The following information is provided from the Associate Degree Board of Commissioners accreditation decisions from the November 18-19, 2019 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.

**Decisions regarding initial accreditation:**

**Fletcher Technical Community College (Schriever, LA, USA)**

Full Accreditation granted with no notes or conditions.

**Basis for final decision:** The business programs meet the overall requirements of the six ACBSP standards. One Standard was identified as best in class.

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

- Accounting - Associate of Applied Science
- Office Systems Technology - Associate of Applied Science
- Business Administration with a concentration in General Business - Associate of Applied Science

The following program is excluded from ACBSP accreditation as requested by the institution:
- Business Administration with a concentration in Paralegal Studies - Associate of Applied Science

**Decisions regarding reaffirmation of accreditation:**

**Motlow State Community College (Tullahoma, TN, USA)**

Full Reaffirmation of Accreditation granted with no notes or conditions.

Basis for final decision: Strengths
Criterion 1.1 Leadership Strategies
The business unit, administrators, and staff are involved in achieving leadership strategies through a diversity of means inclusive of program review, quality assurance reviews, professional development, dual enrollment/dual credit, tutoring, advising, and program analysis. Effective communication exists and is maintained throughout the business unit, Tennessee Board of Regents (TBR), community committees, among stakeholders, advisory councils communicate through email, formal departmental meetings, and curriculum chair communications.
Categories: Approach, Deployment, Results
Verified: This Strength was verified on site.

Criterion 2.3 Finance
The business unit participates in by completing the Motlow State Community College (MSCC) request form for funding, specifying which strategic goals the request is associated with and describing how the budget request enhances the strategic goal. Funding is adequate and is expected to remain so.
Categories: Approach, Deployment, Results
Verified: This Strength was verified on site.

Criterion 2.4 Facilities
A tour of various campus facilities and interviews of the business unit faculty and administrators revealed that physical facilities at Motlow State Community College (MSCC) are state of the art, remarkably up-to-date, and exemplary smart classrooms which are designed to meet the needs of all students, faculty, staff, and guests. The business unit has four campuses - Moore County, McMinnville, Smyrna, and Fayetteville where business students can receive associate degrees. Facility planning is a major strategic initiative at Motlow State Community College and continues to be of importance to adequately satisfy the needs of students.
Categories: Approach, Deployment, Results
Verified: This Strength was verified on site.

Criterion 2.5 Equipment
The business unit has impeccable equipment, to include 23 smart classrooms with eleven (11) featuring interactive television (ITV) video conferencing equipment throughout the campuses. Equipment planning is an important part of the strategic plan. The Learning Space Technology division continuously pursues a goal of providing equipment that is current, high quality, commercial, maintained, and periodically replaced based on availability of technology access fees (TAF) to meet current trends and instructional needs.
Categories: Approach, Deployment, Results

Criterion 4.3 Student Assessment
The Completion Coach approach used to advise students during the first year is well thought out and executed. Students may choose to stay with their initial Coach or transition to a full-time faculty member in their major. Motlow State has the state’s highest retention rate and this system is a significant contributing factor.
Categories: Approach, Deployment, Results
Verified: This Strength was verified on site.

Criterion 5.2 Faculty Qualifications
All full-time faculty's personnel files were examined and hours and transcripts verified. A random sample of adjunct files were likewise examined. One adjunct file was missing the masters degree transcript but it was located and verified before the team left. Overall, MSCC has a very highly qualified faculty.
Categories: Deployment
Verified: This Strength was verified on site.

Criterion 6.8 Support Services
Career coaches are a strength of the business unit. The business unit connects students with coaches during the initial orientation. Students stay with coaches until they complete their first year (24 credit hours) then are assigned to faculty mentors and advisers. Students have the option of staying with the career coach after their first semester.
Categories: Approach, Deployment, Results
Verified: This Strength was verified on site.

Opportunities for Improvement (OFI)
**Criterion 4.1 Student Learning Outcomes Assessment**
At the time of the self-study, two of the Student Learning Outcomes (SLOs) listed in Table 2 have only two years of data points. This issue should self-correct this year with additional data.
Categories: Results
Verified: This OFI was verified on site.

**Standard 5 Faculty and Staff Focus**
The satisfaction measure in Table 3A "Faculty Turnover is zero" is true and has been zero for three years in a row. A new measure would be appropriate in the interest of continuous quality improvement.
Categories: Improvements
Verified: This OFI was verified on site.

**Criterion 6.9 Educational Innovation**
The business unit awards teaching excellence to full-time and adjunct faculty. At this time, a rubric for evaluating nominees' portfolios does not exist. Selection committee members use their own criteria for evaluating nominees' faculty excellence portfolios. A rubric will ensure open and transparent evaluation of portfolios.
Categories: Approach, Deployment, Results, Improvements
Verified: This OFI was verified on site.

The business programs meet the overall requirements of the six ACBSP standards.

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

- AAS in Business with concentration in Accounting
- AAS in Business with concentration in Business Office
- AAS in Business with concentration in Management
- AS UP with areas of emphasis in Accounting
- AS UP with areas of emphasis in Business Administration
- AS UP with area of emphasis in Business Education
- AS UP with areas of emphasis in Finance
- AS UP with areas of emphasis in Management
- AS UP with areas of emphasis in Marketing
- AS UP with area of emphasis in Information Systems
- AS UP with area of emphasis in Sports and Leisure Management
- AS UP with areas of emphasis in Economics
- AS UP with area of emphasis in Concrete Management
- AA UP with area of emphasis in Economics

**Phillips Community College of the University of Arkansas (Helena, AR, USA)**

Full Reaffirmation of Accreditation granted with no notes or conditions.

Basis for final decision: Strengths

**Standard 1: Leadership**
The Business Unit has been a strong division for the institution. Administration fully supports the accreditation process for the Business Unit. Faculty and the chair are equally involved in the accreditation process.
Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.

**Criterion 2.1 Strategic Planning Process**
The use of the Annual Division Assessment Summary Report provides an easy way to monitor and track data and outcomes for the Business Unit. This is easily incorporated into the strategic plan and provides direction for continuous improvement.

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

**Criterion 2.3 Finance**
The Business Unit is financially supported for any program improvement needs and faculty professional development. Although there is a tight budget at the College, the Business Unit continues to grow their enrollments while the other College enrollments have decreased.

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

**Criterion 2.5 Equipment**
Each campus provides a computer lab for the Business Student Success Center. Labs are equipped with current software and equipment that allow students to practice, review, and study outside of the regular class time. Faculty spend time in the center tutoring and providing study sessions for students that need additional help.

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

**Criterion 3.2 Stakeholder Satisfaction**
Based upon input and research from business partners and industry experts, the Business Unit has updated curriculum to meet the changes in the technology industry by adding cyber-security and programming certificates to the college offerings.

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

**Criterion 4.1 Student Learning Outcomes Assessment**
Full-Time Business faculty are required to create a faculty portfolio each year showing how assessment data was used to update curriculum, make changes to assignments, and/or improving testing assessments based upon previous assessment results. The team found this to be a Best Practice.

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

**Criterion 4.3 Student Assessment**
The College has developed a "Student Success Pass" that the business students use. This program allows students to meet with their business adviser three times per semester to discuss courses, student services needs, and student concerns. The team found this to be a Best Practice.

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

**Criterion 5.1 Human Resource Planning**
The longevity of full-time faculty members and the low level of turnover are evidence that the overall college work environment and compensation/benefits package retains high-performance faculty members. Faculty are attracted to the collaborative work environment with opportunities to teach flexible schedules and participate in professional development activities while also being a part of an institution that supports academic and scholarly freedom to promote a student-focused and student-centered teaching experience.

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

**Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities**
Over the past three years, the division’s four full-time faculty members have attended approximately 80 workshops, training seminars, and conferences to update skills and stay abreast of new technology. The Business Unit feels it is imperative that faculty have opportunities to expand their skills and learn new teaching strategies and trends for their respective disciplines. To confirm this commitment, there has been 100% participation by the full-time business faculty in professional development activities over the last three years.

Categories: Approach, Deployment, Results, Improvements
Verified: This Strength was verified on site.
**Criterion 5.8 Faculty Instructional Development**

The College uses a course design template for the Learning Management System (Blackboard) with a peer review (plus distance learning coordinator) to evaluate and improve online course quality using best practice rubrics and standards.

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

**Opportunities for Improvement (OFI)**

(7)

**Standard 1: Leadership**

The Business Unit has a new dean, Monica Quattlebaum, who has served in the Business Unit as a faculty member (22 years) and as the business assessment coordinator (9 years). Ms. Quattlebaum is a first-time dean and should be supported in her role. This continued support of Ms. Quattlebaum will allow her to develop and continue the excellence that the business unit upholds.

Categories: Approach, Improvements

Verified: This OFI was verified on site.

**Summary of Standard 1 - Leadership**

Communication is an ongoing process that the Business Unit has identified. It should continue to work on a communication model that includes the part-time faculty, as they are a stakeholder of the Business Unit. This would allow for an inclusive department where all faculty are included. Holding regular meetings will provide for additional opportunities for faculty input.

Categories: Approach, Improvements

Verified: This OFI was verified on site.

**Criterion 2.1 Strategic Planning Process**

Although the Business Unit updates its plan annually, it does not mention how it uses the community to help with improvements. The use of the Advisory Board and "other" stakeholders would provide a more well-rounded and necessary input into refining the business programs.

Categories: Approach

Verified: This OFI was verified on site.

**Criterion 3.1 Stakeholders**

The Business Unit has an opportunity to invite the Chancellor and Vice-Chancellor to the Advisory Council meetings each year. This is an excellent opportunity for the businesses to interact and share information on the local community environment with the leadership on campus.

Categories: Improvements

Verified: This OFI was verified on site.

**Criterion 4.1 Student Learning Outcomes Assessment**

The Business Unit has an opportunity to improve assessment results among part-time faculty by preparing section A of the Faculty Portfolio. This will allow part-time faculty to assess current classes and make changes based upon assessment results.

Categories: Improvements

Verified: This OFI was verified on site.

**Criterion 5.2 Faculty Qualifications**

The Business Unit should require an official transcript and proof of certifications for faculty to meet Master’s or Doctorate Degree Qualified or Professionally Qualified status prior to teaching.

Categories: Approach, Deployment, Improvements

Verified: This OFI was verified on site.

**Criterion 6.1 Curriculum**

All academic programs are approved by the Arkansas Higher Education Coordinating Board and go through a formal program review process regularly according to Arkansas Code, but should be discussed in detail at the Business Advisory Council for input and feedback before proceeding.

Categories: Approach, Deployment
Verified: This OFI was verified on site.
The business programs meet the overall requirements of the six ACBSP standards. Four Standards were recognized as best in class.

The following business programs at Phillips Community College of the University of Arkansas are accredited by the Accreditation Council for Business Schools and Programs:

- Business Administration
- Business Management
- Information Systems Technology
- Office Technology

**Rhodes State College (Lima, OH, USA)**

Full Reaffirmation of Accreditation granted with improvement opportunities in the following standards and criteria: Note on Criterion 3.4.

Basis for final decision: Strengths

(10)

**Criterion 1.1 Leadership Strategies**
The College’s core values and current Strategic Plan, 20/20 Vision, provide the underlying principles guiding the college’s leadership when making decisions. The College prominently displays the Mission and Vision across the campus so all stakeholders are aware of the guiding principles in place. All levels of College Leadership communicate across the organizational chart and with all stakeholders. Examples include Presidential Forums, Bi-Monthly Dean’s Meetings, and Monthly Program Meetings.

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

**Criterion 2.1 Strategic Planning Process**
The College’s 20/20 Vision Strategic Plan is holistic and well developed. Communication of the mission and vision of the College is well deployed to all stakeholders and highly visible across campus. The strategic planning development process is a strength for the College for its inclusion of numerous stakeholders and the robustness of gathering necessary information.

The Business and Paralegal Programs have alignment between the overall strategic plan and their established goals and communicate their results on an ongoing basis to their faculty, students, Advisory Board members, and college leadership. They are responsive to change and make adjustments as needed to meet established goals.

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

**Criterion 2.4 Facilities**
The facilities used by the Business Unit are first rate and very modern. Many of the classrooms are computer labs, and all have the audio/visual equipment needed to instruct the students in all the business classes. Keese Hall offers top-notch classrooms, meeting space, open computer labs, collaborative learning areas, and technical support to faculty as well as students. The other buildings and overall campus are well taken care of and offer students a quality learning environment.

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

**Criterion 2.5 Equipment**
The Business Unit’s use of technology for course delivery and faculty/student interaction is robust and engaging. Faculty teach many of their courses in computer labs making the courses more engaging and realistic. Faculty in accounting and marketing used outside funding to add dual monitors to their computerized classrooms so students could work more efficiently on coursework. Faculty use Zoom technology to interact for class assistance and advising and, in turn, build more meaningful relationships with students.
There are two strong ways in which the Business Unit partners with the business community: Strong, engaged Advisory Boards and required internships for students.

The Business Advisory Boards provide valuable input to the Business Unit for planning, new program development, curriculum re-design, and review of key metrics. Numerous examples were provided in the Self-Study and verified on-site with Advisory Board members of the involvement of the Boards. No curriculum proposal may go forward to the Curriculum Committee without support from the Advisory Board. The representation of members backgrounds is strong, with very qualified individuals servings as board members. Internship supervisors provide critical feedback to the Business Unit on student abilities, skills, and knowledge. Input from these supervisors is used to make improvements in courses.

There is a complete Student Learning Assessment cycle, including program and course learning outcomes. Assessments are administered, data are collected, and results are analyzed. Faculty discussions occur with Department Chair/Coordinators and actions plans are created (and implemented).

There is a thorough Program Review process in place. Every three years, the Business Unit programs conduct a Program Review that includes information regarding curriculum, program management, and student success. The completed report is then reviewed by a Program Review Committee comprised of faculty and the Director. A rubric is used by the Committee to assess the quality of the program on 17 topics. Then a final Program Review Committee Recommendation level is assigned. The level recommendation then goes to the VP of Academic Affairs. Discussion occurs with the VP, Program Review Chair, and the Dean and Chair/Coordinator of the Business Unit. The VP then submits a final recommendation to the President for final determination.

The processes used for recruiting faculty, fostering a positive work environment, and creating a climate conducive to Business Unit employees’ well-being and satisfaction were well described. Discussions with faculty revealed an enthusiasm and appreciation for the work environment at Rhodes State College. Faculty cited their favorable relationships with the administrative staff and their strong comfort level in approaching their supervisors for discussion. Faculty reported that they were well equipped by the College to perform their duties.

The quality of the Business Unit faculty was evident. Students and advisory board members praised the Business Unit faculty quality. The quality of the Business Unit faculty is highlighted by recent award nominations. For the 2018-2019 academic year, Les Finley, Management and Human Resources instructor, was nominated for the Ohio Association of Two-Year Colleges (OATYC) outstanding faculty award. Traci Bitler, Marketing and Management Instructor, was nominated for the OATYC John Fallon Early Teaching Award.

The Business Unit encourages and provides opportunities and financial resources for on-campus and off-campus faculty development activities. Business Unit faculty demonstrate diverse professional development and scholarly
activities, including professional certification, campus-wide professional development, pursuit of doctorate degrees, multicultural and diversity initiatives, memberships, and instructional and curriculum development efforts. The Business Unit professional development and scholarly activities support the mission of the departments and of the College.

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

Opportunities for Improvement (OFI)

(5)

**Criterion 1.1 Leadership Strategies**

Strategy 4.1 of the College's Strategic Plan states "create and implement a comprehensive marketing plan". The College lacks an overall marketing plan and has had a vacancy in their Director of Marketing for over three years. Leadership should consider filling the vacancy for the Director of Marketing and establish an overall marketing/communications plan to provide guidance and assistance to the Business Unit and across the College.

Verified: This OFI was verified on site.

While on site, the Site Visit team became aware of some morale concerns during the Self-Study year within the Business Unit regarding leadership style among one or more in senior leadership positions. This was mentioned in multiple discussions with college personnel and Advisory Board members.

The Site Visit Team was able to verify on site that the College and its leadership is actively improving its processes and committed to filling necessary vacancies to improve the overall performance of the College.

Regarding morale, while an administrative "Open Door Policy" may exist at the College, an opportunity exists to monitor faculty well-being and satisfaction through some type of engagement and/or satisfaction survey.

Verified: This OFI was verified on site.

The Site Visit team was made aware of a high level of turnover with the Vice-President of Academic Affairs and dean's positions in interviews with faculty and staff, which is an ongoing concern.

Active and defined succession planning could provide a process for identifying and developing internal candidates to fill key positions when vacancies occur.

Verified: This OFI was verified on site.

**Criterion 2.1 Strategic Planning Process**

Business Administration Department Goal #1 - Work with institutional Marketing Department to assist with the development of a comprehensive marketing plan. Goal is to increase promotion of programs with a heavy initial focus on the promotion of One-Night-a-Week Program in Business Administration.

Paralegal Department Goal #1 - Develop a marketing plan with the RSC Marketing Department to increase promotion of the Paralegal Degree. Goal is to increase promotion of program and to increase enrollment to respond to market demand and fiscal viability.

Both of these align with the Strategic Plan Strategy 4.1.1 – Capture the attention of prospective students and employees through new and existing media.

Business and Paralegal faculty, students, and Advisory Board members expressed the need for marketing these programs to make the service area more aware of what they have to offer potential students and employers. The lack of an institution-wide marketing plan and Director of Marketing for three years now has contributed to both programs struggling to meet their strategic goals tied to marketing. Leadership should work to establish an overall marketing plan.

Verified: This OFI was verified on site.

**Criterion 3.4 Stakeholder Results**

With the assistance of the Offices of Institutional Effectiveness and Institutional Research, surveys could be created to better collect information of student and alumni satisfaction with offerings and services.

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

The business programs meet the overall requirements for the six ACBSP standards. One Standard was identified as best in class. **Note on Criterion 3.4**: It is important to collect data from business stakeholders beyond their participation in the internship program. The current plan referenced in the institutional response for Criterion 3.4 should accomplish this very well.
The following business programs at Rhodes State College are accredited by the Accreditation Council for Business Schools and Programs:

Associate of Applied Business in Accounting
Associate of Applied Business in Business Administration
Associate of Applied Business in Human Resource
Associate of Applied Business in Marketing
Associate of Applied Business in Paralegal/Legal Assisting

The following programs are excluded from ACBSP accreditation as requested by the institution:

Associate of Applied Business in Executive Administrative Assistant
Associate of Applied Business in Medical Administrative Assistant

**Snow College (Ephriam, UT, USA)**

Full Reaffirmation of Accreditation granted with no notes or conditions.

**Basis for final decision:** Strengths (11)

**Criterion 1.1 Leadership Strategies**
In most interviews and meetings held with the College administrators, staff and students, the Business Unit Dean and faculty were identified as the innovators and leaders on campus. They were complemented on their ability to work with and engage students and others on campus, being "very visual" and in bringing and utilizing new ideas and relationships to the College. The faculty are engaged in campus events, committees, and student organizations that add value to the College.

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

**Criterion 1.3 Leadership and Community**
The Entrepreneurship Center is the result of a collaboration between the College President, Business Faculty, and the Business Advisory Committee after attending the NACCE conference and recognizing the value of entrepreneurial opportunities. The College committed to staff, space and funding for the center which is now providing students with support in their entrepreneurial efforts.

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

**Criterion 2.2 Current Strategic Plan**
Two key objectives for the Business Unit were to obtain a "Business Specific" student advisor and to implement an Entrepreneurship Center and hire a director. Both have been accomplished. Interviews with students, faculty, administrators, and staff indicated the benefits of both and add that these added benefit and value to the Business Unit student engagement and success.

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

**Criterion 3.2 Stakeholder Satisfaction**
The Business Unit is consistent in using feedback reports from its stakeholders to update and prepare programs and services for its students. Course offerings, tutoring, clubs, advisement, entrepreneurship week, and travel seminars are among the many services the Business Unit offers to ensure student success. A clear evidence of support was the number of small businesses that supported Homecoming events of the College in Fall 2019.

Categories: Results
Verified: This Strength was verified on site.
**Criterion 3.3 Student Support**
The "one stop" center, including offices for Enrollment, IDs, Cashier, Financial Aid, Advisement, Tutoring (Trio program), Campus store, Multi-cultural students, Student Life, and the cafeteria, allows students the opportunity to benefit fully from the many services available to them. The College’s Wellness Center and Food Pantry are among the facilities students admitted were very helpful to their success.
Categories: Deployment
Verified: This Strength was verified on site.

**Criterion 4.1 Student Learning Outcomes Assessment**
The use of comprehensive signature and reflective assignments with clear rubrics tied in to the program outcomes can be considered innovative. In meetings with the College President, VP of Academic Affairs, and the Director of Institutional Assessment, they complemented the Business Unit for their innovative approach of improving programs and support services at the College.
Categories: Approach, Deployment, Results
Verified: This Strength was verified on site.

**Criterion 5.1 Human Resource Planning**
The Business Unit faculty have opportunity for advancement and promotion through a formalized tenure process that has been recently revised with faculty input; faculty report confidence in knowing their progression on the tenure track by year six.
Categories: Approach, Deployment, Improvements
Verified: This Strength was verified on site.

**Criterion 5.4 Faculty Deployment**
Very few adjunct faculty members are used to teach classes in the Business Unit. Full-time faculty teach all delivery methods offered by the Business Unit and at both College campuses.
Verified: This Strength was verified on site.

**Criterion 5.5 Faculty Load**
The Advancement and Tenure policies highly encourage faculty to participate on College committees and service. Faculty reported feeling that they had opportunities to participate in committees of interest, as well as the time to devote to the committee and service work along with their required teaching load.
Categories: Approach, Deployment
Verified: This Strength was verified on site.

**Criterion 6.5 Off-Campus Operations and Unique Items**
The Richfield Campus is a robust campus, providing comprehensive services to students and faculty.
Categories: Deployment
Verified: This Strength was verified on site.

**Criterion 6.9 Educational Innovation**
Adopting the Business Ambassadors program provides benefits to both students and the Business Unit for on-campus work and campus-wide exposure to the Business Unit.
Categories: Approach, Deployment
Verified: This Strength was verified on site.

**Opportunities for Improvement (OFI)**
(10)

**Criterion 2.4 Facilities**
Housing for the Richfield campus has been a deterrent to growth and student engagement. It would be of benefit to those students to have the College provide appropriate and affordable housing to Richfield students and would help provide growth to the College by enticing students who live far from campus to enroll.
Categories: Deployment, Improvements
Verified: This OFI was verified on site.

**Criterion 3.1 Stakeholders**
Even though the Business Unit relies on the Office of Institutional Research for deploying and assessing the Graduation Survey, the Site Team found that not much reliable data has been forthcoming. A planned survey targeting the Business alumni might be a better option to adopt.
Criterion 3.2 Stakeholder Satisfaction
The Site Team observed that the College does not have an honors society. It is recommended that the Business Unit establish a Kappa Beta Delta (KBD) chapter as an attraction tool and as a means of providing additional benefits and recognition to the business students.

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

Criterion 3.3 Student Support
Students voiced concerns about the reliability of the Wi-Fi network system and the affordability and textbook ordering system utilized by the College. A careful review of these concerns and reasonable adjustments would aid in student satisfaction.

Categories: Improvements
Verified: This OFI was verified on site.

Criterion 3.5 Business/Industry Relations
The Business Unit might benefit from expanding the scope of the Advisory Committee to include more members of the small business and industry community. This would give the Business Unit a more rounded look into current business trends as seen by the actual community members rather than just the members of the College community.

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

Criterion 4.1 Student Learning Outcomes Assessment
The Site Team observed that the Business Unit uses students’ grades as a means of program evaluations, a practice which is commonly used by the College. The Site Team recommends that the Business Unit adopt other ACBSP approved means of evaluating and assessing Student Learning Outcomes to conduct program evaluation. On another note, the Site Team found a minor error in the calculation of Table 4.1 – Student Learning Results and this was clearly discussed with the Business Unit Coordinators for correction for which they agreed to act.

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

Criterion 4.2 Program Evaluation
The Business Unit would benefit if there was a robust Institutional Assessment Office that could provide much needed data on a variety of topics in a timely manner to support its program reviews and provide aid in continuous improvement efforts.

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

Criterion 5.1 Human Resource Planning
The College and the Business Unit may benefit from administering a formalized satisfaction survey to its entire faculty so that the Business Unit can compare the satisfaction of its faculty to the College as a whole and compare results with earlier surveys to identify trends.

Verified: This OFI was verified on site.

Criterion 5.8 Faculty Instructional Development
The College may benefit from shifting online course design training from optional to required for all faculty to ensure high-quality course design.

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

Criterion 6.10 Articulation and Transfer Relationships
The Business Unit would benefit from determining other institutions to compare its performance data against.

Categories: Approach
Verified: This OFI was verified on site.
The business programs meet the overall requirements for the six ACBSP standards. Two Standards were identified as best in class.

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

Associate of Science Business degree (ASB)

**Tunxis Community College (Farmington, CT, USA)**

Full Reaffirmation of Accreditation granted with improvement opportunities in the following standards and criteria: Notes on Criteria 1.2, 2.1, 2.3, Standard 4, & Criterion 6.11.

Basis for final decision: Strengths

Summary of Standard 1 - Leadership

The current Interim Dean of Academic Affairs is a former faculty member and Program Chair. She is well regarded by faculty, staff, and administrators. In interviews with members of the faculty and college community, this Interim Dean was praised for her willingness to explore all opportunities for their viability, thinking outside the box and with a true "open door" availability to all members of the college community.

Categories: Improvements

Verified: This Strength was verified on site.

Criterion 2.1 Strategic Planning Process

The College has a well defined Strategic Planning Process that is identified on the College website. According to the Self-Study and verified by Business Unit faculty, the process and results determine key College strategic initiatives. During the Self-Study year, the Business Unit used the campus-wide commitment to ability-based learning and assessment to compile a "curriculum map" showing which business courses assessed each ability.

Categories: Approach, Deployment

Verified: This Strength was verified on site.

Criterion 2.2 Current Strategic Plan

The Business Unit was specific in how they developed their program goals based on the goals identified in the College's strategic plan. Initiatives such as Food Pantry participation, High School articulation, CPP agreements, and ePortfolio projects are examples of the actions taken in relationship to the Strategic Plan. As an improvement to the ePortfolio project based on student feedback, the Business Unit moved from only developing ePortfolios to the development of student LinkedIn pages with embedded ePortfolios.

Categories: Approach

Verified: This Strength was verified on site.

Criterion 3.2 Stakeholder Satisfaction

The Business Unit retains students through the Business Club which offers a variety of guest speakers and activities for any degree seeking student. The Club is led by a business faculty member and engages students in multiple ways to build relationships within the College.

Categories: Approach, Deployment, Results

Verified: This Strength was verified on site.

Criterion 3.3 Student Support

The College excels in offering support services to students in the areas of financial aid, admissions, and tutoring. These support services were highly regarded by the business students, faculty, and staff.

Categories: Approach, Deployment, Results, Improvements

Verified: This Strength was verified on site.

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

The Business Unit students were complementary of the business faculty and their availability to assist in areas of advising, scheduling, career placement, and internship opportunities. The business students also commended the opportunity to join the Business Club and the ability it provides to connect to local organizations.

Categories: Deployment, Results
Criterion 5.2 Faculty Qualifications
Tunxis has a vibrant dual enrollment program, College Career Pathways (CCP) that helps introduce the High School community to college and higher education opportunities. In support of this process, the College has credentialed and hired current secondary education instructors to teach college Business classes on-ground at area high schools. These instructors are supported and reviewed by current Tunxis Business Unit faculty.

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

Criterion 5.4 Faculty Deployment
Business faculty serve in the role of both instructors and advisors and as such provide students with a strong alignment of course content and its impact on eventual major selection. Based on commentary received from students, the students appreciate the real world emphasis provided by their business faculty members.

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

Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities
The College provides a financially beneficial professional development plan to both full-time and part-time faculty members allowing them to enhance the depth, scope, and currency of their knowledge related to their discipline and instructional effectiveness.

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

Criterion 5.8 Faculty Instructional Development
The Center for Teaching (CFT) mission is to provide learning opportunities and events to the full-time and part-time faculty at Tunxis which are designed to improve college-wide communication, quality of learning, and increase awareness of student needs and programming. To be responsive to the needs of the Business Unit, CFT works directly with the Department Chair or Program Coordinator to identify Business Unit training and professional development needs.

The Center for Teaching (CFT) provides campus-wide new faculty orientation, instructional skills workshops, and semester specific feedback seminars.

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

Opportunities for Improvement (OFI)
(10)

Criterion 1.2 Leadership Measures of Performance
The Business Unit might 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.

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

Criterion 3.2 Stakeholder Satisfaction
It is unclear how the Business Unit integrates the data from the College Graduate Survey to determine needs for the program. Additionally, utilizing stakeholder feedback in program development is not evident. Creating a formal process may allow for improvements in program development and enhancement to give meaning to data collection.

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

Criterion 4.1 Student Learning Outcomes Assessment
While a pre-test and post-test is self-identified by the Business Unit, Table 4.1 does not correlate adequate student learning outcomes to describe proper comparative data. For example, the student learning outcomes that
are listed in the syllabi are not reflective of what is measured in the provided data. Results of what students are learning and how that data is implemented to improve business programs would be beneficial for the improvement process.

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

Criterion 5.1 Human Resource Planning
To improve overall Business Unit faculty satisfaction, motivation, and mission fulfillment, the Institutional Research group could increase the frequency of faculty survey performance and work with Business Unit personnel to ensure survey questions are appropriate and capture needed data requirements.

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

The Business Unit, at present, has three full-time faculty members, which represents approximately 15-20% of available business faculty members. This is understandable in light of state budget constraints but creates an opportunity for additional hiring of full time faculty targeted at new Business Unit curriculum initiatives. An opportunity for improvement exists to consider additional full-time faculty in business.

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

Criterion 5.2 Faculty Qualifications

Standard 5 Faculty Qualification tables and percentages are inaccurate due to the probable misclassification of faculty qualifications between the ACBSP categories of Masters/Doctorate qualified, Professionally qualified, and Exceptions. The Business Unit’s Table 5.1 indicated there were no exceptions. However, the Site Team was not able to confirm this information due to missing transcripts and/or professional vitae.

The Site Team suggests the Business Unit revisit the following Business Unit faculty credentials by reevaluating individual faculty transcripts and/or getting additional documentation for the individuals that the Site Team could not verify as to assigned levels of qualification due to missing or misinterpreted information. Once this reevaluation is completed, the Business Unit then would need to recalculate Tables 5.1 and 5.2.

Faculty to reevaluate include Cichocki, D’Onofrio, DiStasio, Dillon, Jaques, Kriscenski, LaGanga, Raymond, Sanford, Schena, Soto, Wickland.

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

Criterion 5.3 Faculty Composition

The Business Unit will need to revisit and update faculty credentials to align with ACBSP credentialing guidelines to recalculate the faculty qualification percentages for the Self-Study period. The Business Unit will need to review and ensure future hires meet ACBSP credentialing guidelines.

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

Based on the Site Team assessment of Business Unit re-classification of identified Business Unit faculty members, Table 5 in 5.3 requires modifications for percentages reported in each category (this would include the possible addition of faculty re-classified as "exceptions" from the lack of credentialing information supporting the ACBSP qualification guidelines).

Once this reevaluation is completed, the Business Unit then would need to recalculate Tables 5.1 and 5.2.

Faculty to reevaluate include Cichocki, D’Onofrio, DiStasio, Dillon, Jaques, Kriscenski, LaGanga, Raymond, Sanford, Schena, Soto, Wickland.

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

Criterion 6.10 Articulation and Transfer Relationships

In order to meet ACBSP guidelines, the Business Unit should capture data related to persistency rates and other key student performance-related indicators of transfer students from ACBSP accredited institutions or the total amount of transfer credits earned at previous ACBSP accredited member institution versus total amount of credits.
applied toward general education and/or business concentration requirements at receiving institution. This data
will provide the Business Unit with information supporting student transfer goals.
Categories: Approach, Deployment, Results, Improvements
Verified: This OFI was verified on site.

Business Program Performance Including Student Achievement and Summary of Standard 6 – Process
Management
While the Business Unit has its own dedicated page within the College website and individual links suggesting
Business specific data on student enrollment, completion, learning, and performance results, there is no current
information attached to those links. The assumption is that the information is in process, but it is not currently
available. While data relating to enrollment patterns, student retention, student academic success, and other
dergee satisfaction is evident to the public through the College website in the aggregate, the Business Unit would
benefit by providing data specific to Business students.
Categories: Approach, Deployment, Results, Improvements
Verified: This OFI was verified on site.

The business programs meet the overall requirements for the six ACBSP standards. Note on Criterion 1.2: While
the institution has been involved with several important initiatives including Achieving the Dream, completing the
10-year NECHE evaluation and the next cycle of strategic planning, it is not clear how this process is serving to
inform the development, implementation, and measurement of performance measures to guide the work of the
business unit. Note on Criterion 2.1: While the college-wide strategic planning process is well defined, there is no
evidence of business unit strategic planning. The strength identified with the college-wide strategic plan should
provide a solid foundation for development of a Business Unit plan. Note on Criterion 2.3: While college-wide
financial information was provided, no business unit financial information was provided, including: the business
unit budget and actual expenditures and the business unit budget and actual expenditures as a percent of the
institutions academic budget and actual expenditures. Note on Standard 4: Sufficient evidence is not available to
demonstrate that a process is in place for specific Student Learning Outcomes or program learning outcomes as
an evaluation method. Program goals are provided, but the business unit does not provide a clear process in how
the outcomes are assessed. Note on Criterion 6.11: Business unit performance measures are not stated in
measurable terms. Measurable outcomes lead to development of trends and the ability to determine
improvements.

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

Associate -Business Admin

Volunteer State Community College (Gallatin, TN, USA)

Full Reaffirmation of Accreditation granted with no notes or conditions.

Basis for final decision: Strengths
Criterion 1.1 Leadership Strategies
Site visit interviews and the self-study material revealed that the Business Unit has a process for reviewing faculty
performance which addresses the approach, deployment, results, and improvement cycle. The established
process includes course evaluations and sometimes peer-reviews and observations.
Categories: Results
Verified: This Strength was verified on site.
Criterion 1.3 Leadership and Community
Various improvements have been made as a result of the program evaluations, new hires, surveys, etc. Online
faculty receive full support from the Distance Education Department. The faculty has input in all classroom
guidelines and procedures. For example, Quality Matters has been replaced with the Volunteer State Guidelines for Online and Hybrid Course Design—as of spring 2019.

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

**Criterion 2.2 Current Strategic Plan**
The GBA results are used to plan changes to curriculum and program offerings based on student performance. Verified: This Strength was verified on site. The institution utilizes a strong assessment program for academic placement. It includes ACT test scores of 19 and above, Accuplacer scores, etc., for student placement in the business programs.

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

**Criterion 2.3 Finance**
The finances at the institution are linked to strategic planning and the Business Unit's objectives. Funding appears adequate to serve the needs of the Business Unit as verified in interviews with faculty and administrators. The budget process was verified as stated in the self-study through interviews with the Associate Vice President of Business Affairs, faculty, and other senior-level administrators. It was verified that the College anticipates continued financial support to the Business Unit.

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

**Criterion 2.5 Equipment**
The equipment and software in classrooms and faculty offices are modern and adequate to serve the needs of the instructors, faculty, and staff. Lab computers and software are modern and available to serve the needs of students. Computers are available for student use and are of speed and functionality so as to be effective with the latest software. The presence of adequate equipment was verified through interviews with faculty and students, as well as direct observation of site team members and computer use by site team members.

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

**Criterion 4.2 Program Evaluation**
The GBA Exit Exam is an excellent tool to measure student success in the overall program.

Categories: Deployment, Results

**Criterion 5.3 Faculty Composition**
The Business Unit has highly qualified faculty who possess graduate degrees and relevant work experience. After a review of the faculty qualifications table, it was determined that two years of credit hours were displayed instead of just credit hours for the self-study year. Additionally, the math to compute FTE load was not consistent. The College corrected the qualifications table for the site team during the visit to include one year of credit hours (2017-2018) with the FTE calculation based on 30 credit hours per FTE. After corrections were made, the faculty composition included 96.2% master's or doctorate qualified faculty, 3.3% professionally qualified faculty, and .5% exceptions.

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

**Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities**
The site team verified professional development activities of faculty through interviews with administrators and faculty. Adjunct faculty also confirmed that they are invited to participate in professional development activities of the College and meetings of the Business Unit. All faculty members are engaged in professional development activities which enhance teaching skills.

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

**Criterion 6.7 Learning and Academic Resources**
Support services such as tutoring and disability services are available to students as described in the self-study. The Learning Commons was verified to provide extensive learning support services which assist students in traditional classroom courses, hybrid classes, and online learning.
Categories: Approach, Deployment
Verified: This Strength was verified on site.

Criterion 6.9 Educational Innovation
Support for the development of online courses and for the redevelopment of online courses was verified on site. The development of the Logistics and Supply Chain Management program and innovations in the Medical Practice Management area are examples of innovation to address a growing presence of those careers in the local area.

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

Opportunities for Improvement (OFI)
(7)

Criterion 1.1 Leadership Strategies
It is recommended that the Business Unit continues the inclusion of the Advisory Board with a member representing each program area and to consider adding four-year representatives.

Categories: Improvements
Verified: This OFI was verified on site.

Criterion 1.2 Leadership Measures of Performance
It is recommended that the Business Unit continues the inclusion of the Advisory Board with a member representing each program area and to consider adding four-year representatives.

Categories: Improvements
Verified: This OFI was verified on site.

Criterion 1.3 Leadership and Community
During student interviews, it was not clear to them where they could go for career assistance for those who do not plan to transfer to a four-year institution. It is recommended that a process be implemented to better inform students of this service.

Categories: Improvements
Verified: This OFI was verified on site.

Criterion 2.1 Strategic Planning Process
It is recommended that minutes be taken during departmental meetings, advisory meetings, subcommittee meetings, etc. so that formal evidence will be shown of the decisions made and the results of the actions.

Categories: Improvements
Verified: This OFI was verified on site.

Criterion 2.2 Current Strategic Plan
The GBA Exit Exam results were included under Standard 3. This is an excellent measure of how students fair in the business program overall. Future reports should include this data under Criterion 4, as it relates to student-learning assessment rather than stakeholder satisfaction.

Categories: Improvements
Verified: This OFI was verified on site.

We recommend students have greater involvement in the student honor society Kappa Beta Delta (KBD).

Categories: Improvements
Verified: This OFI was verified on site.

Criterion 5.2 Faculty Qualifications
When identifying faculty qualifications, the out-of-discipline master's degree requires two additional qualifications in order to be identified as master's qualified. In the case of W. Mize, the two additional qualifications will apply to Introduction to Business and Business Ethics, but not for Principles of Marketing. Future reports should include two additional qualifications to support courses taught when the degree major is not in the teaching discipline.

Categories: Approach, Deployment
Verified: This OFI was verified on site.
The business programs meet the overall requirements for the six ACBSP standards.

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

A.A.S. Business Accounting Concentration
A.A.S. Business Administrative Professional Concentration
A.A.S. Business Logistics Concentration
A.A.S. Business Management Concentration
A.A.S. Business Marketing Concentration
A.A.S. Business Medical Practice Management Concentration
A.A. and A.S. University Parallel TTP Programs: Business Administration, Accounting, Management, Marketing, Finance