May 1, 2019

The following information is provided from the Associate Degree Board of Commissioners accreditation decisions from the April 15-16, 2019 meeting.

No business program will be accredited without establishing performance expectations, measuring results, comparing results to expectations, and taking action to improve.

Business programs identify opportunities for improvement, along with ACBSP, to help them plan to move to higher levels of academic excellence.

When it is noted that “performance expectations established by the programs are being met,” you can see performance expectations by program at this link:

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."

**Accreditation Granted with Conditions**

There are occasions when the Board of Commissioners may grant “Conditional Accreditation.” This means that most standards and criteria are met, but there are some deficiencies in fully meeting all the ACBSP standards or criteria. For example, if multiple criteria in Standard 4 regarding student learning outcome assessment are not fully met, a condition could be placed on the student learning outcome assessment standard 4.

The president/rector or person in a similar position of the institution has pledged that the deficiencies will be remedied within a four-year time frame. Progress on improving the process to remove the conditions must be submitted to ACBSP every two years, asking for a review so the conditions can be removed.

When deemed necessary, a commissioner will visit the campus and decide if the deficiencies have been corrected. The report of these findings is made at the April or November Board of Commissioners meeting for its final disposition. Requests for a one-year extension, with justification, may be considered or the program accreditation will be placed on probation for one year. If the deficiencies are not corrected within the time allowed, the institution will be notified that its conditional accreditation status has been rescinded and its current status is unaccredited.
Decisions regarding initial accreditation:

Triton College (River Grove, IL, USA)

Conditional Accreditation granted for four years with improvement opportunities in the following Criterion: Condition on Standard 4; Note on Criterion 2.2.

Basis for final decision: Strengths

(13)

Criterion 1.1 Leadership Strategies

- Based on campus interviews with the Advisory Committee, the Business Unit was praised for the development of both the CPA Pathway Certificate and the online AAS in Human Resource Management degree based on input of the Advisory Committee.

Both will begin deployment in 2018-19 (current academic year).

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 2.1 Strategic Planning Process

- The College has a well-designed transparent budgetary process to channel adequate resources to the Business Unit for all strategic initiatives consistent with the College's mission and vision.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Criterion 3.1 Stakeholders

- The Business Unit a comprehensive Advisory Committee that includes representatives several transfer institutions (local universities). This strong relationship with local transfer schools had enhanced the quality of transfer articulation agreements for Business Unit students.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Criterion 3.3 Student Support

- The college has a strong student and success system in place to help close achievement gaps. There are programs such as TRIO, TRIUMPH (a program to help with male students of color) and SURGE (a program to help female students of color) and an Early Retention Office with a Student Success Strategist.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 3.4 Stakeholder Results
The evaluation process for faculty is a strength. Student evaluations of all faculty are done on an every semester basis. Supervisor evaluations are on an established schedule for all faculty. Tenured faculty have a comprehensive three year evaluation and training process.

**Categories:** Approach, Deployment

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

**Criterion 3.5 Business/Industry Relations**

- The Accounting Club provides business students the opportunity to go on field trips to accounting firms and departments in the community, schedules workshops on resume writing, interview skills, study and test taking, online registration, graduation and transfer requirements, and has a Tax Counseling for the Elderly Program. Students across all disciplines are provided the opportunity to hear business leaders speak.

The college President singled out the club as being an outstanding campus endeavor. The Executive Speakers Series is a very successful offering at the college, sponsored through the Business Unit.

**Categories:** Approach, Deployment

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

**Standard 4 Measurement, Analysis, and Knowledge Management**

- During the onsite visit, review of documentation, and interviews with the Office of Research, Faculty, Advisory Board members, and staff confirmed that the Business Unit conducts internal program reviews every two years and a comprehensive review for the Illinois Community College Board every 5 years for various program decisions.

**Categories:** Approach, Deployment, Results, Improvements

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

**Criterion 5.1 Human Resource Planning**

- According to an interview with the VP of Human Resources, ACBSP degree credential requirements are used as the minimum qualifications for Business Unit hires. It is a credit to this process that the Business Unit meets ACBSP credential qualifications with less than a 10% exception rate.

**Categories:** Approach, Deployment, Results

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

**Criterion 5.4 Faculty Deployment**

- In interviewing both students and faculty, it was of note that students saw no difference between adjunct and full-time faculty when it came to quality of teaching and interest and dedication to students and the relationship between adjunct and full-time faculty members appeared to be as equal colleagues.

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

**Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities**

- The NFRN (New Faculty Resource Network) is a unique 3 year process that develops and educates tenure track, and in some instances temporary full-time, faculty. It combines professional development with informal conversations with the President and senior campus leaders. It should be considered as a potential "Best Practice" and would be an excellent presentation at an ACBSP conference.

Triton College values their adjunct faculty and provides a robust professional development program for adjunct faculty. ATLAS (Adjunct Teaching, Learning and Success) is a comprehensive professional development program offered through the Center for Teaching Excellence for adjunct faculty. A stipend and Certificate of Completion is available.

The Professional Development Center provides continual support and development opportunities for college staff.

**Categories:** Approach, Deployment, Results

Veriﬁed: This Strength was veriﬁed on site.

**Criterion 5.8 Faculty Instructional Development**

- Programs available through the Center for Teaching Excellence have beneﬁted The Triton College of Business by increasing their pedagogical teaching practices and have enhanced their technology acumen leading to a better learning experience for their students. Full-time faculty have all received the Master of On-Line Teaching Certificate from the University of Illinois. All full-time faculty participate in development of new Curriculum, assessment of program outcomes, and updating of course outlines.

**Categories:** Results, Improvements

Veriﬁed: This Strength was veriﬁed on site.

**Criterion 6.7 Learning and Academic Resources**

- The College has an very comprehensive Tutorial Services that also supports key business courses, such as Accounting. The college uses a combination of professional tutors and peer (student) tutors to meet needs. There are learning centers for Math and Writing on campus that work in conjunction with Tutorial Services. In addition, Tutorial Services has placed peer tutors in speciﬁc classes at the college to assist with the success of students (Minimally Invasive Tutoring).

**Categories:** Approach, Deployment

Veriﬁed: This Strength was veriﬁed on site.

**Criterion 6.10 Articulation and Transfer Relationships**

- The College has a University Center that has several baccalaureate granting institutions with ofﬁces in the center that offer programs on campus for students to complete BS/BA degrees.
Opportunities for Improvement (OFI)

Criterion 1.2 Leadership Measures of Performance

- The College collects CCSSE data and uses it as benchmarks when comparing themselves to other community colleges. CCSSE does not drill down data to the department level so does not give the Business Unit data they can use when comparing themselves to Business Units in other colleges.

The Business Unit would benefit from a tool that would capture data specific to the Business Unit to measure and evaluate performance measures that would lead to continuous quality improvement of strategies, processes and procedures for active and collaborative learning, student learning, academic challenges, student-faculty interaction and learner support.

Summary of Standard 3 - Student, Stakeholder, and Market Focus

- There is an Opportunity for Improvement for the Business Unit to enhance service to students' needs through the addition of a Kappa Beta Delta Business Honor Society after the Business Unit receives accreditation.

Criterion 4.1 Student Learning Outcomes Assessment

- The Business Unit learning outcome assessment process will benefit greatly from including measurable benchmarks, explicit deployment and utilization plan, and steps in addressing the findings, demonstrating how each identified item was addressed.

Criterion 4.2 Program Evaluation

- There are numerous tools available that will help the Business Unit to better identify and evaluate the success of their programs and it would behoove the Business Unit to employ them.

Criterion 5.4 Faculty Deployment
• While it was apparent in interviews that the adjunct Business Unit faculty are active members of the Business Unit, there is a high percentage ratio of adjunct to full-time faculty,

It would increase the consistency of the Business Unit programs to have additional full-time faculty hires.

**Categories**: Improvements

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

**Summary of Standard 5 – Faculty and Staff Focus**

• In reviewing all available faculty transcripts and other files to determine ACBSP "qualifications" category of each individual, the Peer Review team found some errors in category determination. The Business Unit coordinator would be best served by recalculating Table 5.1 and Figure 5.2 to reflect more accurate results.

**Categories**: Results, Improvements

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

**Criterion 6.10 Articulation and Transfer Relationships**

• An Opportunity for Improvement would be for the Triton College Business Unit to develop a process to track transfer of students to and from other ACBSP accredited institutions (including persistence rates).

**Categories**: Approach

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

**Business Program Performance Including Student Achievement and Summary of Standard 6 – Process Management**

• ACBSP standards require the Business Unit provide evidence on the Business program web-page that is available to the public on student achievement specific to ACBSP accredited degrees. It would be of benefit to the Business Unit to post student achievement information on the College website. The Business Unit could post pertinent information that would be of benefit to all stakeholders. This could include examples such as the mission, student learning outcomes and results, IR aggregate student success data (graduation rates, retention, job placement, transfer rates, etc.), faculty highlights, Business Unit community activities, campus highlights.

**Categories**: Deployment, Results, Improvements

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

**SELF-STUDY SUMMARY**

• It would be of benefit to the Business Unit to create their own webpage and have it housed on the college website. The Business Unit could post pertinent information that would be of benefit to all stakeholders. This could include the mission, student learning outcomes and results, IR date (grad rates, retention, etc.), faculty highlights, Business Unit community activities, campus highlights, etc.
The following business programs at Triton College are accredited by the Accreditation Council for Business Schools and Programs:

Associate in Applied Science AAS Accounting/Finance  
Associate in Applied Science AAS Business Management  
Associate in Applied Science AAS Human Resource Management  
Associate in Science AS Accounting & Business Administration

**Decisions regarding reaffirmation of accreditation:**

**Baton Rouge Community College (Baton Rouge, LA, USA)**

Full Reaffirmation of Accreditation granted with no notes or conditions.

*Basis for final decision: Strengths*  
(9)

**Criterion 2.1 Strategic Planning Process**

- The planning process, implementation, and review are well developed. Several goals have been identified and clarified for all constituents. Communication of the plan reaches internal and external stakeholders through the Business Advisory Board.

The planning process includes evaluation and improvement for the upcoming cycle of planning, providing opportunities for continuous improvement.

The development of planning, implementation, and review of plans is a process which includes the dean, the chair, and faculty. The involvement of faculty in the planning process for a new strategic plan was verified through interviews with administrators and faculty on campus.

**Categories:** Approach, Deployment, Results, Improvements

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

**Criterion 2.3 Finance**

- Finances are linked to strategic planning and Business Department objectives. Although budgets have decreased in recent years, that is to be expected with a decline in enrollment. Funding appears adequate to serve the needs of the Business Department, as verified in interviews with faculty and administrators.

The budget process was verified as stated in the self-study through interviews with the dean and faculty. Through interviews with faculty, administrators, and the Vice-Chancellor of Finance, it was verified that the College anticipates continued financial support of the Business Department.

**Categories:** Approach, Deployment

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

**Criterion 3.3 Student Support**
BRCC is commended for the Long Night Against Procrastination (LNAP) Program, an event held right before midterms and finals to assist students in preparing for those exams. Business faculty and faculty from other disciplines in which business students take courses volunteer their time to help students prepare.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

**Criterion 4.1 Student Learning Outcomes Assessment**

- The institution has a successful system in place for assessing outcomes in the programs of study. The general education requirements coincide with the Business Unit programs. The learning outcomes are stated in measurable terms for each degree program. With specific outcomes to measure, trends can be observed and, if needed, improvements can be developed. The interviews with faculty, the program chair, and the dean verified that program directors and faculty develop improvements based on assessment of outcomes each semester.

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

**Criterion 5.2 Faculty Qualifications**

- After reviewing credentials of all full-time faculty and all part-time faculty, it was determined that all credentials were verified. A strength of the Business Unit is the combined education and work experience of faculty which indicate that 100% of faculty are master's or doctorate qualified.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

**Criterion 5.3 Faculty Composition**

- The inclusion of faculty teaching CSCI2203, and corrections to the math in Table 5.2, resulted in 426 total student credit hours taught, or 14.2 FTE faculty. After review of all full-time and part-time faculty credentials, it was determined that 100% of student credit hours were staffed by doctorate and master's qualified faculty.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

**Criterion 6.1 Curriculum**

- The curriculum development process was verified on site as described in the self-study, including faculty leadership. It is especially noteworthy that faculty meet each semester to discuss improvements which will enhance the student learning experience. Full-time and part-time faculty collaboration leads to consistency and improvement in all course offerings.

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

**Criterion 6.9 Educational Innovation**

- The Long Night Against Procrastination (LNAP) before midterms and finals is an innovative program to enhance student learning.

  **Categories:** Approach, Deployment

  Verified: This Strength was verified on site.

- Virtual Office Hours are a strength to assist students who may not be able to visit with an instructor in person.

  **Categories:** Approach, Deployment

  Verified: This Strength was verified on site.

**Opportunities for Improvement (OFI)**

(6)

**Criterion 2.2 Current Strategic Plan**

- The responsibility for addressing key strategic objectives seems to be assumed and efforts appear to be happening as evidenced by what was done, when it occurred, where it was happening, and how it was accomplished. However, responsibility for key activities is not clarified. Efforts to accomplish action plans may be more efficient if the responsible persons are clearly identified.

  **Categories:** Approach

**Criterion 3.2 Stakeholder Satisfaction**

- The Business Unit is encouraged to consider an enhanced advising method to communicate the availability of courses to students so they will be able to complete their degree in a timely manner.

  **Categories:** Approach

  Verified: This OFI was verified on site.

**Criterion 3.3 Student Support**

- Students expressed a need for more available slots in the Testing Center to prevent an overcrowded request at the same time. Therefore, it is encouraged that an enhanced scheduling system is considered for more flexibility of testing times for students.

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

**Criterion 3.4 Stakeholder Results**

- It is encouraged to have the online students enrolled in the Business Communication course perform a virtual interview instead of using the phone. Virtual interviews could provide a chance to assess body language and perceive visual cues not possible with phone interviews.

  **Verified:** This OFI was verified on site.
**Criterion 5.2 Faculty Qualifications**

- Faculty who teach CSCI 2203 were not included in the table. In future reports, all faculty who teach courses which are in the Professional Component or in the Business Major should be included in the table of faculty qualifications.

  **Categories:** Approach, Deployment

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

**Criterion 6.8 Support Services**

- The Business Unit is encouraged to increase advising efforts to assist students in course scheduling and long-term planning of their degree.

The following business programs at Baton Rouge Community College are accredited by the Accreditation Council for Business Schools and Programs:

- AAS Business Administration-Entrepreneurship
- AAS Business Administration-Management
- Associate of Science in Business

**Chattanooga State Community College (Chattanooga, TN, USA)**

Conditional Reaffirmation of Accreditation granted for four years with improvement opportunities in the following standard: Condition on Standard 4.

**Basis for final decision: Strengths**
(12)

**Criterion 1.1 Leadership Strategies**

- The leadership strategies used by the Business Unit was verified to be student-centered. This was apparent through discussions with students, faculty, administration and advisory committee members. Several innovative projects have been undertaken.

  **Categories:** Approach, Deployment

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

**Standard 2 Strategic Planning**

- The College has a very well-defined strategic planning process that is aligned with TBR's current strategic plan. The process is currently being updated to better meet the needs of the college and the individual units.

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

**Criterion 2.4 Facilities**

- The facilities for the hospitality and tourism program are state of the art, including the model hotel room and front desk used to teach several classes.
Criterion 3.2 Stakeholder Satisfaction

• Students and alumni gave examples of changes to the Business Program, which were brought about by feedback provided through course surveys and conversations with the Business Unit. Advisory Board members were very engaging and provided positive comments about their involvement with the Business Unit, remarking on examples of their feedback that resulted in edits and changes to curriculum offerings.

Criterion 3.3 Student Support

• Students of the Business Program will find a wealth of student support services at the College. The Business Unit has two College Success Coaches who are dedicated to serving business students. Students can reach out to advising through their e-Portfolio provided by the College. Additionally, students will find contact information for admissions, advising, and financial aid, along with descriptions for each department in the Student Handbook.

Criterion 3.5 Business/Industry Relations

• The Business Unit has a strong Business and Hospitality Advisory Boards. Advisory Board members represent several local business and industry organizations. Members were engaging and excited to be a part of the continuous process of review of the Business Program, including curriculum. Advisory Board members provide internships and job opportunities for Business students, and highly praised students' skills. Advisory Board members welcome the opportunity to act as guest speakers in the classroom. This affords students a "real world experience" before graduation.

Criterion 4.2 Program Evaluation

• The Business Unit has an established process of implementing lead faculty for curriculum effectiveness. Full-time faculty follow a process as the lead faculty to design master courses and mentor adjuncts for various sections. Each master course is shared and maintained to ensure accuracy across sections.
**Criterion 4.3 Student Assessment**

- The College and Business Unit has an established method for identifying students with needs for developmental assistance. The process for accommodating students with needs adheres to the required state and federal codes and mandates.

  **Categories:** Approach, Deployment, Results

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

**Criterion 6.1 Curriculum**

- The Business Unit follows an established set of guidelines for delivery and design of programs and course offerings. Faculty alternate on the curriculum committee and ensure proper course content through advisory board feedback.

  **Categories:** Approach, Deployment, Results, Improvements

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

**Criterion 6.7 Learning and Academic Resources**

- The Business Unit implements an ePortfolio lab for students where they can share their college goals and experiences. Students build an ePortfolio with mentor assistance in the lab, which is an inviting and creative learning environment.

  **Categories:** Approach, Deployment, Results

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

**Criterion 6.8 Support Services**

- The Business Unit has a well-established process to support student success with the implementation of two Academic Completion Specialists. These Specialists are unique to the Business Unit students to foster relationships that cater to specific academic needs.

  **Categories:** Approach, Deployment, Results

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

**Criterion 6.9 Educational Innovation**

- During the site visit, the team noted innovative, high impact practices among the Business Unit. Projects were well-established and well received among students. During the student meeting, students commended faculty on the use of interactive activities to supplement their learning which led to positive personal growth.

  **Categories:** Approach, Deployment, Results, Improvements

  **Verified:** This Strength was verified on site.
**Criterion 1.1 Leadership Strategies**

- Through discussions with faculty and administration, it was confirmed that "despite the small number of faculty/staff and the availability of information, communication remains a challenge for leadership."

The Business Unit could benefit from a concerted effort to improve communications.

**Categories:** Approach, Deployment, Results

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

**Criterion 1.2 Leadership Measures of Performance**

- While the Business Unit has listed several ways they measure Business Unit performance, the site visit team was unable to confirm a systematic approach to "establishment, deployment, and evaluation of performance measures," ensures that the results are used to improve performance. For example, program learning outcomes were identified and recorded, but course student learning outcomes were not available (& not measured).

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

**Criterion 2.2 Current Strategic Plan**

- An opportunity exists to include results for performance measures for each of the strategies and/or objectives used to assess the business unit's action plan

**Categories:** Approach, Deployment, Results

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

**Criterion 4.1 Student Learning Outcomes Assessment**

- There is no strategic process in place to assess student course learning outcomes. While the College assesses program learning outcomes, there is currently no formal process in place to strategically analyze learning at the course level for the Business Unit. Implementing a CLO to PLO course mapping process could be a beneficial process to determine areas of improvement.

**Categories:** Approach, Deployment

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

- Table 4.1 D contains areas that need clarity and details in the following: measurement, results, analysis, and improvements. Additionally, the graphs need to accurately reflect the verbiage for what the Business Unit states. Providing a more detailed approach to these areas may assist the Business Unit in capturing a more accurate analysis of program and student learning achievements.

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

- While the Hospitality & Tourism Management A.A.S program has stated program learning outcomes (PLOs), there is no provided measurable data in the self-study or on site.

Categories: Approach

Verified: This OFI was verified on site.

Criterion 4.2 Program Evaluation

- The Business Unit collects alumni, major field test, and graduate surveys however it was not clear how they use the collected data for program improvement. The Business Unit identifies that it will be developing a more formalized process of utilizing this data in the future. A structured process of reporting information will allow for better communication, documentation, proper fact sharing, and a system that allows for proper tracking.

Categories: Approach, Deployment, Results, Improvements

Verified: This OFI was verified on site.

Criterion 4.3 Student Assessment

- The Business Unit does not have a systematic reporting mechanism for each business program, reflecting areas of student assessment, to determine performance. While the Institutional Research (IR) office acknowledges the College utilizes Compliance Assist, it is unclear how the Business Unit implements the tool for effective data use. Providing this essential data could benefit the Unit in determining student performance through assessment.

Categories: Approach, Deployment, Results

Verified: This OFI was verified on site.

Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

- The Business Unit reported that professional development opportunities are limited due to budget constraints. The current model of the College's professional development structure is moving away from committee work. An opportunity exists for the Business Unit to deploy stronger relations with local business and industries. Another opportunity exists for the Business Unit to update Table 5.7 to include data for 2 faculty who do not have professional development activities in the table.

Categories: Deployment

Verified: This OFI was verified on site.

Criterion 6.1 Curriculum

- Course consistency in scheduling was an issue noted by students in correlation to strategic processes for availability. For example, a student who needs to graduate when a course is offered only in the fall, found it conflicted with another business course offering. Finding a strategic approach to scheduling critical courses would benefit on-time student completion.
Criterion 6.10 Articulation and Transfer Relationships

- While the Business Unit follows a set Tennessee Transfer Pathway (TTP) provided through the TBR process, it is unclear which specific credits will transfer for students. Providing a detailed course list for stakeholders may assist in updating data and records for reporting purposes and also allow students to see what credits actually transfer.

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

Business Program Performance Including Student Achievement and Summary of Standard 6 – Process Management

- While the Business Unit website includes a link with some data included, it is unclear how the data is related to specific student achievements. The information lacks the necessary ACBSP requirements for aggregate data, however providing this information would benefit stakeholders on multiple levels.

The following business programs at Chattanooga State Community College are accredited by the Accreditation Council for Business Schools and Programs:

- Accounting
- Administrative Professional Technology
- Business Administration
- Economics, AA
- Economics, AS
- Entrepreneurship
- Finance
- Food & Beverage Management
- Hotel Management
- Management, AS
- Management, AAS
- Marketing
- Tourism

Harper College (Palatine, IL, USA)

Full Reaffirmation of Accreditation granted with improvement opportunities in the following standards and criteria: Note on Criterion 2.2; Note on Standard 4; Note on Criterion 5.2.

Basis for final decision: Strengths
(10)

Criterion 1.1 Leadership Strategies

- The business unit and administrators are involved in achieving leadership strategies through various means to include program review, faculty evaluation, promotion, professional development, and program analysis. Effective communication exists and is maintained throughout the business unit,
among stakeholders, advisory boards, committees, and counselors through email, periodic meetings, and areas of interest representatives.

Verified: This Strength was verified on site.

**Criterion 2.4 Facilities**

- A tour of facilities, interviews, and campus visits revealed that physical facilities at Harper College are remarkably up-to-date and state of the art. Renovations of the business unit are underway and expected to be completed within the next year. The business unit has some two (2) campuses - the main campus and Harper Professional Center, where business students can receive associate degrees. Facility planning is a major strategic initiative at Harper College and continues to be of importance to adequately satisfy the needs of students.

Verified: This Strength was verified on site.

**Criterion 2.5 Equipment**

- The college has impeccable equipment throughout the campuses for students' use as evident from the tours. State-of-the-art equipment will be installed and/or upgraded as renovations in the business unit are completed. Equipment planning is an important part of the institution's strategic plan. The Information Technology department and the Dean of Career and Technical Programs provide IT support in an efficient and effective manner and ensures that equipment reflects current technology, maintenance, upgrading, supports student learning, and is updated to meet current trends.

Verified: This Strength was verified on site.

**Criterion 3.4 Stakeholder Results**

- The overall satisfaction with the business unit's programs of study was high as indicated by the students during the site visit and as noted with the results of the Student Feedback Surveys - referred to by the institution as the SOI. The program review process is very detailed and structured and includes a thorough analysis.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

**Criterion 4.2 Program Evaluation**

- The institution utilizes a detailed and thorough program review process that includes an analysis of each area of the programs of study.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

**Criterion 4.3 Student Assessment**

- The intrusive advising model implemented by the institution, with each advisor having an assigned case load, was credited by a variety of stakeholders as being an extremely effective retention tool.
Criterion 5.1 Human Resource Planning

- The business unit benefits from Harper College's established tenure and promotion policy for its faculty that includes professional development and college and community engagement/service.

Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

- The business unit benefits from the robust offerings of the Academy for Teaching Excellence at Harper College. The Academy offers several professional development opportunities as well as a state of the art facility to support teaching excellence.

Criterion 5.8 Faculty Instructional Development

- The business unit faculty successfully complete coursework to ensure they have background and expertise in online delivery before they can teach online. This course is offered online so faculty have the experience of being an online learner.

Criterion 6.7 Learning and Academic Resources

- The student services offered are available to online students in a variety of modalities to ensure they are able to access the resources regardless of the location where they are earning their degree. Blackboard Collaborate and phone sessions are utilized for services needed by students who are not able to visit the main campus.

Opportunities for Improvement (OFI)

(11)
Criterion 2.1 Strategic Planning Process

- The business unit may benefit from developing its own strategic plan that funnels from the college's strategic plan.
**Criterion 3.1 Stakeholders**

- The business unit may benefit from having more of an external stakeholder presence on the advisory committees. The committees are currently comprised of a majority of institution-related individuals.

  **Categories:** Approach, Deployment

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

**Criterion 3.4 Stakeholder Results**

- The narrative included for the section on action taken or improvement made for several of the outcomes was very vague and did not indicate the details of the use of the data. The inference made from the conversations with the team indicate some of the outcomes are not analyzed on a regular basis - simply reported.

  **Categories:** Approach, Deployment, Results

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

**Standard 4 Measurement, Analysis, and Knowledge Management**

- An opportunity exists to increase the detail provided by the outcomes measurement and analysis process as needed for the business unit to be able to utilize the data for continuous improvement.

  **Categories:** Approach, Deployment, Results, Improvements

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

**Criterion 5.2 Faculty Qualifications**

- The business unit would benefit from HR updating their record keeping practices to include all original transcripts in personnel files and verified evidence of employment and certifications.

  **Categories:** Approach

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

**Criterion 5.3 Faculty Composition**

- Faculty qualifications reported were reviewed against personnel files and classification adjustments from Master's prepared to Exception were made. The business unit would benefit from having personnel records updated to include verified work experience and copies of industry certifications. The business unit has an opportunity to respond to this in the institutional comments following review.

  **Categories:** Approach, Deployment

**Criterion 5.6 Faculty Evaluation**

- The business unit may benefit from formalizing the use of student feedback as part of its faculty evaluation process.
Categories: Improvements

**Criterion 5.8 Faculty Instructional Development**

- While a robust checklist and curriculum committee exists, the business unit may benefit from specific professional development in course curriculum design.

Categories: Approach

**Summary of Standard 5 – Faculty and Staff Focus**

- The business unit should provide updated tables with appropriate faculty qualification classifications following their work with HR to update personnel files with evidence supporting professional qualifications. If faculty Exception classification exceeds 10%, a plan for achieving this standard should be included.

Categories: Approach, Deployment

Verified: This OFI was verified on site.

**Criterion 6.1 Curriculum**

- The business unit may benefit from managing course shells in Blackboard to ensure there is a "master" course that can be shared among faculty.

Categories: Approach, Deployment

**Criterion 6.2 Professional Component**

- The AA Business Administration program table should be submitted with the accurate information when the institution has the opportunity to comment and provide corrections. While on-site, the Table was corrected to state the AA in Business Administration with 61 required credits and MGMT 111 was moved from the Business Major component to the Professional component to have course offerings from four areas of study.

The following business programs at Harper College are accredited by the Accreditation Council for Business Schools and Programs:

- Accounting
- Business Administration
- Financial Services
- International Business
- Management and Marketing
- Small Business Management