November 21, 2023

The following information is provided from the Associate Degree Board of Commissioners accreditation decisions from the November 20-21, 2023 meeting.

Business programs identify opportunities for improvement, along with ACBSP, to help them plan to move to higher levels of academic excellence. ACBSP's Core Value of Continuous Improvement and Organizational Learning, that "Business schools and programs should pursue regular cycles of planning, execution and evaluation of every process and system. Ongoing improvement of these processes and systems leads to ever higher quality and student/stakeholder satisfaction." The institution and ACBSP identified these standards as having some opportunities for improvement.

INITIAL ACCREDITATIONS FOR FALL 2023

Norco College

1. IV - Business Program's Organizational Profile - Review- Norco College offers a caring and nurturing culture that allows students to feel supported in their learning pathway. All student service departments provide exceptional service with a smile.

2. Standard 1 – Leadership Review- The Business Unit has a developed leadership structure that allows for stakeholder collaboration and voice in the decision-making process.

3. Standard 1, Criterion 1.3 - The goals of the BU are ambitious; however, this shows the ongoing determination to make the programs and students successful in their learning careers.

4. Standard 2, Strategic Plan Review - The goals of the Business Unit are well aligned and linked to the Institutional goals.

5. Standard 3.2 Review -- The deployment of services is clearly identified through graphs and tables located on the College’s website. In addition, many of the statistics are on the College’s website for the key student stakeholder groups and the additional key stakeholders.

6. Standard 4, Criterion 4.1. - The BU recognizes the need to formalize their assessment plan. They clearly identified areas to be included in the plan as described in the Assessment Reports. They have embraced the plan and have been able to produce measurable results in PLOs and SLOs

7. Standard 4, Criterion 4.2 - The BU was diligent in matching the course SLOs to the PLOs as summarized in Table 4.2 They used several methods to deploy learning assessments. The evidence confirms that the Business Unit does well in implementing the measurement cycle using their means of identifying success in accomplishing SLOs.

8. Standard 5, Criterion 5.1 c - Norco College uses the district guidelines for faculty procedures, policies, and management. Thus, the faculty is aware of the College’s and District’s expectations. This helps the BU to conform to best practices as identified by the District Office. In addition, The District Office is very receptive to the needs of the three colleges in the district through the input from the faculty from each College.
9. **Standard 5, Criterion 5.2b** - All faculty members must complete a 16-hour workshop prior to teaching online and all must complete a minimum of four hours within the discipline for a total requirement of 24 professional development hours annually. This is a best practice.

**REAFFIRMATIONS FOR FALL 2023**

**Embry-Riddle Aeronautical University – Worldwide Campus**

1.2 The integration of technology and data into processes is striking. Using industry standard software enables considerable capabilities. Internally developed enhancements to those and the additional use of numerous dashboards is noted as a distinctive element.

2 The strategic plan is integrated with the organizational mission, is regularly reviewed, and is in the process of being updated for a new five-year period.

2.1 The strategic plan includes the mission, vision, and values of the university at the beginning of the page. It appears that the mission was taken seriously in relation to developing the plan. The new goals for the strategic plan were developed by a leadership team and then the five identified goals were presented to faculty with a call for volunteers to form teams to work on developing the initiatives for that goal. Progress in meeting the strategic plan goals is reported in bi-annual faculty meetings and with monthly video updates.

2.2 The overall university has a thorough report that it produces annually to describe progress on the strategic plan. The WW-COB intends to produce a similar report for its specific strategic plan. While this is a new effort that has not yet been done, the university’s report gives a significant picture of the progress on the overall strategic plan. If the WW-COB follows through on this intention, it will be a strong picture of progress.

2.3 The WW-COB has accomplished a number of elements that fit within the three key strategic goals of achieving academic distinction, enhancing and enriching student experience, and strengthening the college brand. These include improving publication quality and quantity, securing of research grants, revising of the graduate curriculum, enhanced data accessibility for students, and improved communications with students.

3.1 Stakeholder groups are clearly defined. Processes for connecting and communicating with those groups are well-established. Ample feedback and input channels exist.

4 The assessment infrastructure at the University is strong (e.g., online portal, review cycles, etc.) and offers potential for further development.

4.2 The strong assessment culture ensures that these processes are well established.

4.3 Longitudinal measures from Peregrine are well-displayed in graphical form and provide comparative benchmarking. External stakeholders have access to considerable information regarding assessment processes and results.

4.4 OAA engagement and expectations are valuable for WW COB program assessment. In particular, the scoring rubric is worthy of note.

5.1 The business unit has many ways for faculty both full time and part time to be successful. The RCTLE is a great example of developing faculty and recognizing faculty. Several faculty received teaching awards from ACBSP.

5.2 The data collection and review of the end of course student surveys is impressive. There is quantifiable data, along with heat maps to indicate areas of improvement as well as areas of strength.

5.3 The business unit provides many opportunities for faculty to attend conferences, attend professional meetings, and to perform professional activities. Financial resources are available for the faculty to use to complete professional service.

5.4 RCTLE is a strength to orient new faculty as well as ongoing support for all faculty. There are mandatory requirements for all faculty members to refresh annually in addition to having access to content slides on demand.

6 The Standard 6 explanation gives a clear picture of average length of time for a degree, the variety of program delivery methods, as well as an explanation of how consistent objectives are maintained across the
platforms, and the method of computing contact hours. The explanation is well written and makes it easy to find details.

6.1 Program has a robust system for establishing curricular objectives, determining classes to be taught and then providing systematic help in designing the classes. Curriculum changes are vetted through a process that requires approval of curriculum changes to the actual requirements for graduation and for changes that directly impact the substance of individual classes. The college of business then has a system where the faculty class designer (subject matter expert) works with an instructional designer to develop the method of course delivery. With the high percentage of non-traditional classes taught, this is a strong combination for developing quality courses. Each degree program has its own mission statement defining the broad knowledge and skill set to which the developed courses should contribute.

6.2 Each class has a course template that lists the learning objectives and the setup of educational modules in order to meet the objectives. The template explains the basic structure of the class and gives links to resources for materials. Each module in Canvas is created for the students and provides the faculty with requirements for each module and even some suggestions about approach. Yet, it still leaves room for faculty to put their own touch on how the courses are covered. The abbreviated syllabi for the bachelor’s degree programs shows the total hours in business disciplines necessary to satisfy the CPC.

6.4 The CPC requirements are fully addressed according to Figure 6.4.b. The abbreviated syllabi support the number calculations.

6.5 Both master’s programs have more than 50% of their course work in business related courses. The program provides a method for students who do not have undergraduate business requirements to acquire the leveling knowledge.

7.1 The percentage of students placed in jobs is very high, but that may also consider that many students are employed while in their program. Great resources with coaching, Vantage Point series, etc.

7.3 Data is being tracked, reviewed, and acted upon as necessary. There is a continuous improvement process in place with regular collection and review of key metrics.

Jefferson State Community College

STANDARD 3 - STUDENT AND STAKEHOLDER FOCUS

It was observed by the site team that the faculty, students, and advisory group are extremely committed to Jefferson State and the Business Unit. Many of the faculty and advisory members have over 20 years of longevity. The library staff's commitment to the institution's overall excellence is commendable. To further enhance support for the Business Unit, the library staff developed a customized resource guide tailored specifically to the unit’s needs. This tailored resource guide serves to provide more focused and targeted support for the Business Unit's academic and research requirements.

STANDARD 4 - STUDENT LEARNING ASSESSMENT

The Business Unit reviews their program health data on a more frequent basis than is required by the College and documents goals and makes adjustments to remain flexible to the needs of key stakeholders. They use QA report data they record for ACBSP every two years.

STANDARD 5 - FACULTY FOCUS

The Business Unit maintains a well-qualified cohort of faculty members, both full-time and part-time, who possess a rich blend of academic expertise and substantial industry experience. This faculty composition not only enriches the learning environment with practical insights but also ensures that students benefit from a balanced perspective that bridges the gap between theory and real-world application.

STANDARD 6 - CURRICULUM

The Business Unit recently implemented a standardized course shell and syllabi for all faculty. Consistency across the Unit enables students to transition from one class to another with ease and limited confusion.
Kennebec Valley Community College

Standard 1: Leadership
The overall leadership develops an open door, transparent communication process. Interviews with various internal and external stakeholders as faculty, the president, administration, and other staff provided evidence that the College and the Business Unit are fully engaged in all phases of strategy development and implementation consistent with the College’s mission and vision.

Discussions with both current and past students revealed extensive efforts have been placed on making sure each student graduates with the essential tools needed to go directly into the workforce and/or continue working toward a B.S. degree.

The Business Unit addresses course updates through pods to foster a collaborative spirit in developing and maintaining high-quality programs. This allows both full and part-time faculty members to share information that improves courses, infuse technology, and leads to professional growth.

Students revealed considerable efforts have been placed by the Business Unit on making sure they graduate with the essential tools needed to go directly into the workforce or transfer to a four-year institution. Because of this, their self-confidence increased, and they experienced an even better college life.

Both alumni and present students felt the Business Unit has an excellent response time to assist them.

The students and alumni feel the College and Business Unit exhibit a true “Caring Campus” by creating an environment that increases students’ sense of belonging in which they feel confident in completing their goals.

Students and alumni of the Business Unit spoke highly of the support services at the College, including access to the library, the Advising Center, the tutoring services, etc.

The Business Unit is extremely innovative as it relates to opportunities that lead to students’ success and focus more on their education. This has been demonstrated through the Food Pantry, the Office of Financial Aid’s emergency funds, the Foundation Board funds, various scholarships, Advising Center, Distance Education Department, tutoring services, etc.

Standard 2
The Business Unit is extremely innovative as it relates to opportunities that lead to students’ success and focus more on their education. This has been demonstrated through the Food Pantry, the Office of Financial Aid’s emergency funds, the Foundation Board funds, various scholarships, Advising Center, Distance Education Department, tutoring services, etc.

The Business Unit develops its plans in conjunction with the institutional strategic plan. All budgets and goals must be approved and submitted to administration. The business plan is part of the overall systematic process of the institution.

The Business Unit’s involvement in the Strategic Planning Process includes creating and deploying strategic goals. The Business Unit initiates changes, edits goals, and updates these goals based on the feedback from key stakeholders.

Standard 3
The Advisory Board provides each program with recommendations, internships, participation in activities, and valuable input in developing curricula. Their input is respected, advised, and used in the development of the Business Unit’s strategic plan.

Both alumni and present students felt the Business Unit has an excellent response time to assist them.

The Business Unit is extremely innovative as it relates to opportunities that lead to students’ success and focus more on their education. This has been demonstrated through the Food Pantry, the Office of Financial Aid’s emergency funds, the Foundation Board funds, various scholarships, Advising Center, Distance Education Department, tutoring services, etc.

The Business Unit uses Brightspace for all modalities of course delivery.

The Business Unit has articulation agreements that enable students to transfer with a greater sense of connection, engagement, and involvement at colleges and universities.
The Business Unit addresses course updates through pods to foster a collaborative spirit in developing and maintaining high-quality programs. This allows both full and part-time faculty members to share information that improves courses, infuse technology with interactive software, and leads to professional growth.

Standard 4
The Business Unit has established an approach to assess student learning for both the Business Administration and Accounting programs.

The Business Unit’s results of student learning assessments are communicated to key stakeholders (Alumni, Advisory Board, etc.) and to the public via the college website for all degree programs.

The Business Unit addresses course updates through pods to foster a collaborative spirit in developing and maintaining high-quality programs. This allows both full and part-time faculty members to share information that improves courses, infuse technology with interactive software, and leads to professional growth.

Student internships and capstone projects should provide data for continuous improvement.

Standard 6
The Business Unit addresses course updates through pods (combination of courses/faculty) to foster a collaborative spirit in developing and maintaining high-quality programming.

The Business Unit addresses course updates through pods (combination of courses/faculty) to foster a collaborative spirit in developing and maintaining high-quality programming.

The Business Unit incorporated input from key stakeholders to create updated courses that focus on digital trends across curriculum.

The Business Unit has an opportunity to put in place a formal plan developed to review the program curriculum after review of assessment data from the new courses/curriculum.

The Business Unit has articulation agreements that enable students to transfer with a greater sense of connection, engagement, and involvement at colleges and universities.

All program curriculum was reviewed and determined to meet ACBSP guidelines for the Professional Component. Transcripts of graduates were reviewed and verified to align with program curriculum.

Standard 7
The Business Unit ensures adequate resources and services are available to support its programs.

The key performance indicators are made public on the homepage of the Business Unit. It is pertinent that assessment and key point indicators are made public to meet standards of accreditation.

The Business Unit student achievements (Graduation Rates, Retention, Enrollment, etc.) are highlighted on the College website.

Students and alumni of the Business Unit spoke highly of the support services at the College, including access to the library, advising, tutoring, etc.

The Business Unit is extremely innovative as it relates to opportunities that lead to students’ success so they may focus more on their education. The Unit offers a robust array of campus and student support designed to onboard students and prepare them to meet college and program requirements. This has been demonstrated through the Food Pantry, the Office of Financial Aid’s emergency funds, the Foundation Board funds, various scholarships, Advising Center, Distance Education Department, campus programs/activities, tutoring services, etc.

One strength of the Business Unit is the crafting of objectives for the purpose of the table for this standard, Standard 7. These well-written objectives lead the Business Unit to meaningful and clear analysis of meeting these objectives, such as the analysis of student retention. Additionally, the Business Unit focuses on “closing the loop;” having plans and goals in place if these objectives are not met. This criterion was verified on site through discussions with the Business Unit and key internal stakeholders.

Interviews with administration, faculty, and staff verified data and analysis that was reported in the tables. Discussions further demonstrated actions that had occurred based on review of data and in an effort to improve.
Midlands Technical College

STANDARD 1 Strengths
Provost emails a monthly newsletter for all to help ensure college leadership transparency.

STANDARD 1 Strengths
The Business Unit regularly exceeds the college criteria of 80% placement of all graduates and has had a better persistence and retention rate than the college average.

STANDARD 1 Strengths
New Business Unit leadership has begun to make significant changes and will continue to facilitate improvement.

STANDARD 2 Strengths
The Business Unit can participate in a National Initiative that targets students not currently enrolled, but with only a few missing credits via reverse transfer and an online form was added for former MTC students.

STANDARD 2 Strengths
The college implemented a required course “Virtual Backpack” for all students taking online courses to improve student understanding of the rigors of online courses.

STANDARD 2 Strengths
BUS101 Intro to Business was identified as a high enrollment, but low pass rate course. Business Faculty teaching in this gateway area were encouraged to participate in an Online Faculty Learning Community (OFLC) and 5 chose to do so.

STANDARD 4 Strengths
The use of a systematic approach to assess SLO’s through their use of the SLO and POAR reports.

STANDARD 4 Strengths
Using a variety of data points when collecting data for their SLO Reports is a strength in the Business Unit. Comparative data is used in comparing the type of faculty teaching the courses where performance measures are measured as well as the location and types of class settings.

STANDARD 4 Strengths
The data in the SLO Reports is presented in easy to read tables as well as well-written narratives that elaborate on the performance measures, benchmark goals and results.

STANDARD 5 Strengths
Campus Labs is used by college to track faculty resume/vitae, transcripts and artifacts for exceptions. Reports can be run to identify areas that are missing documentation. Evidence files are also uploaded.

STANDARD 5 Strengths
Faculty Development and training is delivered live and online using Zoom and D2L. The Center for Teaching Excellence (CTE) also has developed a podcast and other on demand services to assist faculty with various needs.