to be included in the degree requirements of the programs we are offering. She said that UAB wanted people to have Oracle skills and they would not hire you unless you had them, Hal asked Wanda to send him some information on it so he can look into it and see what he can do to help.

Barrett said she was currently working on the new reports due to ACBSP by September 15 th

She explained that the reports are to be done every two years and the major report is due every 1 0th year. She wants to try to have everything ready by the middle of August in case something needs to be corrected or added. Jesse adjourned the meeting at 1 1

Respectfully submitted by,

Rita McLendon

Transfer General Studies Business and Information Systems, Biology & Math, Engineering & Physical Sciences Office Manager

Name of Student/Employee Date

OAD 242 OFFICE ADMINISTRATION INTERNSHIP WORK EXPERIENCE EMPLOYEE PERFORMANCE APPRAISAL

This evaluation form is to be completed by the internship student's immediate supervisor. It is to be discussed with the student either before the coordinator's site visitation or during the site visitation. If discussed with the student prior to the site visitation, it will also be reviewed during the visitation.

This appraisal will provide a check on the student/employee's overall performance on the job. In addition, this performance appraisal will be used as 50 percent of the student's final grade for the Office Administration Internship course,

# 1. QUALITY OF WORK

Consider the completeness, neatness, and acceptability of work performed

 (4) Above average work performance

 (3) Good work performance

(2) Average work performance

 (1) Below average work performance

# 2. QUANTITY OF WORK

Consider amount of work completed within a given time and how it compares with expected amount

 (4) Above average productivity

 (3) Good work productivity

 (2) Average work productivity

 (1) Below average work productivity

# 3. ABILITY TO LEARN AND FOLLOW INSTRUCTIONS

 (4) Exceptional capacity to understand and retain

 (3) Readily understands and retains but needed additional instruction one or two times

 (2) Learns and retains reasonably well but needed additional instruction three or times

 (1) Requires repeated instructions frequently

4. COOPERATION

Consider willingness to work with others and attitude towards work, associates, and supervision

 (4) Goes out of way to cooperate; excellent attitude and team worker

 (3) Cooperative; good attitude and team worker

 (2) Average attitude and team worker

 (1) Shows lack of cooperation; below average attitude and team worker

# 5. INITIATIVE AND APPLICATION

Consider the attention and effort applied to tasks and the degree to which the employee is a "self-starter"

(4) Exceptionally motivated, industrious and resourceful

 (3) Generally energetic; occasionally seeks out more work

 (2) Steady and willing worker but seldom works beyond assigned duties

 (1) Inclined to take things easy; requires occasional prodding

# 6. DEPENDABILITY

Consider the manner in which the employee applies himself/herself to work and the amount of supervision required

 (4) Justifies utmost confidence; carries out work in detail without requiring supervision

 (3) Can be trusted to do the job; requires only an occasional check

(2) Conscientious but needs more checking than others on some work

 (1) Has to be closely checked on most jobs

# 7. ATTENDANCE AND PUNCTUALITY

Consider attendance on the job and reporting on time

 (4) Never absent or late

 (3) Absent or late 1 or 2 times but notifies in advance

 (2) Absent or late 3 or more times but notifies in advance

 (1) Undependable; absent or late without notice 1 or more times

# 8. ADAPTABILITY

Consider the employee's ability to meet changed conditions and the ease with which he/she assumes new duties

 (4) Exceptionally fast to adjust to new duties and changed conditions and welcomes additional responsibilities

 (3) Adjusts well to new duties and to changed conditions and willing to accept

new responsibilities

(2) Often adjusts to new duties and to meeting changed conditions and accepts additional responsibilities if required

 (1) Slow to adjust to new duties and changed conditions; occasionally accepts additional responsibilities

9. TECHNICAL SKILL

Based on the training period and time actually spent on the job, consider the depth of technical knowledge or skills that the employee possesses

 (4) Exceptionally competent in technical skill

 (3) Good level of technical skill

 (2) Average level of technical skill

 (1) Below average in technical skills

# 10. OVERALL APPRAISAL

Based on the training period and time actually spent on the job, give your appraisal of the employee's overall performance and skill

 (4) Above average employee

 (3) Good employee

 (2) Average employee

(1) Below average employee

COMMENTS

Please provide any additional comments concerning this individual's work performance. Also, any discussion regarding his/her promotability or skills which must be improved or strengthened in order to meet the requirements of this job or to be successful in any office administration position.

Evaluation performed byDate

Student signatureDate