

**PROGRAM EVALUATORS SELF-STUDY REVIEW  
FOR REAFFIRMATION OF ACCREDITATION**

**FOR ASSOCIATE DEGREE SCHOOLS AND  
PROGRAMS**

**Lawson State Community College**

Rev C February 2007

**ACBSP**

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## CRITERIA FOR BUSINESS EDUCATION EXCELLENCE

### Criterion 1: Leadership

The Leadership Category addresses how administrators guide your business unit in setting directions and creating a learning environment. Primary attention is given to how administrators set and deploy clear values and high performance expectations that address the needs of all students and stakeholders.

#### 1.1 **How do administrators and faculty tangibly demonstrate quality and commitment to students and stakeholders?** Provide evidence.

##### Observations of Evaluator:

Is there evidence of quality and commitment to students and stakeholders?  Yes  No  
What supports your findings?

The evaluator was able to review several documentary items pertaining to student activities and community services activities. Students surveys were available for verification including salary information, job placement, retention rates, and articulation agreements. Other documented reports required by the state of Alabama were available for review.

Is standard 1.1 met?  Yes  No

#### 1.2. **Explain and provide evidence how the institution and business unit mission and vision statements:**

- **are articulated by administration and faculty,**
- **emphasize the importance of quality of instruction, services, educational programs and personnel,**
- **provide a student focus and direction for faculty and staff.**

##### Observations of Evaluator:

Is there evidence the statements are articulated?  Yes  No

Is there evidence that the statements emphasize quality?  Yes  No

Is there evidence that the statements provide student focus and direction for faculty and staff?  Yes  No

What supports your findings?

The evaluator was able to articulate the mission and vision statements by their focus toward the success of each individual student at Lawson Community College. Quality is evident in both the mission and vision statements. After reviewing the mission and vision statements, the evaluator found evidence that the statements provide student focus and direction for faculty and staff.

Is standard 1.2 met?  Yes  No

**1.3.1 Provide evidence that values and expectations that have been developed by administrators and faculty.**

Observations of Evaluator:

Is there evidence of values and expectations that have been developed by administrators and faculty?  Yes  No

What supports your findings?

The evaluator found evidence of values and expectations that have been developed by administrators and faculty through reviewing the mission and vision statements, the five year strategic plan, and the management report required and submitted to the State of Alabama.

**1.3.2 How are values and expectations deployed throughout the leadership system?**

Observations of Evaluator:

Is there evidence that values and expectations have been deployed throughout the business school or program?  Yes  No

What supports your findings?

The evaluator found evidence that values and expectations have been deployed throughout the business school or program through viewing the college's institutional goals and reviewing the purpose of the Planning and Institutional Effectiveness Committee.

**1.3.3 Explain how values and expectations are effectively communicated and reinforced by the leadership system and faculty and staff? Provide evidence.**

Observations of Evaluator:

Is there evidence the values and expectations are communicated and reinforced?

Yes  No

What supports your findings?

The evaluator found the evidence through the Faculty and Staff Handbook and Student Handbook communicating the expectations for faculty, staff, administrators, and student behavior.

Is standard 1.3 met?  Yes  No

**1.4. Demonstrate how student/stakeholder requirements and expectations are reflected in institution and business unit vision and values. Provide evidence.**

Observations of Evaluator:

Is there evidence that student/stakeholder requirements and expectations are reflected in institution and business unit vision and values?

Yes    No

What supports your findings?

The evaluator found the evidence through reviewing the academic standards of Lawson Community listed in the Student Handbook and its mission statement.

Is standard 1.4 met?    Yes    No

**1.5.   Provide evidence that faculty and staff understand the institution and business unit vision and values.**

Observations of Evaluator:

Is there evidence that faculty and staff understand the institution and business unit vision and values?

Yes    No

What supports your findings?

The evaluator did find the mission, vision, and value statements in the college catalog, student handbook, and Web-site. But the evaluator did not see printed copies in the faculty, staff offices, and classrooms. The on-line survey by faculty and staff members was not available.

Is standard 1.5 met?    Yes    No

**1.6.   How often is progress reviewed to ensure movement toward planned goals? Describe the type of reviews used and demonstrate how these reviews produce actions to improve performance.**

Observations of Evaluator:

Is there evidence that progress is reviewed to ensure movement toward planned goals?

Yes    No

Is there evidence that reviews produce actions to improve performance?    Yes    No

Is there evidence of a systematic approach?    Yes    No

Is there evidence the approach is deployed?    Yes    No

Is there evidence of results?    Yes    No

What supports your findings?

The evaluator found the evidence by reviewing the strategic five year plan, reviewing the institutional goals and evaluating the purpose of the Planning and Institutional Effectiveness Committee. Action plans were also available listing the strengths, weaknesses, needs, and processes. End-of-the-year reports demonstrated development of a systematic approach.

Is standard 1.6 met?  Yes  No

**1.7 How does the business unit serve as a role model for areas of public interest and concern?**

Observations of Evaluator:

Is there evidence that the business unit serves as a role model for areas of public interest and concern?  Yes  No

What supports your findings?

The evaluator found evidence through the participation of students, faculty, and staff through organizations such as Phi Beta Lambda, Students In Free Enterprise, VITA, and in a variety of other public activities. News stories of community involvement were also available for review.

Is standard 1.7 met?  Yes  No

**Criterion 2: Strategic Planning**

The Strategic Planning Category addresses all aspects of the business unit-level strategic planning and the deployment of plans. This includes primarily the development and deployments of key educational requirements, taking into account key student and stakeholder needs.

**2.1 What is the business unit's strategic planning process? Identify key steps and key participants in the process.**

Observations of Evaluator:

Is there evidence of the business unit strategic planning process?  Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

The evaluator found evidence through the strategic plan process and the Business Technologies Degree Plan Template, including the development of the departments unit

step plans which includes implement assessment plans and revise as needed. For example, the evidence of results are listed on the degree program student learning outcomes form.

Is standard 2.1 met?  Yes  No

**2.2 How does the business unit evaluate and improve the strategic planning process?  
Who is involved?**

Observations of Evaluator:

Is there evidence that the business unit evaluates and improves the strategic planning process?

Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

The evaluator found the evidence through the Planning and Institutional Effective Committee and the approval or disapproval of the President and the Alabama State Board of Education.

Is standard 2.2 met?  Yes  No

**2.3 How does the business unit consider such factors as student and market needs, competition, new technology, capital equipment, facilities, training and personnel?**

Observations of Evaluator:

Is there evidence that the business unit considers the above mentioned factors??

Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

The evaluator found the evidence through the department action plans and strategic plan. Deployment and evidence of results are done through approval or disapproval.

Is standard 2.3 met?  Yes  No

**2.4 What are the business unit's key strategic objectives and the timetable for accomplishing the objectives?**

Observations of Evaluator:

Is there evidence of business unit's identifiable key strategic objectives?  Yes  No

Is there evidence of a timetable to accomplish the objectives?  Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

The evaluator found evidence through the five year strategic plan and action plans.

Is standard 2.4 met?  Yes  No

**2.5 How does the business unit develop action plans that address the key strategic objectives?**

Observations of Evaluator:

Is there evidence that the business unit develops action plans that address key strategic objectives?  Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

What supports your findings?

The evaluator reviewed minutes from faculty meetings that showed input from faculty and staff of the division.

Is standard 2.5 met?  Yes  No

**2.5 How does the business unit communicate and deploy the strategic objectives and action plans?**

Observations of Evaluator:

Is there evidence that the business unit communicates and deploys the strategic objectives and action plans?  Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

The evaluator was able to view faculty, staff, and student evaluations, course completion data, retention rates, job placement, articulations, and salary information documents.

Is standard 2.6 met?  Yes  No

Criterion 3: Student, Stakeholder, and Market Focus

The Student, Stakeholder, and Market Focus Category addresses how the business unit seeks to understand the needs of current and future students and of its stakeholders on an ongoing basis for each business program.

**Explain how your business unit determines short- and long-term requirements, expectations, and preferences of current and future students. Also explain how your business unit determines the satisfaction of students and stakeholders and builds relationships.**

Observations of Evaluator:

Is there evidence that the business unit determines short and long range requirements expectation and preferences of current and future students?  Yes  No

Is there evidence that the business unit determines the satisfaction of students and stakeholders and builds relationships?  Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

The evaluator viewed the requirements through the state-wide curriculum which determines the minimum requirements, expectations, and preferences for each program of study in the Alabama College System.

Is standard 3.1 met?  Yes  No

**How does the business unit maintain an awareness of the needs and expectations of current students? How do you learn from former, current and future students to determine and anticipate changing needs and expectations?**

Observations of Evaluator:

Is there evidence that the business unit maintains an awareness of the needs and expectations of current students?  Yes  No

Is there evidence that the business unit learns from former, current and future students to determine and anticipate changing needs and expectations?  Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

Evidence was found through the participation in national student organizations, state-wide curriculum reports, STARS System, division certifications/partnerships, and advisory boards.

Is standard 3.2 met?  Yes  No

**How does the business unit monitor or measure student utilizations of offerings and services and determine the influence upon active learning, satisfaction and development?**

Observations of Evaluator:

Is there evidence that the business unit monitors or measures student utilizations of offerings and services and determine the influence upon active learning, satisfaction and development?

Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

The evaluator found the evidence through the results of certification exams, follow up reports from four-year institutions, student surveys, student competitiveness in professional organizations, and internships.

Is standard 3.3 met?  Yes  No

**How does the business unit learn from former, current, and future students to determine and anticipate changing needs and expectations?**

Observations of Evaluator:

Is there evidence that the business unit learns from former, current, and future students to determine and anticipate changing needs and expectations?

Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

Evidence was found through data obtained in student surveys (evaluations), job placement, salary information, and the Advisory Board listing and minutes.

Is standard 3.4 met?  Yes  No

### **3.5 How do we ensure that complaints are resolved effectively and promptly, and complaint information analyzed and used for continuous improvement?**

Observations of Evaluator:

Is there evidence that the business unit ensures that complaints are resolved effectively and promptly and complaint information is analyzed and used for continuous improvement?

Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

The evaluator found the evidence through the student complaint/grievance procedure in the Student Handbook and Web-site.

Is standard 3.5 met?  Yes  No

### **3.6 What processes, measurement methods and data does the business unit use to determine student and stakeholder satisfaction and dissatisfaction?**

Observations of Evaluator:

Is there evidence that the business unit uses processes, measurement methods and data to determine student and stakeholder satisfaction and dissatisfaction?  Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

The evaluator found the evidence through the requirements of all new students requiring a comprehensive exam in reading, math; and English prior to enrollment. Other evidence found was the licensing by ACT as an ACT WorkKeys Employment Center and the students having a regular advisor.

Is standard 3.6 met?  Yes  No

#### Criterion 4: Measurement, Analysis, and Knowledge Management

The Measurement, Analysis, and Knowledge Management Category address how your business unit effectively measures performance to ensure continuous quality improvement.

#### **4.1 Explain how your business unit effectively measures performance to ensure continuous quality improvement.**

##### Observations of Evaluator:

Is there evidence that the business unit effectively measures performance to ensure continuous quality improvement?  Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

The evaluator examined and compared action plans with results from the Business and Information Technologies Unit Plan. He also reviewed the end-of-the-year narrative report and it did assess the business unit's performances in relation to the goals, outcomes, and related activities. That assessment resulted in a continuous improvement process which updated goals to be accomplished in the next academic year plan.

Is standard 4.1 met?  Yes  No

#### **4.2 What student learning data do we collect and why?**

##### Observations of Evaluator:

Is there evidence that the business unit collects data on student learning?  Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

The Lawson State Business Unit has developed a systematic approach through its Degree Program Student Learning Outcomes process. This process has listed four to five student learning outcomes per degree or certificate, assessment methods for those outcomes, expected results of the outcomes, actual outcome results obtained, and the use of these results.

Is standard 4.2 met?  Yes  No

#### **4.3 How do we use information about students and other stakeholders?**

Observations of Evaluator:

Is there evidence that the business unit effectively uses information?  Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

The Business Unit has accelerated its implementation of Blackboard and other online computer based instruction based on responses from its student surveys. The unit has also implemented more technology in the accounting classes based on actual results from its Degree Program Student Learning Outcomes process.

Is standard 4.3 met?  Yes  No

#### **4.4 How do we determine what kinds of information to seek about comparable business units or programs?**

Observations of Evaluator:

Is there evidence that the business unit effectively seeks comparable business units or program data or information?  Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

Annually, the Lawson State Business Unit receives and reviews the Alabama State Career Technical Performance Report, the CSSE National University System Input. Connected to its professional development system, faculty, as well as administrators, attend various state and national conferences where comparable business units information is gathered.

Is standard 4.4 met?  Yes  No

#### **4.5 How are comparable information and data used to set targets?**

Observations of Evaluator:

Is there evidence that the business unit effectively uses data and information to set targets?

Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

Annually, there is an administrative retreat. At that retreat general goals and objectives are determined for the upcoming academic year. Some of those targets arise from the use of comparable data. These general targets are then broken down to the division level and become part of Business and Information Technologies Unit Plan process. In that process the measurements of the unit outcomes are determined, methods of assessing the outcomes, and actual results are documented. The unit plan is linked to goals and strategic indicators of the overall institutional effectiveness plan for Lawson State Community College.

Is standard 4.5 met?  Yes  No

#### **4.6 How do we use comparative or benchmark data to enhance and improve of student learning?**

Observations of Evaluator:

Is there evidence that the business unit effectively uses comparative or benchmark data?

Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

The evaluator examined the actual results of the business unit plan and verified improved student learning. For example, a student learning goal of obtaining more “real world” exposure was obtained through all “Applied Science” students being required to participate in an internship from business or industry.

Is standard 4.6 met?  Yes  No

**4.7 Provide results of current levels and trends in key measures of student learning, such as nationally-normed or locally-prepared assessments, portfolios, and other assessments that demonstrate that there has been an improvement in student learning. Trends should be compared with comparable business programs and/or student populations. Results should be illustrated by graphs, tables, or figures.**

Observations of Evaluator:

Is there evidence that the business unit effectively uses trend data from results?  Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

Annually, the Business Unit reviews the learning attributes of Lawson State incoming freshmen compared to the nation through the Cooperative Institutional Research Program (CIRP) and the graduating students with the Collegiate Assessment of Academic Proficiency (CAAP) results. The WorkKeys course requirement for each business major is also tied to state comparable learning objectives for the workplace. In addition, through the required internship course the students must complete a satisfactory portfolio to demonstrate real world learning outcomes.

Is standard 4.7 met?  Yes  No

**4.8 Explain how the business unit has used student-learning data to improve the business program and enhance student learning.**

Observations of Evaluator:

Is there evidence that the business unit effectively uses data to improve the business program and enhance student learning?  Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

From its review of student surveys, employers' surveys, advisory committee feedback, CIRP results, and CAAP results, the Business Unit annually adjusts its desired outcomes for the Business Unit Plan to improve the overall student learning opportunities of its students.

Is standard 4.8 met?  Yes  No

Criterion 5: Faculty and Staff Focus

The Faculty and Staff Focus Category addresses all key human resource practices that enable the business unit to create an environment with a focus on student learning and develop the business unit faculty and staff to achieve high performance.

### 5.1 Human Resource Planning

**Describe the process used by your business unit to develop and deploy key human resource plans and include key factors relating to work design, faculty/staff development, promotion, and compensation, and program expectations in terms of faculty academic credentials and experience. Explain how these goals support program objectives and strategies. Indicate how the faculty academic credentials and experience will facilitate appropriate emphasis on both business theory and practice.**

Observations of Evaluator:

Is there evidence that the business unit uses processes to develop and deploy key human resource plans and include key factors relating to work design, faculty/staff development, promotion, and compensation, and program expectations in terms of faculty academic credentials and experience?  Yes  No

Is there evidence that these goals support program objectives and strategies?  Yes  No

Is there evidence that the faculty academic credentials and experience will facilitate appropriate emphasis on both business theory and practice?  Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

The evaluator reviewed the published processes and plans and actual results of the human resources systematic approach and confirmed that it was followed. For example, the college uses a Search and Selection Committee in the hiring of all full-time faculty. That committee is charged with the goal of matching successful candidates to fulfilling the program goals and objectives.

Is standard 5.1 met?  Yes  No

## 5.2 Employment

**Employee qualifications and credentials are a critical foundation for business success. Show clear evidence how the makeup of the full-time and part-time faculty (in terms of inputs) matches program objectives.**

**A professionally-qualified faculty member is one who:**

- 1. Possesses an earned master's degree or higher in field.**
- 2. Possesses a related or out-of-field master's degree with documented 18 semester/27 quarter credit hours or equivalent of courses in the field beyond the introductory principle(s) level ("sufficient subject matter coursework").**
- 3. Possesses a bachelor's degree in field with documentation in two or more areas of:**
  - i. Professional certification (national, regional, or state – institution must provide documentation to validate the certification);**
  - ii. In-field professional employment (institution must provide a minimum of two years of documented experience from employer);**
  - iii. Teaching excellence (institution must provide documentation);**
  - iv. Research and publication (institution must provide documentation);**
  - v. Documented relevant additional coursework beyond bachelor's degree equivalent to 18 semester hours or equivalent subject matter coursework, CEU's, military, vendor training, etc.**

**The Faculty Qualifications table should be constructed to identify all full-time and part-time faculty, major teaching field, highest degree earned, professional certifications, and supporting areas.**

In addition, describe how your business unit's work and jobs, compensation, career progression, and related workforce practices motivate and enable faculty and the organization to achieve high performance.

Observations of Evaluator:

Is there evidence that the makeup of the full-time and part-time faculty (in terms of inputs) matches program objectives?  Yes  No

What supports your findings?

The evaluator compared the qualifications of the faculty listed in the self-study to the mission of the Lawson State Division of Business and Information Technologies and found that they were complementary.

Is there evidence that the business unit's work and jobs, compensation, career progression, and related workforce practices motivate and enable faculty and the organization to achieve high performance?  Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

The employee files were reviewed and were found consistent with the self study report. There was a systematic approach for the faculty and the organization to achieve high performance through continuous improvement evaluation and professional development processes. In addition, Lawson State Business Unit supports its concept of "learning comes first" with various partnerships between the division and the community to enhance the learning opportunities for students.

Is standard 5.2 met?  Yes  No

### 5.3 Faculty Composition

**Historically, programs have focused on faculty inputs as a basis for demonstrating quality. The following criteria have been considered representative of appropriate employment inputs.**

*While they are not a requirement, they should be considered in developing your employment expectations.*

**At least 50 percent of the full-time equivalent FTE Faculty should hold a master's or doctorate degree.**

**At least 90 percent of the FTE faculty should hold a master's degree or be professionally qualified.**

**A master qualified faculty member is one with a master’s degree appropriate to the primary teaching responsibility. It also includes faculty members who hold a related business field doctorate and have valid research/publication and/or significant experience in the primary teaching area. The Juris-Doctorate qualifies the individual to teach in the areas of law and legal environment.**

**Professional qualified faculty members include individuals without a master’s degree appropriate to the primary teaching responsibility, but possess additional qualifications. Faculty members may be regarded as “professionally” qualified if he or she: (1) has appropriate course work beyond the master’s degree or (2) holds a bachelor’s degree in the primary teaching area with two supporting qualifications such as appropriate professional certifications (CPA, DFA, CFA, CMA, etc.); and (3) some combination of documented professional or academic experience, teaching excellence, research/publication, or other significant productivity in the area of scholarship.**

**Minimum qualifications for a part-time and full-time faculty member should include a master’s degree or equivalent in business, an ‘out-of field’ master’s with the required course work, or A MASTER’S DEGREE in a field appropriate to the primary teaching assignment. An institution may make an exception to this minimum requirement only in cases where the faculty member has unique qualifications which meet a specialized need within the curriculum.**

**Provide a summary of Faculty Composition and method of calculation for full-time equivalent faculty.**

**Describe how your business unit’s faculty and staff education and training support the achievement of your overall objectives, including building faculty and staff knowledge, skill, and capabilities and contributing to high performance.**

Observations of Evaluator:

Is there evidence that the business unit’s faculty and staff education and training support the achievement of your overall objectives, including building faculty and staff knowledge, skill, and capabilities and contributing to high performance?  Yes  No

What supports your findings?

The faculty files were reviewed and found somewhat consistent with the self-study documentation that satisfied this standard faculty composition. Two instructors should have been placed in the professional category, rather than the master and doctorate category, but their FTE totals would not caused the Lawson State Business Unit to not meet the standard.

Is standard 5.3 met?  Yes  No

## 5.4 Faculty Evaluation

**Each business unit must have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure, promotion, or retention. This system must also provide processes for continuous improvement of teaching and learning through formative evaluations.**

**The system of evaluation provides for measurement of instructional performance and considers related area such as, but not limited to:**

- **Student advising and counseling**
- **Scholarly and professional activities**
- **Research and publication**
- **Service activities**
- **Administrative activities**
- **Business and industry relations**
- **Faculty development activities**
- **Additional contributions to the business unit**
- **Consulting activities**

### Observations of Evaluator:

Is there evidence that the business unit has a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure, promotion, or retention?

Yes  No

Is there evidence this system provides processes for continuous improvement of teaching and learning through formative evaluations business unit's faculty and staff education and training support the achievement of your overall objectives, including building faculty and staff knowledge, skill, and capabilities and contributing to high performance?  Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

The faculty evaluation procedure was reviewed and actual evaluations were examined. There is a system in place and it does provide for continuous improvement of teaching and learning.

Is standard 5.4 met?  Yes  No

## 5.5 Faculty and Staff Development

**Each business unit provides an opportunity for faculty and staff development consistent with faculty, staff and institutional expectations. Part-time faculty plays a significant role in instruction; therefore, they participate in appropriate faculty development activities.**

**Describe how the business unit's faculty and staff development process employs activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and policies supporting professional activities for all faculty advancement to contribute to faculty and staff continuous performance improvement.**

Observations of Evaluator:

Is there evidence that the business unit's faculty and staff development process employs activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and policies supporting professional activities for all faculty advancement to contribute to faculty and staff continuous performance improvement?  Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

The division has a point system where full-time faculty are required to accrue 100 points for professional development during an academic year. This system was reviewed and determined consistent with self-study assertion that the faculty are being current with the trends in business and industry.

Is standard 5.5 met?  Yes  No

## **5.6 Faculty Operational Policies, Procedures and Practices**

**Each business unit must have a written system of procedures, policies and practices for the management and development of faculty members. Written information should be available to faculty members concerning the system.**

**These procedures, policies and practices normally address such items as:**

- . **Faculty development, including eligibility criteria**
- . **Tenure and promotion policies**
- . **Evaluation procedures and criteria**
- . **Workload policies**
- . **Service policies**
- . **Professional expectations**

- . **Scholarly expectations**
- . **Termination policies**

**Provide a copy of the faculty operational policies and practices to the “Reaffirmation Review” team.**

Observations of Evaluation:

Is there evidence that the business unit has a written system of procedures, policies and practices for the management and development of faculty members?  Yes  No

Is there evidence that the written information is available to faculty members?  Yes  No

What supports your findings?

The evaluator reviewed written division policies, procedures, and practices and found proper documentation. For example, there is a published “Official Hiring Flow Chart for Adjunct Faculty.”

Is standard 5.6 met?  Yes  No

### **5.7 Scholarly and Professional Activities**

**Faculty members should be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. These may include scholarly research, publication and/or appropriate professional activities. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole consistent with the stated institutional mission.**

#### **Scholarly and Professional Activities Summary:**

Observations of Evaluator:

Is there evidence that the business unit’s Faculty members are actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching?  Yes  No

Is there evidence that the institution demonstrates a reasonable balance of scholarly and professional activities by the faculty as a whole consistent with the stated institutional mission?  Yes  No

What supports your findings?

Discussions with the faculty by the evaluator supported a strong interest in scholarly and

professional activities. In addition, the members of the advisory committee supported the view that the faculty are very active in the high schools and community professional activities. For example, many adjunct faculty have professional full-time positions, as in banking, real estate, and grant writing.

Is standard 5.7 met?  Yes  No

6. Process Management - Processes ensuring effective curriculum design, evaluation and continuous improvement.

### 6.1 Professional Component

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

1. Accounting
2. Computer information technology or systems
3. Quantitative methods of analysis
4. Principles of economics
5. Business in society - the international environment, legal/political environment, and ethical business behavior
6. Marketing
7. Entrepreneurship/free enterprise
8. Finance
9. Management

**Note:** Area requirements do not mandate specific courses nor do they imply that equal time must be spent on each area or that the business unit must offer all courses.

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

**List the Professional Component courses for each program and describe how your business unit manages key processes for design and delivery of your educational programs and offerings.**

Observations of Evaluator:

Is there evidence that the business unit effectively meets the professional component?  Yes  
 No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

The curriculum for each of the AA and AAS programs consisted of a professional component that was at least 25 percent of the total number of credit hours required for the degree. The curriculum summary for each of the programs did not always show the required four business areas. However, in each case courses could be reclassified to meet the standard. For example, if Principles of Accounting is considered a part of the professional component, the AA in Business Administration meets the standard. In several AAS programs, if Finite Mathematics were considered a part of the professional component which satisfies the “quantitative methods of analysis” area of study, the AAS programs meets the standard.

All business programs are listed in the college catalog.

Is standard 6.1 met?  Yes  No

## 6.2 General Education

**Excellence in business education requires a foundation in general education. For accreditation, therefore, general education must include no fewer than 25 percent of the credits required for the associate degree and must consist of courses which contribute to the following educational goals:**

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 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 other realms of human experience, may also achieve the intent of the general education requirements.

The current business environment requires broadly-educated individuals capable of integrating information and understanding from a variety of subjects. These individuals must be as familiar with the external environment of their organizations as they are with the internal environment. They need to understand both from a variety of perspectives. Moreover, these individuals must be literate by societal standards, well-versed in the dimensions of contemporary culture, and capable of extending their collegiate educational foundations into a lifetime of learning.

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

**List the General Education courses for each program and explain how you determined that these were appropriate general education courses for the major.**

Observations of Evaluator:

Is there evidence that the business unit effectively meets the general education component?

Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

Page 48 and 49 of the college catalog outline the general education requirements for all AA and AAS degrees at Lawson State Community College. All business programs satisfy the general education requirements of the college. Some courses were reclassified and did not agree with the curriculum summary included in the self study, however, in each case, all programs satisfied the standard.

Is standard 6.2 met?  Yes  No

### **6.3 Business Major**

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

**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 their 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:**

- 1. Areas of specialization that build and/or organize knowledge dealing with specific aspects of business and its environment with interactions between these elements.**

2. 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.
3. The depth and breadth of knowledge, understanding, and skills provided in the content area of specialization should exceed that which is proved in the professional component.
4. Application of knowledge that is utilized by internships, field experiences and cooperative education, simulations, and/or similar activities should enhance the student's professional education experience.

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

List the Business Major courses for each program and explain how you determined that these were appropriate business major courses for the major.

Observations of Evaluator:

Is there evidence that the business unit effectively meets the major requirements?  Yes  No

Is there evidence of a systematic approach?  Yes  No

Is there evidence the approach is deployed?  Yes  No

Is there evidence of results?  Yes  No

What supports your findings?

All programs contained an adequate number of courses to satisfy the business major requirement.

Faculty members and the Interim Chair of the Business and Information Technologies Division reported using the results of employer surveys and the results of testing to make changes in the curriculum.

Is standard 6.3 met?  Yes  No