April 25, 2023

The following information is provided from the Associate Degree Board of Commissioners accreditation decisions from the April 25, 2023 meeting.

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

**REAFFIRMATIONS FOR SPRING 2023**

**Luverne County Community College**

**Strengths**

**Organizational Charts/Conditions of Accreditation**

- The LCCC Business Program has an onboarding process with collaboration between several departments to ensure new business staff is prepared with additional mentoring and coaching. Richard Kokas replaced Lori Dunn and is being mentored by Walter Janoski, who is scheduled to retire this October (2023).

- President Thomas Leary’s leadership was mentioned throughout several of the meetings and during the tour. He teaches a history course at one of the campuses on Tuesday evenings. He listens and addresses students’ needs and has an open-door policy. Students verbized wanting vending machines, raised tables and chairs, and a microwave at the newest Scranton location, it was done. He attends Business Advisory Board Meetings and greets the members. He understands the importance of Servant Leadership and this shows throughout the campus environment.

**Criterion 4.2**

- The Business Unit provides detailed information concerning the program assessment plan and collection of assessment schedule. Table 4.1 provides a wealth of relatable details of the assessment plan in place. This is important for the Business Unit to maintain the assessment schedule to keep track of necessary actions of course PLOs that might need attention. Additionally, the Business Unit explains that the A.S. in Health Care Management program is a relatively new program that is seeking accreditation, and does not have five data points for measurement.

**Criterion 5.1**

- Many of the full-time and part-time faculty have been with the college for more than 10 years. Business faculty expressed satisfaction with their roles at Business Unit and the support received from the college.

**Criterion 7.1**

- The LCCC Business Club/Kappa Beta Delta scholars conducted an annual business symposium. Local business leaders spoke about several topics related to various careers and current trends in the business
environment. Business Club/Kappa Beta Delta scholars also participated in a headshot event with the Photography Program to post on their LinkedIn Business Page.

Manchester Community College

Strengths

Criterion 1.1
- The Business Unit has strong relationships with the business community and is able to connect students for real world experiential learning.

Criterion 1.2
- The Business Unit is developing a process to use strategic thinking to inform decisions on enrollment, retention and program development.

Criterion 3.3
- The relationships the Business Unit faculty have with area employers and building service-learning projects and client interactions with students was noted as a beneficial experience. This was expressed by the students interviewed.

- Michael Magoon was specifically mentioned several times as the conduit that keeps graduates connected to the Business Unit and College. Students both former and current shared that they deeply value the instructional pedagogy Michael provides along with his accessibility and advising support.

Criterion 4.3
- The Business Unit consists of a sizable amount of adjunct faculty. The decision to create a meta courses with common assessments and materials is a strength. This allows faculty during the onboarding process or new to a course the ability to have the resources and assessments readily available.

Criterion 6.1
- Students and alumni raved about faculty's inclusion of current topics and real world experiences into the classroom material. To students, it made the difference in them understanding the material and applying it to future occupations.

Criterion 6.2
- Students praised faculty’s assistance in preparing for the transfer process. Faculty made the transition as seamless as possible. Students talked about how beneficial Manchester CC faculty were compared to the destined four-year college. Four-year representatives stated the Business Unit's graduates perform equally or better to their non-graduate students.

Criterion 7.4
- The MCC Essentials course is an effective way of preparing first-year students for the college experience. Career Services utilizes the course to help students find internship and jobs. Students learn how to write resumes and job acceptance letters. Career Services is working with faculty to add additional job placement tools to the course to better prepare students for post-graduation employment.

North Central State College

Strengths

Business Program’s Organizational Profile
- North Central State College’s high school stakeholder group is well-served by the College Now program offering access to college for this segment at no cost to the students or their families.
The College Now program has positioned the Business Unit as one of the largest programs offered at the College and has greatly contributed to positively adjusting the Business Unit's enrollment trend.

**Criterion 1.3**
- A formalized process for annual program-level data review is well established and includes a peer review element to add credibility to the practice.

**Criterion 2.1**
- The use of industry research followed by discussion among Advisory Committee members to include Business Analytics in the Business Administration degree program is an example of faculty working directly with industry partners to adjust program offerings.

**Criterion 2.2**
- A review of Advisory Committee meeting minutes and discussions with the Advisory Committee members presents evidence of an Advisory Committee that is extremely supportive of the Business Unit and is eager to further efforts within the community - either through advice, internships, and/or engagement with Business Program students.

**Criterion 3.1**
- The full-time faculty are dedicated and passionate professionals who demonstrate care and concern for the stakeholders they serve.

**Criterion 4.4**
- The Business Unit has an established, clearly defined process for collecting and analyzing assessment data and identifying strategies for continuous improvement.

**Criterion 5.2.B.**
- The Business Unit effectively instituted the use of Association of College and University Educators (ACUE) training to provide faculty with evidence-based teaching practices and strategies that help to improve student learning outcomes, increase student engagement, and promote equity and inclusion in the classroom.

**Standard 6 - Curriculum**
- The Business Unit has a system in place to solicit feedback from various stakeholders including faculty, students and industry partners to obtain data to enhance curriculum and program guidelines. This system includes numerous surveys and a robust data collection process from a broad network of stakeholders.

**Criterion 7.1**
- The Business Unit benefits from having a dedicated Academic Liaison located in the Division to support student success.

**Southeast Community College**

**Strengths**

**Organizational Charts/Conditions of Accreditation**
- The overall leadership develops an open door, transparent communication process. Interviews with various internal and external stakeholders as the president, administration, faculty, students, and other staff provided evidence that the College and the Business Unit are fully engaged in all phases of strategy development and implementation consistent with the College’s mission and vision.

**Business Program’s Organizational Profile**
The Career Academy, which is a joint venture between Lincoln Public Schools and Southeast Community College, gives local junior and senior high school students "real world" experiences needed for the workforce. Students are also able to obtain industry certifications. Upon completion of high school, students have the choice of going into the workforce or continuing their education at a postsecondary institution.

**Standard 1 - Leadership**

Southeast Community College publishes the Graduate Report which highlights employment and transfer statistics in the form of a booklet and on College's website. The following are essentials in the booklet (https://www.southeast.edu/WorkArea/DownloadAsset.aspx?id=8749):

- Programs of Study
- Number of Degrees Granted
- Employed in Training-Related Job
- Employed in Non-Training-Related Job
- Continuing Education
- Still Seeking, Not Seeking, No Response
- Percent Employed in Nebraska
- Average Starting Hourly Salary
- Average Starting Annual Salary

**Criterion 1.1**

The Business Unit, Business students, College, and Community are supported by the Office of Career Services. The Office assists with resumes, cover letters, and interviewing skills, along with a Job Board and Self-Service on the Hub. The Self-Service gives students the assistance needed to act upon career opportunities.

**Criterion 1.4**

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

- Student support services and resources matter since they contribute to the success of the student toward completion. Students and alumni of the Business Unit spoke highly of these services at the College, which include access to materials in the library, advising, tutoring, job placement, etc.

**Criterion 3.1**

The Business Unit has a number of different approaches to gather and measure stakeholder information including: surveys, monthly meetings, annual reports, presentations and strategic planning. All these methods help the Business Unit determine if the needs of the various stakeholders are being met. Southeast completes an annual Graduate Report. The Report includes useful information on business graduates including job placement, salary and transfer data.

**Criterion 3.4**

Based upon input and research from business partners and industry experts, the Business Unit has updated curriculum to meet the changes in the local business environment. Local businesses are willing to participate in campus career fairs, serve as speakers at the lunch and learn seminars, and to provide internship opportunities to students.

**Criterion 4.4**
Southeast Community College has an assessment team that reviews the Business Unit’s assessment plan and provides detailed feedback for the department. The Business Unit utilizes this information to make continuous improvements to the business curriculum. This is a yearly review. The assessment plan also includes a peer review component from faculty members outside the Business Unit.

**Standard 5 - Faculty Focus**

- According to current and former students, the greatest strength of the Business Unit is the faculty. Students expressed how they were very satisfied with the one-on-one attention they receive. Current students felt that they were welcomed and instructors had a concern for each of them. Former students said that the best part of attending was the support they received from faculty to help them succeed in their educational goals. Many graduates keep in contact with the business advisors.

In addition to students, the peer review team heard many comments from administrators and support staff at how professional the interactions are with business faculty and deans.

**Criterion 6.1**

- The Business Unit assigns a lead faculty to each course to help with changes and to help ensure consistency when taught by other faculty. This is the person who gathers the group together to seek input and discuss any course changes that may be needed before proceeding to the college curriculum committee.

**Criterion 6.2**

- All faculty who teach online or hybrid courses are required to complete Online Certification training prior to teaching a distance education course to ensure consistency with course delivery.

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**Tri-County Technical College**

**Strengths**

**Criterion 2.1 Strategic Planning Process**

- The overall strategic planning process is robust and includes all stakeholders of the Business Unit and from the organization.

**Criterion 3.1 Stakeholders**

- Quarterly Business Technology Advisory Committee is evidence of a strong focus on stakeholders. Also, having a designated executive leadership team member who is focused on legislative affairs is a strength for the college.

**Criterion 3.2 Stakeholder Satisfaction**

- The college supports the Business Technology area with student support services, such as tutoring, disability services, and health and wellness.

**Criterion 3.5 Business/Industry Relations**

- The Business Unit engages with other campus resources offering students career services/mock interviews/other career-focused activities. Business Technology Advisory Board serve as guest speakers.

**Criterion 5.4 Faculty Deployment**

- Students have the opportunity to take classes from full-time faculty, which allows for consistency in programs.

**Criterion 5.5 Faculty Load**

- The college and the Dean of Business and Public Services are committed to make sure that faculty are not on overload, both in credit hours taught and in total work hours needed per week to do their job. Schedules are
managed appropriately with adjunct hired whenever needed. This doesn't prevent faculty from teaching a little overload either.

**Summary of Standard 5 – Faculty and Staff Focus**
- The processes for communication have improved over the last several years. The communication gets disseminated to everyone including the Dean, the Department Chair, Program Directors, faculty, and adjunct teachers through multiple channels.

**Criterion 6.7 Learning and Academic Resources**
- The Learning Commons Library is truly an interactive experience for students with hands-on resources readily available for students to learn to be successful. The staff was exceptional in their desire to provide the resources for the students and to help them learn how to be successful.

**Criterion 6.8 Support Services**
- The business unit has ample resources available through the Academic Development and Information Technology departments. There is a collaborative effort between these two departments to provide resources for faculty for curriculum development (including online development).

**Criterion 6.10 Articulation and Transfer Relationships**
- The most impressive agreement is the Bridge to Clemson. Clemson recruits and students have to apply to get in the program. Students take one full year of classes at TCTC, and are housed at Clemson University taking advantage of many things that Clemson University has to offer. After successfully completing their one year, they are admitted to Clemson as a sophomore.

Students from Clemson lead the Supplemental Instruction classes that are offered in the Learning Commons Library. All TCTC students can join these classes at any time face-to-face or online through Zoom.

Note: This is unique in nature and can be noted as a Best Practice when working with 4 year institutions.

**Business Program Performance Including Student Achievement and Summary of Standard 6 – Process Management**
- The site team recognizes that there are many strengths for the Business Unit. Some of the strengths and weaknesses changed because of COVID and the report being written in 2018-19. The site visit reflects current practices. Evidence supported current data.

**Trident Technical College**

**Strengths**

**Criterion 3.1**
- Discussions with faculty, students, and support services revealed an administrative process for addressing all the stakeholders' concerns and grievances at the business unit. Conversations with students revealed that faculty are extremely supportive in ensuring their success.

**Criterion 4.2**
- There is evidence of a systematic process for outcome assessment for each accredited program. The outcome assessment process is well deployed. Data is analyzed, and there is evidence that the result is being used to improve the business unit’s programs.

**Standard 6 - Curriculum**
- Onsite conversations with faculty and administrators revealed that the business unit’s faculty is proactive and very involved in the academic advisement of students. This proactivity and commitment to advisement help
students graduate on time. An articulation agreement with Citadel University allows the business unit’s student to complete one year of their academic program on the CU campus and receive automatic transfer into the CU bachelor’s degree program subject to maintenance of a minimum GPA of a “C.”

**Criterion 7.3**
- The Site Visit team confirmed how each accredited program is assessed, trends are established, and improvements are made.