November 16, 2021

The following information is provided from the Associate Degree Board of Commissioners accreditation decisions from the November 16, 2021 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 2021

Assiniboine Community College (Brandon, Manitoba, Canada)

**Strengths**

**Criterion 1.2 Leadership Measures of Performance**
- Assiniboine introduced the use of program scorecards to allow for further goal-setting and analysis on a more detailed level and to support the annual review of program performance under the required policy of Program Quality Review. The Balance Scorecard helps identify necessary data to make informed decisions.

- **Categories:** Approach, Deployment, Results, Improvements
- **Verified:** This Strength was verified on site.

**Criterion 2.3 Finance**
- The College supports the Business Unit with its budgeted needs and a robust professional development plan for faculty.

- **Categories:** Approach, Improvements
- **Verified:** This Strength was verified on site.

**Criterion 3.1 Stakeholders**
- The Business Unit is required to have a Program Advisory Committee (PAC) for each specialization. Additionally, the Business Unit has a PAC policy in place. This document serves as continuity for the PAC roles as leadership and members might continue to change over the years.

- **Categories:** Approach
- **Verified:** This Strength was verified on site.

**Criterion 3.3 Student Support**
- The Business Unit excels at accepting and celebrating the diversity of the student body, and recognizes the importance of equity within the program, curriculum, and syllabi.
**Criterion 3.4 Stakeholder Results**

- The Business Unit examines specializations and programs that have under-utilized student seats and work with the marketing department in program promotion through one hour face to face or virtual program information sessions. These are held twice a month at a minimum with increasing sessions to promote programs that are at-risk of not meeting targeted enrollment numbers.

**Categories:** Approach, Deployment

**Verified:** This Strength was verified on site.

**Criterion 5.1 Human Resource Planning**

- In review of faculty satisfaction surveys, it should be noted that faculty feel encouraged and supported to pursue professional development and would recommend ACC as an employer.

**Categories:** Approach, Deployment, Results

**Verified:** This Strength was verified on site.

- The team identified a best practice for ACC. The new faculty onboarding process called the Teacher's Essential Program consists of 20 hours of orientation. This should be celebrated as ACC goes above and beyond to acquaint and educate new faculty to ACC.

**Categories:** Approach

**Verified:** This Strength was verified on site.

**Criterion 6.5 Off-Campus Operations and Unique Items**

- The Parkland Campus has a Student Success Advisor/Learning Strategist available to the students. This allows students to receive academic advising and learning support.

**Categories:** Approach, Deployment

**Verified:** This Strength was verified on site.

**Criterion 6.7 Learning and Academic Resources**

- The College has a very comprehensive Tutorial Services program that also supports key business courses. The College uses a combination of professional tutors and peer (student) tutors to meet needs.

**Categories:** Approach, Deployment

**Verified:** This Strength was verified on site.

**Criterion 6.8 Support Services**

- ACC utilizes a decentralized approach for academic advising. The Business Unit has an assigned Student Success Advisor responsible for meeting with students individually. This allows for the advisor to know the students and faculty and to offer proactive advising. The College utilizes Learning Curve which provides group and 1:1 tutoring sessions to help address anxiety and test-taking and other services such as addressing disability with universal design.

**Categories:** Approach, Deployment, Results

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**Cuyahoga Community College (Cleveland, OH, USA)**

**Strengths**

**Business Program's Organizational Profile**

- The Information Technology Program has been designated as a Center for Excellence at the College and is so designated based on criteria that include hands on student training, a key area in which future job growth is expected, is a key supplier of skilled workers for local employers, has broad impact on the region, and uses state-of-the-art facilities. This designation puts the spotlight on IT.
As a Center for Excellence, the IT programs address the national demand for skilled IT professionals and hopes to significantly impact the local economy by training unemployed and underemployed individuals for jobs that provide family-sustaining wages. The IT Center will leverage the strengths of existing academic and workforce programming to optimize career and educational opportunities for IT students, allowing them to align their interests and aptitudes with appropriate IT career pathways.

**Categories:** Approach, Improvements  
**Verified:** This Strength was verified on site.

**Criterion 1.1**

- While developing the previous three-year Strategic Plan, the College consulted with an Achieving The Dream (ATD) consultant to crosswalk their plan with ATD’s Institutional Capacity Framework. Utilizing ATD’s values allowed the College to incorporate nationally recognized best practices into its Strategic Plan.

**Categories:** Approach  
**Verified:** This Strength was verified on site.

**Criterion 2.2**

- The College is participating in a Federal Work-Study - Experimental Site Initiative Program by the U.S. Department of Education. The program aims to increase paid internship opportunities for work experience related to student’s academic area of interest. The IT Unit's Information Technology Program is one area of study.

**Categories:** Deployment  
**Verified:** This Strength was verified on site.

**Standard 5 - Faculty Focus**

- The IT Faculty and Administrators demonstrated great passion for teaching and learning and showed their interest in improving their programs by working diligently on putting together their Self-Study to apply for ACBSP accreditation. This passion was noted in many of the interviews conducted by the Site Team across the campus.

**Categories:** Results  
**Verified:** This Strength was verified on site.

**Criterion 5.4**

- The College offers over 750 on-line professional development workshops for faculty to attend and available to both full-time and adjunct faculty.

**Categories:** Deployment  
**Verified:** This Strength was verified on site.

**Criterion 6.1**

- Any new, or change in, programs and courses must go through a rigorous Curriculum Review and Approval Process to be approved. This process involves faculty program, course and or changes programs and courses must go through full-time faculty counterparts, appropriate deans, business advisory committee, Governance Committee on Curriculum and Degree Requirements, and the Office for Curriculum in order for approval. If approval granted, the proposal is sent to the Board of Directors for final approval.

Discussions with faculty, administrators and Advisory Board members confirmed the rigorous process.

**Categories:** Approach, Results, Improvements

- The IT Unit offers two levels of Certificates as options for students. It was interesting to learn why there was the distinction between Post-Degree Professional and Short-Term Certificates in the IT Programs. This indicates that the IT Unit and the College are working to make the best options available for their students to be successful in their identified career paths.
Categories: Results
Verified: This Strength was verified on site.

Criterion 6.2
- Both full-time and adjunct faculty had positive opinions on the Monday meetings held by the IT Associate Dean every week that broadened the communication channels in the department. They are very appreciative of the opportunity these meetings provide giving the IT faculty (both full-time and adjunct from all 4 campuses) a place to receive timely information and exchange ideas and issues relevant to the IT department.

Categories: Approach, Improvements
Verified: This Strength was verified on site.

Standard 7 - Business Unit Performance
- The Site Team verified that the faculty and college administrators are very supportive of the ACBSP accreditation process and are working hard to identify goals and measurement tools that will capture data to provide analysis leading to appropriate and beneficial decisions for the improvement of the IT Unit and student learning and experiences.

Categories: Approach
Verified: This Strength was verified on site.

Criterion 7.1
- The IT Unit emphasizes students engaging in work-and-learn opportunities throughout their studies. The IT Unit also has strong relationships with local businesses.

In interviews with students, alumni, administrators, and advisory board members, it is obvious that stakeholders view these opportunities and relationships as very beneficial to students, the College, local businesses and the community.

Categories: Results
Verified: This Strength was verified on site.

Criterion 7.4
- While the Site Team did not find much quantitative data captured to indicate that the IT Unit had used results gained to improvements affecting IT operations or student learning, there was other evidence that the IT Unit was making beneficial changes due to the work on the ACBSP accreditation process.

The IT Operation Processes were improved by adding a Program Manager and implementing a new Advisory Board structure with program-specific subcommittees,

The IT Unit has benefitted from improved Education Support Processes by creating a student learning outcomes process, hiring student tutors, and sending out graduate surveys.

Categories: Results, Improvements
Verified: This Strength was verified on site.

Sowela Technical Community College (Lake Charles, LA, USA)

Strengths

Criterion 2.1 Strategic Planning Process
- Sowela Technical Community College has a model of institutional effectiveness that helped the Business Unit to decide on strategic initiatives to implement. By reviewing the College mission statement, the College Strategic Plan, and the Business Unit missions, IEPs were developed for each program.
Criterion 2.3 Finance

- Through budget support from Sowela Technical Community College and additional support from funding sources such as the Carl Perkins Grant, the Business Unit has received adequate financial resources to improve technology, develop faculty, and achieve its strategic goals.

Criterion 3.3 Student Support

- The Business Units’ students have taken advantage of the advising services offered by the College and Unit. Students are very satisfied with their advisors and commend them on the excellent guidance. Students felt that the relationship between the students and Business Units’ advisors goes beyond academic advising and lasts for years after students graduate.

Criterion 4.2 Program Evaluation

- Sowela Technical Community College has a 22-step detailed Assessment plan which thoroughly covers the assessment process from the creation of programs through supporting course design and alignment to fulfill requirements of each PLO via the comparison and analysis of both quantitative and qualitative data reporting leading to continuous improvement and identification of relevant business programming.

Criterion 4.3 Student Assessment

- Sowela Technical Community College has an excellent advising program that allows students to work initially with on-campus and virtual enrollment specialists and advisors. Students, also, are assigned faculty advisors who help students navigate their final semesters to successfully complete their degree program and career/transfer exploration.

Criterion 5.1 Human Resource Planning

- Sowela’s College Policies and Procedures are very prescriptive and documented. It clearly addresses faculty job description, hiring qualifications, job expectations, requirement for professional development, compensation placement, acknowledgement of duties, evaluation, promotion, and special job acknowledge. All policies and documents are easily understood.

Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

- The Business Unit faculty have actively pursued professional development, and faculty has attended several out-of-state conferences annually. Administration is very supportive of professional development activities and continually seeks funding for faculty to attend professional development.

Criterion 6.1 Curriculum

- The Business Unit faculty serve as advisors to students after their first year to help mentor and support student completion of program outcomes and career/transfer exploration.

The Business Unit faculty and program coordinator also actively work with their advisory board members to identify new opportunities and curriculum enhancements which will increase student retention and long-term career and academic success.
REAFFIRMATIONS FOR FALL 2021

Northern Maine Community College (Presque Isle, ME, USA)

Strengths

Criterion 1.3
- The Business Unit displays a strong relationship with current students, alumni, advisory board members, and supportive staff at the College. These key stakeholders collectively assist in the creation of a culture that is tight-knit, caring, and focused on moving the Business forward into the future. These key stakeholders expressed the success of the Business Unit in preparing students in the program for today's job opportunities and tomorrow's career paths.

Categories: Approach, Deployment, Results
Verified: This Strength was verified on site.

Criterion 2.1
- The Business Unit has an updated and detailed Goals and Action Plan 2020-2021 specific to the Business Unit that lists the specific program, objective, strategic action, measurement/responsibility, and outcome. This document is in alignment with the College's Strategic Plan.

Categories: Results, Improvements

Criterion 4.2
- The Principles of Accounting course identifies student success broken out by common assessments and type of faculty (full-time or adjunct). Type of faculty is an important factor of consideration and its reference is a best practice.

Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

Criterion 4.4
- The College has established a standardized assessment process. Student success and a formal NMCC assessment cycle is clearly defined. Faculty analyze the results annually and the formal process is completed during the May timeframe. Follow-up of previously taken process improvements are documented and assessed for effectiveness.

Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

Criterion 5.1
- The site team was able to verify that a comprehensive human resource plan exists and supports the hiring, development, and assessment of Business Unit personnel. This was verified through interviews with staff from the Human Resource Office and administrators. Full-time and adjunct faculty are assured to possess degrees and experiences which enhance their teaching abilities.

Categories: Approach, Deployment
Verified: This Strength was verified on site.

Criterion 5.2
- The College has successfully hired qualified faculty to teach their students. While the Self-Study report simply stated "Academically Qualified" for each faculty member, the site team was able to verify master's preparation of faculty for 100% of credit hours taught. Faculty possess advanced degrees and a wealth of professional experience.
The accounting degree program is led by a department chairperson and a full-time faculty member, while the Business Administration and Career Studies-Business program are led by two full-time faculty members. Each program is led by individuals who are well versed in real world experiences. The orientation and development of faculty in each program was well documented. Effective leadership was verified through interviews with faculty.

Nashville State Community College (Nashville, TN, USA)

Strengths

Criterion 1.1

Using tools like Simplex Process and SWOT analysis to guide the College ultimately lead to the mission and Vision 2030 for the future. The Simplex Process helped guide the College with a macro view and the SWOT analysis was used to develop a micro view by involving individual divisions and departments according to President Jackson.

Criterion 2.1

The strategic plans for each degree program are aligned with the plan of the College. Faculty input and communication were verified through interviews with faculty. Several faculty indicated they are committed to the strategic plan to the extent that they ask themselves, “How do I personally connect with Vision 2030?”

Criterion 2.4

Improvement efforts have been identified, along with anticipated completion dates, and have been communicated. Each program area develops goals based on supporting the strategic plan of the Business Unit and the plan of the College. This was confirmed through faculty interviews.

Criterion 3.4

The linkage/partnership with Davidson County American Job Center is a plus for the community and students. A second example is the collaboration between the Business Unit and Kroger and the Western Association of Food Chains, resulting in a curriculum revision and a new major in Marketing and Retailing.

Standard 4 - Student Learning Assessment

Very interesting analyses have been performed, especially the review of student success by modality and student success by ethnicity. Results of assessment are routinely used for continuous improvement. This was verified through interviews with faculty, the Dean of Business, and the Associate Vice President for Academic Affairs.
Criterion 4.1

- The assessment plan, process, and expectations are clearly described for each degree program. Each degree program has developed an exit exam with 50 to 60 test items which are linked with program outcomes and specific course outcomes. Results of the exit exam are consistently reviewed to identify the exact program outcome and/or course outcome in need of improvement. The direct link from assessment to program outcomes assures that improvement opportunities for degree programs will be identified.

**Categories:** Approach

**Verified:** This Strength was verified on site.

Standard 5 - Faculty Focus

- Faculty are provided professional development opportunities, both internally and externally. The college's Teaching Center provides many opportunities for workshops on strategies to improve student success. A mandatory Convocation and in-service training sessions are presented every fall and spring semesters by the Teaching Center. The Teaching Center provided a Transparency in Learning and Teaching (TILT) workshop for the division.

**Categories:** Approach, Deployment

**Verified:** This Strength was verified on site.

Criterion 5.2

- It is evident that the Business Unit administration has worked hard to hire qualified faculty to teach their students.

Based on verified faculty credentials, all but one of the Full-Time and Adjunct faculty for the Self-Study year were Masters Qualified or above and that individual has extensive experience with an in-field Bachelor's and appropriate certification and work experience.

**Categories:** Deployment, Results

**Verified:** This Strength was verified on site.

Criterion 5.2.A.

- Based on verified faculty credentials, all but one of the Full-Time and Adjunct faculty for the Self-Study year were Masters Qualified or above and that individual has extensive experience in field, appropriate certification, and a Bachelor's in field.

**Categories:** Deployment

**Verified:** This Strength was verified on site.

Standard 6 - Curriculum

- The Business Unit has a robust systematic process to ensure continuous improvement of curriculum and program delivery. The curriculum is comprised of appropriate business and professional content to prepare graduates for success.

The Business Unit works with appropriate stakeholders to ensure that curricula are evaluated in a timely manner to allow for necessary updates to meet the ever-changing business and community needs.

**Categories:** Approach, Deployment

**Verified:** This Strength was verified on site.

Criterion 6.1

- The Business Unit has a clear pathway that drills down from the College's Strategic Plan to the development of Business Unit curriculum. It is extremely detailed and illustrates the dedication of the Business Unit administration and faculty in providing relevant programs with courses that are designed based on pertinent and timely data gathered from appropriate stakeholders.

The Business Unit is supported by the office of the Associate VP for Academic Affairs, whose purview includes assessment and online learning.
Categories: Approach, Deployment
Verified: This Strength was verified on site.

Criterion 7.3
- The Business Unit is very transparent in documenting and posting results of student performance tracking processes that include business student achievement such as attrition, retention, and graduation. The Business Unit posts their most recent ACBSP QA reports, SLO results by program, and information from College Navigator.

Categories: Deployment
Verified: This Strength was verified on site.
- In ZOOM interviews, the Site Team learned that students are extremely pleased with the interaction and support they receive from the business faculty whether on ground, virtual, or online (one student said "I am insanely happy with my professors.") Feedback included rave reviews for the faculty’s willingness to provide help and encouragement above and beyond the classroom. Faculty were described as mentors, knowledgeable, prepared, dedicated, had real world experience, and brought it to the classroom. They also indicated faculty were timely in responding to student inquiries. Students were grateful for the willingness of faculty to meet their needs in a timely manner.

Online students gave high marks to a program called "Linked In Learning."

Categories: Deployment
Verified: This Strength was verified on site.

West Georgia Technical College (Douglasville, GA, USA)

Strengths
Standard 1 - Leadership
- Discussions with the students revealed considerable efforts have been placed on making sure each student graduates with the essential tools needed to go directly into the workforce or transfer to a four-year institution.

Verified: This Strength was verified on site.

Criterion 1.3
- The Business Unit utilizes the Identified Critical Enrollment (ICE) Form as an early detection to improve program enrollment, retention, and/or graduation. Also, utilizing the Course Observations Form provides faculty with the necessary feedback needed for improvements in the delivery of the course(s).

Categories: Approach, Results
Verified: This Strength was verified on site.

Criterion 2.1
- The Dean, Associate Dean and Vice President of Academic Affairs have a strong foundation and grasp of the college's academic process and strategic plan. The planning process, implementation and review are well developed and involve both internal and external stakeholders. Faculty members are also involved in the Business Unit’s strategic planning.

Categories: Approach, Results
Verified: This Strength was verified on site.

Criterion 2.4
- The Business Unit strengths enable the faculty and staff to fulfill its mission for delivering student-centered programs and services. Students are provided the necessary skills required to meet the needs of employers or transfer to a four-year institution.
Categories: Results
Verified: This Strength was verified on site.

**Criterion 3.1**
- The Purple Briefcase is a tool for employers to connect directly with students with employment opportunities. This connection keeps both key stakeholder groups actively involved with Business Unit. In addition, My Interview Practice is a partner application with Purple Briefcase that students use to improve online interviewing skills.

Categories: Approach, Deployment
Verified: This Strength was verified on site.

**Criterion 3.4**
- Using the student satisfaction survey data and the results showing strong faculty satisfaction is leading to a new faculty (full and adjunct) online teacher readiness course.

Categories: Approach, Deployment, Improvements
Verified: This Strength was verified on site.

**Criterion 4.2**
- Each program has multiple SLO’s and data is collected for each outcome as well as General Education SLO’s. The assessment deployment includes multiple campuses and course delivery modalities. The report identifies if the Goal was Met or Not Met and if a need for followup is needed or unnecessary.

Categories: Deployment
Verified: This Strength was verified on site.

**Criterion 4.3**
- The Business Unit assessment results are clearly displayed in Table 4.1 based on the deployment and data collected. The Analysis and Actions Taken and Improvement Planned sections are completed and give a direction for the Business Unit and Technical Programs or General Education Courses depending on assessment used. The results are shared internally and posted on the Business Unit portion of the college Web Page.

Categories: Results
Verified: This Strength was verified on site.

**Criterion 5.2**
- One hundred percent (100%) of the faculty teaching in the Business Unit met the master's or doctorate level qualification for teaching in the field.

Categories: Approach, Results
Verified: This Strength was verified on site.

**Criterion 6.1**
- West Georgia Technical College benefits from its membership on the IFCC and established state curriculum approval processes.

Categories: Approach, Improvements
Verified: This Strength was verified on site.

**Standard 7 - Business Unit Performance**
- The College has added the performance results of all ACBSP-accredited programs to its website.

Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

**Criterion 7.1**
- The expanded use of virtual tools offer better access to student services for all students.

Categories: Approach, Deployment
Verified: This Strength was verified on site.