Team Report
For
Associate Degree
Schools and Programs

Hutchinson Community College
Hutchinson, KS

Team Members
Ed Vineyard, Chair
Gary Mrozinski
Trina Lynch-Jackson

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Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, Kansas 66213 USA
Telephone (913) 339-9356
FAX: (913) 339-6226
www.acbsp.org
OVERVIEW AND ORGANIZATIONAL PROFILE FOR ACCREDITATION

This section of the self-study document is used to provide general information about the institution and its business program.

Institution Response:

A. **Self-Study Preparers:** Identify those individuals who prepared the self-study.

B. **Self-Study Purpose:** State your institution’s purposes for the self-study.

C. **Self-Study Timeline:** Include the timeline used for the self-study.

D. **Regional Accrediting Body:** State which regional accrediting body has provided your institution with regional accreditation. Enclose a copy of the letter of affirmation or reaffirmation of regional accreditation.

E. **Profile of the Institution:** Provide a profile of the institution, including the business unit, service area, and student composition.

F. **Organizational Chart:** Include a copy of the institution's organizational chart and the business school or program organizational chart.

G. **Legal Authorization:** Cite the legal authorization your institution has to operate and confer degrees.

H. **Governing Board:** Describe the governing body legally responsible for the institution's activities and how it represents the public interest (e.g., names of board members, meeting schedule, etc.).

I. **Institution Mission:** Provide the statement of mission for your institution and indicate whether it is listed in your institution's catalog of program offerings.

J. **Business Unit Mission:** State the mission and objectives of the business program(s) for which you are seeking accreditation. Describe how the programs in business are compatible with the institution's mission and whether the business program is accomplishing its purpose.

K. **Business Programs:** Identify the business programs in your institution (e.g., Accounting, Banking) to be evaluated for accreditation. Identify and provide justification for any business program(s) to be excluded.

L. **Academic Degrees:** List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year. If you offer or confer nontraditional business degrees, explain how they relate to your overall business unit. Include in your response the extent to which it is (or is not) possible to earn a degree entirely through alternative methods of instructional delivery or at locations other than the main campus.
M. **Class Time:** Provide documentation that all business courses have classroom meetings of 50 minutes per week per one hour of credit (e.g., a 3 credit hour course meets 150 minutes per week during the semester or quarter. Describe how classes delivered with alternative methods of instruction are structured to ensure equivalent credit hour coverage.

N. **Course Delivery:** List the delivery modality of business courses (i.e., hybrid, on-ground, online, web-enhanced, video conferencing, etc.)

O. **Credit Hours:** The associate degree system requires a minimum of two academic years of full-time course work. State how your institution awards credit hours (e.g., semester or quarter hours) and how these credit hours are calculated.

P. **Student Communication:** Identify how and where the business program requirements, tuition and fees, student policies, and academic credentials of the faculty are communicated to students.

**Observations of Evaluator:**

Is there evidence that all areas in the overview have been addressed? ☒ Yes ☐ No

What supports your findings?

All of the required background, profile, and organizational information were included in the self-study. Documentation was provided as requested to verify compliance as appropriate.

**STANDARD 1: LEADERSHIP**

** Criterion 1.1 - Leadership Strategies**

**Institution Response**

A. Explain the business unit leadership strategies or systems to foster a high-performance work environment that results in meeting the mission of the business unit.

B. Explain how the business unit maintains effective communications and develops participation throughout the business unit.

**Observations of Evaluator:**

Is there evidence that this criterion has been met? ☒ Yes ☐ No

What supports your findings?
The self-study outlines the various methods the business unit uses to promote the accomplishment of the mission of the unit and for HCC as a whole. Discussions with faculty and staff confirmed that the processes described are actually being used in an effective manner. The business unit has an especially strong curriculum review process (discussed later on in this report) and was able to demonstrate that program changes have been made in response to data collected. Students also believed that they had all of the information that they needed about the business unit and its programs.

**Criterion 1.2 – Leadership Measures of Performance**

**Institution Response**

Explain how the business unit leadership ensures the establishment, deployment, and evaluation of performance measures and ensures that the results are used to improve performance.

**Observations of Evaluator:**

Is there evidence that this criterion has been met? □ Yes □ No

What supports your findings?

The self-study describes the faculty evaluation, use of assessment and retention data, and triannual program review process. HCC is a unionized school so faculty evaluation is governed by the Master Agreement. While retention and graduation data has been available for quite some time, the College has recently started an expanded assessment program which only has one semester (Fall 2010) of data so far. Examples were provided as to how the business unit used the data to make curricular changes that then led to performance gains on their accomplishment of stated mission objectives.

**Criterion 1.3 – Leadership and Community**

**Institution Response**

Explain how the business unit addresses its responsibilities to the environment and practices good citizenship.

**Observations of Evaluator:**

Is there evidence that this criterion has been met? □ Yes □ No

What supports your findings?

Discussions with faculty, administration, and advisory board members confirmed that the business unit is active in the community and practices good stewardship of scarce resources. Examples provided include advisory committees, chamber of commerce work, training for local firms, providing speakers to local civic groups, etc.

**Summary of Standard 1 - Leadership**

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 1 - Leadership.
Observations of Evaluator:

Is there evidence that this standard has been met?  ☒ Yes  ☐ No

What supports your findings?

The self-study honestly describes the strengths and opportunities for improvement discovered during the review process:

Strengths
- Faculty
- Institutional Policies and Processes
- Positive Student Interaction
- Professional Development

OFI
- Communication with Part-Time Faculty
- Professional Travel
- Environment Responsibility

STANDARD 2: STRATEGIC PLANNING

The business unit has a process for setting strategic directions to address key student and program performance requirements. The strategic development process leads to an action plan for deploying and aligning key plan performance requirements. The strategic planning process should ensure that there are adequate resources in the area of finance, facilities, and equipment. This should create an environment that encourages and recognizes innovation and creativity.

Criterion 2.1 Strategic Planning Process

Institution Response
A. Describe the business unit’s strategic planning process to address key student and program performance requirements; include the key steps and participants.
B. Identify the key strategic initiatives included in the business unit’s strategic plan and describe how the business unit decides upon these initiatives.
C. Describe how the business unit communicates and deploys the strategic plan throughout the business unit.
D. Describe how the business unit evaluates and improves the strategic planning process.

Observations of Evaluator:

Is there evidence that this criterion has been met?  ☒ Yes  ☐ No

What supports your findings?

HCC and the business unit have a reasonably robust Strategic Planning process. The self-study accurately describes the process followed and also shows the current plan and the timeline for completion of the various objectives. The strategic plan is targeted three-years in the future which ensures its flexibility and also follows the triannual program review timeline referred to earlier.
A review of the plan, and the documentation provided, demonstrated that the business unit is using the plan and that it is not a “dead” document. The business unit can show that progress has been made on meeting the stated objectives. The goals and objectives appear to be well-connected to the mission of both the business unit and HCC.

**Criterion 2.2 Current Strategic Plan**

_Institution Response_

A. Describe the business unit’s key strategic objectives.

B. Describe the business unit’s action plans that address key strategic objectives, including who, what, when, where, and how.

C. Describe the performance measures used to assess the business unit’s action plans.

**Observations of Evaluator:**

Is there evidence that this criterion has been met?   Yes  ☐ No

What supports your findings?

There are eight objectives, spread across three broad areas, listed in the business unit’s strategic plan. The broad areas covered include student success and quality instruction, access and recruiting, and collaboration. Who, what, when, where, and how are all covered in the plan. Examples of current actions taken to meet the objectives were provided to the team.

**Criterion 2.3 Finances**

_Adequate financial resources should be budgeted and allocated to the business school or program to support a high-quality teaching faculty and create an environment consistent with its mission and objectives. This includes the necessary technology, program support, and professional development of faculty._

_Institution Response_

A. Describe how the business unit links finances to strategic planning.

B. Report and graph the following financial information for the past three years (two years plus the self-study year):

1. The total student credit hours (SCHs) generated for the institution and each business unit program being considered for accreditation.

2. The business unit budget and actual expenditures.

3. The business unit budget and actual expenditures as a percent of the institution’s academic budget and actual expenditures.

C. Describe the adequacy of the budget to support changing technology, program improvement, and professional development of faculty.

**Observations of Evaluator:**
Is there evidence that this criterion has been met?  Yes  No

What supports your findings?

The current business unit strategic plan does not contain any objectives that require the investment of significant monetary resources, other than to achieve ACBSP accreditation. Other items such as communication improvement goals or implementing the new college assessment plan involve time and effort but no extra funding. That being said, in the past the plan has included items that required additional resources and those were funded by HCC.

The self-study does include all of the appropriate financial data for the past three years as required in B.1-3 above.

A tour of the facilities, as well as conversations with faculty and students, confirm the information in the self-study with respect to the budget support for technology and program improvement. HCC’s classrooms and computer labs are well-equipped and up-to-date. The business unit faculty have no issues with the support provided. The only area that is a concern is the funding for travel for professional development. Due to the recession and state budget cuts, travel money has been reduced significantly.

**Criterion 2.4 Facilities**

The physical facilities must be adequate to support business programs. Classrooms must be adequate in number and size to accommodate all classes, and classroom functionality must relate to the program. Limiting class size promotes learning and classrooms should be assigned to implement this philosophy. Appropriate space must be available to faculty to create a professional atmosphere in which to work. Laboratory space must be adequate to support both day and evening programs with state-of-the-art equipment, including computer hardware and software, to meet student needs.

**Institution Response**

A. Describe how the business unit links facility planning to strategic planning.

B. Describe how the business unit classrooms, laboratories, and office space meet the needs of students and faculty.

**Observations of Evaluator:**

Is there evidence that this criterion has been met?  Yes  No

What supports your findings?

Facility planning is done in the HCC master facility plan and is not a part of any academic department’s strategic plan. All departments have input in the campus master plan, however.

As noted earlier, HCC has modern well-equipped classrooms, offices, and computer labs that adequately meet the needs of its constituency groups.

**Criterion 2.5 Equipment**
Equipment adequate to the mission of the business unit must be provided, including adequate computers and software to support the integration of computer applications into the curriculum. The institution must have procured and must maintain state-of-the-art instructional equipment, including computer equipment and software, to support the business unit.

**Institution Response**

A. Describe how the business unit links equipment planning to strategic planning.

B. Explain the business unit’s plan for acquisition, upgrade, and maintenance of equipment which reflects current technology.

C. Describe how well current equipment meets the instructional needs of the business unit, including students, staff, and faculty.

**Observations of Evaluator:**

Is there evidence that this criterion has been met? ☑ Yes ☐ No

What supports your findings?

Equipment is an item that can be in a department’s strategic plan if needed. Currently the business unit does not have any equipment needs that cannot be handled with their normal operational funding. Computers, computer labs, copiers, etc. are not the normal responsibility of any academic department. The IT support area handles all of the planning and upgrade work with respect to this equipment. However, the department can make equipment requests a part of their strategic plan if needed. Equipment items that are part of a strategic plan do receive a higher priority in allocation of funds.

Meetings with faculty and students found that both groups were pleased with the quality and quantity of equipment available.

**Summary of Standard 2 - Strategic Planning**

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 2 - Strategic Planning.

**Observations of Evaluator:**

Is there evidence that this standard has been met? ☑ Yes ☐ No

What supports your findings?

The business unit has made an honest and through review of their strengths and opportunities for improvement in this standard:

**Strengths**

- Facilities and Technology

**OFI’s**

- Refine Planning Process to include HCC-wide initiatives
- Unfilled Faculty Position (budget freeze)
- Maintaining Course Quality
• Decentralized Hiring of Part-Time Faculty
• Professional Development Opportunities (travel)

STANDARD 3: STUDENT, STAKEHOLDER, AND MARKET FOCUS

The business unit examines how it determines requirements, expectations, and preferences of its students and stakeholders. Also examined is how the business unit builds relationships with students and stakeholders and determines their satisfaction. Additionally, practitioners serve as role models and counselors for students regarding business careers. They also provide faculty with information to update professional skills, make curriculum changes, and serve as classroom speakers.

Criterion 3.1 Stakeholders

Institution Response
A. List the business unit’s key stakeholders.
B. Explain how the business unit determines key stakeholder requirements and expectations.

Observations of Evaluator:
Is there evidence that this criterion has been met? □ Yes □ No
What supports your findings?

All key stakeholders have been identified by the business unit and their needs are being addressed adequately. Meeting minutes and other documents were available for review and the site visit team interviewed a sample of the various stakeholders (e.g. students, graduates, adjuncts, trustees, advisory committee members/employers) to verify the business unit is adequately seeking their input.

Criterion 3.2 Stakeholder Satisfaction

Institution Response
A. Explain how the business unit builds relationships to attract and retain students.
B. Explain how the business unit delivers services that satisfy students and stakeholders.
C. Describe how the business unit learns from former and current students to determine and anticipate changing needs and expectations.
D. Explain the process for utilizing stakeholder feedback in program development and enhancement.

Observations of Evaluator:
Is there evidence that this criterion has been met? □ Yes □ No
What supports your findings?
The advising responsibilities of faculty were clarified during the site visit. All of the full-time business unit faculty do advise students and data were presented that indicated that the majority of business students have faculty advisors. Student survey data (e.g. Noel-Levitz, CCSSE, and Graduate Exit surveys) summarized in the self-study were available for further examination. Evidence of using advisory committee input to improve curricula was evident from a review of the advisory committee meeting minutes. In interviews, various stakeholders (e.g. students, graduates, adjuncts, trustees, advisory committee members/employers) expressed satisfaction with the business unit and its programs.

**Criterion 3.3 Student Support**

**Institution Response**

A. Describe the support services available to business students, including admissions, financial aid, and advising.

B. Describe the policies that govern student relationships with the business unit, including the procedures used to resolve student concerns.

**Observations of Evaluator:**

Is there evidence that this criterion has been met? ☒ Yes ☐ No

What supports your findings?

A walking tour of the various student services departments was conducted. The centralized location of the student services offices in the Student Union creates a welcoming and convenient environment that is important for students as key stakeholders. Admissions, Financial Aid, Counseling, and Business Office policies are published in the college catalog and/or the student handbook and they are available on the HCC website. Academic Appeal, Student Appeal of a Grade, Grievance, and Academic Probation & Dismissal policies are widely communicated as they also appear in these publications and on the HCC website.

**Criterion 3.4 Stakeholder Results**

**Institution Response**

A. Describe how the business unit measures student utilization of offerings and services.

B. Report and graph the following student and stakeholder satisfaction results for the past three years (two years plus the self-study year):

- Course evaluations
- Student satisfaction surveys
- Alumni satisfaction surveys
- Employer satisfaction surveys
- Other student/stakeholder measures

**Observations of Evaluator:**

Is there evidence that this criterion has been met? ☒ Yes ☐ No
What supports your findings?

A good amount of data has been collected and analyzed by the college from various sources that compares student satisfaction with individual courses and with their college experience as a whole. Results from responses of various subgroups (e.g. all students, business students, part-time students, full-time students, online students, etc.) were compared. Some evidence of the satisfaction of employers was evident in advisory committee meeting minutes and in interviews with a sample of committee members. Data from student evaluations were available for review during the site visit. Within course retention rates and within course student success rates are being reported for each faculty member and these results are being compared to statewide and national data.

**Criterion 3.5 BUSINESS/INDUSTRY RELATIONS**

Each academic unit must demonstrate linkages to business practitioners and identify organizations which are current and significant, including advisory boards. Examples of linkages include, but are not limited to, executives in residence; guest speakers; partnerships and cooperative agreements with organizations; student organizations (societies) in various business disciplines related to major fields of study; internship programs; cooperative education programs; and student organizations with business leaders as members.

**Institution Response**

A. Describe the business unit’s partnerships and processes that link the business unit’s business programs to business and industry.

B. Describe the impact or results of business and industry linkages.

**Observations of Evaluator:**

Is there evidence that this criterion has been met? ☒ Yes ☐ No

What supports your findings?

The primary system in place at HCC that facilitates linkages with industry is the existence and activity of advisory committees. A review of advisory committee meeting minutes indicated that there is good representation from local employers on the business unit’s four advisory committees which meet each semester. That some advisory committee members made themselves available for the site visit team to interview was further indication that there is a strong connection between the business unit and local industry.

The Entrepreneurship Forums that are conducted each semester have been well-attended and they have been effective in connecting business students directly with the entrepreneurs that some of them aspire to become. The business unit’s relationship with Kroger Accounting Services at Hutchinson (KASH) has benefitted Kroger in that employees have been successfully trained on-site by HCC. Also, the business unit has benefitted from the industry input from KASH and HCC graduates have been hired by the firm.

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

Complete Table I Student and Stakeholder-Focused Results for Standard 3.
Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 3 - Student, Stakeholder, and Market Focus.

**Observations of Evaluator:**

Is there evidence that this criterion has been met?  □ Yes  □ No

What supports your findings?

The self-study adequately summarizes the business unit’s strengths and opportunities for improvement.

**STANDARD 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT**

The business unit must have an outcomes assessment process for each program, correlated with initial assessment, measuring student achievement of stated learning goals in general education and in program areas. The process must be developed, deployed, and document how the business unit collects, analyzes, and uses performance data and information to enhance and improve academic programs and student learning.

**Criterion 4.1 Student Learning Outcomes Assessment**

**Institution Response**

A. Describe the current student learning outcomes assessment plan.

B. Describe the student learning outcomes assessment process and include information about the following:
   - What student learning data is collected and why
   - How the business unit uses student-learning data to improve the business program and enhance student learning
   - How comparative or benchmark data is used to enhance and improve of student learning
   - How the business unit improves, refines, or enhances the student outcomes assessment process

C. List the student learning outcomes for each program seeking accreditation or re-affirmation.

D. Complete Table 2 – Student Learning Results, at the end of this section, for each program seeking initial accreditation or re-affirmation.
   - Results of current levels and trends in key measures of student learning, such as nationally-normed or locally-prepared tests, portfolios, and other assessments
   - Three to five years of trend data—two to four years plus the self-study year
     (Candidates with less than three years of data are eligible for accreditation with conditions.)

E. Provide a comparison of the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.

**Observations of Evaluator:**
Is there evidence that this criterion has been met?  □ Yes  □ No

What supports your findings?

The institution’s outcomes assessment plan is described in the self-study document. The site visit team interviewed the Director of Learning Outcomes & Assessment (recently appointed as interim co-Dean/VP of Instruction) along with the business unit chair and the full-time business faculty to gain a more in-depth understanding of the process and its implementation. The team found the plan to be well-designed. Evidence that student learning data was being used by the business unit to improve programs was not found due to the implementation schedule for the outcomes assessment plan. Implementation of the new outcomes assessment plan began college-wide in the current school year, so the Fall 2010 semester was the first semester that all faculty collected and reported course outcomes data. At the time of the site visit, this data had not yet been compiled and reported back to the business unit for use in improving programs as is called for in the outcomes assessment plan. Program outcomes for each of the business programs and courses have been defined and they are aligned with the college’s four institutional outcomes.

It appeared that there was good participation by the business faculty in collecting course outcomes data and submitting it in the Fall 2010 semester. In interviewing business unit faculty, the site visit team observed good agreement on the ease of use of the new software-based system for inputting outcomes data. This software was designed in-house by the HCC information technology staff. The good design of both the software and the outcomes assessment plan seem to have removed a barrier to progress for the institution in implementing a process for using student learning data to improve programs.

Criterion 4.2 Program Evaluation

A systematic program evaluation (including evaluation of courses from the supporting disciplines) is required to maintain academic excellence and meet changing needs.

Institution Response

A. Describe how the business unit conducts each program evaluation (i.e., DACCUM, program review, etc.)
B. Describe faculty involvement in the program evaluation process.
C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).
D. Describe how program evaluation data and information is shared with internal and external stakeholders.
E. Describe the improvements that have been implemented as a result of the program evaluation.

Observations of Evaluator:

Is there evidence that this criterion has been met?  □ Yes  □ No

What supports your findings?

The program review process employed by HCC requires the review of programs every three years. A triennial report is developed by academic department chairs and faculty for submission to the
Dean/VP of Instruction and the President. The most recent triennial report was produced by the business unit in the Spring 2010 semester. This report was available for review during the site visit and it was found to be sufficiently comprehensive. Evidence that the program review process resulted in specific improvements to programs was also found.

**Criterion 4.3 Student Assessment**

Each institution must have a validated means of assessing student needs for developmental assistance, providing courses or systems that assist students to improve identified deficiencies, and demonstrating the development of assessed deficiencies.

Each institution must explain the means of assessing student ability for advanced placement, if applicable.

Each institution must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting student performance and degree satisfaction.

**Institution Response**

A. Explain the process for identifying student needs for developmental assistance.

B. Explain the process for determining and awarding advanced placement, if applicable.

C. Explain the student advisement process, including the use of remedial assessment information.

D. Report data that correlates assessment scores to retention and improved academic skills as a result of developmental offerings.

E. Complete Table 3 – Organizational Performance Results. For each business program report results tracked by the business unit such as enrollment patterns, student retention, graduation rates, student placement, academic success, and/or other characteristics reflecting student performance and degree satisfaction (items suggested herein are intended to be suggestive, not prescriptive, although the business unit should document student performance and degree satisfaction using several key indicators). Results should be illustrated by graphs, tables, or figures. Provide three to five years of trend data—two to four years plus the self-study year. (Candidates with less than three years of data are eligible for accreditation with conditions.)

**Observations of Evaluator:**

Is there evidence that this criterion has been met? ☒ Yes ☐ No

What supports your findings?

The processes and systems described in the self-study for identifying student needs for developmental assistance, for awarding of advanced placement, and for advising of students were verified during the site visit. Each semester, for all courses, data are being collected and reported that track within course retention rate and within course student success rate, and these data are reported to faculty. In the reports, comparison of these data are made to state and national averages. It was not observed that program retention rate data, program persistence rate data, or program completion rate data were being reported or used by the business unit.
Summary of Standard 4 - Measurement, Analysis, and Knowledge Management

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 4 - Measurement, Analysis, and Knowledge Management.

Observations of Evaluator:

Is there evidence that this criterion has been met? ☒ Yes ☐ No

What supports your findings?

The self-study adequately summarizes the business unit's strengths and opportunities for improvement.

STANDARD 5: FACULTY AND STAFF FOCUS

The ability of a business unit to effectively fulfill its mission and meet its objectives is dependent upon the quality, number, and deployment of the faculty and staff. Each business unit: (1) develops and implements policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives, (2) evaluates the faculty based on defined criteria and objectives, (3) provides opportunities for faculty development and ensures scholarly productivity to support department and individual faculty development plans and program objectives; and (4) fosters an atmosphere conducive to teaching and learning.

Criterion 5.1 Human Resource Planning

Institution Response

A. Describe the business unit's criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.

B. Describe how the business unit's work environment, compensation, career progression, and workload assignments support recruitment of high-performance faculty.

C. Describe how the business unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff.

D. Report evidence of business unit faculty and staff well-being and satisfaction.

Observations of Evaluator:

Is there evidence that this criterion has been met? ☒ Yes ☐ No

What supports your findings?

Evidence of policies and procedures was found in the faculty handbook available online. HCC has a Master Agreement negotiated annually with the HCC Board of Trustees that creates a positive educational environment and longevity for the business program. Faulty ancillary benefits focus on career progression through tuition scholarship and recognition of employees on a semester basis. With two recent retiree's business faculty and department chairperson coordinate with the director of Human Resources to ensure EEOC guidelines and revisions of position announcement meet criteria for faculty credentials.
**Criterion 5.2 Faculty Qualifications**

Employee qualifications and credentials are a critical foundation for business success. Qualified faculty must teach all class sections taught within the business unit. Faculty qualifications in the business unit are defined as Master’s or Doctorate Degree Qualified, Professionally Qualified, or as Exceptions.

**Master’s or Doctorate Degree Qualified**

A Master’s or Doctorate Degree Qualified faculty member meets at least one of the following criteria:

1. Doctorate in teaching field—The institution must provide documentation.
2. Juris Doctorate—Qualified to teach law courses. The institution must provide documentation.
3. MBA—The institution must provide documentation. Qualified to teach any introductory or principle level business courses.
4. Master’s degree in teaching field—The institution must provide documentation.
5. Related or out-of-field master’s or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level—The institution must provide documentation.
6. Related or out-of-field master’s or doctorate degree with documentation in two or more of the following areas:
   a. In-field professional certification (national, regional, or state)—The institution must provide documentation.
   b. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
   c. Teaching excellence—The institution must provide documentation.
   d. In-field research and publication—The institution must provide documentation.
   e. Relevant additional training equivalent to 18 semester/27 quarter credit hours of CEU’s, military training, vendor training, etc.—The institution must provide documentation.

**Professionally Qualified**

A Professionally Qualified faculty member possesses a bachelor’s degree in the teaching field with documentation in two or more of the following areas:

a. Professional certification (national, regional, or state)—The institution must provide documentation.
   b. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
   c. Teaching excellence—The institution must provide documentation.
   d. In-field research and publication—The institution must provide documentation.
   e. Relevant additional coursework beyond the bachelor’s degree equivalent to 18 semester/27 quarter credit hours or equivalent subject matter coursework, CEU’s, military training, vendor training, etc.—The institution must provide documentation.

**Exceptions**

The institution should provide an explanation of qualifications for faculty who do not meet the criteria for Master’s or Doctorate Degree Qualified or Professionally Qualified.

Note: Criterion 5.3 provides that at least 90 percent of the faculty FTE should be Master’s or Doctorate Degree Qualified or Professionally Qualified, allowing a maximum of 10 percent exceptions.
NOTE: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation which clearly states the qualification.

Observations of Evaluator:

Is there evidence that this criterion has been met? [ ]Yes ☒ No

What supports your findings?

Appropriate documentation was not available upon review to meet the standard. The following documents were unavailable: either no transcript; unofficial copies of transcripts and no evidence or related documentation in two or more listed areas for professionally qualified and exception part-time faculty.

Institution Response

Complete Table 4 – Faculty Qualifications for the self-study year to provide clear evidence that characteristics of full-time and part-time faculty match program objectives.

- Identify all full-time and part-time faculty members who taught during the self-study year in alphabetic order.
- List the major teaching field for each faculty member.
- List courses taught during self-study year; do not duplicate if taught both fall and spring semesters.
- List the highest qualifying degree earned—state the degree as documented on the transcript, including the major field.
- For Professionally Qualified faculty, Exception faculty, and faculty with related or out-of-field master’s or doctorate degrees, list ALL professional certifications and supporting areas of documentation beyond the academic credential as defined in Criterion 5.2.
- List the ACBSP qualification of each faculty member – Master’s/Doctorate Degree, Professional, or Exception.

Observations of Evaluator:

Is there evidence that this criterion has been met? [ ]Yes ☒ No

What supports your findings?

Appropriate documentation unavailable in a majority of part time faculty staff listed during the self-study year to met requirements.

Criterion 5.3 Faculty Composition

In order to teach at the associate degree level, at least 50 percent of the full-time equivalent (FTE) faculty should be Master’s or Doctorate Degree Qualified and at least 90 percent of the FTE faculty should be Master’s or Doctorate Degree Qualified or be Professionally Qualified.
Full-time equivalent (FTE) faculty members are typically measured by dividing workload during the academic year by the definition of full-time load in credit and/or contact hours. Calculation considerations:

- **Semester system:** one full-time faculty member teaching 30 semester credit hours in the academic year typically equals 1.00 FTE faculties. (A part-time faculty member teaching 6 semester hours equals .20 FTE faculties).
- **Quarter system:** one full-time faculty member teaching 45 quarter credit hours in the academic year typically equals 1.00 FTE faculties. (One part-time faculty member teaching 18 quarter credit hours equals .40 FTE faculties).

**Institution Response**

A. Explain the business unit’s method of calculating FTE teaching loads for full-time and part-time instructors.

B. Complete Table 5 – FTE and Faculty Composition. List all full-time and part-time faculty members for the self-study year in alphabetic order.

C. Report the following:
   - ___ % Masters/Doctorate qualified
   - ___ % Professionally Qualified
   - ___ % Exceptions

D. If exceptions exceed 10%, provide a detailed plan to improve and meet Criterion 5.A.2.

**Observations of Evaluator:**

Is there evidence that this criterion has been met? [ ] Yes [x] No

What supports your findings?

Due to lack of supportive documentation in faculty personnel files the faculty composition calculations are not met.

**Criterion 5.4 Faculty Deployment**

Each school or program must have a minimum of one (1) full-time, professionally-qualified faculty member in each program in which a business degree is offered.

**Institution Response**

A. For the self-study year, report how each program deploys full-time faculty resources among the disciplines, units, courses, departments, and major fields in such a way that every student attending classes regardless of delivery method (on- or off-campus, day or night, online, etc.) has an opportunity to receive instruction from full-time faculty.

B. For any program not meeting this criterion, provide a detailed plan to improve and meet the criterion.

**Observations of Evaluator:**

Is there evidence that this criterion has been met? [x] Yes [ ] No
What supports your findings?

There is evidence of full-time faculty deployed regardless of delivery method (face-to-face, online delivery methods, day or evening, etc.). Full-time faculty availability is based on email messaging, telephone calls and mandatory semester advising meetings.

**Criterion 5.5 Faculty Load**

Excellently teaching requires that a full-time faculty member should not be expected to have teaching, committee, advising, or other assignments which exceed a normal workweek as defined by the institution. Faculty workloads tend to vary among institutions according to actions of state legislatures, trustees, and administrative policies. However, an appropriate faculty workload is critical to an institution’s ability to provide an effective and positive education. Limits of normal teaching responsibilities should be considered with respect to:

- The number of course preparations
- Administrative or coordination assignments
- Student advising and/or counseling activities
- Institutional and community program service activities
- Business and industry interaction
- Scholarly activities
- Curriculum development activities
- Instructional technology efforts

**Institution Response**

A. Describe the business unit’s faculty load management policy for full-time and part-time faculty; include policies related to teaching load (credit/semester/quarter hour), released time, class size, number of preparations, delivery mode, and other related factors.

B. For the self-study year, explain the circumstances for any faculty member exceeding the institution’s maximum teaching load.

**Observations of Evaluator:**

Is there evidence that this criterion has been met?  

☑ Yes  ☐ No

What supports your findings?

Evidence of policies in place to provide release time for faculty assigned administrative responsibilities. Faculty loading shows that faculty resources are deployed to ensure students the opportunity to receive instructions from doctoral and professionally qualified full-time faculty and part-time faculty. Faculty loading is also determined by the Master Agreement – the negotiated contract. As evidenced by review of faulty personnel files and discussions with faculty. Faculties are provided release time based on individual review. Faculties have received release time for serving as a program coordinator or department chairperson.

**Criterion 5.6 Faculty Evaluation**
Each institution must have a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contracts, award of tenure, and/or of promotion. Any special criteria for the evaluation of faculty who utilize alternative methods of instructional delivery must be included and described in detail.

Institution Response
A. Describe the formal system of faculty evaluation used by the business unit for full-time and part-time faculty.

B. Describe how the results of the evaluation are shared with the faculty member.

C. Describe how the faculty evaluation is used in making decisions.

Observations of Evaluator:
Is there evidence that this criterion has been met? ☒ Yes ☐ No

What supports your findings?

Student evaluation of classroom instruction is anonymous and is completed during the Spring and Fall semesters for each faculty (full and part-time). Student evaluations also provide indicators of instructional quality. Scheduled classroom visits by the dean are evidenced in personnel files. These visits are scheduled to ensure classroom interaction and to avoid unscheduled visits, which could possibly be testing periods. If deficiencies are indicated an instructional improvement strategy outline is formulated. Evaluations are utilized for setting personal goals for faculty and continuous contract status.

Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

The business unit provides opportunity for faculty and staff development consistent with faculty, staff, and institutional expectations. All faculty members should be involved in activities that enhance the depth, scope, and currency of their knowledge related to their discipline and instructional effectiveness. The business unit should demonstrate balanced participation of scholarly and professional activities by all faculty. Scholarly and professional development activities may include:

- Graduate courses
- Special awards and recognition
- Conferences, workshops, in-service (attendance, etc.)
- Community (service activities, presentations, committee work, etc.)
- Presentations
- Committees (college-related)
- Business and Industry (guest speakers, internships, partnerships, etc.)
- Instructional (develop or update curriculum, learn new skill/technique, accreditation, etc.)
- Multicultural and Diversity Initiatives (note on-campus or off-campus)
- Memberships (boards, commissions, etc.)
- Research and Publication


- Grants (list the awarding agency and funded allocations)
- Continuing Education (classes, seminars, certification, etc.)
- Other

**Institution Response**

**A.** Describe the business unit’s faculty and staff development policies and processes for activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and other activities that contribute to continuous performance improvement of faculty and staff.

**B.** Report the participation of business unit faculty and staff in professional development and scholarly activities. Provide three years of data — two years plus self-study year.

**C.** Provide examples of how the professional development and scholarly activities of the business unit have supported the achievement of the business unit’s mission, including building faculty and staff knowledge, skills, and capabilities that contribute to high performance.

**Observations of Evaluator:**

Is there evidence that this criterion has been met?  ☒ Yes  ☐ No

What supports your findings?

Full-time faculty are eligible for two semesters of sabbatical leave after five years of continuous service and release time is available for professional meetings and activities upon request. Denials are to have rationale attached according to the Master Agreement. Out of state travel is frozen due to current budget constraints. Professional Learning activity is conducted at the beginning of each semester for purposes of professional development and scholarly activities. Documentation was provided on keynote speakers, topics of discussion and reviews of materials/subject matters.

**Criterion 5.8 Faculty Instructional Development**

The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit.

**Institution Response**

**A.** Describe the instructional developmental opportunities for business unit faculty to:

1. Improve teaching skills which may include mentoring, orientations, in-service programs, and other activities.

2. Acquire skills in the use of alternative methods of instructional delivery.

**B.** Describe the instructional development opportunities for business unit faculty to improve knowledge of curriculum development. Provide examples of how instructional development activities of the business unit have supported the achievement of the business unit’s mission, including building faculty knowledge, skills, and capabilities that contribute to high performance.
Observations of Evaluator:

Is there evidence that this criterion has been met? ☒ Yes ☐ No

What supports your findings?

The HCC mentoring program serves as support with experienced faculty outside of their academic department to provide a broader insight and a sense of synergy to the educational organization. Education and training are delivered through a variety of methods. Full-time faculty teach face-to-face, online (Angel software) and Instructional TV (ITV). Faculty also learn through their attendance at professional conferences and seminars. Instructional support, workshops and training opportunities are continuous to ensure quality instructional delivery. Advisory committees provide program review of course content, peer group meeting with four year institutions to ensure transfer success for students.

Criterion 5.9 Faculty Operational Policies, Procedures, and Practices

Each institution should develop and use a written system of procedures, policies, and practices for the management and professional growth of faculty members. Written information should be available to faculty members concerning the system. These procedures, policies, and practices normally include:

- Faculty development
- Tenure and promotion policies
- Evaluation procedures and criteria
- Workload policies
- Service policies
- Professional expectations
- Scholarly expectations
- Termination policies

Institution Response

A. Explain how the business unit faculty and staff access the operational policies and procedures manual.

B. Provide a copy of the faculty operational policies and procedures manual to the peer review evaluation team in the resource room. (Do not include in the self-study.)

Observations of Evaluator:

Is there evidence that this criterion has been met? ☒ Yes ☐ No

What supports your findings?

Faculty operational policies, procedures, and practices are available online through the public web domain or the Faculty/Staff Intranet.

Summary of Standard 5 – Faculty and Staff Focus

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 5 - Faculty and Staff Focus.
Observations of Evaluator:

Is there evidence that this criterion has been met?  ☒ Yes  ☐ No

What supports your findings?

HCC has an excellent retention rate comprised of a dedicated full time collegial team. Informal plans are in place for online and evening students to ensure appropriate advising for student success. This would include advising via telephone, online or weekend advising to assist part time faculty. Plans are in place to identify a lead faculty person to ensure part time faculty support.

Foremost, the requirement that all faculty be instructionally current ensures faculty are properly prepared for their instructional assignments.

Focus on employment process and coordination of personnel files to ensure checks and balances are in place for appropriate credentia ling of business faculty.

STANDARD 6: PROCESS MANAGEMENT

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of a global society. The institution must also provide adequate support services and resources to facilitate student success. All business graduates are expected to be competent in the following:

- Knowledge of essential elements and operations of a business
- Knowledge of business ethics
- Computer literacy
- Global business awareness
- Critical thinking and research skills

Business programs require at least the following: 25 percent professional component, 25 percent general education component, and 25 percent business major component (courses for the associate degree beyond the professional component devoted appropriately to the student’s area of concentration). For transfer degree programs with documented justification, the business major component and/or the professional component may be satisfied by non-business courses.

Criterion 6. 1 Curriculum

Institution Response

A. Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.

B. Describe how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

Observations of Evaluator:

Is there evidence that this criterion has been met?  ☒ Yes  ☐ No

What supports your findings?
Key learning-centered process requirements are determined through faculty and stakeholders and channeled through administrative council. The meeting of curriculum objectives is facilitated through routine review, updates and communication, which is an extensive process. The HCC process starts with subcommittees, administrative council, Board of Trustees and all changes are sent to the Kansas Board of Regents. All online courses are taught utilizing a master course shells created by subject matter experts with the support of HCC instructional staff.

**Criterion 6.2 Professional Component**

At least 25 percent of the business curriculum must consist of a professional component including four of the following areas of study:

A. Accounting
B. Computer information applications
C. Quantitative methods of analysis
D. Principles of economics
E. Business in society - the international environment, legal/political environment, and ethical business behavior
F. Marketing
G. Entrepreneurship/free enterprise
H. Finance
I. Management

Specific courses are not mandated and equal time is not expected to be allocated to each area. Courses taught outside of the business unit may be used to fulfill the professional component. It is the responsibility of the business faculty to monitor such courses to ensure that they provide the competencies implicit in the professional component.

Courses that satisfy the professional component cannot be used to satisfy the general education component or the business major component.

**Observations of Evaluator:**

Is there evidence that this criterion has been met? ☒ Yes ☐ No

What supports your findings?

The curriculum emphasizes coverage and competency in oral and written communication. In a number of courses, students are tested on the mastery of the subject knowledge learned in previous courses. HCC students are tested using objective, subjective or a combination of testing methods to measure their retention of the content.

**Institution Response**

A. Complete the Professional Component portion of Table 6 Curriculum Summary for each program.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

**Observations of Evaluator:**

Is there evidence that this criterion has been met? ☒ Yes ☐ No

What supports your findings?
As evidenced by visual review of curriculum outlines for course offerings. The meeting of curriculum objectives is facilitated through development of course syllabi by faculty. Syllabi are reviewed and updated annually by faculty and department chair as needed. These syllabi reinforce the curriculum objectives developed by business faculty in coordination with IT staff for on-line courses.

**Criterion 6.3 - General Education Component**

The general education component must include at least 25 percent of the credits required for the associate degree and must consist of courses which contribute to the following educational goals:

(Note: All ten areas do not have to be included.)

1. Written, interpretive, and oral facility with the English language
2. An historical perspective
3. An understanding of the role of the humanities in human experience
4. A personal ethical foundation
5. An understanding of social institutions and the obligations of citizenship
6. Knowledge of science or mathematics and its applications
7. An understanding of contemporary technology
8. An understanding of the principles as well as the investigative strategies of the social sciences
9. An appreciation of the fine and performing arts
10. A global perspective

The content of general education courses may include more than one of the foundation objectives listed above. Some business courses, if conceived and taught in relation to the institution’s definition of general education, may be used to satisfy the general education component.

Courses that satisfy the general education component cannot be used to satisfy the professional component or the business major component.

**Institution Response**

A. Complete the General Education Component portion of Table 6 Curriculum Summary for each program.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

**Observations of Evaluator:**

Is there evidence that this criterion has been met? ☒ Yes ☐ No

What supports your findings?

The curriculum emphasizes coverage and competency in oral and written communication. In addition to business knowledge and skills, students complete a well rounded educational program with a foundation in general education courses which creates a balanced approach designed to better prepare graduates. Technology is interwoven throughout HCC’s curriculum and is part of its student success strategy in tutoring for academic deficiencies.
Criterion 6.4 - Business Major Component

At least 25 percent of the associate degree or associate of applied science degree must be devoted to courses appropriate to the student's business major beyond the professional component.

Programs that lead to an associate degree in business should be able to demonstrate that the programs include appropriate courses to prepare students for transfer or employment. Institutions offering degrees in business should have content-specific courses that build upon the professional component, have appropriate prerequisite courses, and offer students opportunities to expand knowledge in the major area of study. The curricular goals of each program/option should be reflected in the sequential arrangement of courses and the learning experiences provided to develop the competencies essential to practice in the areas of study.

A specialized business major should provide the following:

- Areas of specialization that build and/or organize knowledge dealing with specific aspects of business and its environment with interactions between these elements
- The ability to increase knowledge, understanding, and skills in prerequisite and concurrent courses and to integrate and apply these gains to subsequent business courses in the major
- The depth and breadth of knowledge, understanding, and skills in the content area of specialization beyond that which is in the professional component
- Application of knowledge that is utilized by internships, field experiences and cooperative education, simulations, and/or similar activities which enhance the professional education experience

Courses that satisfy the business major component cannot be used to satisfy the professional component or the general education component.

Institution Response
A. Complete the Business Major Component portion of Table 6 Curriculum Summary for each program.
B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

Observations of Evaluator:

Is there evidence that this criterion has been met? ☒ Yes ☐ No

What supports your findings?

Many courses are designed to provide hands-on learning in a small class environment with enhanced opportunities for faculty/student interaction. HCC business unit has taught courses on special topics based on Advisory Board members recommendations (banking, customer service, accounting) to capitalize on an instructional specialty, capability, or a timely topic of interest.
**Criterion 6.5 Off-Campus Operations and Unique Items**

The accreditation process includes a review of all business program academic activities at all levels. If an institution has a branch campus or campuses where an entire degree can be earned, then the accreditation process will include all locations and alternative instructional deliveries at one time unless otherwise agreed upon prior to conducting the self-study.

**Institution Response**

A. Provide the number of business student credit hours produced along with the total number of student credit hours generated for each campus.

B. Identify any branch campus at which it is possible for students to complete a degree program.

C. Explain other unique situations, if any, present at the institution requiring special understanding during the accreditation process (i.e., grading, credit hours of courses, etc).

**Observations of Evaluator:**

Is there evidence that this criterion has been met? ☒ Yes ☐ No

What supports your findings?

Faculty are properly prepared to deliver HCC business courses through a variety of mechanisms at off site locations based on the specific needs of the community, industry and students enrolled in programs.

**Criterion 6.6 Minimum Grade Requirement**

Business students must achieve a minimum grade average of “C” for graduation in business. This standard is intended to assure the quality of effective learning and minimum competency in the view of the faculty who assess student performances. The quality of effective learning is reflected in grade consistency and student learning performance outcomes. The business unit should continually monitor grade distribution and student learning outcomes and demonstrate that faculty are informed and involved in improving the evaluation process.

**Institution Response**

A. Provide evidence that business students from an associate degree program have a minimum grade average of “C”, such as a letter of certification from the registrar or a catalog statement.

B. Describe how the institution ensures compliance regarding minimum grade requirements.

**Observations of Evaluator:**

Is there evidence that this criterion has been met? ☒ Yes ☐ No

What supports your findings?

Smaller class sizes enhance faculty members’ abilities to more accurately assess student’s comprehension and learning through class interaction and to make adjustments for referrals to the
student success center for tutoring. Faculty received dedicated training in advising to ensure mandatory compliance for requiring meetings every semester with students based on degree audits to ensure minimum grade compliance.

**Criterion 6.7 Learning and Academic Resources**

Comprehensive and current learning resources should be available to students and faculty which includes library services, tutorial support, open labs, media services, instructional technology support, etc. Students receiving instruction at remote sites should have access to learning and academic resources. Library holdings should be sufficient in size and scope to complement the total instructional program of the business unit, to provide incentive for individual learning, and to support research appropriate for the faculty.

**Institution Response**

A. Describe the business unit faculty’s participation in the library’s acquisitions program to ensure the availability of current business learning resources.

B. Describe how off-campus students have access to the same research and reading assignments as on-campus students. This may include evidence of library resources at other locations in the community or by electronic access or inter-library loans.

C. Describe the availability and utilization of other learning and academic resources (tutorial services, instructional technology support, open labs, etc.)

**Observations of Evaluator:**

Is there evidence that this criterion has been met? □ Yes □ No

What supports your findings?

Online databases with a newly developed e-book enhancement are available to faculty to expand library holdings. Faculty provide web based links electronically through technology enhanced software (Angel).

**Criterion 6.8 Support Services**

The business unit should have adequate institutional support services such as administrative, clerical, technical, laboratory, and advising support to meet the needs of its programs.

**Institution Response**

A. Describe the level of institutional support services available to the business unit.

B. Describe how the business unit manages support services to promote student success and achieve the mission of the business unit.

**Observations of Evaluator:**

Is there evidence that this criterion has been met? □ Yes □ No
What supports your findings?

HCC business unit utilizes English faculty, Math faculty and dedicated student success staff to assist in advising for student success. There was evidence of supportive services during visual campus/faculty tour of libraries, laboratories, classrooms etc.

**Criterion 6.9 Educational Innovation**

All business schools and programs should provide an environment that encourages and recognizes innovation and creativity in the education of business students.

**Institution Response**

A. Describe how the business unit encourages and recognizes faculty and staff innovation and creativity.

B. Provide evidence of innovations and creativity that have been implemented by the business unit.

**Observations of Evaluator:**

Is there evidence that this criterion has been met? ☒ Yes ☐ No

What supports your findings?

By incorporating technology HCC is able to keep current information provided to students and faculty for short-range planning. Course availability is balanced in a way to assure classes are scheduled across a range of times that maximizes the ability of students to take the courses they need. Learning-centered processes are implemented based on faculty advising to ensure student success.

**Criterion 6.10 Articulation and Transfer Relationships**

For the purpose of defining roles, relationships, and procedures which promote the interests of transfer students, the business school or program must provide evidence of articulation and/or course transfer arrangement. On-going communication is the key to effective articulation. A product of this communication process should be a course equivalency document that specifies the type and amount of credit that an institution accepts in transfer. Institutions are encouraged to implement articulation agreements whereby associate degree graduates can obtain junior status and the equivalent of two years’ credit toward specified baccalaureate degrees.

**Institution Response**

A. List the principal transfer institutions for which the business unit’s institution receives, sends, or transfers students.

B. Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study.)

C. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.
D. Describe the student advisement process that counsels students as to the transferability of course work.

**Observations of Evaluator:**

Is there evidence that this criterion has been met? ☒ Yes ☐ No

What supports your findings?

HCC works to keep processes current with educational needs and directions. HCC uses a combination of external feedback and internal review mechanisms to attain process improvement. Based on accounting exam results, the management department added an introductory course to its required courses to improve the financial knowledge of management majors to assure adequate coverage of key concepts, thereby improving scores and transition to transfer institutions.

**Summary of Standard 6 – Process Management**

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 6 - Process Management.

**Observations of Evaluator:**

Is there evidence that this standard has been met? ☒ Yes ☐ No

What supports your findings?

Faculty advising every semester with students based on degree audits have ensured a smooth transition with transfer agreements. Smaller class sizes and class interactions with students have created a synergy to student learning and success.

**SELF-STUDY SUMMARY**

1. Provide a brief summary of the self-study that includes an overview of the strengths and opportunities for improvement identified at the end of each standard.

2. Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification.

3. Explain how student achievement will be made public.

**Observations of Evaluator:**

Is there evidence that these statements have been addressed? ☒ Yes ☐ No

What supports your findings?

The summary list at the end of the self-study was an honest appraisal of the business unit’s strengths and OFI’s.