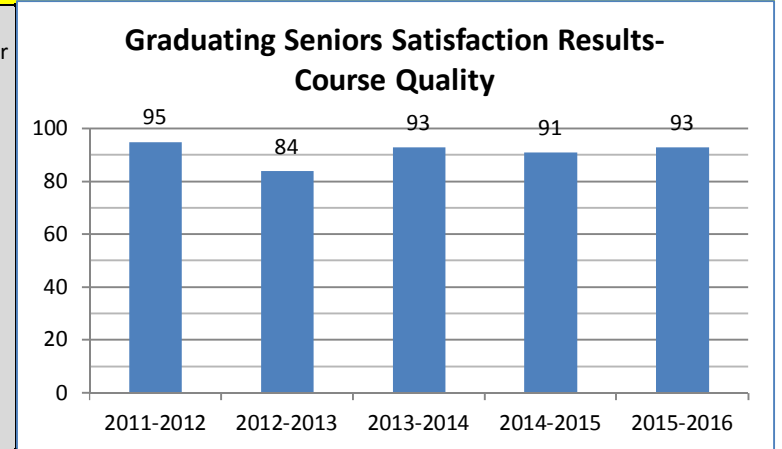


## Standard Three: Student- and Stakeholder-Focused Results - Criterion 3.8

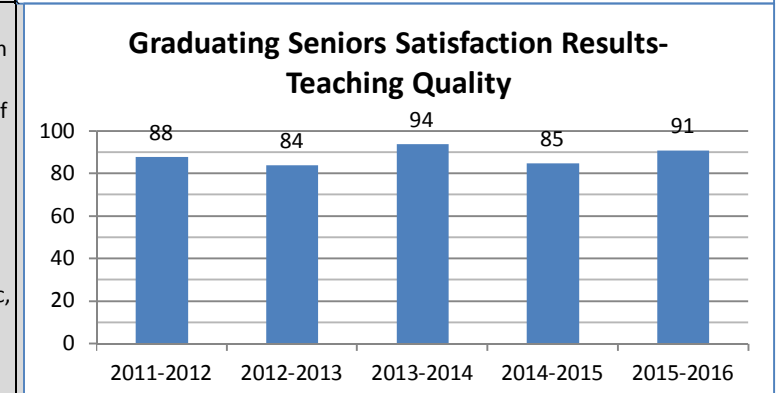
Use this format to respond to Criterion 3.8. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.

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)
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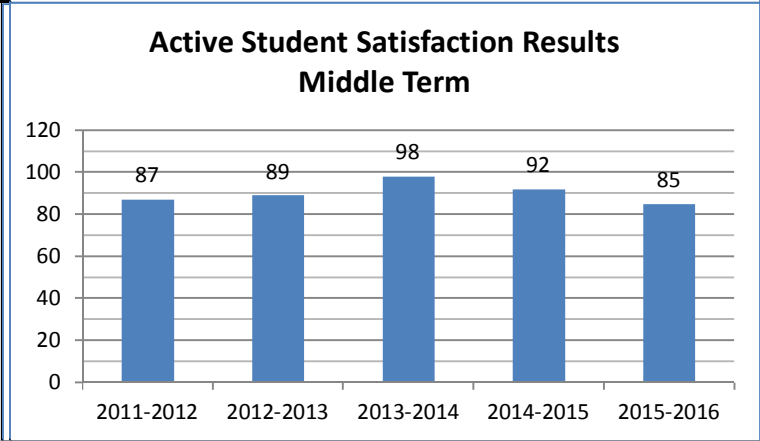
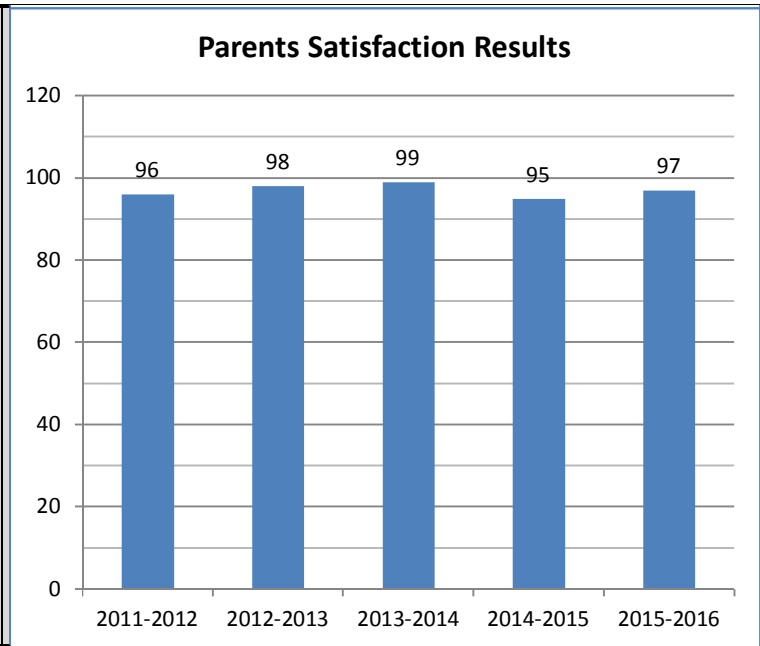
<b>Graduating Seniors Satisfaction for business administration programs-course quality will be at least 80%</b>	Annual graduating seniors student survey	Five years of positive trend data exceeding goal	Overall satisfaction exceeded the goal, but students requested internships and more technology courses.	A minor curriculum revision was performed to the Bachelor Degree for all business concentrations. The revision included new course creation and adoption. Some of the new courses created included internships and computerized accounting. The graduating seniors still request the same courses because they are for the old curriculum. Changes would be expected for 2018.
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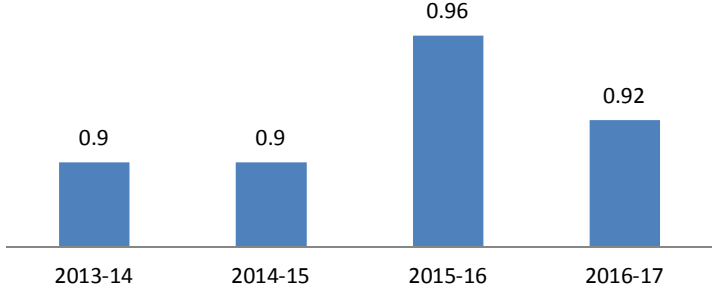


<b>Graduating Seniors Student Satisfaction for business administration program- academic teaching quality will be at least 80%</b>	Annual graduating seniors student survey	Five years of positive trend data exceeding goal	Overall satisfaction exceeded the goal, but in order to ensure that qualified professors offer the courses in the Business Administration Program, each professor is evaluated based on their academic degrees, experience and professional certifications and licenses.	The rubric for qualification created in 2009 was revised on 2013 to take in consideration the minor curricular revision of 2013. Also, as part of the Institutional Assessment, starting 2016-2017, the program has a new rubric in order to follow the professors performance in their academic, administrative and student evaluations.
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<p><b>Parents Satisfaction for Business Program will be at least 80%</b></p>	<p>Annual parents survey</p>	<p>Five years of positive trend data exceeding goal</p>	<p>Overall satisfaction exceeded the goal.</p>	<p>No concern was established specifically related to the Business Administration Program. In order to address the parents concerns for security and the institutional facilities, recommendations had been addressed for action to the Administrative Dean Office since they are more related to the institutional level.</p>
<p><b>Active Student Satisfaction for business program-teaching quality will be at least 80%</b></p>	<p>Annual active student survey</p>	<p>Five years of positive trend data exceeding goal</p>	<p>Overall satisfaction exceeded the goal, but the new curriculum is in the beginning stage.</p>	<p>The minor curriculum revision approved to the Bachelor Degree for all concentrations, included new course creation and adoption. Some of the new courses created are not offered yet.</p>



<p><b>Employer satisfaction for business administration program will be at least 80%</b></p>	<p>Employer survey in the internships feedback</p>	<p>Four semester of positive data exceeding goal.</p>	<p>Adequate improvements were made in the internship by students. Add more requirements to the internship activity. The course will be offered every semester.</p>	<p>A fulltime faculty is teaching the Business Internship class. To add rigor, the course will include more mock interviews, company profiles, and business executive-guests speakers</p>	<p style="text-align: center;"><b>Internship - Employer Satisfaction Quality of Work</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Semester</th> <th>Quality of Work Score</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>0.9</td> </tr> <tr> <td>2014-15</td> <td>0.9</td> </tr> <tr> <td>2015-16</td> <td>0.96</td> </tr> <tr> <td>2016-17</td> <td>0.92</td> </tr> </tbody> </table>	Semester	Quality of Work Score	2013-14	0.9	2014-15	0.9	2015-16	0.96	2016-17	0.92
Semester	Quality of Work Score														
2013-14	0.9														
2014-15	0.9														
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2016-17	0.92														
<p><b>Actual students satisfaction for Learning Communities Courses will be at least 80%</b></p>	<p>Student survey in the course feedback</p>	<p>One semester of positive data exceeding goal. All the students were satisfied with the course and would like to enroll in others courses under learning communities concept.</p>	<p>Overall satisfaction exceeded the goal. Only one data point is available since January 2016, was the first semester that the course was offered.</p>	<p>Once additional data has been collected and analyzed, an appropriate intervention and the necessary actions will be determined. More faculty will be part of this type of courses.</p>											