

Self-Study Report for Reaffirmation

Prepared for the

Association of Collegiate Business Schools and Programs

Self-Study Year 2006–2007

Published August 2007

TABLE OF CONTENTS

List of Abbreviations	
School of Business Overview	1
Criterion One: Leadership	6
Criterion Two: Strategic Planning	10
Criterion Three: Student, Stakeholder, and Market Focus	12
Criterion Four: Measurement, Analysis, and Knowledge Management	16
Criterion Five: Faculty and Staff Focus	19
Criterion Six: Process Management	23
List of Exhibits	24
Appendix	25

LIST OF ABBREVIATIONS

<u>Abbreviation</u>	<u>Meaning</u>
AAS	Associate of Applied Science
ACCT	Accounting
AS	Associate of Science
BUS	Business
CAD	Computer Assisted Drafting
CCSSE	Community College Survey of Student Engagement
CIS	Computer Information Systems
COMM	Communications
CS	Computer Science
CTE	Career and Technical Education
DACUM	Determine a Curriculum (focus group)
DEX	Delta Epsilon Chi
Dixie	Dixie State College
ECON	Economics
ENGL	English
ETS	Educational Testing Service
FIN	Finance and Credit
HIST	History
HLAC	Health and Lifetime Activities
IAS	Instructional Assessment System
LAN	Local Area Network
LOG	Logistics
MCSE	Microsoft Certified Systems Engineer
MKTG	Marketing
MTG	Management
PAC	Program Advisory Committee
PC	Personal Computer
POLS	Political Science
TRAX	Wasatch Front Light Rail System

adsfasdf COMMUNITY COLLEGE SCHOOL OF BUSINESS—OVERVIEW

1. Self-Study Committee

Chair sdfsadfsdf Division Chair, Business Administration Division
 asdfasdf Assistant Professor, Accounting
 sadsdf Professor, Marketing Management
 asdfsdf Professor, Computer Information Systems
 asdfsadf, Instructor, Business Management

Self-Study Coordinator:

Name:
 Phone:
 Fax:
 Email:

Primary contact during site visit:

Name:
 Phone:
 Fax:
 Email:

2. Academic Degrees

Be sure to include a column in the table which programs are to be accredited by ACBSP.

Division	Department	Program	# Conferred 2007*
Business Administration	Accounting	Accounting AAS	12
		Accounting Certificate	4
	Business Management	Business Mgt. AAS	9
		Business Mgt. Certificate	1
		Production Operations & Supply Chain Mgt Emphasis	0
		Small Business Ownership Emphasis AAS Emphasis	1
		AA in Business	30
	AS in Business	188	
	Finance & Economics	Finance and Credit AAS	6
		Finance and Credit Certificate	1
Economics AS		3	
Computer Information Systems, Marketing & Paralegal Studies	Computer Information Systems	Computer Information Systems AS	13
		Personal Computing Certificate	0
		Computer Programming/Design Emphasis AAS	0
		E-Commerce Emphasis AAS	2
		Integrated Systems Specialist Emphasis AAS	2
	Marketing Management	Marketing Mgt. AAS	1
		Marketing Mgt. Certificate	3

Table 1 *Represents preliminary data at the time of self-study preparation; official graduation numbers pending from Institutional Research

3. Business Unit Description

The asdfasdfsad Metropolitan area is the main business center for the Intermountain West between major city 1 and major city 2.

asdfasdfsad is a comprehensive community college committed to serving all segments of society through an open-access admissions policy and by offering fair and equal treatment to all students. The College offers a

comprehensive educational program and serves the community in teaching and lifelong learning.

asdfsdfs is a right-to-work state, so asdfasfC does not have a collective bargaining unit. However, both faculty and staff have an association that represents their interests to administration.

asdfasf provides a variety of services for industry and for the community. Training needs are met through:

- The asdfasf Business and Conference Center.
- The Small Business Development Center.
- Custom Fit Training.
- Short-term intensive training.
- Continuing Education credit and non-credit courses.

Updating professional skills for business, industry, governmental entities, and/or individuals is done through:

- Professional development workshops.
- Internet-based learning.
- Health and safety training.
- Credit program courses via electronic formats.
- Conferences in management and other customized training.
- Computer training—PC programs, LAN, CAD, MCSE or specialized needs.

Note: All data contained in this self-study document is the most current available at the time of self-study preparation. State comparative data was taken from the sfdgdfasd System of Higher Education 2006-2007 Data Book (Exhibit 21).

xcvbxvcv has 23,822 students (headcount). There are 14 campuses and sites to serve students in the zxcvzxcve metropolitan areas. Additional statistics show that:

- 51.39% are male, 48.61% are female.
- 95.7% are Dfa residents; 4.3% are foreign students or from states other than Dfa.
- The average age is 26 years.
- 14.2% of the students are minorities.
- There are approximately 2,000 students with disabilities.

As reported in the asdfsdfs*Fact Book 2006–2007* (Exhibit 1, Table 10), there are approximately 2,600 declared majors in the School of Business. The number of Business majors is exceeded only by the number of General Studies and Health Science majors.

Tables 2, 3, and 4 show residency, gender, and ethnicity demographics for students with declared Business majors who attended at least one course during the 2005–2006 academic year. Figures 1 and 2 show minority and financial aid statistics for 2006–2007. The data is not perfect, but gives a good picture of the diversity of the students. Data in these tables differ from the ASDFASDFSD *Fact Book* in that they capture unduplicated headcount over a full academic year instead of one semester. See Appendix E for state and country of origin details.

School of Business Students, 2005-06		
Resident Students	3,674	94.6%
Non-Resident Students	112	2.9%
International Students	97	2.5%
Total	3,883	100.0%

Table 2

Student Gender, 2005-2006		
Female	1,467	37.8%
Male	2,366	60.9%
Not Specified	50	1.3%
Total	3,883	100.0%

Table 3

Student Ethnicity, 2005-2006		
African American	58	1.5%
Asian	134	3.5%
Caucasian	3,019	77.7%
Hispanic/Latino/Latina	287	7.4%
Native American	39	1.0%
Non-Resident Alien*	101	2.6%
Not Specified	187	4.8%
Other	15	0.4%
Pacific Islander	43	1.1%
Total	3,883	100.0%

*The number of non-resident alien students does not equal the number of International students, because the registration status for a few of the non-resident alien students is either resident or non-resident

Table 4

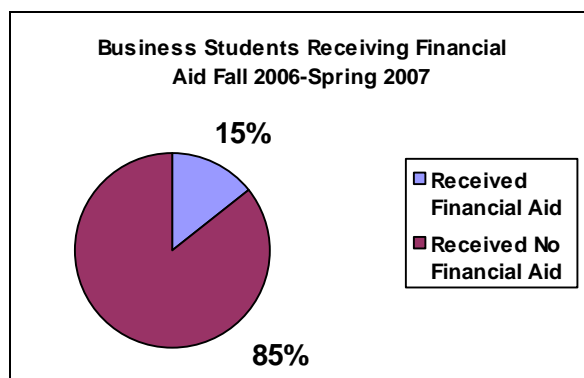


Figure 1

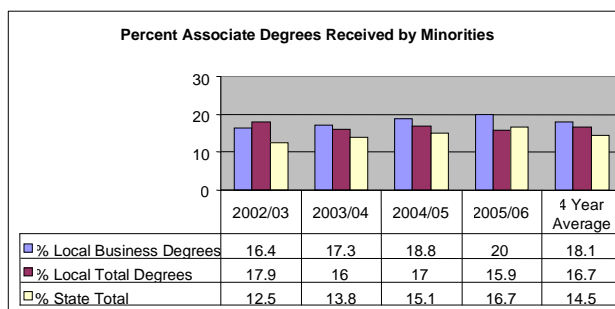


Figure 2

Additional demographical information can be found in Exhibit 1, *ASDFASDFSD Fact Book 2006–2007*.

The asdfasdf School of Business:

- Supports efforts of the Disability Resource Center to meet the needs of students with disabilities.
- Offers classes during the day, the evening and on Saturdays to meet the needs of students who are traditional and non-traditional and who work a variety of hours.
- Teaches business classes at some of the fourteen ASDFASDFSD locations (list locations and online/distance).
- Offers courses for two-year business degrees at names of other cities..
- Coordinates curriculum with universities inside and outside of Dfa to facilitate students' transfers from ASDFASDFSD to other institutions. A comprehensive statewide articulation agreement has been developed for business schools and programs throughout Dfa. This articulation system and process has become a model for good articulation practice and is included in the ACBSP Articulation Resource Kit.

- Supports education through cooperative course work that allows students to gain college credit for work experience.
- Invites representatives from business, industry, and other educational entities to sit on advisory boards to offer input into programs.
- Provides a resource where employers can find future employees and where students can find employment in their field of study.

4. Regional Accreditation

Regional accreditation for dfasdfasdfsdf is granted through the Northwest Commission on Colleges and Universities. A copy of the most recent letter of reaffirmation can be found as Exhibit 2.

5. Asdfasdfsdf Mission Statement

ASDFASDFDSF MISSION STATEMENT

Approved by the ASDFASDFDSF Board of Trustees on December 14, 2005

Asdfasdfsdf is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers.

The College fulfills its mission by:

- Offering associate degrees, certificate programs, career and technical education, developmental education, transfer education, and workforce training to prepare individuals for career opportunities and an enriched lifetime of learning and growing;
- Offering programs and student support services that provide students opportunities to acquire knowledge and critical thinking skills, develop self-confidence, experience personal growth, and value cultural enrichment;
- Maintaining an environment committed to teaching and learning, collegiality, and the respectful and vigorous dialogue that nourishes active participation and service in a healthy democracy.

The Asdfasdfsdf Mission Statement and Goals are included the *ASDFASDFDSF General Catalog* (Exhibit 3, page 10) and on the College Web site at **website address**. A detailed description of the Goals is also shown in Appendix B.

ASDFASDFDSF VISION STATEMENT

Asdfasdfsdf will be the premier comprehensive community college in the nation.

ASDFASDFDSF GOALS

Approved by the ASDFASDFDSF Board of Trustees on December 14, 2005

- A Learning College
- Career Education
- Technology
- Diversity
- A Partner in the Community
- Marketing and Public Relations

6. School of Business Mission Statement

SCHOOL OF BUSINESS MISSION STATEMENT

We endorse and implement the College Mission. Our purpose is to serve the individual educational needs of our diverse community with the highest quality courses and programs in business and industry. We make opportunities become reality.

In addition to the Mission Statement, the School of Business has developed a Vision Statement, a list of Core Values, a list of Guiding Principles, and a list of Goals Statements that can be found under Criterion 1.2; in Exhibit 6, School of Business Strategic Action Plan; in Appendix A; and on the Web at [http://www.name of schoolwebsite.edu](http://www.nameofschoolwebsite.edu).

7. ASDFASDFDSF and School of Business Organization Charts

A copy of the Asdfasdfsdf organization chart can be found in Appendix C and on the Web at [location on website](#). The School of Business organization chart can be found in Appendix D.

ASDFASDFDSF is a publicly funded college in the Dfa System of Higher Education. The College is governed by the Dfa State Board of Regents and the Dfa State Legislature. Under the Board of Regents is the Asdfasdfsdf Board of Trustees to which the College president is accountable.

8. ASDFASDFDSF Governing Body

ASDFASDFDSF Board of Trustees	2006-2007 Meeting Schedule
asdfmas, Chair	September 13, 2006
Gsdf, Vice Chair	October 11, 2006
Jesdferson	November 8, 2006
Besdfa, Alumni President	December 13, 2006
Ricsdfasdford	January 10, 2007
Jasdfdsdwards	February 14, 2007
Whisdfasdf, Student Body President	March 14, 2007
Lsdasdna	April 11, 2007
Stasdasdf	May 9, 2007
Laasdfasdfcock	June 13, 2007
	July – Vacation Month
	August 8, 2007
Yvasdfdsfley, Secretary	

Board of Trustees meetings are held on the 2nd Wednesday of the month, unless change is agreed upon by the Board. Members of the Board of Trustees are appointed by the Governor and represent a variety of applicable interests within the community.

9. Competitive Factors

Competitive Advantages

- High-tech classrooms.
- State-support yields financial stability.
- Well known in service area.
- Relatively small class sizes.
- Internet course offerings.
- Attractive facilities.
- Open computer labs.
- Up-to-date computer labs.

- Wireless Internet access for students.
- Tuition and fees lowest in service area.
- Industry partnerships.
- ACBSP accreditation.
- Convenient schedules; days; evenings; weekends.
- Good access to campus locations (bus, TRAX, freeway, main roads, etc.).
- Bus and TRAX (light rail) available free to students.
- Articulation agreements with many four-year business programs.
- Graduate-degree credentialed faculty with applied industry experience.
- Campus and site locations convenient to work and home (14 locations throughout the service area).
- Variety of food services.
- Lifetime Activities Center available to students, faculty, and staff free.

Emerging Market Forces

- Increasingly scarce legislative funding.
- Expanding ZXfasdh economy weakens enrollment in the short term.
- Increasing choices of business programs by other institutions.
- asdfuness College moved to new and bigger facilities.

Colleges and Universities in Direct Service Area Offering Business Programs			
Institution*	Public/Private	Type	Graduate Program?
University of asdfasdtah	public	4-yr	yes
ASDFASDFDSF	public	2-yr	no
Weasdfasdege	private	4-yr	yes
Uniasdfdenix	private	4-yr	yes
Basdfadnter	private	4-yr	yes
Usdfasnsion	public	4-yr	yes
LDasdfasdfCollege	private	2-yr	No
Several proprietary vocational institutions are also in the service area.			
*Institutions are listed in order of approximate student enrollment.			
Articulation agreements are in place with all 4-year business programs in the State of sdfs, both public and private (list of four year institutions)			

Table 5

Asdfasdfsdf is the only two-year, state-supported college in Dfadsdfasdf and Tooele Counties. ASDFASDFDSF population demographics are the largest in the State of Dfa and are described in the following tables:

SERVICE AREA: DFADSFADFASDF & TOOELE COUNTIES

Population	2000 Census	2006 Estimate
Sasdfscounty	898,387	978,701
Toasdfscounty	40,735	53,552

SURROUNDING COUNTIES

Dasdasy	238,994	276,259
Wasdfsty	196,533	213,247
Uasdfsdfy	368,536	464,760

Table 6

POPULATION ETHNICITY

DFADSFADFASDF COUNTY 2006 ESTIMATES

DFA OVERALL

White	92.2%	93.8%
Black	1.3%	1.0%
American Indian/Alaska Native	0.9%	1.3%
Asian	2.9%	1.9%
Native Hawaiian/Pacific Islander	1.3%	0.7%
Two or more races	1.5%	1.3%
Hispanic/Latino	14.7%	10.9%
White, non-Hispanic	78.1%	83.5%

Table 7 Source U.S. Census Bureau: State and County QuickFacts. Data Derived from Population Estimates, 2000 Census of Population and Housing, 1990 Census of Population and Housing, Small Area Income and Poverty Estimates, County Business Patterns, 1997 Economics Census. Last Revised Monday, May 7, 2007, at 09:36:36 EDT. Retrieved from <http://quickfacts.census.gov/qfd/states/49/49035.html>.

CRITERION ONE: LEADERSHIP

Introduction

The School of Business is led by a dean, Dasd Aasdfsdfen. Assisting Dr. Anasdfsdfen are two Division Chairs: Dr. Basdfsdfasfth and Dr. Laasdfsdfdsfger. From decades of experience and training, the following systems of leadership and direction have been developed:

- Establish high expectations for all employees in the School of Business.
- Set the example of work ethic, dedication to the College and the School of Business, and find innovative solutions to problems.
- Hire employees who fully understand and accept the expectations of the School of Business.
- Set goals annually with faculty, staff and administrators.
- Monitor performance annually, and issue letters of progress to acknowledge faculty contributions or letters of concern to assist with changes in performance.

1.1 Quality and Commitment Demonstrated to Students and Stakeholders

Faculty participate in—and administrators encourage and support participation in—active learning groups, conferences and professional associations related to School of Business disciplines and to build teaching skills. The School of Business supports faculty efforts to keep professional licenses current where licensing standards adhere to industry standards. Administrators also encourage faculty to attend annual continuing professional education courses. In addition, ASDFASDFDSF provides a \$500 per-year tuition reimbursement for faculty who take advanced courses.

The School of Business opens its doors to the public and to businesses. Under the open enrollment policy of the College, anyone who desires an education from the School of Business may be admitted. The School accepts students of all ages, economic backgrounds, ethnicities, religions and levels of previous academic achievement.

The ASDFASDFDSF academic goals are tied directly to the outcomes assessment process for each program and course within the School of Business (See Exhibit 7, School of Business Department Outcomes Assessment Documentation). This is also described in detail under Criterion Four.

Further evidence of the School of Business commitment to students and stakeholders is demonstrated by technology-based and enhanced instruction. For example, online transfer courses have been taught by full-time faculty in the School of Business for more than a decade. Full-time

faculty members have considered online courses to be a high priority and as important parts of their programs. These faculty members have developed the requisite skills to deliver quality courses online and to make them equivalent in rigor and content to those taught in a traditional manner. Online courses allow students throughout the world to find excellent educational opportunities from Asdfsdfdsf and to continue their education toward a business degree.

During the self-study year, each online business course went through a rigorous peer review to meet comprehensive standards of online instruction. These standards, developed by Asdfsdfdsf, were based upon national guidelines and best practices for the delivery of online courses.

Each program in the College is reviewed every five years by the Board of Regents, annually by Program Advisory Committees (PACs), and CTE programs are reviewed regularly by the Dfa State Office of Education.

Administrators in the School of Business prudently manage financial resources through budgeting and strategic planning processes. Departmental needs are assessed at least annually, discussed openly, and prioritized. Expenditures for equipment and computer labs are made according to available resources and established priorities.

The School of Business meets program and faculty needs within allocated financial resources. Prudent management of these recourses demonstrates a commitment to fiscal responsiveness to students and stakeholders. See Exhibit 12, “Budgetary Forms, Processes, and Documents.”

The School of Business monitors student and stakeholder progress by using a variety of performance indicators. Key measurement results are shown below in Figures 3 through 8.

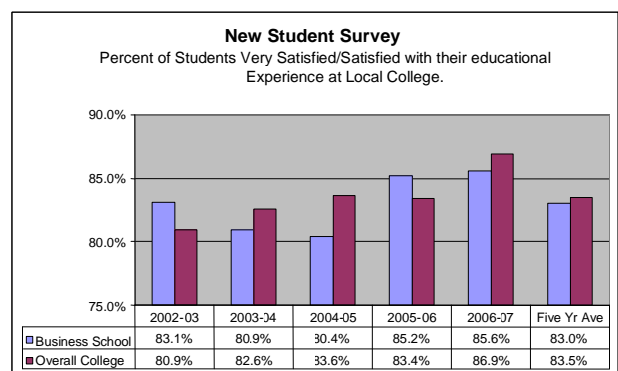


Figure 3

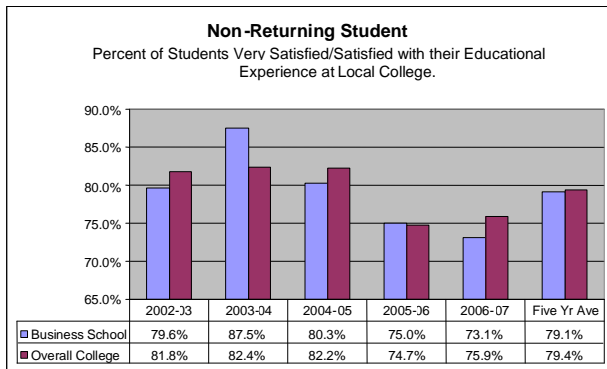


Figure 4

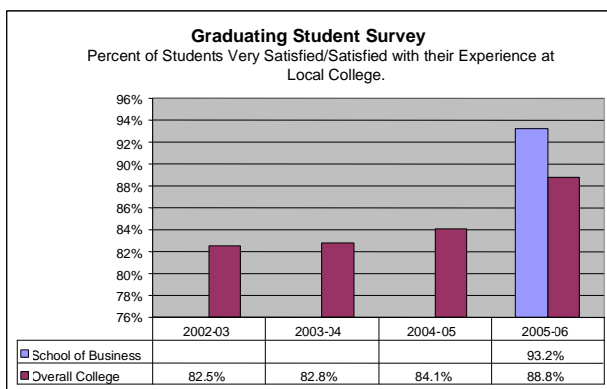


Figure 5

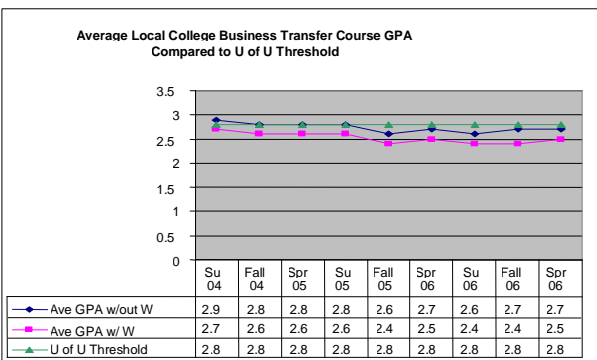


Figure 6

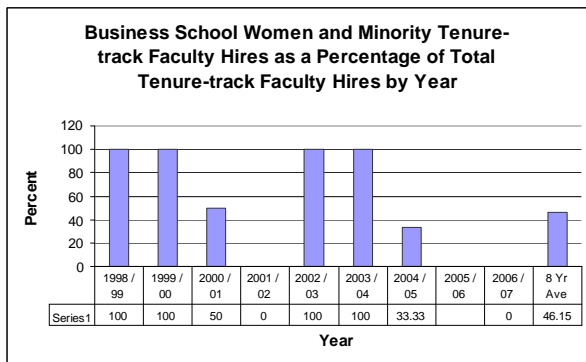


Figure 7 Note: No new faculty hires in 2005/2006

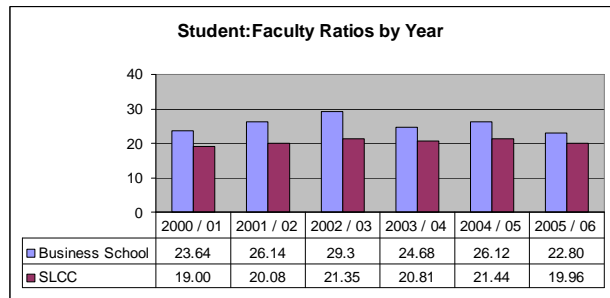


Figure 8

1.2. Mission and Vision Statements Articulation, Emphasis and Focus

SCHOOL OF BUSINESS VISION STATEMENT

We will be the school of choice for students seeking courses, certificates and two-year degrees in business.

SCHOOL OF BUSINESS MISSION STATEMENT

We endorse and implement the College Mission. Our purpose is to serve the individual educational needs of our diverse community with the highest quality courses and programs in business and industry. We make opportunities become reality.

The Mission, Vision, and Core Values Statements, along with the Guiding Principles and Goals, are found in the School of Business Strategic Action Plan as Exhibit 6, in Appendix A, and on the Web at www.sampleschoolwebsite.edu.

The Mission Statement, Vision Statement, Core Values, Guiding Principles and Goals Statements are reviewed by the School of Business Strategic Planning Team that meets monthly during the academic year. They are also reviewed annually at School of Business faculty meetings, with department coordinators, in department meetings, and by the program advisory committees. The Strategic Planning Team monitors and tracks progress toward goals.

SCHOOL OF BUSINESS CORE VALUES

Students are our Highest Priority

We value the following:

- Quality education
- Student-centered learning
- Professional development of faculty and staff
- Community involvement
- Personal, cultural and ethnic diversity
- Integrity, responsibility, honesty and ethical conduct
- Student learning outcomes assessment
- Continuous Improvement
- Lifelong learning
- Forward thinking and change

1.3. Values and Expectations

1.3.1 Development

Along with the Mission, Vision and Core Values Statements discussed in 1.2 above, the School of Business has developed Guiding Principles, a statement of expectations for faculty, administration, staff and students. The Principles are based on the School of Business Values, and are articulated in the School of Business Mission Statement. The Guiding Principles can be found in Exhibit 6, School of Business Strategic Action Plan, in Appendix A, and on the Web at www.sampleschoolwebsite.edu.

The Values are deployed through the institutional culture, infrastructure and processes. They are a verbal expression of what we strive to be and to become and who we are for our students. We strive to talk the talk and walk the walk.

1.3.2 Values Communication and Reinforcement

The Values are established at the beginning of an employee's experience in the School of Business. The hiring process focuses on recruiting individuals who demonstrate commitment and respect to our expressed Values. The Values are also found in the development of fair and equitable processes for faculty and staff development and evaluation. The Values are demonstrated to students as is evidenced by IAS evaluations (Exhibit 9), student satisfaction surveys (Figures 3, 4 and 5), and faculty peer evaluations that focus on teaching effectiveness and outcomes assessment (Exhibit 10).

1.4. Student/Stakeholder Requirements and Expectations Reflected in the Vision and Values

Students are our first priority, and the School of Business Values were developed with that objective in mind. Each value directly affects students. Whether it also affects faculty, staff and/or administration, the bottom line is that our students benefit. All core processes in the School of Business serve to enhance the educational quality and experience. This is evidenced through:

- Curriculum development
- School of Business scholarships
- Partnerships
- Service learning
- Outcomes assessment
- Faculty evaluation
- Faculty development
- Student clubs including DEX
- Outside speakers/business leaders
- Internships and cooperative education

Evidence for the above items is available in the Resource Room in Exhibits 6, 7, 11, 13, 14, 15, 16, 17, 22, 24, 25, 26, 27 and 28.

1.5. Faculty and Staff Understand the Vision and Values

The newly developed Vision and Values Statements were shared with all faculty at annual school meetings in Fall 2005 and 2006. They are reviewed in monthly coordinator meetings and have been distributed electronically to all faculty members. The Vision Statement was placed on a number of promotional items—shirts, pens, letterhead, etc.—that were distributed to faculty and staff during Spring Semester 2007.

The Self-Study Committee sought to determine if the Vision and Values Statements were understood by faculty and if faculty related their professional practices to the Statements. In Spring Semester 2007, an informal survey was conducted giving all School of Business faculty members the opportunity to respond. A copy of the survey can be found in Appendix G. Two questions were asked: (1) Do you feel you have a general understanding of the School of Business Vision Statement, Mission Statement, and Statement of Core Values, and (2) Is there at least one item identified in the Vision Statement, Mission Statement and/or Statement of Core Values that you believe can be attributed to your professional practice as a faculty member at ASDFASDFDSF?

Just under half of the faculty and four administrators and staff responded to the survey. 100% of all respondents answered yes to both questions. All respondents clearly identified a connection between their professional practices and the School of Business Vision and Values.

1.6. Progress Review, Measurement, and Improvement

The School of Business Strategic Planning Team meets monthly to review the Strategic Plan. Information from stakeholders is gathered, analyzed and discussed to see if there is anything that needs work and if the measurements are valid. The Strategic Planning process includes a feedback loop (See Appendix H). Each goal is analyzed and evaluated against the benchmarks, and measures of success are determined. Areas of improvement are identified and incorporated into current planning cycles.

The Strategic Planning Document is color coded to identify completed goals that were identified through this process (See Exhibit 6, School of Business Strategic Action Plan).

1.7. The ASDFASDFDSF School of Business is a Role Model for Areas of Public Interest and Concern

School of Business faculty and administrators are very busy serving areas of public interest and need. ASDFASDFDSF allows two days per month as consulting days (See Exhibit 8, *ASDFASDFDSF Policies and Procedures Manual*, Chapter 2, Section 3.02) for employees, and School of Business faculty and administrators take advantage of this opportunity. Among those activities:

- Training for businesses on a variety of topics.
 - Speakers for businesses and organizations in the community.
 - Volunteers in positions and organizations such as the National Association of Credit Managers (NACM).
 - Supervising internships and cooperative education.
 - Partnerships with Northwestern Financial Network, the Dfadsfadfasdf Credit Union, and a Manufacturing Extension Partnership.
 - The Dfa Department of Transportation contacted the ASDFASDFDSF Accounting Department for help writing exams for accountant hires.
 - A variety of articulation agreements with other institutions (The Dfa articulation model is cited in the ACBSP Articulation Resource Kit.).
- Regular inquiries via telephone and e-mail wanting to hire our students.
 - Job Expo each April for the College and the community put on by the Marketing Management Department faculty and students.
 - A qualified faculty member loaned to the Dfa Legislature each year as staff for the legislative session.
 - Service learning as a key component of several School of Business courses (Exhibit 24).
 - Faculty members are board members and/or advisors for civic and governmental organizations.
 - The School of Business participates in fair hiring practices, recycling programs, and a UTA partnership allowing students to ride TRAX (light rail) and busses free and at \$10 per year for faculty and staff.

CRITERION TWO: STRATEGIC PLANNING

2.1 Strategic Planning Process

Strategic Planning Team

Dr. Josdfadsfdfrden, Dean, School of Business
Dr. Blasdfasdfsdf, Chair, Business Admin. Division
Casdfdsfsdfdfsk, Instructor, Marketing Management
Jdsfdfdfdng, Instructor, Finance/Economics
Radsfsdfson, Asst. Professor, Business Mgt.
Ddsfsdfdn, Instructor, Business Management
Bradfsfdhen, Professor, Computer Info. Systems
Lydsfdfsdffury, Professor, Accounting

Planning and evaluation in the School of Business occurs on many levels under the leadership of administrators with broad participation of faculty and staff. The process is inclusive and cross-functional, involving faculty, staff, students, alumni, advisory boards and area businesses. The process focuses on relationships among student needs, academic programming, physical resources, financial resources and school and institutional growth.

The School of Business Strategic Planning Team is responsible for aligning the School's strategic and fiscal planning and evaluation efforts with the College Mission, Values and Goals. The Team was organized during Fall Semester 2005. Existing strategic planning documents were merged, streamlined and organized, and activities were categorized into targeted focus areas.

The Strategic Planning Team first developed and agreed to the School Vision and Mission Statements, the Core Values, and Guiding Principles (See Criterion One, p. 7). Next, School and individual department goals/objectives were developed through department representation on the Strategic Planning Team.

All departments in the School of Business systematically collect data, which is used both inside and outside of each department for ongoing planning. For example, current and former students are surveyed to determine satisfaction with their ASDFASDFDSF experiences. Information gathered from these surveys can be used by departments to modify curriculum or by the School as a whole to plan and prioritize curriculum, equipment purchases, and other student needs. Other examples include input from Program Advisory Committees (PACs), DACUMs (Determine a Curriculum), students, legislative mandate, College Goals, and the College Educational Master Plan developed through Academic Services.

Individuals have an important planning voice on department, division and School levels. Faculty and staff can communicate issues and initiatives to their coordinator/supervisor, who then brings the issues forward to the division chair and then to the Dean or an appropriate team for review and comment.

2.2 Evaluation and Improvement of the Strategic Planning Process

The Strategic Planning Team meets monthly during the academic year to evaluate the goals and progress of the Strategic Plan. During the self-study year, items are discussed and evaluated by the Strategic Planning Team as outlined in the following paragraphs.

During the previous two years, the former planning processes were examined. Great improvements were found in developing a strategic plan that was ongoing and dynamic as opposed to one that was static and dormant. Since that time, we have had a dynamic strategic plan that is flexible and evolving, and that responds to changing needs.

For example, during the past two years, we have focused on integrating the ASDFASDFDSF learning outcomes assessment objectives into the learning outcomes for the School of Business. Also, feedback from faculty indicated that action was needed to better articulate the current vision and values among faculty and staff in the School of Business. Programs were put into place to solve these two issues through the strategic planning process (See the Strategic Plan, Exhibit 6).

In an effort to establish a culture of evidence, the School of Business is gathering and utilizing more performance data than was considered in the past. Graphs and charts in the assessment section and throughout this report attest to this. Input and data comes from faculty evaluations, student learning outcomes assessments, surveys, ASDFASDFDSF surveys, ASDFASDFDSF Institutional Research, Dfa Workforce Services, etc. The data is used by faculty and administrators to improve the strategic planning processes.

The data is used in a comprehensive and systematic way for the improvement and advancement of the School of Business and to guide the allocation of resources to meet those goals, especially as they relate to student achievement.

Findings will continue to include an evaluation of previous goals and activities using both quantitative and qualitative data and analysis. The School will continue to utilize the results of its planning and evaluation activities to fulfill the College and School Missions.

School of Business full- and part-time faculty, staff, administrators, students and PAC members are involved in the Strategic Planning Process. See Criterion 2.1 above for a list of faculty and administrators on the Strategic Planning Team and the Strategic Planning Process Diagram in Appendix H.

2.3 Student and Market Needs, Competition, New Technology, Capital Equipment, Facilities, Training, and Personnel

Student and market needs, competition, new technology, capital equipment, facilities, training, and personnel are part of the School of Business planning process. The following are used in the planning process:

- Learning outcomes assessment; new, current, and graduating students' surveys; PAC meetings; partnerships and articulation agreements are used to evaluate student and market needs.
- Relationships with four-year business schools are maintained and strengthened through annual statewide meetings and regular review of articulation agreements. Articulation agreements are available in the Resource Room as Exhibit 11.
- Budgets are reviewed annually by ASDFASDFDSF to allocate limited resources to ever-expanding needs in changing technologies, existing capital equipment, personnel and insufficient and/or outdated facilities. Requests are made through an established prioritization process and are reviewed with other college-wide priorities. Institutional funds were made available through this process this past year to upgrade computers in the Accounting Lab. Additional funding has been allocated from department, division and school resources to meet needs not funded through institutional efforts. A copy of the budgeting forms and documents are available as Exhibit 12.
- Training and development of faculty and staff is done through an ASDFASDFDSF strategic process. The School of Business provides support funds to augment these efforts. The strategic purpose for this action is for faculty to develop skills that enhance the classroom experience for both students and faculty (See Exhibit 8 *ASDFASDFDSF Policies and Procedures Manual*, Chapter 2, Section 4.02).
- When new employees are needed, the School of Business follows established College processes for recruiting, interviewing and hiring. (See Exhibit 8, *ASDFASDFDSF Policies and Procedures Manual*, Chapter 2, Section 2.02) This process involves discussion at the department level concerning needs that must be fulfilled and a review by academic deans and the Academic VP concerning where resources are best allocated at that particular point in time. The full-time:adjunct faculty ratios provided by the School are considered as a part of this discussion.
- Departmental input is used to develop position descriptions, and then a search process is initiated to link department members and administrators in cooperation with the Human Resources Department. This process ensures that strategic planning needs for the School of Business are met.

2.4 Strategic Objectives and Timetables

The Strategic Action Plan contains nine goals, each with a process for implementation and evaluation. Each goal is divided into strategic objectives; each objective is tracked and followed through an implementation process: (1) action; (2) parties involved; (3) time frame; (4) resources needed; and (5) anticipated outcomes/measures of success (See Exhibit 6, School of Business Strategic Action Plan).

2.5 Action Plan Addresses Key Objectives

Each goal has an established action plan. The following statements describe how the action plans are deployed (See Exhibit 6):

- All identified outcomes in the Strategic Plan have associated evaluation criteria and assessment strategies. Administrators, faculty and staff from the School of Business oversee the collection and analysis of data to assess the outcomes of strategic planning activities and then develop computational tools needed to manage the Strategic Action Plan and supporting data.
- Systematic application of evaluative processes is becoming an integral part of strategic planning at the division and department levels.
- A balance between flexibility and adherence to established planning processes is to be retained. The reports of planned improvements are regularly updated as they are implemented and subsequently evaluated by the Strategic Planning Team.

2.6 Communication and Deployment of Objectives and Action Plans

All departments are represented on the Strategic Planning Team. Copies of the current Strategic Action Plan are distributed and discussed at each fall faculty meeting. The School, divisions and departments conduct regular meetings to discuss, evaluate and plan all aspects of the School planning efforts. This is coordinated by the Strategic Planning Team to standardize division and departmental planning efforts. Each action plan identifies the implementation process identified in 2.4 above (See Exhibit 6).

Some institutional assessment strategies are regularly completed and communicated to appropriate parties (e.g., annual faculty evaluation by students). Other assessments occur as the School, divisions and departments evaluate the effectiveness of their work; clearly stated assessment strategies in these areas are developed and incorporated into the Strategic Action Plan.

CRITERION THREE: STUDENT, STAKEHOLDER AND MARKET FOCUS

Introduction

Short- and long-term requirements are determined in a variety of ways. The School of Business collects and uses information from stakeholders including students, faculty, and business/industry representatives through surveys, PACs, and internal college processes. Faculty and administrators regularly attend local, regional, national, and international conferences to learn current and long-term trends in their respective disciplines. They meet with colleagues from stakeholder institutions to share transfer needs, discuss common issues, and to modify courses to best match common curriculum throughout the state.

The Dfa Business Academic Advisor's Network (UBAAN) is composed of business deans and academic advisors throughout Dfa. The Network meets regularly to discuss statewide business offerings and to determine business program articulation.

The School of Business seeks examples of best practices from the multiple sources identified above and seeks to implement practices—modified to student and stakeholder needs—that improve student offerings. An example of this is our Learning Outcomes Assessment Model that was developed as a result of information learned from several conferences and over several years of practice (See Exhibit 15, Learning Outcomes Assessment Model).

Student input is solicited and received by people closest to the issue—primarily faculty—with division chairs, the Dean, and the Business Advisor as added resources. The School of Business Learning Outcomes Assessment Model is designed to gather student feedback on learning expectations. Further, the ASDFASDFDSF Office of Institutional Research receives satisfaction survey feedback from current and former students.

Curriculum expectations are obtained from faculty who have industry experience as well as from PAC members who review School of Business programs on a regular basis and who provide input and recommendations. Students provide input through representation on PACs and through formal and informal evaluation methods regarding course and program outcomes and expectations. As needed, focus groups—composed of industry representatives—are conducted to provide more in-depth analysis of curriculum and student/educational outcome needs.

The Office of Institutional Research conducts annual satisfaction surveys with both current and former students. Information is categorized into program levels and reported to College stakeholders.

PACs serve as one link to industry for the School of Business. These committees report to the College

Advisory Council composed of key industry leaders. The PAC structure is used to support, build and foster meaningful partnerships that serve students and industry and help fulfill the School of Business Mission and Goals. Recent examples include scholarship donations from financial firms, participation in a national internship program (Northwestern Mutual Financial Network), program linkage to the Dfa Chapter of the National Association of Credit Managers, and a weekly on-going speaker series that connects entrepreneurs and business executives with ASDFASDFDSF business students (See Exhibit 25, ASDFASDFDSF Entrepreneurship Forum and Executive Leadership Series).

These activities work together to ensure that students receive program offerings that match business and industry needs and ensures a smooth and seamless transfer to four-year business programs throughout Dfa. Evidence is found in PAC meeting minutes and year-end reports (Exhibit 13), UBAAN articulation agreements (Exhibit 14), student satisfaction surveys (Exhibit 16), and outcomes assessment data (Exhibit 7).

3.1 Student Needs and Expectations

Awareness of student needs and expectations are maintained via four established mechanisms:

1. **Academic advising at the program level**—The School of Business has a full-time academic advisor to help students identify program requirements and to match those requirements with the students' past academic preparations and future academic goals. Students are advised regarding program requirements, detailed degree planning, and College-sponsored support services. Students are referred to appropriate College offices as needs are identified. The full-time advisor is assisted by full-time faculty and the respective division chairs in the School of Business.
2. **Full-time faculty maintain regular consultation hours**—Faculty and students use this time to discuss course and program issues, for help understanding course material, and for general program advising. Faculty are able to listen to students during this one-on-one time, to learn of students' needs and to determine and implement plans and strategies to help students meet those needs.
3. **Student Services support**—A large, comprehensive support services operation at ASDFASDFDSF is headed by a vice president. Many support mechanisms are in place to identify and fulfill student needs. Among the services offered are disability resources, academic advising, career counseling, health and wellness, financial aid, registration, admissions student retention initiatives, and many other services designed to provide students with the support necessary for a successful educational experience.

4. **Business School sponsored and supported labs**—The School of Business provides open, discipline-specific and general labs for business students. These labs are staffed with full- and part-time lab aides. One such lab supports accounting courses, a common requirement among all business programs. Students will sometimes express concerns and strengths to lab aides that they do not tell faculty. Lab aides also observe student problems and successes. This information is provided to full-time accounting faculty during monthly department meetings. As an example, a new accounting textbook was recently adopted in ACCT 2010 as a result of feedback received through lab aids.

3.2 Active Learning, Satisfaction and Student Development

Participation in business programs is tracked from enrollment data contained in the *ASDFASDFDSF Fact Book* (Exhibit 1) and the *Dfa System of Higher Education Data Book* (Exhibit 21).

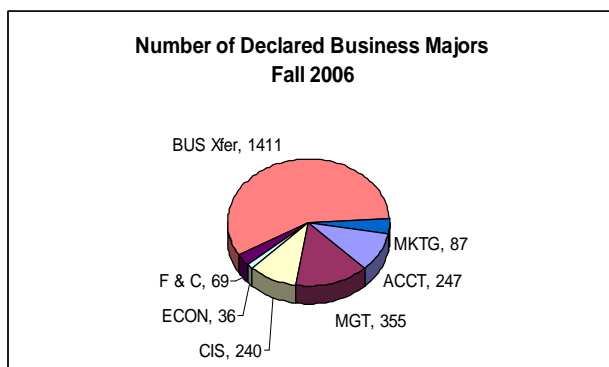


Figure 9

The ASDFASDFDSF School of Business produces nearly 44% of all Business associate degrees awarded in the State of Dfa (Figure 10).

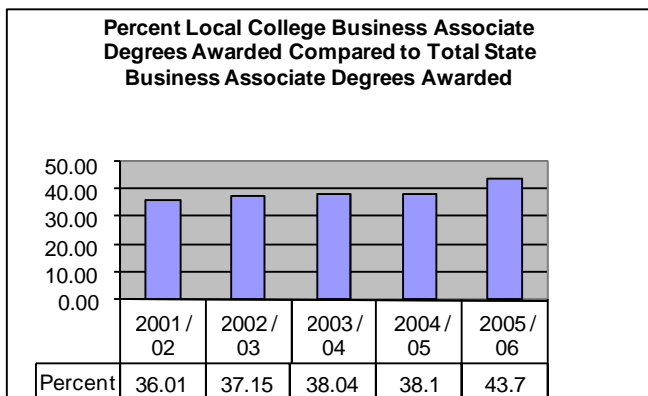


Figure 10

Degree recipients come from a diverse background of ethnic/racial groups (Figure 11). Eighteen percent of all ASDFASDFDSF Business Degrees are awarded to minorities compared to 17% at ASDFASDFDSF and 14% in the state of Dfa (Figure 12).

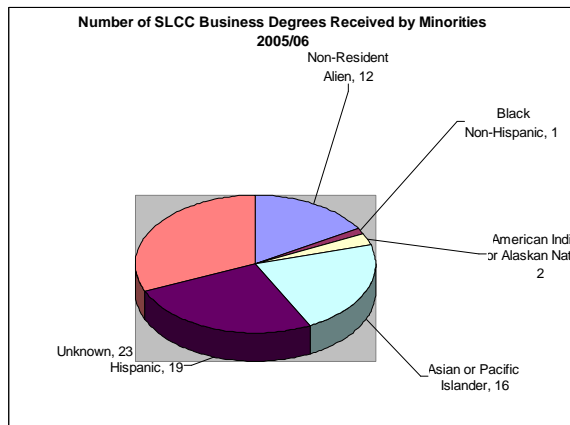


Figure 11

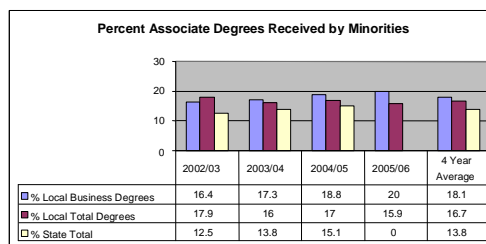


Figure 12

Thirty percent of the degrees in the School of Business are awarded to women compared to 51% at ASDFASDFDSF (Figure 13). Males tend to choose business majors more than females when compared to overall ASDFASDFDSF students (Figure 14).

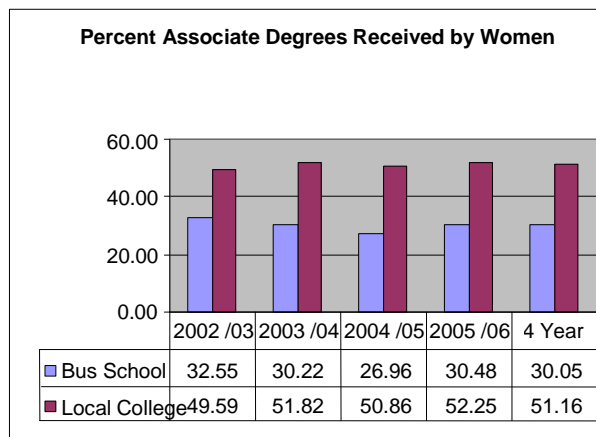


Figure 13

CCSSE—All Students					
Benchmark	ASDFASDFDSF Business Majors (165 Students)	Comparison Group Statistics			
			ASDFASDFDSF	ExLarge Colleges	2006 CCSSE Cohort
Active and Collaborative Learning	60.4	Benchmark Score	55.1	49.2	50
		Score Difference	5.3	11.2	10.4
Student Effort	53.6	Benchmark Score	48.8	49.5	50
		Score Difference	4.8	4.1	3.6
Academic Challenge	53.3	Benchmark Score	51	49.5	50
		Score Difference	2.3	3.8	3.3
Student-Faculty Interaction	52.4	Benchmark Score	49.9	48.5	50
		Score Difference	2.5	3.9	2.4
Support for Learners	48.8	Benchmark Score	47.1	48.9	50
		Score Difference	1.7	-0.1	-1.2
		Number of Colleges	1	38	447

Table 8

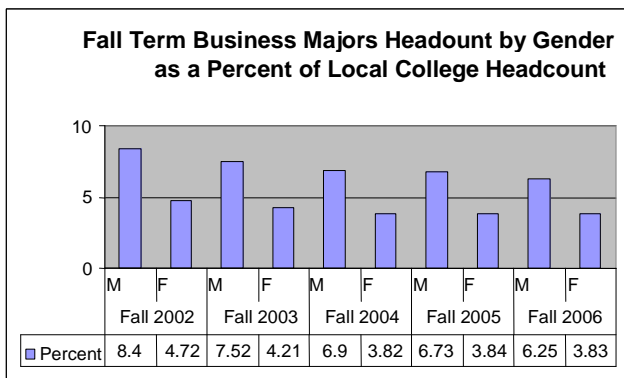


Figure 14

A recent CCSSE study shows ASDFASDFDSF business student participation in a variety of college services and offerings compares favorably to available student services programs at ASDFASDFDSF and large colleges nationwide. Of particular note, academic planning/advising, student organizations,

By far, the most commonly pursued major in the School of Business is the Business Transfer Degree. Total graduates by program are detailed in Table 1 in the Overview on page 1 of this document.

CCSSE Indicators—ASDFASDFDSF participates as a Community College Survey of Student Engagement (CCSSE) cohort school. We are able to isolate business student responses within the ASDFASDFDSF data and to compare the five major benchmarks of student engagement with College and national data. ASDFASDFDSF students report higher participation in almost all categories (See Table 8 below).

Last printed 2/13/2008 9:40 AM considerably higher in use, satisfaction and importance for ASDFASDFDSF business students compared to ASDFASDFDSF and national data. See Appendix I.

Learning, satisfaction, and development. Several years ago, the School of Business began an active outcomes assessment process to measure student learning within business programs. This process has been refined and, in its present form, provides detailed descriptions of learning among several key indicators that are identified for each program. A copy of recent results of this initiative is included in the resource room as Exhibit 7, School of Business Department Outcomes Assessment Documentation.

Students have an opportunity to evaluate faculty on a regularly scheduled basis. The School of Business uses the system adopted by ASDFASDFDSF, the Instructional Assessment System (IAS), published and administered by the University of Washington. Feedback results are calculated and provided to faculty and school administrators. Information is used by faculty to provide suggestions for improved teaching performance. Feedback is also used by faculty peer evaluators and school administrators as part of the formal faculty evaluation and tenure systems. Suggestions are made (relative to student feedback) that can help faculty to improve classroom experiences for students. Copies of the IAS evaluation are available in the resource room as Exhibit 9. A copy of the Faculty Evaluation Process is available as Exhibit 10. The student business course satisfaction rate is nearly 93% (Figure 15).

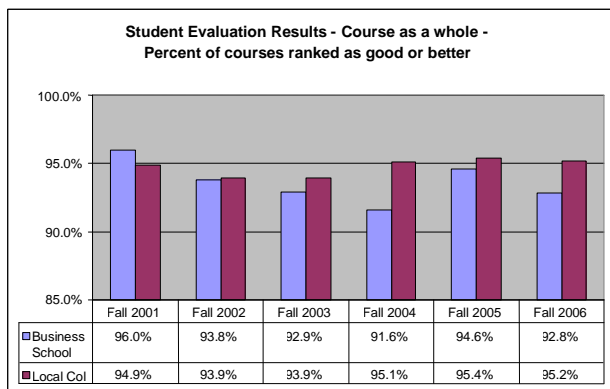


Figure 15

Student satisfaction is measured through annual surveys to new students, non-returning students, continuing, and graduating students; satisfaction indicators are also provided by the CCSSE Survey (Exhibit 17). Satisfaction levels generally indicate that business students are as satisfied as, or more satisfied than comparative groups. See Figures 3, 4, and 5 in Criterion One on pages 6 and 7.

Recent data shows that more business students complete their objectives than overall ASDFASDFDSF students (Figure 16).

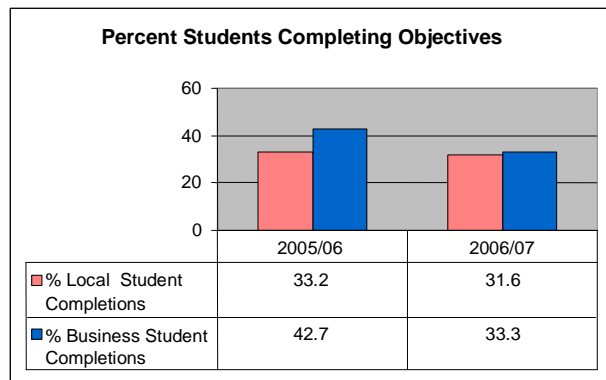


Figure 16

Additionally, Institutional Research conducts annual student satisfaction surveys including new students, non-returning students, and graduating students. While this data was previously presented in aggregate form, because of requests by School of Business faculty and administration, much of it is now segmented by schools and programs. Summary graphs of recent years (Figures 3, 4 and 5 in Criterion One) show that, on average, satisfaction levels of new and non-returning business students are on par with ASDFASDFDSF averages and higher than the ASDFASDFDSF average for graduating students.

3.3 Anticipating Changing Needs and Expectations

Information from surveys conducted by Institutional Research as well as feedback from students gathered through academic advising, student/faculty consultations, program outcomes assessment, and IAS evaluations are useful indicators to anticipate and determine changing needs and to be responsive to those needs.

A recent example involves feedback from the Accounting Department’s outcomes assessment measurements. A particular instructional methodology was being deployed, but when results fell below the desired outcome level, the methodology was changed and then reassessed. This continuing cycle of feedback, measurement and adjustment allows faculty to be attentive and responsive to student needs and expectations.

3.4 Complaint Resolution, Analysis and Improvement

Faculty and staff in the School of Business adhere to the ASDFASDFDSF Student Code of Conduct (Exhibit 18). This code identifies expectations of students and also provides a process for student complaint resolution. Resolutions are resolved at the organizational level where the complaint originated. For example, if a student has a concern with a faculty member, resolution is encouraged between the student and the faculty member. The process allows other organizational members to become involved if a satisfactory resolution is not obtained. Eventually, a student may seek resolution through a hearing process administered by the Dean of Students. There are defined time periods embedded into the resolution process that ensures a timely response. If the basis for a student complaint is upheld, corrective action is taken. As appropriate, information is assessed with consideration given to possible implementation of process and/or procedural changes.

3.5 Processes for Measuring Student/Stakeholder Satisfaction and Dissatisfaction

Direct student and stakeholder satisfaction is measured through the processes described in item 3.3 above, namely: 1) learning outcomes assessment; 2) IAS evaluation scores; and 3) surveys conducted by Institutional Research. In addition, informal satisfaction feedback is generated from student/faculty consultation and student meetings with academic advisors.

Evidence of stakeholder influence, satisfaction and support is shown through generous financial donations from XXXXXXXX, yyyyyy Bank, mmmmm Network, Dfadsfadfasdf Credit Union, ZZZZZ Bank, Acme, Inc., and the Fifth Foundation. Approximately \$100,000 was donated to the School of Business during the 2006–2007 academic year. See Exhibit 28, School of Business Scholarships.

CRITERION FOUR: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Introduction

The School of Business has developed an academic outcomes assessment model that is used in each department. The first step requires the faculty to create a comprehensive list of desired learning outcomes for each program in the department. The lists are presented to the appropriate PAC for review and input, and are approved by the Dean as part of the normal curriculum process (See Exhibit 22, ASDFASDFDSF Curriculum Handbook). Faculty select applicable learning outcomes from this list for inclusion in course syllabi. Performance indicators and a desired level of proficiency are determined for each learning outcome, and each step of the process is documented. This model allows for a cohesive and comprehensive program assessment that identifies learning outcomes on a program level and then pushes them down to the appropriate course. See Appendix K for an example of courses that have fully deployed the model in the Accounting Department, and Exhibit 7 containing complete documentation for each department.

At the end of the semester, sample data is gathered for each learning outcome performance indicator listed on the syllabi. Faculty compare the actual outcomes to the desired outcomes, and a list of action items is created based upon the results. Action items may include (but are not limited to): addressing learning deficiencies, changing desired outcome ranges, selecting new performance indicators and adjusting learning outcomes. Action items are implemented for the following semester (if possible), and the cycle continues. The process ends if the action item has been successfully addressed and continues if further change is deemed necessary. See Appendix K and Exhibit 7 for examples of courses that have fully deployed the model.

4.1 Student Outcomes Assessment Program

The School of Business has implemented the comprehensive learning outcomes assessment model for measuring performance in academic programs (Figure 17). The model includes drafting learning outcomes for the five areas of assessment required by the college-wide assessment program. The steps are:

1. A comprehensive list of learning outcomes is created for each program by the faculty.
2. Learning outcomes are selected from the list by the faculty teaching the course and incorporated into course syllabi.
3. Performance indicators are selected for each learning outcome listed on the syllabi. Desired outcomes are determined.
4. Documents are created to measure learning outcomes in accordance with performance indicators.

5. Data is gathered and summarized; and then results are analyzed and documented.
6. Changes are proposed and implemented as needed.

Steps 5 and 6 are repeated.

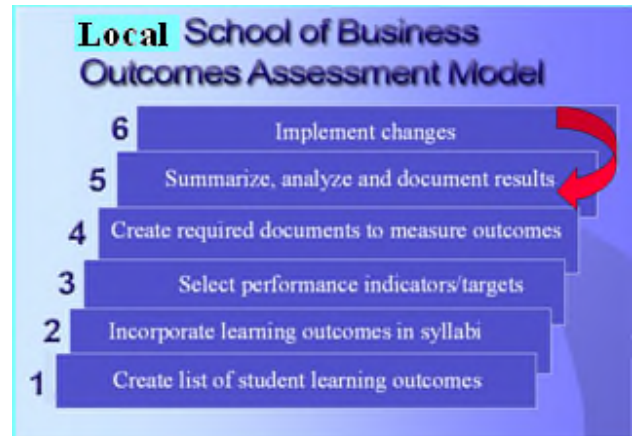


Figure 17

This nonprescriptive model provides the conceptual framework for each department to perform outcomes assessment. The Outcomes Assessment Model has been systematically deployed throughout the School of Business, and each department is at a different stage of implementation. Binders have been created that document the work completed on each course to date. Currently all programs contain key courses that are being assessed using this approach (See Exhibit 7, School of Business Department Outcomes Assessment Documentation).

Plans for improving the process include updating and refining the list of program learning outcomes and refining performance indicators and predetermined ranges as experience with the process dictates.

The School of Business has an Outcomes Assessment Committee that meets regularly and provides support to each department.

4.2 Student Learning Data

Asdfasdfsdf requires departments to assess student learning outcomes in each program in five areas: substantive in-field knowledge, communication abilities, quantitative literacy abilities, critical thinking abilities, and an ability to be civically engaged. To that end, we use the School of Business Outcomes Assessment Model that gathers and documents data in these five areas. Data that is gathered is used to determine strengths and weaknesses in programs and individual courses. Strengths and successes

are identified and shared; weaknesses are identified and corrective action implemented.

Faculty are encouraged to collect direct and indirect data. The direct data provides tangible, measurable results that program learning outcomes are being met (or not), and allows the opportunity to identify areas of deficiency (and success). The indirect data provides information on how faculty and students perform in each area and provides an opportunity to address *perceived* deficiencies.

See Appendix K for an example using the Outcomes Assessment Model for one accounting course. See Exhibit 7, School of Business Department Outcomes Assessment Documentation, for examples from each department.

4.3 Data Utilization

Information gathered from the outcomes assessment process is used in several ways. Where applicable, data is used to:

1. Adjust curriculum content as determined by the faculty and the PAC.
2. Provide training opportunities for full-time and adjunct faculty.
3. Enhance and improve the Outcomes Assessment Model.
4. Enhance and improve the assessment process.
5. Allow the department to monitor its activities to enhance student learning.
6. Demonstrate that all desired learning outcomes are included within the program curriculum.
7. Ensure that we have the same level of excellence in all courses (day, evening, internet, concurrent enrollment, etc.)

4.4 Comparable Business Program Information

Faculty have determined the key indicators for each program. These key indicators were incorporated into the comprehensive list of learning outcomes in step two of the Outcomes Assessment Model. The lists are then presented to the PACs for review and input, and are approved by the Dean of the School as part of the normal curriculum process.

Currently no meaningful national or state comparative data on learning outcomes exists for two-year business programs. When such information becomes available, it will be incorporated into the process. For example, members of the Accounting Department are currently working with other ACBSP affiliates to develop an in-field substantive knowledge exam that could be used to provide comprehensive data. The School of Business is also looking at ways to implement ETS Testing for all two-year business programs.

4.5 Use of Information and Data to Set Targets

Faculty who teach a course select appropriate learning outcomes from the comprehensive list and incorporate them into course syllabi. They determine what the appropriate performance indicators should be based upon the course curriculum. Desired target ranges are determined at this time based on their collective experiences of teaching the course. The target ranges may be adjusted from time to time as new experiences and data indicate.

4.6 Use of Information and Data to Enhance Student Learning

Faculty gather sample data on the learning outcomes listed on the course syllabi at the end of each semester. The collective results are compared to the predetermined target ranges and the information is discussed by the related faculty in department meetings. Information by course and/or by total is available for review. Strengths and weaknesses are also noted and discussed. Teaching methods that have demonstrated positive results are explored, weaknesses are addressed, and opportunities for improvement are noted. Action items are created that may include adjustments to curriculum, teaching methodology, desired target ranges, and/or some aspect of the learning outcome itself. These are passed on to all faculty via meetings (department, adjunct, concurrent enrollment, etc.). Action items are implemented and the process of gathering data and analyzing results begins again. If the weakness has not been remedied, another action item is created and the work progresses (See Exhibit 7).

4.7 Current Levels and Trends in Key Measures of Student Learning

Below is a sample of a learning outcome selected from the Accounting Department's comprehensive list and included on the Financial Accounting 1110 syllabus. The sample discusses the process, shows current results, displays a three-year trend, and offers student population comparison data.

Learning Outcome—*Think critically by extracting relevant data from complex information, processing it appropriately, and drawing reasonable conclusions (Performance Indicators: final exam, financial statement analysis project, and survey 4.2).*

The learning outcome has been subject to data collection for three semesters. The curriculum has been adjusted each semester, and different teaching methodologies have been employed. Gains have been experienced in each semester, but the results are still not within the desired range. The next round of department discussions will include the suggestion that the test question be reduced to an easier level, or that the question be left where it is and the desired minimum range be reduced to something more feasible.

All faculty members agree that the question is extremely challenging for beginning students. It should be noted that the average on the final exam is within the acceptable range, and so, although the question itself is difficult, the overall final exam results suggest the entire exam—when taken as a whole—seems to be at the right level of difficulty. A graph of the specific question results and the entire final are shown in Figures 18 and 19.

An example of one course that has deployed the School of Business Outcomes Assessment Model has been included in Appendix K. Binders documenting the results for all departments and courses within the School are included in Exhibit 7.

Meaningful national and state data on comparable business programs is not currently available. Our data is extracted from the student population on a sample basis. The samples include students from day and evening courses, taught by full-time and part-time faculty, and from on-site and Internet course delivery whenever possible.

Faculty are encouraged to create graphs, tables and figures as part of the ongoing documentation of the assessment process. Examples of sample results are

included in this document and in Appendix K. Results for all departments within the School are included in Exhibit 7.

4.8 Use of Student Learning Data to Improve the Business Programs and Enhance Student Learning

Key learning outcomes for the business programs have been identified, and relevant performance indicators and desired target ranges have been developed. Data is systematically gathered and the results are analyzed to measure performance on the desired learning outcomes. Strengths and opportunities for improvement are identified—strengths are celebrated and promoted. When an opportunity for improvement has been revealed, specific changes to curriculum, methodology or some aspect of the learning outcome itself are made. A new sample of data is gathered and the results analyzed again. This process is continued until the target range is achieved (See Figure 17).

This process is becoming part of the culture of the School of Business and is ongoing in nature. It provides an opportunity to celebrate strengths and improve upon weaknesses.

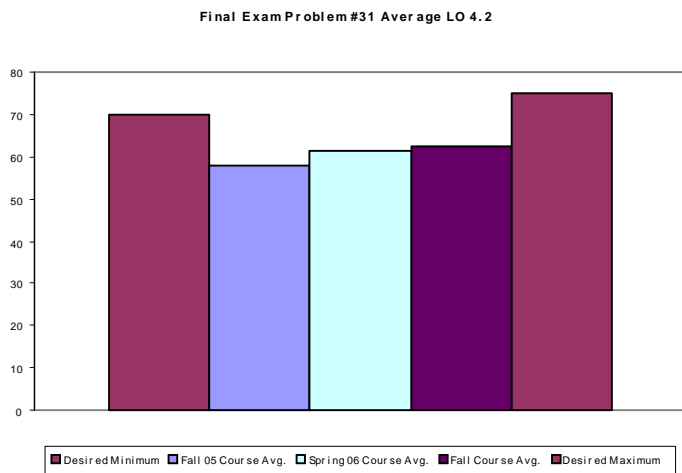


Figure 18

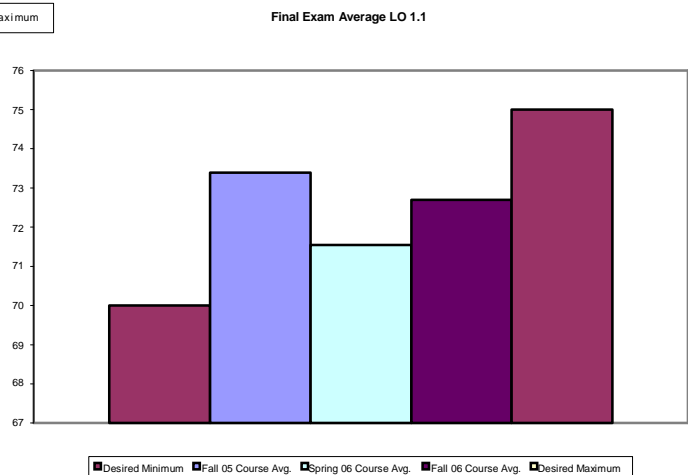


Figure 19

CRITERION FIVE: FACULTY AND STAFF FOCUS

5.1 Human Resource Planning

All faculty in the School of Business are hired with appropriate credentials that include bachelor's, master's, and/or doctoral degrees, certifications, and/or industry experience. Since initial accreditation in 1991, the School has successfully met ACBSP standards for faculty qualifications. Objectives for programs in the school are geared toward attaining student competency within the respective majors for either transfer to four-year business programs or for entry into the job market. Having appropriate credentials for their respective teaching fields, School of Business faculty are well positioned to help students attain program objectives.

Further, the balance between full-time and part-time faculty provides opportunities for all students to take classes from both. Approximately 54% of business classes are taught by part-time faculty; approximately 46% are taught by full-time faculty (Figure 20).

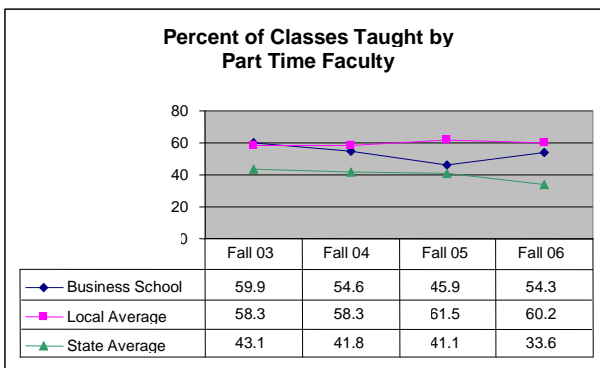


Figure 20

Full-time faculty develop and maintain appropriate curriculum and share that curriculum with part-time faculty. Students are able to take classes from professional teachers and from those who bring current business experience into the classroom. By assigning full-time faculty mentors to part-time faculty and by meeting with part-time faculty members on a regular basis (via formal department meetings), both faculty groups work together to attain the objectives of each business program.

Each year full-time:part-time faculty ratios are reviewed and discussed among the College deans and the Vice President of Instruction. This information is used, in part, as a basis for determining new faculty and replacement positions. Additional consideration for faculty hiring includes institutional priorities, enrollment patterns, funding, industry needs and trends, etc.

5.2 Employment

The Faculty Qualification Tables are shown in Appendix F as Table I-A (full-time faculty numbers and qualifications—2006-2007), I-B (part-time faculty numbers and qualifications—2006-2007), and I-C (full- and part-time faculty exceptions—2006/2007). The tables include all full-time and part-time faculty, major teaching field, highest degree earned, professional certifications, and supporting areas.

Faculty are hired into departments appropriate to their credentials. Faculty in full-time tenure track positions are selected through established ASDFASDFDSF hiring policies (Exhibit 8, *ASDFASDFDSF Policy and Procedures Manual*, Chapter 2, Section 2.02). Positions are approved through the vice president level, and a team of at least six individuals serves on a search committee. Applicants are screened for qualifications and rated by committee members. Those with the highest combined ratings are selected for interviews and teaching demonstrations. Based on evaluation of the interviews and teaching demonstrations, the division chair, in consultation with the search committee, recommends a candidate for hire to the dean.

Once hired, faculty are placed on a salary schedule according to previous work experience and educational credentials (See Exhibit 20, Faculty Salary Table). Movement to higher income levels occurs through additional work experience and/or educational attainment. Educational units are measured as Professional Development Units (PDUs) that are earned through additional graduate level coursework, outside consultation, or professional development seminars. Equivalent PDU measurements are specified by formula for these different types of learning activities (See Exhibit 30, 2006–2007 Horizontal Movement Form).

Faculty ranking moves from instructor to assistant professor, associate professor, and professor based upon education, years of service, and demonstrated contributions to the department and college. The tenure process provides for reviews and recommendation for rank advancement as well as for assessing a faculty member's contributions during the seven-year tenure track process. The tenure review process is detailed as College policy in the Academic Freedom, Professional Responsibility and Tenure document available in Exhibit 8 and at the following Web site: www.sampleschoolwebsite.edu. Rank advancement and tenure process information is also available in Exhibits 10 and 20.

Key indicators of faculty and staff focus are measured by the business unit and include: 1) attrition rate; 2) injury rate; and 3) travel budget allocations. These indicators, as tracked over time, indicate low attrition, low injury rate,

and support of faculty in pursuing professional development opportunities. These low rates are even more meaningful considering the School of Business has 43 full-time faculty members. Evidence of performance is shown in Figures 21, 22, and 23 below.

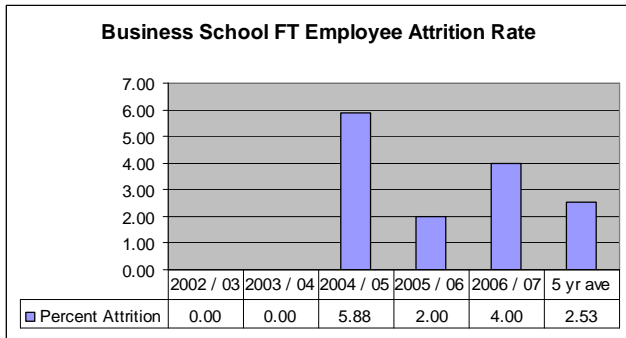


Figure 21

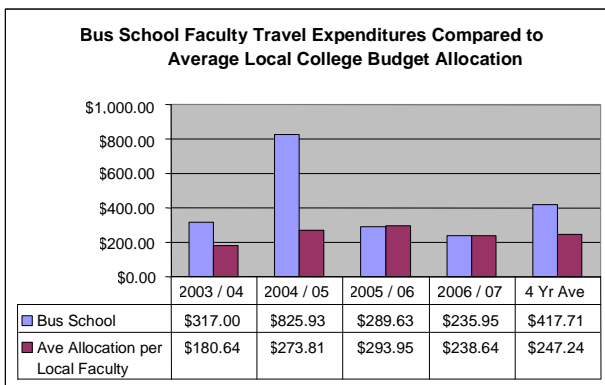


Figure 22

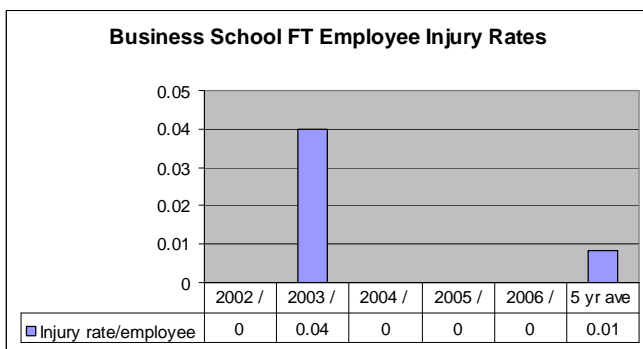


Figure 23

5.3 Faculty Composition

Tables III-A (FTE Faculty Load Calculations Full-Time Faculty—2006-2007), III-B (FTE Faculty Load Calculations Part-Time Faculty 2006-2007) and III-C (FTE Faculty Composition Academic Year) in Appendix F,

demonstrate that at least 50% of the FTE faculty hold master's or doctoral degrees and at least 90% of the FTE faculty hold a master's degree or are professionally qualified.

To meet our vision to be The School of Choice for those seeking certificates and two-year degrees in our service area, and to meet the needs of our stakeholders, we hire appropriately credentialed and experienced faculty as described above. As an institution that offers AAS degrees, we value industry experience among our faculty members.

Once hired, faculty use the Consultation Leave Policy afforded by the Institution to earn PDU credits and other continuing education to further their experience in their fields of expertise. The School of Business supports faculty travel to conferences, workshops, and educational opportunities as demonstrated in Figure 22. On a per faculty basis, support from the School of Business for full-time faculty travel is 1.7 times the allocation provided by College faculty development resources.

5.4 Faculty Evaluation

Non-tenured faculty at ASDFASDFDSF are evaluated yearly; tenured faculty are evaluated every three years. Both tenured and non-tenured faculty follow the same evaluation process.

The ASDFASDFDSF faculty evaluation system provides feedback from students, peers, and chair/director to the faculty member to improve performance and to enhance student learning. Faculty members are expected to balance commitment to teaching, professional development and activity, and service. They are also expected to adhere to the "Standards of Professional Responsibility" as contained in ASDFASDFDSF Policy, Chapter 4, Section 1.01, "Academic Freedom, Professional Responsibility and Tenure," Section B (See Exhibit 8, *ASDFASDFDSF Policy and Procedures Manual*).

The faculty member being evaluated discusses various options with the division chair, and then declares the weights he or she thinks appropriate, within the established ranges, for work to be accomplished during the year (See Exhibit 10, "Instructions for Faculty Evaluation System: Full-time Continuing Faculty"). The discussion also centers on what constitutes excellent faculty performance and setting future goals. The faculty member selects two peer evaluators from among a standing committee to evaluate his or her performance during the year (See Exhibit 10, Section IIIA, "Formation of the Evaluation Committee").

The faculty member supplies teaching and other materials to the committee for purposes of evaluation. Such materials may include syllabi, assignments, evidence of faculty development, professional activity and service.

Student evaluation data is taken from the prevailing student evaluation instrument.

Those chosen to be faculty peer evaluators give the faculty member being evaluated careful and close feedback on field knowledge, course materials and professional activities. The division chair sees that all aspects of the evaluation occur and provides feedback on the faculty member's teaching performance, faculty development and service.

Departments use the process outlined in the ASDFASDFDSF Tenure Document to form a standing tenure committee and sitting tenure committee (See Exhibit 8, Chapter 4, Section 1.01, 6.3.8). The standing tenure committee consists of three faculty who are tenured. Faculty who are to be evaluated choose two faculty from the standing committee for peer evaluation and who serve as his or her sitting committee. Specific forms are used for evaluation purposes (See Exhibit 11, Instructions for Faculty Evaluation System: Full-Time Continuing Faculty).

The following scale is used for division chair and peer evaluations:

1. Unsatisfactory Performance: Does not meet minimal standards of professional performance.
2. Minimal Performance: Does not consistently meet accepted standards of professional performance.
3. Standard Professional Performance: Consistently meets accepted standards of professional performance.
4. High Professional Performance: Frequently exceeds accepted standards of professional performance.
5. Exemplary Professional Performance: Consistently exceeds accepted standards of professional performance.

Prior to meeting with the faculty member, sitting committee members meet to discuss observations and faculty performance ratings. The committee carefully considers the activities and objectives the faculty member set at the year's initial meeting. Ratings and student evaluations are computed according to the declaration of weights form completed by the faculty member.

Committee members, including the division chair, meet with the faculty member before the end of the spring semester to discuss the results of the evaluation and to help the faculty member make decisions for improving his or her performance. The summary of the evaluation and areas for improvement, as well as commendations for excellent performance, are recorded on Form IV, "Faculty Performance Summary" (See Exhibit 11). The faculty member receives a copy of all forms, and the division chair retains copies for the faculty member's personnel file.

The formal evaluation process feeds into the tenure evaluation process as evaluation results are used by the sitting tenure committees to recommend to the Dean letters of progress or letters of concern. A faculty member, who receives at least six letters of progress during a seven-year probationary period, and with the last year receiving a letter of progress, is granted tenure by the President of the College. Contracts are not renewed for faculty members who receive two letters of concern.

After tenure is established, the faculty member is evaluated every three years using the same process.

5.5 Faculty and Staff Development

Employees in the School of Business enjoy the same benefits as all full- and part-time ASDFASDFDSF personnel. Provision is available for sabbatical leaves at 75% of the base salary (See Exhibit 8, Chapter 4, Section 1.02, IV). Leaves of absence can be granted for consultation and professional development opportunities (See Exhibit 8, Chapter 2, Section 4.06). Consultation leave is also available two days per month for up to five consecutive days per event (See Exhibit 8, Chapter 2, Section 3.02, IV D).

Budgets are provided in each department for part-time clerical help to assist faculty with grading and other instructional related duties. Work Study students are available through the Federal Work Study Program. Travel is supported through institutional resources and division and department funds (See Figure 22 on page 21). Faculty who request funds for appropriate, school-related travel are generally approved for institutional funding about once every year. These resources are designed to provide faculty with opportunities for personal needs and/or for professional development.

Information for faculty development, including eligibility criteria, is embedded into the *ASDFASDFDSF Policies and Procedures Manual* (Exhibit 8). It covers areas of faculty promotion (Chapter 4, Policy 1.01, IV), PDUs (Professional Development Units) for promotional advancement, sabbatical leave (Chapter 4, Section 1.02, IV), consultation leave (Chapter 2, Section 4.06), faculty conferences, tuition reimbursement for degree advancement (Chapter 2, Section 3.02, IV D), free tuition for ASDFASDFDSF classes, and the overall Travel Grant process (Chapter 2, Section 9.01, Criterion Five, Section 5.2 and Exhibit 23, ASDFASDFDSF Travel Grant and Reimbursement Forms).

5.6 Faculty Operational Policies, Procedures and Practices

Faculty policies, procedures, and practices are guided by the "Academic Guide for Full-Time Faculty Workload and Compensation" (Exhibit 29) and the College Academic Freedom, Professional Responsibility and Tenure Policy (Exhibit 8, Chapter 4, Section 1.01).

The Academic Guide is reviewed and revised annually through discussions with college administration and the Faculty Association leadership. Through mutual agreement, faculty compensation, workload, the academic calendar, and other areas relating to the faculty work environment are determined.

The Academic Freedom, Professional Responsibility and Tenure Policy specifies obligations and expectations of full-time faculty, how faculty are evaluated, and methods to encourage high faculty performance. It also specifies conditions for faculty terminations.

The following summarizes information contained in the College Tenure Policy:

Service policies: Full-time faculty members are expected to provide internal and/or external service to fulfill their faculty responsibilities. Service activity examples include serving on College committees, requiring service learning in classes, mentoring cooperative education students, participating with the Thayne Center for Community Service, working with student tutors, participating on boards of directors, working with various community projects and activities, acting as a resource for VITA, providing speakers and moderators for community events, etc.

Professional expectations: At a minimum, faculty members are expected to promote an atmosphere of fairness and equity with students; promote learning of the specified course materials, meet with their scheduled classes, be available for consultation during posted office hours, provide service to the College, community, and/or their profession, and participate in professional development activities. Faculty members are also expected to provide course objectives, syllabi, course outlines, and criteria for evaluation in writing. Full-time teaching load is defined as 29–30 semester hours for an academic year. Expectations are listed in the Policy and Procedures Manual in Chapter 4, Section V, 5.1, 5.2, 5.3, 5.4, and 5.5. (See Exhibit 8 and Criterion 5.2 in this document).

Scholarly expectations: Faculty members are expected to keep informed and knowledgeable about current developments in their respective fields. They are encouraged to belong to professional organizations and to read professional periodicals, etc. (Exhibit 8, Section 1.01, Numbers 5.1, 5.2, 5.3, 5.4, and 5.5).

Termination policies: Termination can occur for faculty cause (Exhibit 8, Chapter 4, Sections 5, 6.3.5.2; and 7.1.5), medical cause (Section 7.2), or Institutional cause (Section 7). The college carefully follows procedures when terminations are deemed necessary.

A faculty handbook is available that summarizes the expectations and job responsibilities of faculty. This handbook also provides information on support services provided to faculty (Exhibit 19).

5.7 Scholarly and Professional Activities

Faculty members are encouraged to attend professional workshops in their area of expertise each year. The College offers professional conferences during the school year. The FTLC (Faculty Teaching and Learning Center) also offers workshops for faculty on several subjects during the school year.

Full-time faculty were surveyed regarding scholarly and professional activities; 19 responses were received, representing a response rate of 45%. The responses generated the outcome shown below. This data revealed that we need either a more comprehensive survey or give more encouragement for faculty to affiliate with professional organizations.

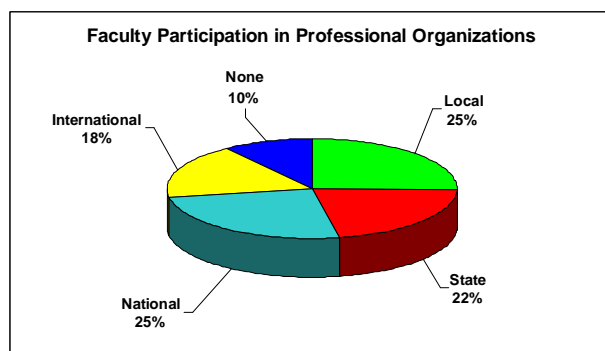


Figure 24

CRITERION 6: PROCESS MANAGEMENT

6.1 Professional Component

Information in Appendix J, ACBSP Curriculum Summary Forms, demonstrates adherence to the ACBSP curriculum criteria. Appendix J also demonstrates that there is no duplication of courses among categories and shows the professional component courses for each business program.

The curriculum process is initiated at the department level. Departmental needs are discussed among department faculty and are taken through a department curriculum representative to the School Curriculum Committee for consideration and recommendation to the College Curriculum Committee. The College Curriculum Committee is a standing committee of the Faculty Senate. This committee reviews all proposals from the academic schools and recommends curriculum proposals to the Vice President of Instruction. The Vice President of Instruction reviews each curriculum proposal and approves or disapproves as appropriate. The ASDFASDFDSF curriculum process is detailed in the *Curriculum Handbook* (Exhibit 22) and at www.sampleschoolwebsite/curriculum.edu.

6.2 General Education

General education credits in each program are equal to at least 25 percent of the total required program credits. These general education credits include at least four of the items identified in Criterion 6.2 (See Appendix J).

General Education courses for each program are listed in Appendix J. These courses are part of the general education offerings at Asdfasdfsdf and have gone through a stringent College process for General Education Committee approval. See the ASDFASDFDSF Curriculum Handbook for a detailed description of the general education approval process (Exhibit 22).

6.3 Business Major

Appendix J demonstrates that each two-year business program consists of at least 25 percent of the required credits for graduation appropriate to the business major. It also shows that School of Business degrees have content-specific courses. Each business program contains specialized areas required for expertise in the field of study.

The *ASDFASDFDSF Catalog* (Exhibit 3) lists prerequisite courses for each program. Each program in the catalog also contains a suggested course sequence schedule.

Core program courses require skills and knowledge developed in previous courses. Core program courses require an understanding of foundations that are provided in the professional component. This is demonstrated in *ASDFASDFDSF Catalog* course descriptions and in Appendix J.

Cooperative Education is an elective in each AAS business program.

Appendix J demonstrates that there is no duplication of courses among the business major, general education, and professional component categories

Business major courses are listed in Appendix J by program. Core program courses are identified and validated by faculty expertise, PACs, the ASDFASDFDSF curriculum process, focus groups, business partnerships, the DACUM process, Board of Regent program reviews, articulation agreements, etc.

LIST OF EXHIBITS

Exhibits

- 1ASDFASDFDSF Fact Book, 2006-2007
- 2Letter of Affirmation from Northwest Commission on Colleges and Universities
- 3Asdfasdfsdf 2006-2007 General Catalog
- 4Asdfasdfsdf 2007-2008 General Catalog
- 5Asdfasdfsdf Organization Chart
- 6School of Business Strategic Action Plan
- 7School of Business Department Outcomes Assessment Documentation
- 8ASDFASDFDSF Policy and Procedures Manual (Also at www.sampleschoolwebsite/policies.edu)
- 9IAS Student Evaluation Example and Results
- 10Instructions for Faculty Evaluation System: Full-time Continuing Faculty (Includes part-time faculty forms)
- 11Articulation Agreements
- 12Budgeting Forms, Processes, and Documents
- 13Program Advisory Meeting Minutes and Year-End Reports
- 14UBAAN Articulation Agreements
- 15Learning Outcomes Assessment Model
- 16Student Satisfaction Surveys
- 17CCSSE Study
- 18ASDFASDFDSF Student Code of Conduct
- 19Faculty Handbook
- 20Faculty Salary Table
- 21Dfa System of Higher Education 2006–2007 Data Book
- 22ASDFASDFDSF Curriculum Handbook
- 23ASDFASDFDSF Travel Grant and Reimbursement Forms
- 24School of Business Service Learning
- 25ASDFASDFDSF Entrepreneurship Forum and Executive Leadership Series
- 26Delta Epsilon Chi, DEX Club
- 27Cooperative Education and Internships
- 28School of Business Scholarships
- 29Academic Guide for Full-Time Faculty Workload and Compensation
- 302006–2007 Horizontal Movement Form