May 21, 2024

The following information is provided from the Associate Degree Board of Commissioners accreditation decisions from the April 18-19, 2024 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.

**REAFFIRMATIONS FOR SPRING 2024**

**City Colleges of Chicago Harold Washington College**

Standard 1 – Leadership - The Business Unit Leadership has created an energized and engaged faculty community. The camaraderie and commitment to students was evident in the faculty discussions. The inclusion of adjunct faculty in developing and implementing programs is exemplary.

Standard 3, Criterion 3.4 - The Business Department attracts and retains students through its partnership with student mentoring programs such as the Illinois CPA Society and its Mary T. Washington Wylie Scholars and Internship Program, Future Business Leaders of America and the National Association of Black Accountants (NABA). Working with NABA and Deloitte, Harold Washington College is scheduled to start a pilot student chapter of NABA this spring. The department also partners with Chicago Public Schools to offer bridge programs with an emphasis on business and entrepreneurship and a robust dual credit/dual enrollment program which offers numerous business/CIS courses.

Standard 4, Criterion 4.1 – The Business Unit utilizes an assessment process and assessment activities were verified through interviews with faculty.

Standard 3, Criterion 4.3 - Assessment results are presented for each degree program. Since the percentage of students expected to meet the performance measure is not stated, it is assumed that 100% of students are expected to achieve the performance measure for each assessment.

Standard 4, Criterion 4.4 - BEST PRACTICE – One of the program improvements identified by faculty was the inclusion of industry professionals who partnered with the Business Unit to provide apprenticeships. Students are employed during their program of study, tuition is paid by the employer, and students have the opportunity to accept employment after graduation or transfer into a four-year institution.
Standard 5, Criterion 5.1 - The Business Unit is attuned to future plans and personnel needs. A close connection with local employers allows for future needs to be identified, leading to the ability to plan for faculty staffing. The plan and the planning process were found to be consistent with statements in the self-study.

Standard 5, Criterion 2 - The business faculty are exceptionally well qualified. Educational degrees and valuable work experiences have prepared them to provide a quality education for the business students at Harold Washington College.

Standard 5.2.A, Criterion 5.2A - The Business Unit employees qualified faculty members and in interviews with faculty that faculty are deployed in a manner which assigns a reasonable teaching load of credit hours and preparations.

Standard 5.3.A – Criterion 5.3.A – The Business Unit provides training opportunities for full-time faculty and for part-time faculty. Seminars are held prior to the fall term and the spring term.

Standard 6, Criterion 6.1 - The Business Unit conducted a review of the Accounting AAS Degree by involving both internal and external stakeholders. Based on this review, the Business Unit confirmed the viability of this degree program and made curriculum changes that included the introduction of up-to-date courses to the core curriculum requirements.

Cleveland State Community College

I - Review of All Academic Activities - The College and the Business Unit have institutionalized their five-year strategic planning, coordinating their offerings, connecting degree programs to their constituents’ needs, and reevaluating their services yearly.

IV - Business Program's Organizational Profile - The Site Visit Team, through interviews with the College’s leadership and faculty and reviewing facilities, verified evidence of the institution’s ability to respond to community and industry needs for courses, certificates, and programs.

Standard 1, Criterion 1.4 - The Site Visit Team verified how student services, specifically success coaches, worked with faculty to improve and maintain student retention and completion.

Standard 2, Criterion 2.2 - The Site Visit Team, based on the Self-Study and on-site review, confirmed the deployment of processes for effective measuring of the Business performance against the established institutional mission.

Standard 5, Criterion 5.2 - The Business Unit works cohesively to onboard new faculty. The College provides a general orientation followed by an orientation with the Dean of the Business Unit. Faculty from the department are overwhelmingly supportive of new faculty, sharing information such as course syllabi, course content, and D2L course shell.
Standard 6. Criterion 6.2 - The Business Unit has established many articulation agreements with the four-year institutions to transfer its programs, which affords students many opportunities to continue their education.

Denmark Technical College

Denmark Technical College exhibits a culture of family. This family culture was articulated verbally by faculty, staff, and students, and was observed multiple times throughout the site visit.

Denmark Technical College is the only technical college in South Carolina designated as an historically black college with on-campus housing and residential learning communities.

73% of the student population attends college in a full-time capacity.

The college has expanded services to include offering Second Chance Pell and has over 35 incarcerated students enrolled in the program contributing to its significant enrollment growth and designation as a flagship program.

The Major Assessments Binder, Annual Outcomes Assessment Plan, and Continuous Improvement Plan are well understood by stakeholders and institutionalized as a regular business practice.

When faculty were interviewed, they had opportunities to express concerns over scheduling or workload and appeared to be satisfied with their teaching and professional assignments.

Students enjoy the connections with faculty and verify that they are getting registered for classes to graduate in two years.

During discussions with the Faculty and the Dean and seeing the professional development questionnaire, there appears to be money for faculty to attend professional development and conferences as they need to.

Panther Pathways is a comprehensive wrap around student success model that demonstrates shared ownership between academic affairs and student affairs, using an academic champion for the benefit of students. This is a key best practice that is fully integrated.

Greenville Technical College

1.1 The President and the VP for Learning and Workforce Development appear to be a dynamic duo that provide ongoing executive leadership with data-driven resources including innovative ideas while supporting the accreditation process.

1.3 Each academic program’s Portfolio Analysis and the Portfolios are presented to and discussed with each of the 5 advisory committees within the Business Unit.
3.1 The process of moving AOT online by the Business Unit was executed well. The advisory board provided their input on the decision, and the faculty carefully considered the pros and cons. Students who completed the program online reported facing no issues connecting with faculty or student services.

Faculty and the Planning and Transfer Headquarters (PATH) sent numerous correspondences to students and alumni regarding upcoming four-year college visits, transfer events, and advising on the best way to transfer credits.

4.1 The Business Unit demonstrates an example of Best in Class practices in student assessment with an emphasis on continuous improvement.

4.4 Current students, graduates, and employers evidenced the Business Unit's focus on responding to market demands, encouraging program-related volunteer opportunities at the College and with local non-profits, as well as creating learning experiences that have allowed students to develop personally and professionally.

5.1 The Business Unit and College utilize operational budgets, Perkins Funds, and Foundation donations for professional development and scholarly training.

North Hennepin Community College

I - Review of All Academic Activities - The Business unit provided an overall description of the campus and programs.

IV - Business Program's Organizational Profile - The Business unit provided a current organizational chart for both the overall institution and the unit.

Standard 1 – Leadership - NHCC Business unit students, faculty, and program advisory committee members confirmed that the leadership is dedicated and committed, using a holistic approach to ensure the business unit success, and they have opportunity to reach out with their questions and comments in person or by email or via information system.

Standard 2, Criterion 2.3 As a direct link between the Business Unit and the Strategic Plan, business leadership supports faculty and staff work in diversifying course delivery choices in compliance with the College’s Diversity Strategic Direction under the Strategic Plan directive.

Standard 4, Criterion 4.2 - The Business Unit employes the use of a systemic process to facilitate the assessment process. A LMS shell houses the departmental assessment activities by class. Students are expected to complete the assessment item within this shell during each specific classes. All assessment data is compiled and analyzed and held inside the LMS for future reference and history.

Standard 5 - Faculty Focus - The Business unit is governed by four bargaining unit contracts. These contracts align with and support the human resource plan and the overall strategic plan.
Standard 5, Criterion 5.1 - The Introductory meetings are provided by the Business Unit leadership, program leaders, staff, coordinator, technology, insight on focus of the school, ICT, Moodle, meeting with previous teacher. During the adaptation, new hires are provided with materials on courses, director is visiting lessons and giving feedback on teaching styles, or working with diverse groups.

Standard 5, Criterion 5.1C - The Business unit provided evidence of a written system of procedures, policies, and practices for the management and professional growth of faculty members. The items are housed inside of the faculty contract in addition to being available throughout the college.

Standard 5, Criterion 5.4 - The Business unit provided evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit and per the current bargaining unit contract.

Standard 6, Criterion 6.1 - The Business unit, by including stakeholders, faculty are aligning with the Colleges Community Partnership Pilar of the Strategic plan by involving the PACs into the program development process.

Standard 7, Criterion 7.1 - The business unit utilizes a methodical process that identifies and tracks student performance and has established processes to measure continuous improvement. The business unit has secured adequate resources and services to support its programs via the financial and bargaining unit contracts.