ACBSP GLOBAL BUSINESS ACCREDITATION ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS & PROGRAMS

Self-Study

For Demonstrating Excellence in

Associate Degree

Schools and Programs

LUZERNE COUNTY COMMUNITY COLLEGE
521 Trailblazer Drive
Nanticoke, PA 18634
December 15, 2022

LUZERNE County Community College

Overview

Institution Name
Luzerne County Community College

Address

Year Accredited
Not Set

Year Reaffirmed
Not Set

Years Covered by this Report
Not Set - Not Set

Date Submitted
12/15/2022

Completed By

Phone

Email

ACBSP Champion

ACBSP Co-Champion

I - Review of All Academic Activities

a. Business Degrees Offered by Business Unit. ACBSP accredits degree programs in business and business-related fields. The ACBSP accreditation process considers the traditional specializations in business, including accounting, business administration, finance, marketing, and management. Any of these specialized programs offered by the business unit seeking accreditation must be included in the self-study to be considered for accreditation. The accreditation process includes a review of all academic activities associated with the business programs. In other words, if an institution offers business degrees at the associate, bachelor, master, and doctorate levels, the accreditation process embraces all of these in the self-study.

b. Adding New Programs. When a new degree program in business is added after the programs have been accredited, it must be referred to in the business program's Quality Assurance report to ACBSP. The new degree program needs to be operational, with enrolled students, for at least two years and have graduates before it can be considered for accreditation.

c. Business Programs Not Offered by Business Unit. At the institution's written request, other business-related programs may be either included or excluded from the accreditation process. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited.

d. Branch Campuses/Extension Centers. If an institution has a branch campus or campuses or if there are extension centers or other types of auxiliary operations where business courses are taught, then the accreditation process will include all of these locations in the self-study. On a case-by-case basis, such entities may be excluded.

If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited. There also must be sufficient distinction between accredited degrees and those degrees offered by excluded segments, to justify their exclusion. An institution may ask in advance of conducting the self-study for a determination of inclusion or exclusion from the self-study.

COMPLETE TABLE IN THE EXCEL FILE FOUND IN THE EVIDENCE FILE.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

- Overview Table

II - Organizational Charts/Conditions of Accreditation

Place in an Appendix of the self-study a copy of:

1. the institution’s organizational chart; and
2. business program’s organizational chart

Identify here the Appendix number

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There are four full-time faculty in the Business Department, all of whom formally report to the Vice President of Academic Affairs.

- Dr. Gary Mrozinski, Chair, Professor of Business

- Ms. Lori Dunn, Program Coordinator, Professor of Business (retired May 2022)

- Mr. Walter Janoski, Associate Professor of Business

- John Sedlak, Professor of Business

- Richard Kokas, Assistant Professor of Business (hired August 2022)

Sources

- LCCC Organizational Chart (2022)

III - Conditions of Accreditation

a. Institutional Accreditation. Institutions operating in the United States must be accredited by their regional body. Non-U.S. institutions must have equivalent accreditation or recognition as appropriate. For non-U.S. institutions, this is typically a copy in an Appendix of a certified translation of an official document from an appropriate government organization in their respective countries stating recognition, accreditation, and/or their right to grant degrees.

Membership in ACBSP requires regional accreditation or the filing of the official document by non-U.S. institutions. It is not necessary to provide these documents unless ACBSP staff cannot verify this information or there have been changes in the status. If this cannot be verified or is questioned, the institution will be required to provide documentation before the process can continue. Please note below any changes in regional or national accreditation status.

b. Statement of Mission—Institution. Provide the approved statement of mission for the institution and state whether it is listed in the institution's catalog or program offerings bulletin (see subsection d).

c. Statement of Mission—Business Unit's. The business unit will be evaluated to the ACBSP Standards and Criteria within the framework of institutional and business unit mission. Business programs must have a mission consistent with that of ACBSP. State the mission of the business programs and whether the mission is listed in the catalog or program offerings bulletin (see subsection d).

d. Public Information
Note: See standard 1 and standard 7 important public information requirements.

Provide an electronic copy or website link to the catalog or bulletin.
Please state the catalog page number(s) where each of the following is located:

1. listing of the business degree programs - page number(s)
2. the academic credentials of all faculty members - page number(s)
3. the academic policies affecting students, along with a clear description of the tuition and fees charged the students - page number(s)
4. the statement of mission of the institution - page number(s)
5. the statement of mission of the business unit or program - page number(s)

e. Accreditation of Doctoral Programs. Accreditation of doctoral programs requires meeting the following requirements:

1. Institution must have ACBSP accredited programs at the baccalaureate and/or master's level;
2. Institution must perform a self-study addressing the seven standards and related subcategories to the extent appropriate;
3. Program must be authorized by the appropriate regional accrediting organization and/or the appropriate governmental agency; and
4. Accreditation can only be awarded after individuals have graduated from the program.

If this self-study includes accreditation of a doctoral program, please indicate below that you have met these requirements, or you intend to meet these requirements. (Attach documents as required).

f. Please list below all campuses of your institution where a student can earn a business degree.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Mission Statements

Luzerne County Community College (LCCC) is accredited by the Middle States Commission on Higher Education, and was most recently reaffirmed in 2021. (see LCCC Statement of Accreditation Status document)

LCCC's Mission Statement is as follows. This statement was revised in 2021.

"Luzerne County Community College is a student-centered institution prioritizing support and access to an inclusive, equitable learning environment that fosters academic and personal success and strengthens communities in the Northeast Pennsylvania region."

This mission statement can be found on the College's website under "About LCCC" at the following link.

https://www.luzerne.edu/about/mission.jsp

The Business Department's Mission Statement is consistent with the College's Mission Statement and is as follows.

"The mission of the Business Department is to build a basic foundation in the business field for both transfer and career-oriented students. The Business Department aims to foster critical thinking and analytical skills, and aspires to be students' first choice in the region for college education in business."

This Mission Statement can be found on the Business Department's webpage at the following link.

https://www.luzerne.edu/academics/catalog/dept.jsp?m=2&a=Business

Public Information

The College's printed catalog is given below. The programs are listed in alphabetical order and therefore are not grouped by department. So, also attached is an excerpt showing the program information for just the 6 associate's degrees in business.

In the program descriptions, ACBSP accreditation is noted for all but the A.S. in Health Care Management since it is a new program seeking accreditation.

The academic credentials of faculty members are at the very end of the catalog. The following are the full-time faculty and the page number is where their credentials can be found in the catalog. It should be noted that Lori Dunn was a full-time faculty member during the self-study year but is now retired. She was replaced by Richard Kokas who was hired at the start of the Fall 2022 semester. His name is therefore not included yet in the catalog.

- Dr. Gary Mrozinski, Chair, Professor of Business (Catalog p. 193)

- Ms. Lori Dunn, Program Coordinator, Professor of Business (retired May 2022) (Catalog p. 191)

- Mr. Walter Janoski, Associate Professor of Business (Catalog p. 192)

- John Sedlak, Professor of Business (Catalog p. 195)

- Richard Kokas, Assistant Professor of Business (hired August 2022)

Sources

- Curriculum Excerpt - LCCC College Catalog (2022-2023)
- LCCC Catalog (2021-2022)
- LCCC Statement of Accreditation Status - Middle States Commission on Higher Ed

IV - Business Program's Organizational Profile

The Organizational Profile is a snapshot of your business programs, the key influences on how you operate, and the key challenges you face. It consists of two parts: Organizational Description and Organizational Challenges.

The importance of Beginning with Organizational Profile. Your Organizational Profile is critically important because:

- It is the most appropriate starting point for self-assessment;
- It helps the institution identify potential gaps in key information and focus on key performance requirements and organizational performance results;
- It is used by ACBSP in all stages of review, including the site visit, to understand your organization and what you consider important;
- It also may be used by itself for an initial self-assessment; and
- If you identify topics for which conflicting, little, or no information is available, you can use these topics for goal-setting and action-planning.

Submit your responses to both the Organizational Description and the Organization Challenges on documents included within the self-study as an Appendix, or immediately following these pages. Limit the response to the Organizational Profile to not more than five pages.

a. Organizational Description

Describe your organization's environment and key relationships with students and other stakeholders.

Within your response, include answers to the following:

1. Organizational Environment
    a. What delivery mechanisms are used to provide your education programs, offerings, and services to students?
    b. What is your organizational context/culture?
    c. What is your stated vision?
    d. What are your stated values?
    e. What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, and use of contract employees?
    f. What are your major technologies, equipment, and facilities?

2. Organizational Relationships
    a. What are your key student segments and stakeholder groups? What are their key requirements and expectations for your programs and services? What are the differences in these requirements and expectations among students and stakeholder groups?
    b. What are your key partnering relationships and communication mechanisms?

Notes: Student segment and stakeholder group requirements might include special accommodation, customized curricula, reduced class size, customized degree requirements, student advising, dropout recovery programs, and electronic communication.

Communication mechanisms should be two-way and might be in person, electronic, by telephone, and/or written. For many organizations, these mechanisms might be changing.

b. Organizational Challenges

Describe your organization's competitive environment, your key strategic challenges, and your system for performance improvement.

Within your response, include answers to the following questions:

1. Competitive Environment
    a. What is your competitive position? Include your relative size and growth in the education sector and the number and type of competitors.
    b. What are the principal factors that determine your success relative to that of your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.

2. Strategic Challenges
    a. What are your key strategic challenges? Include education and learning, operational, human resource, and community challenges, as appropriate.

3. Performance Improvement System
    a. How do you maintain an organizational focus on performance improvement? Include your approach to systematic evaluation and improvement of key processes and to fostering organizational learning and knowledge sharing.

Notes: Factors might include differentiators such as program leadership, services, e-services, geographic proximity, and program options.

Challenges might include electronic communication with key stakeholders, reduced educational program introduction cycle times, student transitions, entry into new markets or segments, changing demographics and competition, student persistence, and faculty/staff retention.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Organizational Description

The Business Department includes 4 full-time faculty members named in the previous section. There are another 12-15 part-time faculty teaching in the department depending on the semester. (In the Fall 2022 semester, there were 13 part-time faculty teaching business courses.). There are two leadership positions, Department Chair and Program Coordinator, which are appointed on a yearly basis. Over the years, as enrollments have declined, the number of full-time faculty in the Department has declined. There were 8 full-timers in 2006, and half that many now. This trend has taken place across the college.

The Business Department's mission, vision, and values are discussed in detail in Standards 1 & 2, but, in short, our organizational culture is that of a student-focused department. We realize that our students come to us often with inadequate academic preparation and facing challenges in their personal lives that make them different, as a group, from their counterparts at the private baccalaureate institutions in our region or any region of the country. The support a student receives from the business faculty, counselors, and other support staff is offered out of a strong desire to see them overcome their obstacles and succeed.

Description of the Student Population

Currently, less than half of our full-time equivalent (FTE) student enrollment is made up of "traditional" full-time day students. A majority of our online students are studying part-time while they work full-time. These students find the online format to best suit their needs, where 10-15 years ago, they would be taking evening classes on Main Campus or at one of our Off-campus Centers. Those evening classes have declined in enrollment over the years as the student demand for online classes has grown. A growing percentage of our student population in each of the segments is of hispanic background. The College's ESL offerings has grown to become a full program with a full-time Program Coordinator.

Strategic Challenges

The most significant strategic challenge is the budgetary impact of declining enrollment due to demographic trends and due to the state of the labor market. In terms of demographics, there are simply fewer high school graduates in Pennsylvania each year. The largest growing sector of our local economy is Transportation and Logistics. There has been a great expansion of warehousing operations and fulfillment centers with companies like CVS, Amazon, FedEx, PetSmart, Chewy, Home Depot and dozens of others occupying huge facilities in the region. Young people right out of high school are hired into entry level positions by these warehouses starting at $40,000 a year. This seems like a significant sum of money to an 18-year old, and it discourages many high school graduates from pursuing a college education. It is not until the workers are in their late 20s or older that they realize that they are not in family sustaining careers with a career progression that would lead to a higher salary. Then, many of them come to the community college as an online student.

Performance Improvement

The College just underwent a very successful reaccreditation process in 2021 with our regional accreditor, Middle States. There were no significant negative findings, and the College was complimented for its effective outcomes assessment process, and the data driven decision making that is built into all of its processes. We believe this self-study will demonstrate that this strength exists in the Business Department as well.

Sources

There are no sources.

1 - Standard 1 - Leadership

The business unit must have systematic leadership processes that promote performance excellence and continuous improvement. Values and expectations must be integrated into the business unit's leadership process to enable the business unit to address its societal responsibilities and community involvement.

The following information must be provided for this standard to be met:

Leaders must establish performance expectations for some of the listed student achievements identified by the Council for Higher Education Accreditation (CHEA) in the list of examples below.

You do not have to establish performance expectations for every item below.

Use Table 1 in the evidence file to establish measurable performance expectations. The results of these expectations will be reported in Standard 7 and made public on your business program web page.

These are examples of student achievement identified by CHEA.

- Attrition (e.g. Less than 40%)
- Retention (e.g. Greater than 40%)
- Graduation by program and year (e.g. 2019 Accounting 25, Marketing 31)
- Licensure pass rates (e.g. CPA 78%)
- Job placement rates (e.g. Accounting 100%, Marketing 91%)
- Employment advancement (e.g. Accounting 12, Marketing 9)
- Acceptance into graduate programs (e.g. Accounting 12, Marketing 5)
- Successful transfer of credit (e.g. Accounting 14, Marketing 7)
- Other (e.g. Hired after internship: (e.g. Accounting 2, Marketing 11)

Note: Website links must be on the business landing page, clearly identified as public information of/or student achievement and lead directly to information regarding business student achievement. Provide the link in Section III of the online reporting portal.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The following measures of student achievement are measured each semester, and specific strategies are developed for improving performance. These data are reported in Standard 7.

- Headcount Enrollment by Program is measured each Fall and Spring semester for each program and then annualized for each academic year.
- Percent Change in Headcount Enrollment by Program shows, for each academic year, the percent change in headcount enrollment for each program.
- Number of Graduates by Program shows the # of graduates for each fiscal year.
- Transfer Rates by Program show the percentage of graduates in each program that transferred to a

baccalaureate program within 3 years of graduating.

- Fall-to-Spring Retention Rates by Program measures the % of first-time freshmen entering the college each Fall that continue on to the following Spring.
- Fall-to-Fall Retention Rates by Program measures the % of first-time freshmen entering the college each Fall that continue on to the following Fall.
- Average Seat Count measures the average number of students in sections of business courses.
- Part-time Faculty Usage Rate measures the % of credits taught by part-time faculty each semester.
- Online Instruction Percentage measures, for each major semester, the percentage of occupied seats in all business sections that are online occupied seats.

Sources

There are no sources.

1.1 - Criterion 1.1

Approach - Leadership Processes that Support Continuous Quality Improvement

Complete Table 1.1 in the evidence file.

Criterion 1.1.a - Mission and Values.
Describe the processes used by the business unit's leadership to establish its stated mission and values (as identified in the overview) with input from the members of its stakeholder groups (as identified in the overview).

Criterion 1.1.b - Performance Measurements.
Describe the business unit's key performance measurement processes for monitoring the achievement of its stated mission and values.

Criterion 1.1.c - Social and Community Responsibility.
Describe the processes used by the business unit's leadership to create and monitor an environment that fosters social and community responsibility.

Criterion 1.1.d - Impacts on Society.
Describe the processes used by the business unit's leadership to identify and address the impact on society of its program offerings, services, and operations.

Evidence might include: job description(s) for the business unit's leaders; applicable policies and procedures; agendas and minutes from meetings where processes are established; performance indicators being tracked, analyzed and met; communications from leaders to stakeholders.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The following is the Business Department's Mission Statement. The College reexamines its Mission at the start of each 5-year strategic planning cycle and considers revising it. Input is gotten from the entire college community (see Strategic Plan 2022-2026 Development for Inservice document) and it is communicated to, and discussed with stakeholder groups like the Board of Trustees, the Alumni Association, the President's Advisory Board, etc. This prompts the Business Department to do the same for its mission, given that its mission must align with the College's mission. The following is the College's current Mission Statement and the Department's current Mission Statement.

LCCC MISSION STATEMENT

Luzerne County Community College is a student-centered institution prioritizing support and access to an inclusive, equitable learning environment that fosters academic and personal success and strengthens communities in the Northeast Pennsylvania region.

BUSINESS DEPARTMENT MISSION STATEMENT

The mission of the Business Department is to build a basic foundation in the business field for both transfer and career-oriented students. The Business Department aims to foster critical thinking and analytical skills, and aspires to be students' first choice in the region for college education in business.

KEY STRATEGIC OBJECTIVES

The Department has developed 5 Key Strategic Objectives to meet the mission of the department and overall mission of the college:

1. Better prepare graduates for the workforce.
2. Better prepare graduates for transfer to 4-year institutions.
3. Improve the quality of business programs
4. Increase enrollment through recruitment initiatives.
5. Increase enrollment through retention initiatives.

The business department is meeting its purpose to produce graduates who are well- prepared for transfer to baccalaureate programs and/or employment. By using the business unit mission and key strategic objectives to guide the activities of the department, the department is making contributions towards the institution achieving its mission.

The Business Department had an extensive discussion of its impacts on society with the Business Advisory Board during its Spring 2022 meeting (see Sample Advisory Board Agenda 2) when the Department Chair solicited their input on the growing trend in society to question the relevance of a college degree. Advisory Board members each gave their opinions about what value they place on a college degree vis-à-vis job candidates they consider. This trend can be seen by some as an existential threat to college business programs. The discussion extended for about 30 minutes.

Business Department leadership includes the Department Chair and the Program Coordinator. The department chair has overall responsibility for the department and his/her responsibilities include developing the semester schedule of course offerings, assigning teaching workload to faculty, ordering textbooks at the LCCC bookstore for all business classes, addressing individual student issues, and resolving conflict within the department. The Program Coordinator oversees the accounting curriculum, coordinates the accounting faculty, and assists the Department Chair with other department business. Faculty are selected to serve in these two leadership positions on an annual basis by the Vice President of Academic Affairs. The Department Chair receives 6 credits of release time plus a stipend, and the Program Coordinator receives 3 credits of release time plus a stipend. (see Duties of Chair, Coordinator – Faculty Contract, and Broadcast Announcement of Department Chairs, Coordinators, LCCC Chair Appointment)

The Department Chair and a Program Coordinator, under the supervision of the Vice President of Academic Affairs, coordinate the business unit at Luzerne County Community College (LCCC). It maintains a work environment through (a) departmental communication and group decision making, (b) the department's advisory board, (c) LCCC's system of shared governance, (d) Outcomes Assessments procedure (d) interaction with students, (f) participation in professional development and compliance with institutional policies.

The department works as a team together with its Advisory Board in decision-making that affects the department or its working unit.

The business unit faculty members are committed to helping students learn and value open communication.

(a) Departmental Communication and Group Decision Making

The department communicates via email and intercollege mail. The communications include various situations including course assignments at the beginning of a semester to textbook awareness, scheduling, and meeting time and dates during a semester. Instructors both full and adjunct use the communications for any questions pertaining to the department and or their classes as well.

Group decision-making is made during physical meetings held by the department throughout a semester. They would include decisions on outcomes and assessment, scheduling, new course offerings, and possible changes to a department program to name a few.

(b) The Department's Advisory Board

The Department has an Advisory Board that consists of outside professional community business members. The Department faculty meet with the Advisory Board once or twice a year. The main function of the Board is to review current programs as to how they relate to the working environment. Through this process the Board will make recommendations about the program's relevance to the work force. The department will then meet and discuss such recommendations and determine implementation if necessary.

(c) LCCC's Senate Curriculum Approval

The College supports a well-defined system of collegial governance that provides for participation from constituents. The College governance system includes the Board of Trustees and standing committees, the President, the President's Leadership Team, the College Senate and standing committees, and the Student Government Association. All governing bodies include appropriate constituent representation. Students are given appropriate opportunity for input on decisions affecting them. By-Laws guiding the governance system are documented and accessible by constituents. They outline the governing body's role in the governance process, define the composition and charge of the body, and provide for the selection of governing body members.

The LCCC Senate has three major committees one of which is the Academic Committee. The Department Chair for Business, Dr. Gary Mrozinski, has served on this committee since 2006. Administration, Faculty, and Classified staff members are represented on the Committee. It meets at least once a month during Fall and Spring semesters to review and approve various academic changes to programs at LCCC. At this time any questions or concerns that committee members may have about any of the proposed changes, will be addressed to the department chair, coordinator or dean who are present. It is through this process that any changes will be approved or disapproved.

During the self-study year, the Business Department reviewed many of its syllabi and updated them. These syllabi revisions were presented to the Academic Committee of the Senate in their March 2022 meeting. (see Sample Academic Committee Report on Page 3)

(d) Outcomes Assessment Process

LCCC has committed itself to a continuous and sustained effort with Outcomes Assessment. It involves a 5-year plan where each program learning outcome for each program is assessed during the cycle. Much more about this process will be presented in Standard 4.

(e) Interaction with Students

LCCC Business Department faculty interact with their students in a number of ways besides the classroom, which primarily include faculty advisement and participation with the department's Business Club. The Business Club has many activities including a Business Symposium where successful local businessmen and women are invited to speak to all business students. All faculty members participate with this activity.

Each full time faculty member at LCCC is required to serve on one of the college's committees per academic year. Serving as a Faculty Advisor satisfies this requirement and normally each year each member of the department serves as one. Faculty members who serve as an advisor have a group of business students from programs of the courses that they teach. They schedule meetings with the students to evaluate their academic progress and help them schedule their classes for upcoming semesters. (see Business Faculty Committee Service document)

The Business Club is made up of various Business students. It is presided over by a Business Department full time faculty member. The current advisory is Professor Ricky Kokas. Through the faculty member's guidance, the club meets at least once a month throughout the Fall and Spring semesters. The club's activities include various different things such as having prominent business community members conducting talks about current business environments. All department members are urged and invited to attend all of their meetings and activities. (see Business Club Roster (2022-2023))

(f) Participation in professional development and compliance with institutional policies.

Business Department faculty, along with all other college faculty, participate in 4 professional development days per academic year. Two occur during the Fall semester and two during the Spring semester. They are organized by the Institutional Advancement Committee and include various activities such as guest speakers and on hand demonstrations. Topics include institutional projects or procedures, instructional strategies for student success, faculty improvement and outcomes assessment best practices.

In recent years the Business Department faculty have worked hard to review and improve the curricula of the department.   Using Advisory Board recommendations, and research of other community colleges and 4-year institutions, the department meets throughout the years to discuss and to make changes. The communication between each member throughout these meetings led to some changes being made and improved the unit by making the changed programs more reflective of the outside community and in line with other 4-year institutions. These meetings also focus on other issues and give the unit members the opportunity to discuss them as well.

Technology also helps to communicate with adjunct faculty as well. Each adjunct at LCCC is provided an email address that helps the Department Chair and Program Coordinator provide important information to them. An in-service for all LCCC adjunct faculty members is held at the beginning of each semester and provides an opportunity for the department chairperson to review policies, provide resources and answer questions.   This communication improves consistency across all sections of a course.

Sources

- Table 1.1

1.2 - Criterion 1.2

Deployment - Provide evidence that the above described processes are fully deployed across the business unit.

Complete Table 1.2 in the evidence file.

Evidence might include: applicable policies and procedures; deployment schedules; faculty and student handbooks, codes of conduct; financial audit schedules; memos on the topics; presentations on the process deployment;

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

See Table 1.2 and sample evidence below.

Sources

- Broadcast Announcement of Department Chairs & Coordinators (2021-2022)
- Business Club Roster (2022-2023)
- Business Symposium - Promotional Flyer (2022)
- Business Symposium - Sample Media Release (2022)
- Department Chair's Enrollment Report (Fall 2022)
- Duties of Chair, Coordinator - Faculty Contract (2022-2025) Excerpt
- Faculty Committee Service (2022-2023)
- Inservice Agenda (January 2022)
- LCCC Chair Appointment (2022.06.22)
- LCCC Strategic Plan (2017-2021) Status Report
- LCCC Strategic Plan (2022-2026) Development for Inservice
- Sample Academic Committee Report (March 2022) - see Page 3
- Sample Advisory Board Agenda 1 (2021)
- Sample Advisory Board Agenda 2 (2022)
- Table 1.2

1.3 - Criterion 1.3

Results - Provide evidence of the analysis of data produced by the above described processes.

Complete Table 1.3 in the evidence file.

Evidence might include: minutes of meetings discussing the data; financial audits; survey results; charts, tables, graphs, etc.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

- Table 1.3

1.4 - Criterion 1.4

Improvements - Provide evidence of key actions taken by the business unit's leaderships to improve the teaching and learning environment based on the above results.

Complete Table 1.4 in the evidence file.

Evidence might include: A list of process, key results, and actions taken.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

- Table 1.4

2 - Standard 2 - Strategic Planning

The business unit must have a systematic process for developing a strategic plan that leads to continuous improvement. The strategic plan must include implementation goals and progress measures.

The following information must be provided for this standard to be met:

A copy of the business unit's documented strategic plan must be provided that includes strategic objectives that are measurable and have a timeline.

The following criteria provide evidence of continual improvement of academic quality.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

There are no sources.

2.1 - Criterion 2.1

Approach - Strategic Planning

Criterion 2.1.a - Institutional-Business Unit Mission & Vision Alignment

Describe the systematic process for developing the strategic plan and how the business unit's program(s), budget, and strategic plan align with the institution's mission, and vision. A copy of the unit's documented strategic plan **must** be provided in the evidence file.

Evidence items might include: Comparison table of the business unit's mission and values to that of the Institution; meeting minutes referencing mission, vision, budgeting; regional accrediting documentation referencing institutional & units' missions.

Criterion 2.1.b - Stakeholder Input

Describe how faculty, staff, and stakeholders are involved in the development of the business unit's strategic plan.

Evidence might include: Meeting minutes; advisory board minutes; linkage to decisions based on the analysis of data from standards 3-7; feedback data from surveys.

Criterion 2.1.c - Communication Linkage

Describe how the business unit communicates the strategic plan throughout the business unit.

Evidence might include: Meeting minutes; documentation from web, share point or other collaboration and documentation application.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Luzerne County Community College's Mission Statement is reviewed at the start of each strategic planning cycle, which usually comprises 5 years. The Business Department then reviews it's Mission Statement vis-à-vis the College's Mission statement. This occurred most recently in 2021 in preparation for the launching of the College's 2022-2026 Strategic Plan. (see LCCC Strategic Plan (2022-2026))

The following is the College's Mission Statement as revised in 2021.

LCCC MISSION STATEMENT

Luzerne County Community College is a student-centered institution prioritizing support and access to an inclusive, equitable learning environment that fosters academic and personal success and strengthens communities in the Northeast Pennsylvania region.

The Mission Statement of the Business Department, and is as follows.

BUSINESS DEPARTMENT MISSION STATEMENT

The mission of the Business Department is to build a basic foundation in the business field for both transfer and career-oriented students. The Business Department aims to foster critical thinking and analytical skills, and aspires to be students' first choice in the region for college education in business.

Each major division of the college must have its own strategic plan that is aligned with the College's Strategic Plan. The Academic Affairs Division has such a plan. (see Academic Affairs Division Plan). Each department within that division must have a department plan that is aligned with its division's plan. The Business Department's Strategic Plan is that plan. The plan is based on what the department determined to be 5 Key Strategic Objectives.

KEY STRATEGIC OBJECTIVES

The Business Department has determined that the following 5 Key Strategic Objectives are crucial to meeting the mission of the Department and overall mission of the College:

1. Better prepare graduates for the workforce.
2. Better prepare graduates for transfer to 4-year institutions.
3. Improve the quality of business programs
4. Increase enrollment through recruitment initiatives.
5. Increase enrollment through retention initiatives.

The Business Department's Strategic Plan is derived from the 5 Key Strategic Objectives. Each action in the plan is connected to the mission of the department in this way. (see Business Department Strategic Plan (2022-2026))

The College allocates resources within the various departments of the college based on the objectives of the College's Strategic Plan. Accordingly, each department must connect all budget request to the objectives of the Strategic Plan, and each requesting department must attach its Department Strategic Plan.

The following excerpt from the Budget Request Process document shows that budget requests must be linked to the College's strategic plan through the requesting department's Department Plan which must accompany the budget request.

"ATTACH YOUR DEPARTMENT PLAN. Your budget request should be aligned with your individual department plan and your assessment data should further support your request. No budget increases of any kind will be considered by the President's Leadership Team unless they are supported by your department plan. *(As a reminder, department plans support division plans, which support the Strategic and other college-wide plans.* ***Your assessment data should support your additional budget requests****.)"*

The Business Department's Strategic Plan is communicate to faculty in the Business Department at department meetings and to the Advisory Board at Advisory Board meetings.

Sources

- Academic Affairs Division Plan (2022-2026)
- Budget Request Process (2023-2024)
- Business Department Strategic Plan (2022-2026)
- Institutional Effectiveness Plan (2022.11.07)
- LCCC Strategic Plan (2022-2026)

2.2 - Criterion 2.2

Deployment - Strategic Implementation

Criterion 2.2.a. - Key Short-Term & Long-Term Strategic Objectives with Timetable

Use Table 2.2.a. to describe the business unit's key short-term and long-term strategic objectives to address key student, stakeholder, and program performance requirements and the timetable for implementation and completion, including who, what, when, and how.

Note: Human resource strategic objectives and action plans should be presented under Standard 5.

Criterion 2.2.b. – Performance measures

Describe the performance measures implemented to assess and track each of the business unit's action plans.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

See Table 2.2.a below.

Sources

- Table 2.2.a

2.3 - Criterion 2.3

Results - Performance and Process Effectiveness Results

Criterion 2.3.a. – Performance Effectiveness

In review and analysis of standards 1-7, briefly summarize and provide the results of key measures indicating the accomplishment of the business unit’s strategy and action plans. Measures of accomplishment should address the business unit’s strategic objectives and goals identified in Criterion 2.1 and action plan performance measures and projected performance in Criterion 2.2.

Criterion 2.3.b. – Process Effectiveness

In review and analysis of standards 1-7, briefly summarize the business unit’s overall process effectiveness. Process results should relate to key organizational requirements and expectations of each standard.

Criterion 2.3.c. – Communication of Performance Results

Briefly describe how the performance results are communicated to the stakeholders.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The following are measures of the degree to which the Business Department is meeting accomplishing its mission. Trend data for each of these measures is reported in Standard 7. Each of these measures is directly related to the 5 Key Strategic Objectives of the Business Department, and therefore, directly related to the mission of the Department.

- Headcount Enrollment by Program is measured each Fall and Spring semester for each program and then annualized for each academic year.
- Percent Change in Headcount Enrollment by Program shows, for each academic year, the percent change in headcount enrollment for each program so that comparisons can be made between programs.
- Number of Graduates by Program shows the # of graduates for each fiscal year. LCCC confers degrees each year in May and in August.
- Transfer Rates by Program show the percentage of graduates in each program that transferred to a baccalaureate program within 3 years of graduating.
- Fall-to-Spring Retention Rates by Program measures the % of first-time freshmen entering the college each Fall that continue on to the following Spring.
- Fall-to-Fall Retention Rates by Program measures the % of first-time freshmen entering the college each Fall that continue on to the following Fall.
- Average Seat Count measures the average number of students in sections of business courses.
- Part-time Faculty Usage Rate measures the % of credits taught by part-time faculty each semester. A part-time faculty member is a faculty member who teaches no more than 12 credits in a semester.
- Online Instruction Percentage measures, for each major semester, the percentage of occupied seats in all business sections that are online occupied seats.

To summarize the performance measured by the above metrics, the Business Department outperformed the College in just about every measure. While externalities like the world-wide pandemic made it difficult for the Business Department to reach its goals of increasing enrollments each year, when there was a decline, it was a smaller decline for the Business Department than for the College. And, in fact, the Business Department experienced a 4.86% increase in the Fall 2022 semester (Fall-to-Fall comparison) while the College experienced a 2.86% decrease.

Sources

There are no sources.

2.4 - Criterion 2.4

Continuous Improvement - Strategic Planning

Criterion 2.4.a. – Performance and Process

Use Table 2.2.a. in the evidence file to provide evidence of meeting this criterion. Additionally, provide a summary of potential opportunities for improvement (OFI) relative to the strategic plan in review and analysis of Criterion 2.3.a, 2.3.b, and 2.3.c.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The following Opportunities for Improvement (OFIs) were identified relative to the strategic planning process used by the Business Department.

- While all objectives in the Strategic Plan are long-term, it would be good to have some longer-term strategies for achieving the objectives. As it is now, the planning horizon has been about 12-18 months for most strategies.

- Especially since there are only 4 full-time faculty members in the department, a brainstorming session involving *all* full-time *and* part-time faculty at the beginning of the strategic planning cycle would yield a larger number of high quality ideas since the group would include 15-20 faculty. Some thought would need to be put into how to facilitate such a session so that everyone has the chance to provide input.

- More realistic goals (e.g. "Enrollment increases each year for each program") should be considered given that demographic trends and unpredictable externalities are affecting our performance.

- A 6th Key Strategic Objective that would connect the Business Department with the local community (not necessarily the business community) could be considered. This would show students the roles they could play in improving the communities in which they live.

Sources

There are no sources.

3 - Student and Stakeholder Focus

The business unit must have a systematic process to determine requirements and expectations of current and future students and other key stakeholders. The process must measure stakeholder participation and satisfaction and use the results for continuous improvement.

The following information must be provided for this standard to be met:

1. A list of student segments served.
2. A list of other stakeholders beside students.
3. A list if methods used to communicate with students and stakeholders
4. A list of improvements made from knowledge gained from students and stakeholders.
5. Use Table 3.1 Student and Stakeholder Groups to provide this evidence

The following criteria provide evidence of continual improvement of academic quality.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

There are no sources.

3.1 - Criterion 3.1

Approach

Criterion 3.1 Business programs must determine the student segments its educational programs will address and other key stakeholders of the business programs.

3.1.a List the business unit's key student segments (e.g. undergraduate, graduate, online, on-ground, traditional, non-traditional, international students, competency-based, etc.).

3.1.b List the business unit's key stakeholders additional key stakeholders (e.g. parents, parent organizations, faculty members, staff, governing boards, alumni, employers, business/industry advisory board, other schools, funding entities, local/professional communities, etc.).

3.1.c Use Table 3.1 (Student and Stakeholder Groups), to describe how the business unit determines key student and stakeholder requirements and the processes used to meet those requirements.

3.1.d Describe the systematic process the business unit uses to respond to complaints from students and other key stakeholders.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The key student segments of the Business Department at Luzerne CountyCommunity College include:

STUDENTS:

- Students who will transfer to a 4-year institution (A.S. Degree)
- Students who will join the workforce upon graduation (A.A.S. Degree)
- Online students
- On-Ground students (Main Campus and Off-campus Centers)

OTHER STAKEHOLDERS:

- Alumni
- Faculty
- Employers
- Four-Year Colleges/Universities

STUDENTS:

<u>Students who will transfer to a 4-year institution (A.S. Degree)</u>

The Business Department at Luzerne County Community College uses various sources and techniques to ensure that the proper course work is completed for each of it's A.S. Degrees (Accounting / Business Administration) to allow for proper transfer of maximum credits as well as students being properly prepared for that transfer.

Sources/ Techniques

1. The business department ensures that students meet course work for transfer to a 4-year institution by discussing coursework requirements with advisory board members at annual meetings. There the separate advisory boards (Business/ Accounting) which meet to discuss newest technologies and techniques in specific discipline to ensure students are not only preparing to transfer but are exposed to these necessary skills as early as possible in their education.

Examples:

- Incorporating data analytic exercises and program use in various accounting courses. Students are exposed to reports from Tableau in their first-year accounting courses and complete small projects in Tableau in their second-year accounting courses (Intermediate Accounting I and II). (see Meeting Minutes Reports – Accounting Program Advisory Board Meeting (Fall 2019, Spring 2021)
- Incorporating various MS Excel activities throughout accounting course work. Students in all business areas are exposed to Excel and its use. (see Meeting Minutes Reports – Accounting Program Advisory Board Meeting (Fall 2019, Spring 2021)
- Digital Marketing course creation. This course was created in response to the growing demand for students to be exposed to the latest technologies and techniques in this growing area of Marketing. (see Meeting Minutes Report – Business Program Advisory Board Meeting (Fall 2019))
- Revision of the Math requirements for the A.S. in Accounting to allow students to choose to either complete the College Algebra course and/or the Calculus for Business course to achieve graduation. This allows students more flexibility with completing and achieving their degree in a 2-year period.

2. The business department has more than 7 articulation agreements with various colleges and universities. These articulation/ dual admissions agreements allow for maximum credits to be transferred from the A.S. Business Administration or Accounting degree earned at LCCC to the transfer institution.

The following is a list of some of the 4-year institutions that LCCC has articulation or dual enrollment agreements presently in place with. Most of these institutions in the Northeast Pennsylvania market. This is discussed in more depth in Standard 6.

- Bloomsburg University, Bloomsburg, PA
- East Stroudsburg University, East Stroudsburg, PA
- Keystone College, LaPlume, PA
- King’s College, Wilkes-Barre, PA
- Marywood University, Scranton, PA
- Misericordia University, Dallas, PA
- University of Scranton, Scranton, PA
- Wilkes University, Wilkes-Barre, PA

3. The business department works to create course offerings to allow students to complete their A.S. in Business Administration or Accounting either in the classroom or online within a 2-year period. The department works with other departments such as Math, to create a schedule so that required courses are not overlapping and preventing students from completing in the suggested sequence as indicated in the college catalog.

- The business department offers all business and accounting courses in a distance learning format to allow students to flexibility to complete their 2-year degree totally on line.
- The business department also offers business and accounting courses at off-campus centers in a biannual rotation to allow students to complete as many courses as possible at those sites.
- In the past few years, the college has adopted the OWL technology system in various classrooms at the

main campus. This system has allowed various business and accounting courses to be "Zoomed" to students located in remote areas to allow for live interaction in a classroom setting.

4. According to the first survey of business and accounting faculty of the six four-year institutions a majority of LCCC students transfer to, 87.5% of the respondents indicated that LCCC Business Department prepares students to transfer to a 4-year Business/ Accounting program. This was the first survey completed, but reached the goal of 80%. This survey will continue annually with more detailed questions and feedback requests, to allow the department to work on observed weaknesses indicated in the survey results. (see 4-Year Institution Survey Results (2022))
5. Results from the Annual Graduate Survey focused on the opinions of students who transferred to the 4-year institutions. LCCC business program students were asked if they felt LCCC business programs prepared them for transfer to a 4-year institution. The results over a 5-year period range from 75%-100% felt that LCCC business programs did prepare them for their 4-year institution experience. The goal of the department is 80%. The lower percentages were observed in 2017 and 2018, however better responses of 80-100% were observed in later years of 2019-2021. This result speaks tremendously to the department's ability to transition to a fully online experience during the COVID pandemic years of 2020 and 2021. (see Business Programs Graduates Survey Results (2016-2021))

Students who complete their AAS degree and transition to full time employment.

Another key student segment is those that complete the A.A.S. degree in either Business or Accounting to transition to full time employment. The Business Department at Luzerne County Community College uses various sources and techniques to ensure that the proper course work is completed for each of it's A.A.S. Degrees (Accounting / Business Administration) to allow for proper transition into a career where a 2-year degree is required in the business area.

Sources/Techniques:

1. The business department seeks input from the business advisory boards to determine if the various AAS programs are offering proper coursework for students to transition to full time employment. Suggestions are reviewed by the department and incorporated accordingly.

Examples:

- Incorporating data analytic exercises and program use in various accounting courses. Students are exposed to reports from Tableau in their first-year accounting courses and complete small projects in Tableau in their second-year accounting courses (Intermediate Accounting I and II)
- Incorporating various MS Excel activities throughout accounting course work. Students in all business areas are exposed to Excel and its use.
- Digital Marketing course creation. This course was created in response to the growing demand for students to be exposed to the latest technologies and techniques in this growing area of Marketing.
- Another change the department made to the A.A.S. in Accounting program was replacing the Math of Finance course with the more rigorous Introduction to Finance course that usually only A.S. degree students were required to complete. This finance course allows for more exposure to the field of the finance than the math of finance course allowed. This helps students graduating with this degree to be more marketable.
- The Accounting advisory board noted skills and requirements in a post COVID world. One suggestion was that the department be sure to help students prepare for virtual interviewing and onboarding. The department responded. The Business Club held various workshops on interviewing, resume writing and virtual job searches to allow students to prepare for this new environment.

2. Another source to determine if the business department is properly preparing students for transition to the workforce are graduate survey results. Over the five years period (2017-2021), 83% to 93% of respondents indicated that the business programs at LCCC properly prepared them for their current position. The department's goal is an 80% satisfaction rate. Based on this information, the department is meeting this stakeholders' group satisfaction with the programs.

Online students

Online students are another key student segment that the department must ensure that they are meeting their needs. Again the department has deployed various techniques to meet the needs of the online students completing business classes.

Sources/Techniques:

1. The business department offers all business courses in an online environment. A student can complete an entire A.S. or A.A.S. Business or Accounting degree as a distance learner. This allows students who want the flexibility of completing their entire degree online that ability.
2. The college at various time intervals asks students in online courses to complete a distance learning survey. The years that data has been collected are 2015, 2019 and 2021. Students responding to this survey indicated that 95% were satisfied with their overall online experience. The department's goal is to achieve an 80% satisfaction rating overall from this cohort of students. According to these results the department has met its target goal. It will continue to monitor and survey students to determine changes that maybe necessary to improve satisfaction. (see Distance Ed Business Students Survey Results (2015, 2019, 2022))

<u>On Ground students (Main and Off-campus Centers)</u>

The final segment of key students is the on-ground students. These students are further identified as those at Main campus vs Off-campus Centers. Some of the techniques used to ensure their satisfaction and achieving their educational goals include the following:

Sources/Techniques:

1. The Business Department ensures, when possible, multiple sections of a course be offered on main campus. Again, this is dependent on the total population who would need to complete the course and school policy for registration. The business department works closely with the Master Scheduler to appropriately offer the required sections of courses at time intervals that will allow for the highest registration for the sections.
2. The business department also works with the Director of each Off-campus Center to create a schedule for courses in the business area so that students who attend these sites can complete their degree in a reasonable time period and complete as many courses required for their degree at that site.
3. The Business Department has begun using the OWL technology to allow for students who cannot complete a specific class at the dedicated site, to still participate in a live session of that course from Main Campus.

Examples:

- Spring 2022- Shamokin student participated in Intermediate Accounting II class via Zoom with live class at Main campus on T/TH 9:30am. Student completed all paper tests at the Shamokin campus with a proctor.
- Spring 2021, Fall 2021 and Spring 2022 to prevent scheduled accounting courses at dedicated sites from being canceled due to low enrollment, the business department used OWL technology to allow for an instructor to be live at an Off-campus Center and Zoom students from another Off-campus Center as one live session.
- Another technique used to allow students who were not comfortable with meeting in a live classroom but did not want to complete work asynchronously was the offering of a virtual live session. Here the instructor would meet with students, live via zoom, and teach the course at a given day/time. Students were not required to meet in a classroom but from an environment that they were comfortable in. This allowed on ground students to still meet as if in the classroom but were not comfortable in that environment due to COVID-19.

4. In the Community College Survey of Student Engagement survey, which was deployed in 2021, 90% of business students who completed at least one class at Main Campus were satisfied with their overall experience. In that same survey 79% of students at Off-campus Centers were satisfied with their overall experience there. (see CCSSE Business Students Survey Results (2021)

Since the cost of this survey does not allow for the college to complete it very often, the department will request that questions be added, or an annual survey of students be completed to collect more data on the satisfaction rate of on ground students at more timely cycles. However according to this result the Business Department is meeting its target of 80% satisfaction for main campus students and falls short by 1% of meeting its target for Off-campus Center satisfaction.

OTHER STAKEHOLDERS:

Alumni

The Business Department understands the importance of its alumni. These are the former students who have experienced the business program requirements directly, interacted with faculty, participated in extra curricular activities like the Business Club, and have a great impact on the future of our programs. The Business Department values the opinion of these groups and measures their satisfaction with the business department programs, faculty and activities by their desire to recommend LCCC as an educational choice.

According to the LCCC Annual Graduate Survey (2017-2021), alumni would recommend LCCC to another person 90%- 100% of the time. The business department's target goal is 90%. This means that the department has reached and surpassed its target over that five-year period.

Faculty

All business faculty, whether full- or part-time are an important stakeholder of the business department.

All faculty are provided the resources to instruct their courses effectively. This includes the following:

1. Courses in their area of expertise
2. Standard resources such as course outlines, books and technology
3. Required training for technology
4. Open line of support and communication with business department leadership

Faculty members are selected for course assignment by the department chair or coordinator based on their area of expertise.

Full time faculty members are assigned courses based on a collective bargaining agreement. Part-time faculty members are interviewed and hired by the department leadership (chair or coordinator). These individuals are assigned courses that are in alignment with their specific expertise areas. Part-time faculty are only allowed to teach up to 12 credits a semester.

The department chair/ coordinator provide each faculty member with a course syllabus, suggested course outline, and book for the course. All faculty are encouraged to utilize technology in the classroom. Many of the publishers that the business department uses have learning management systems in place to accompany all book selections. Also, all faculty are encouraged to utilize the school learning management system (Blackboard LEARN) in all classes.

The department chair/ coordinator provide opportunities for training on technology with the publishers if a faculty member is interested in utilizing that company's LMS. The most common publisher utilized in the business area if McGraw Hill. Business leadership has held various in-person and Zoom training sessions with faculty and their technology representatives. The leadership also will hold their own private or group training of faculty in addition. Here is just one example. The Coordinator of the Business Department, Lori Dunn, who oversees primarily the accounting courses, has held Zoom meetings with accounting adjuncts to review the technology in both Blackboard LEARN and Connect LMS each semester with those faculty members she oversees. She also creates one on one videos for adjuncts to view to have questions answered quickly.

According to the Faculty Survey that was conducted in the Spring 2022, all respondents feel that the leadership and support of the business department is effective.

The faculty survey was deployed to 17 full- / part-time faculty members from the Business Department. Of the 12 members who responded , 100% agreed that the leadership of the business department is supportive and effective.

Some comments collected from this survey are below:

- *“The Business Department is fully supportive of their adjunct instructors and they provide advice and guidance when called upon.”*
- *“ Lori Dunn has been a phenomenal help for us adjuncts. She's accessible, knowledgeable, helpful, and always goes above and beyond. Gary Mrozinski has always come alongside to help me implement my ideas in better serving the students, which is very appreciated”*
- *“I enjoy working with the business department at LCCC and think very highly of the department head. “*
- *“I work closely with Business Dept head...Very satisfied with his help and guidance Excellent professional relationship. “*
- *“I've been at the Northumberland campus for nearly 10 years now, and the site director is very active in recruiting students for classes in the business department. Also, our chair, Gary Mrozinski, has begun to offer more varied business classes at our location, which has helped to increase enrollment in classes, and also given me the opportunity to expand and develop personally as an adjunct faculty member.”*

<u>Employers</u>

It is important to include employers as a major stakeholder of the business department programs since they are directly impacted by the skills and knowledge of our graduates.

Representatives of employers like those that hire our graduates comprise our program advisory boards. Annual meetings are conducted with these groups to determine new skills and requirements as well as program and course improvements to meet employers’ needs and provide graduates with those skills.

Advisory board members have consistently over each annual meeting provided the business department with their recommendations. The department then implements as many of those changes if not all as quickly as possible.

To determine if the business department is meeting this key stakeholder’s requirements, an annual advisory board survey was deployed in the Spring of 2022 with following results and comments.

- Of the respondents to this survey, 92.31% feel that the AAS business programs prepare students for employment upon graduation. From this result, the department is meeting its target of 80% or higher satisfaction. However, this was a one-time survey and will need to be com pleted on a more consistent basis to determine a true trend.
- Also, 84.61% of respondents felt that the LCCC business department responds to the board’s recommendations for changes in curriculum/coursework in a timely manner. Again, this surpassed the target goal of 80% set by the department for this question. However, this was a one-time survey and will need to be completed on a more consistent basis to determine a true trend.

Some comments made by the respondents on the survey include:

- *“I am impressed overall with the level of thought and concentration LCCC places on curriculum development. Keep it going.”*
- *“Keep up the good work! I have been on the advisory board for many years. LCCC is always open to making the necessary adjustments based on our suggestions.”*
- *“The LCCC Business Department has done an excellent job over the years in implementing recommendations from its advisory boards. I hope they continue the tradition of soliciting recommendations and feedback from members of the local business community.”*

Four Year Institutions

A key stakeholder of the A.S. business program graduates is four-year institutions. It is the Business Department's main objective to prepare transfer students to complete all required work for earning their A.S. degree, and to prepare them to transition directly into their four-year program to complete their required degree.

One way that the business department knows that they are achieving this goal is by articulation and/or dual enrollment arrangements with four-year institutions.

As noted above, the Business program at LCCC currently participate in more than 7 articulation agreements with four-year institutions for the benefit of our transferring students.

In the Spring of 2022, a survey was sent to faculty in the business/accounting areas of the top six transfer institutions that LCCC business/ accounting program graduates transfer to. This survey asked if the faculty member felt that the LCCC business program prepared those students for transfer to the four-year program. Of those who responded, 87.5% felt that LCCC business transfer students were prepared to transfer to their programs. The target goal for the LCCC business department was 80%. This survey was only completed in 2022. It will need to be more deployed in a cycle in the future to collect data to create a true trend.

The data collected here between articulation agreements and survey results, suggests that LCCC business department and programs are satisfying the four-year institution stakeholders.

STUDENT COMPLAINTS:

The policies that govern student relationships with the business unit including those to resolve students' concerns are the same as offered college-wide. Thestudents follow a college grievance procedure that is instituted by the college to resolve student concerns. This procedure follows.

Grievance Procedure

When a student believes there are grounds for an academic grievance, this procedure is followed by all parties. The failure of any College personnel at any level to communicate a decision to the aggrieved student within proper time limits shall permit the student to proceed to the next step of the process.The failure of the student to appeal the grievance to the next step within theproper time limits shall constitute a withdrawal of the grievance.

1. Informal Procedure

Students and staff should make every attempt to resolve issues through the informal grievance procedure first. The student shall initiate the informal procedure by the end of the next major semester (Fall/Spring) after the student has received information about a condition on which the grievance is based. For due cause, the Provost and Vice President of Academic Affairsmay extend this time requirement.

The informal grievance procedure is as follows:

- The student shall meet with the faculty member to discuss and attempt toresolve the perceived The perceived grievance may bediscussed with the faculty member's department chairperson instead of with the faculty member if thestudent so chooses, or if the faculty member is not available.

- If within five (5) working days (Monday through Friday) after thediscussion with the faculty member and/or his/her department chairperson the problem has not been resolved to the satisfaction of the student, the student may institute the formal academic grievance

1. Formal Procedure

Step A:

Within 20 (twenty) working days (Monday through Friday) after the student has received information on which the grievance is based, the student shall meet with the Student Development Office staff to discuss the problem. The Vice President of Academic Affairs and Provost may extend this time requirement for due cause. The Student Development Office staff shallcounsel the student regarding the grounds for the grievance and inform

the student of the formal academic grievance procedure. Should the student desire to pursue the grievance, the Student Development Office staff shall assist the student in completing the necessary forms. All forms must be completed and submitted within five (5) working days (Monday through Friday) of meeting with the Student Development Office staff.

Step B:

The Student Development Office staff shall distribute copies of the completedgrievance within five (5) working days (Monday through Friday) to:

1. Aggrieved student
2. Faculty member being grieved
3. Faculty member’s department chairperson
4. Faculty member’s academic dean
5. Provost and Vice President of Academic Affairs

Within 10 (ten) working days of receiving a copy of the completed grievance (Monday through Friday), the Academic Dean shall:

1. Arrange one meeting in which the dean (acting as mediator), chairperson, student and faculty member will discuss and attempt toresolve the grievance.
2. Prepare a written report that describes the steps taken and therationale for the dean’s decisions rendered regarding the student’sgrievance, and,
3. Distribute copies of this written report to the:
    - Aggrieved student
    - Student Development Office staff
    - Faculty member
    - Faculty member’s department chairperson
    - Provost and Vice President of Academic Affairs

If the grievance is not resolved to the satisfaction of the student within five (5) working days (Monday through Friday) after the Dean’s decision has been communicated in writing, the student may make a written appeal of the grievance to the Provost and Vice President of Academic Affairs. (If the student makes a written appeal, the status of the student shall not be alteredexcept for reasons relating to the student’s physical or emotional safety and well-being, or for reasons relating to the safety and well-being of students, faculty or College property.)

Step C:

Within five (5) working days (Monday through Friday) of receipt of the appeal notification from Step B, the Provost and Vice President of Academic Affairs shall arrange a meeting with the dean and the student. Within five (5) working days (Monday through Friday) of the meeting among the Provost and Vice President of Academic Affairs, dean and student, the Provost and Vice President of Academic Affairs shall provide his/her decision and thesupportive rationale in writing to the:

1. Student
2. Dean
3. Department chair
4. Faculty member, and,

5. Student Development Office staff

The decision of the Provost and Vice President of Academic Affairs is final.

Step D:

After receiving the final decision, either party shall have the right to file astatement with the President for purpose of record only.

Files containing reports for all formal grievance cases during the self-study year are available for review.

FACULTY COMPLAINTS:

Since the faculty are bound by a faculty contract, all full-time business faculty must follow the following grievance procedure.

6. GRIEVANCE PROCEDURE

6.1. Any complaint alleging a specific violation, misinterpretation or improper application of the terms and conditions of this Agreement, or any complaint alleging arbitrary or discriminatory enforcement of the COLLEGE's rules and regulations related to wages, hours, terms and conditions of employment shall be processed as a grievance under the terms, conditions, and provisions set forth herein.

6.2. A grievance may be filed by a faculty member, group of faculty members or the ASSOCIATION.

6.3. FIRST STEP The grievant and designated ASSOCIATION representative, within ten (10) working days of the occurrence giving rise to the alleged grievance or within ten (10) working days of the date on which the grievant learned of such occurrence, shall informally discuss the grievance with the appropriate COLLEGE Vice President.

6.4. SECOND STEP If the action taken at the First Step fails to resolve the grievance, the grievant, through the designated ASSOCIATION representative may, within ten (10) working days after the discussion of the First Step, deliver a written appeal to the Office of the President with a copy to the Human Resources Office.

(A) The President or his/her designated representative shall, within ten (10) working days following the dated acknowledged receipt of such written appeal, deliver an answer to the grievant.

(B)A copy of this answer shall also be delivered to the ASSOCIATION. (C)If a grievance is not responded to in writing by the President or his/her designee within the time frame prescribed in this Section, then said grievance will be deemed to be resolved in favor of the grievant and/or the ASSOCIATION.

6.5. THIRD STEP If the action taken at the Second Step fails to resolve the grievance, the ASSOCIATION, on behalf of the grievant, may, within ten (10) working days of receipt of the written answer of the Second Step, submit the matter for binding arbitration by delivering written notice of such intent to the Office of the President.

(A) Within ten (10) working days after such delivery of written notice of submission to arbitration, both parties will agree upon a mutually acceptable arbitrator.

(B) If both parties are unable to agree upon an arbitrator within the specified period, the parties shall notify the Pennsylvania Bureau of Mediation and the Bureau's procedure for arbitration proceedings, as referred to in Article IX, Section 903 of Act 195, shall be followed.

6.6. Failure of the grievant to appeal within the specified time limits, as provided in the First, Second and Third Steps, shall mean the grievance has been abandoned by the grievant, and the grievance shall be deemed resolved in accordance with the last answer of the COLLEGE provided such answer is not in violation of any federal or state laws.

6.7. If the President or his/her designated representative does not answer the grievance within the specified time, as provided for in the Second Step, then the grievance may be pursued at the next step provided for in this grievance procedure.

6.8. The grievant may be accompanied by a representative of the ASSOCIATION at any step of the grievance procedure, subject to the conditions set forth in Article VI, Section 606, Act 195.

6.9. Time limits set forth in this Article may be extended by written agreement executed by both parties.

6.10. All meetings and hearings under this Article shall be conducted in private and shall include only such persons involved in the grievance, their necessary witnesses, and their designated or selected representatives.

The business department at Luzerne County Community College does not have official policies for handling disputes beyond student or faculty disputes. There have been no disputes on record from any other stakeholder.

Sources

- 4-Year Institution Survey Results (2022)
- Accounting Program Advisory Board Roster (2022)
- Advisory Board Survey Results (2022)
- Business Department Graduate Survey Data (2016-2021)
- Business Department Graduate Survey Response Rates (2016-2021)
- Business Programs Advisory Board Roster (2022)
- CCSSE Business Students Survey Results (2021)
- Distance Ed Business Students Survey Results (2015, 2019, 2022)
- Meeting Minutes Report - Business Program Advisory Board Meeting (Fall 2019)

3.2 - Criterion 3.2

Deployment

The business unit must provide evidence that the processes identified in Criterion 3.1.c have been fully deployed across the business unit.

Using Table 3.3 (Student and Stakeholder Groups), provide evidence, such as alumni surveys have been deployed and returned in the evidence folder.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

See completed tables below.

Sources

- Table 3.1

3.3 - Criterion 3.3

Results

The business unit must provide trend data for pertinent criterion for each student segment listed in 3.1.a. (e.g. undergraduate, graduate, online, on-ground, traditional, non-traditional, international students, competency-based, etc.). Examples include course evaluations, student measures, alumni measures, employer measures, other student/stakeholder measures.

Using Table 3.3 (Student and Stakeholder Focused Results), report and graph results for the past three to five data cycles (e.g. two years plus the self-study year)

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

See Table 3.2 below.

Sources

- Table 3.2

3.4 - Criterion 3.4

Improvement

The business unit must have a process to use the information obtained from students and stakeholders for purposes of improving educational processes (e.g. improved curriculum, faculty development, computer lab operating hours, change office hours, etc.).

Using Table 3.3 (Student and Stakeholder Focused Results), provide evidence of continuous improvement. This table should include a sample of student segments and other stakeholders listed in 3.1.a. However, results from all student segments and stakeholders should be available to the evaluation team on site.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

See Table 3.2 below.

Sources

- Table 3.2

4 - Standard 4 - Student Learning Assessment

The business unit must have a systematic student learning outcomes assessment process and plan that leads to continuous improvement. Student learning outcomes must be developed and implemented for each accredited program, and the results must be communicated to stakeholders.

The following information must be provided for this standard to be met:

1. List each program accredited or to be accredited.
2. List the Program Learning Outcomes for each program See Table 4.2 in the evidence file for Examples.
3. Provide the results for each program learning objectives in a graph or table.
4. Provide a list of improvements made based on what you learned from the results.

Use Table 4.1 in the evidence file to report 1 – 4 above.

IMPORTANT NOTE: Do not use subjective grades or GPAs. Assessment instruments must be objective and measure program learning objectives.

The following criteria provide evidence of continual improvement of academic quality.

Definitions:

- All degree programs include: Associate, Bachelors, Masters or Doctorate in Business
- A minor is defined as 12 credit hours of transcripted course work in one field.
- A concentration or specialization is defined as 12-15 credit hours of transcripted coursework in one field.
- An outcome is what we expect a student will know or be able to do after completing an assignment, a course, or a program of study. A competency is an applied skill or expertise that enables a student to perform work or achieve a result.
- A performance measurement activity is an identified, standardized activity based on a specific learning outcome that is completed by students to determine their degree of proficiency and competency attainment.
- Formative assessment is a way to measure performance achievement during the learning process or at regular intervals to provide timely feedback regarding student progress.
- Summative assessment is a way to measure and evaluate cumulative student performance at the conclusion of a unit of study, a course, or after a specific period of time to determine the achievement of a standard or benchmark.
- Internal assessments are created and deployed within the institution, department, or program, are used as indicators of the educational achievement of students, and which can be used in the decision-making about instruction and to report progress.
- External assessments are designed, selected, provided and/or controlled by another person or group outside the institution (such as licensing bodies, commercial assessment service providers or vendors or publishers) are used as indicators of the educational achievement of students and which can be in the decision-making about instruction and to report progress.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

There are no sources.

4.1 - Criterion 4.1

Approach

Criterion 4.1.a - Business Unit Outcomes Assessment Plan and Process
Describe the Business Unit's student learning outcomes assessment process. Provide a copy of the Business Unit's formalized assessment plan.

Criterion 4.1.b - Determination of Outcomes and Performance Measurements
Provide evidence that the Business Unit's assessment process addresses how programs determine:

1. which student competencies and skill sets are measured
2. what data is collected, and why
3. that the student performance measurements are appropriate for determining the desired student achievement of the outcomes

Criterion 4.1.c - Key Stakeholder Engagement in the Assessment Process
Provide evidence that the faculty and other key stakeholders (as defined in Criterion 3.1.b) are engaged and participate in the assessment process.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Like the college, the Business Department follows an annual assessment cycle. All assessment plans, documents, and data are entered in the college's SharePoint repository. SharePoint Stages One and Two of Assessment are completed during the Fall semester. These stages are the plans for individual assessments. SharePoint Stages Three and Four are completed by the end of the Spring semester. These stages present the data and analysis of the data. Annual assessment plans are discussed/created by the department faculty during the Summer and Fall each year.

The following procedure describes the steps followed in each annual cycle.

1. The assessment cycle utilizes the program curriculum map to identify the learning outcomes to be assessed and the course(s) in which the assessment will occur.
2. At minimum, one Program Learning Outcome (PLO) must be assessed per year. By the end of the five-year cycle, all program goals and learning outcomes must be assessed at least once and reassessed when necessary
3. For each PLO, the course(s) in which the outcome will be assessed, the measurement or assessment tool, the rubric or other means of evaluating achievement, the level of success for demonstrating that the outcome has been achieved, and the timeframe for implementation will be identified. Each outcome must have at least one measurement and can have up to three.
4. Data are collected, analyzed and interpreted to determine whether outcome was achieved.
5. Results are reviewed and recommendations for improvement identified where appropriate.
6. Plans for improvement are developed, implemented and reassessed within the five-year cycle.
7. Identified changes for improvement are incorporated in the department plan, the Academic Affairs Division

Plan and budget process if required.

8. Assessment results communicated College-wide and posted on College's Webpage.

In addition to assessing PLOs for Business Department programs, two of the Department's courses, ECO-151 (Principles of Economics I – Macro) and ECO-152 (Principles of Economics II – Micro), are used to measure a General Education PLO. The college's General Education Program requires each student in an associate's degree program to complete a 3-credit "Critical Thinking" elective. ECO-151 and ECO-152 can each satisfy that Critical Thinking elective requirement. The Business Department assesses the critical thinking competency in these courses and reports student performance by program to the General Education Committee of which the Business Department Chair is a member.

Each annual assessment cycle fits within the Department's 5-year cycle of assessment (See Outcomes Assessment 5-Year Schedule) in which each PLO for each associate's degree is assessed, ideally at least three times, within 5 years. The self-study year of 2021-2022 was Year 5 of the cycle as shown below.

5-Year Outcomes Assessment Cycle

1. 2017-2018
2. 2018-2019
3. 2019-2020
4. 2020-2021
5. 2021-2022

As per the college's Outcomes Assessment Procedure, the Business Department uses the Program Learning Outcome (PLO) Course Mapping Form to identify appropriate Course Learning Outcomes in various program courses that align with each of the PLOs. This is a helpful tool for faculty because it shows the various options for directly assessing PLOs in the courses that they teach. Faculty who teach the courses (e.g. the accounting faculty for accounting courses) discuss various options for measuring a given PLO and decide on a standard assessment instrument (e.g. capstone project, embedded test questions, essay writing assignment, etc.). The "lead" instructor for the course in which the assessment will occur is then responsible for ensuring all faculty who teach that course are doing the assessment.

Assessment results are discussed with both the Accounting Program Advisory Board and the Business Administration Program Advisory Board. These advisory boards are comprised of industry representatives which advise the Business Department faculty on industry trends and curriculum issues. Assessment data is also shared with all external stakeholders via the Business Department's webpage on the LCCC website (see link).

The college's Outcomes Assessment Committee also reviews the assessment plans for each department, including the Business & Computer Information Systems Department, and monitors implementation of the plans.

Sources

- PLOs 2021-2022
- Student Learning Assessment Procedure

4.2 - Criterion 4.2

Deployment

Criterion 4.2.a - Assessment Process Deployment
Provide evidence that the assessment process is fully and systematically deployed. (Evidence might include a process rubric, forms that document the deployment of the process, etc.)

Criterion 4.2.b – Assessment Measurement Cycles
Provide evidence that all program outcomes established for each program are assessed and measured over 3-5 data measurement cycles. (Evidence might include a copy of your assessment schedule or deployment cycle.)

Criterion 4.2.c - Program Student Learning Outcomes, Performance Measurements and Assessment Cycles
Complete Figure 4.1 - Standard #4 Measurement and Analysis of Student Learning and Performance in the evidence file for each program seeking accreditation or re-affirmation. Include the outcome, the corresponding assessment measurement activity(ies) and the type of assessment: Internal,(I) external (X), formative (F), summative (S), etc.

Note: Each program, concentration, specialization, etc. must have at least one assessment performance measurement. If programs "share" a set of common outcomes, (such as the common business core) you may list those outcomes in one table and label accordingly. However, each program must have unique program outcomes.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Sample assessment instruments and scoring rubrics are provided in the evidence folder for (1) the oral & written communications PLO measured in BUS-201 (Principles of Marketing) and for (2) the critical thinking PLO measured in ECO-151 (Principles of Economics I – Macro). Similar evidence for all other assessments is available for review in the college's SharePoint assessment repository.

Assessment results are given in Table 4.1.

A summary of the results of Table 4.1 for each of the accredited associate's degrees follows.

A.S. in Accounting

- All 4 PLOs were assessed during the 5-year cycle
- Each PLO was measured at least 3 times

A.A.S. in Accounting Technology

- All 5 PLOs were assessed during the 5-year cycle
- Each PLO was measured at least 3 times

A.S. in Business Administration

- All 3 PLOs were assessed during the 5-year cycle
- Each PLO was measured at least 3 times

A.A.S. in Business Management

- All 3 PLOs were assessed during the 5-year cycle
- Each PLO was measured at least 3 times

A.A.S. in Legal Assisting (Paralegal)

- All 5 PLOs were assessed during the 5-year cycle
- Four of the PLOs were measured at least 3 times
- One of the PLOs was measured one time

A.S. in Health Care Management (NEW PROGRAM SEEKING ACCREDITATION)

- All 7 PLOs were assessed in the last 2 years
- Three of the PLOs were measured 2 times
- Four of the PLOs were measured one time
- The above information is current as of the submission of this self-study. By the time of the Site Visit, at least 5 of the 7 PLOs will have been measured two times.

Table 4.1 contains a summary of assessments which shows, for each accredited program, an assessment of each PLO during a 5-year cycle as per the college's Outcomes Assessment Plan. The self-study year was Year 5 of the 5-year cycle as follows.

5-Year Outcomes Assessment Cycle

1. 2017-2018
2. 2018-2019
3. 2019-2020
4. 2020-2021
5. 2021-2022

As Table 4.1 illustrates, assessment of each PLO with at least 3 data points has been accomplished during the 5-year assessment cycle for the A.A.S in Accounting Technology, the A.S. in Accounting, the A.A.S. in Business Management, and the A.S. in Business Administration programs.

Assessments in the A.A.S. in Legal Assisting (Paralegal) program have been measured over at least 3 semesters in 4 of the 5 PLOs. The one exception is PLO 3 which is being measured by an instructor who is teaching LAP-250 (Legal Research & Writing) for the first time in Fall 2022. This assessment data was not yet available at the time of submission of this self-study report but it will be available for review at the time of the Site Visit. Assessment of this PLO prior to this was not accomplished due to turn-over in the adjuncts who teach LAP-250. To assess over several time periods, it is crucial to have a lead instructor for the assessment to ensure that the same measurement instrument (i.e. Research Project #3) is being used each time the PLO is assessed within the cycle. We now have that lead instructor (Atty. Shandra Kisailus) who will continue to teach LAP-250 (Legal Research & Writing) and do this assessment in the future.

The A.S. in Health Care Management program is a relatively new program that is seeking accreditation. The program produced its first 2 graduates in May 2021 with another 2 graduating in May 2022. Other than the internship, there are just two courses which are good candidates for directly assessing PLOs for this program:

HCM-101 (Introduction to Health Care Systems) and HCM-201 (Medical Practice Management). HCM-201 has been offered only two times and HCM-101 has been offered only three times. The very first time these two courses were offered, an adjunct taught them, no assessments were done, and he did not return to the college. Now the college has a new adjunct teaching the HCM courses, Cindy Turchin, and she is assessing PLOs. So, at this time, assessment of the PLOs include, at most, two data points. The HCM courses were not being offered in the early years of the Business Department's 5-year assessment cycle. At the time of the submission of this self-study, all PLOs had been measured at least once, and several had been measured two times.

Sources

- Assessment Schedule
- Table 4.1

4.3 - Criterion 4.3

Results

Definitions for Criterion 4.3:
Direct assessment is a way of measuring student learning that relies on attainment of competencies rather than credit hours or seat time. It provides tangible and measurable evidence of student learning. Comparative assessment is a way to compare the results of student learning between instructional delivery methods, identified student groups, as well as other peer institutions.

Criterion 4.3.a. - Collection, Analysis, and Use of Assessment Data
Report assessment performance activities deployed during the self-study year for **each** program seeking accreditation or re-affirmation. Include the current use of results by identifying the specific improvement actions taken/changes made based on data obtained from the assessment for the program outcome. Graph the actual performance results for 3-5 data collection cycles. Include only *direct measures* of student learning in Figure 4.1 in the evidence file.

If you do not assess all students, indicate your sample size/population. Provide evidence of the selection Criterion you use to ensure a representative sample. For all data reported, show sample size (n=75).

Criterion 4.3.b – Comparative Measures
Provide evidence of the Business Unit's use of comparative measures (internal and/or external) to improve overall student performance. For example, internal comparative measures may include a comparative data of student performance results by alternative methods of instructional delivery, location, etc. and external comparative measures may include performance on external assessments.

Criterion 4.3.b.1. - Use of Comparative Measures Results
Report the actual results and use of the results of comparative measures by completing the Figure 4.1 in the evidence file. Include all programs seeking accreditation or re-affirmation.

Criterion 4.3.c - Student Learning Results Communication
Provide evidence that student learning performance and assessment results (for each program) are systematically made available to key stakeholders.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Table 4.1 reports assessment performance activities deployed for each program seeking reaffirmation or accreditation.

Sample assessment documents are provided for the critical thinking assessment and for the written and oral communications assessment. For each of these two assessments, the measurement instrument, the scoring rubric, and the student performance data are provided.

Three different examples of comparative measures are provided in Table 4.1.

The comparative assessments were conducted by the department within the critical thinking assessment done in sections of the ECO-151 (Principles of Economics I – Macro) course. This course satisfies the "Critical Thinking" elective requirement of any associate’s degree, so students from a wide range of majors are in the classes. And, ECO-151 is a required course for three of the accredited programs. Table 4.1 first shows a comparison of student performance of Business Department students vs. all students with somewhat surprising results. Table 4.1 then shows a comparison of student performance among the three accredited programs that require the course (i.e. A.S. in Accounting, A.S. in Business Administration, and A.A.S. in Business Management) with less surprising results. Finally, Table 4.1 shows a comparison of student performance in this critical thinking assessment between online students and face-to-face students. Much was learned from this comparison, in particular.

As an example of the use of comparative measures results, once it was discovered that online students performed better in the critical thinking assessment than face-to-face students, most likely due to their having more writing assignments that involve critical thinking, it was decided to incorporate similar writing assignments into face-to-face classes. This will give those students more practice during the semester prior to the critical thinking assessment which occurs at the very end of the semester.

All key stakeholders have access to the Business Department’s webpage on the LCCC website. Student learning assessment results are available there, as well as enrollment data, retention data, and transfer rate data.

The Business Department webpage can be found at the following link.

https://www.luzerne.edu/academics/catalog/dept.jsp?m=2&a=Business

Sources

- Sample Measurement Instrument #1 - Critical Thinking Essay
- Sample Measurement Instrument #2- Marketing Plan Project
- Sample Scoring Rubric #1 - Critical Thinking Essay
- Sample Scoring Rubric #2 - Marketing Plan Project
- Sample Student Performance Data #1 - Critical Thinking Essay
- Sample Student Performance Data #2 - Marketing Plan Project

4.4 - Criterion 4.4

Continuous Improvement

Criterion 4.4.a - Results of the Re-Assessment of Program Outcomes (Closing the Loop)
Provide evidence of using the results for continuous improvement (e.g. improve curriculum, improved material, handouts, books, faculty development, change of faculty, improved contract management, records management, improving case studies, improve technology, improve interaction, innovative technology, digital classroom, etc.).

Criterion 4.4.b - Continuous Improvement of Assessment Process
Provide evidence that the Business Unit improves, refines, and/or enhances the assessment process and plan. Include (1) when the plan and process were last reviewed, (2) specific improvements that were deployed and (3) key stakeholder engagement in the review process.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Assessment processes are evaluated and improved on an incremental basis within the various PLO assessments. Examples of this include the Financial Statement Analysis Project assessment in ACC-212 which is used to assess PLOs in the A.S. in Accounting and A.A.S. in Accounting Technology programs. In the midst of this 3-year assessment process, the rubric was improved which caused the goal to change. This is described in Table 4.1.

Another example of an assessment process being improved is the Static/Flexible Budget Process assessment conducted in ACC-213, during a 5-year cycle of measurements changed from embedded questions on a test to a homework exercise which more accurately measured students achievement of the outcome. This process improvement is described in Table 4.1.

Indeed, for just about every PLO that is assessed, faculty look at the previous process for assessing it and seek to improve it. Another example is the critical thinking assessment. Previously the critical thinking PLO was assessed by having students work through a multi-part exercise in which they analyzed an economic scenario and made decisions in the ECO-151 (Principles of Economics I – Macro) course. After measuring the PLO this way several times, the economics faculty decided that the process was not really getting at the essence of critical thinking and that it was more of an analytical thinking assessment. Subsequently, the current critical thinking assessment was designed and a rubric was employed to provide consistency in scoring.

Sources

There are no sources.

5 - Standard 5 - Faculty Focus

The business unit must have a systematic process to ensure current and qualified faculty members by: 1) fostering teaching excellence, 2) aligning faculty credentials and skill sets with current and future program objectives, 3) evaluating faculty members based on defined criteria and objectives, and 4) ensuring faculty development including scholarly and professional activity.

Synthesis of Manageable Parts - A systematic process to ensure current and qualified faculty members by:

- Fostering teaching excellence
- Aligning faculty credentials and skill sets with current and future program objectives
- Evaluating faculty members based on defined criteria and objectives
- Ensuring faculty development including scholarly and professional activities

Definitions

- **Fostering Teaching Excellence** includes a Human Resource Plan, high levels of student learning outcome results, a high level of faculty satisfaction in addition to the processes listed in Standard 5.
- **Dual Credit** enrolls students in college courses while they are still in high school, allowing them to earn credit for both.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The College's mission, vision, and institutional goals serve as the framework for the strategic planning process and the development, implementation, and utilization of an Institutional Effectiveness Plan (IEP). The IEP serves as both a reference manual and a vehicle for communication of all planning and assessment processes to employees College-wide. Assessment data is used in the College budget process to ensure allocation of financial human resources aligns with the mission and goals. (see Institutional Effectiveness Plan)

The Employment Requisition Form required a rationale supported with qualitative and/or quantitative data. Consider why the position is necessary; how the position is tied to your department and division plan and the College's strategic plan; and the impact the position will have on the following: services to students; revenue; enrollment; student satisfaction; service to staff; program development; operational necessities; meeting mandated external requirements; and, ability of existing staff to fulfill responsibilities. (see Employment Requisition Form, and Sample Completed Employee Requisition Form)

The Recruitment, Search, and Selection Policy complies with all federal and state laws and with the Faculty CBAs. The policy strives to ensure equal employment opportunities in an environment in which individuals are treated with respect and dignity and protected from discrimination and harassment. (see Recruitment, Search and Selection Policy)

The College also has an Employee Recruitment, Search and Selection Procedure for all employee classifications. The procedures provide a framework for conducting an effective recruitment search and selection process in a clear and concise manner. A Human Resources office representative is assigned to each search by the Dean of Human Resources to orient the committee and maintain appropriate record keeping and human resource controls. (see Employee Search and Selection Procedure)

Sources

- Employee Search and Selection Procedure
- Employment Requisition Form
- Institutional Effectiveness Plan (2022.11.07)
- Recruitment, Search and Selection Policy
- Sample Completed Employee Requisition (2022)

5.1 - Criterion 5.1

Approach

CRITERION 5.1.A. The business unit must have a human resource plan that supports its strategic plan.

- Human Resource Plan identifies current and future human resource needs to achieve your goals. The plan must be linked to your strategic plan. Following are some suggested steps:
    - Assessing Current HR Capacity. Include all skills of each faculty member from volunteer activities, certifications, and educational degrees. This information can help to determine if a person is ready to add more responsibility or to prepare a development plan.
    - Forecasting HR Requirements. The future needs should be driven by your strategic goals. Questions to ask and answer:

        1. Which jobs will need to be filled in the upcoming period?
        2. What skill sets will people need?
        3. How many faculty will be required to meet your strategic goals?
        4. Is the economy affecting our work and who we hire?
        5. How are our teaching disciplines evolving or expected to change?

- Gap Analysis. In this step you will determine where you are currently and where you need to be in the future. Questions to ask and answer:
    1. What new positions will we need?
    2. What new skills will we need?
    3. Do our present faculty have the necessary skills?
    4. Are faculty currently aligned to their strengths?
    5. Are current HR practices adequate to meet our future goals?

- Developing HR strategies to link with Strategic Plan. Following are possibilities to consider:
    1. Reducing faculty, regrouping tasks between and among faculty, reorganizing faculty.
    2. Providing training and development needs
    3. Recruiting new hires who have skills you will need.
    4. Collaborating with other schools to learn how others do things.*

*Adapted from Human Resource Plan on Google. You may glean more information by Googling that same site.

In an appendix in the evidence file, include a copy of your business unit(s) current human resource (HR) plan.

CRITERION 5.1.B. Explain how your HR plan is linked to your Key Objectives listed in Criterion 2.4.a; Table 2.2.a.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

There are no sources.

5.1.C - Criterion 5.1.C.

Provide evidence of a written system of procedures, policies, and practices for the management and professional growth of faculty members. Information must be available to faculty members concerning the system. These procedures, policies, and practices normally include:

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

1. Provide evidence that the business unit faculty have access to operational policies and procedures.
2. Provide a copy of the faculty operational policies and procedures to the peer review evaluation team in the resource room or provide instructions to access them.

Note: Bachelor's Degree qualifications are only applicable to Associate Degree Program

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Faculty Development

During the early stages of the pandemic, the College announced that face-to-face instruction would be delivered in a modified (online) format on March 12, 2020. On March 16-18 of 2020, the College's Instructional Designer delivered a series of 4 face-to-face training sessions on each of those days for all faculty, broken down into 2 separate levels. The sessions were staggered between morning and afternoon/evening sessions to accommodate different schedules.

The first or beginner level training sessions covered the basics of using our Blackboard Learn Learning management system (LMS). It included topics such as course layout, organization, and an overview of some basic course tools that are contained within the learning management system. The second or intermediate level training sessions covered some more advanced Blackboard tools such as the Blackboard grade book along with the Blackboard-integrated collaboration tool called Blackboard Collaborate. Approximately 70 faculty participated in these sessions. Additional sessions were provided virtually in the weeks after these sessions were run.

This instructional-wide training along with customized training in the Business Department prepared the faculty to meet the demands of this form of instructional delivery. A review of the percentage of credits taught by part time Business Department faculty in Distance Education business courses from Fall, 2018 through the Spring, 2022 semesters shows a significant increase. Notable is the fact that zero credits were taught in the Fall, 2018 since the base load of full time faculty of 15 included many of the Distance Education course offerings. In the Spring, 2019 this number increased to 26.1% resulting from separations of employment of full time faculty and the assignment of these courses to part time faculty. The percentage decreased slightly but remained steady for the Fall, 2019 and

Spring, 2020 semesters. In the Fall, 2020 semester a dramatic increase was realized mainly as a result of the pandemic initial impact and student preference for remote learning. Spring, 2021 indicated a small decrease. The numbers thereafter have leveled off to approximately 17%-19%. (see Percent OL Cr Taught by PT)

Faculty development and promotion are also encouraged and recognized through the approval of Extra Duty Assignments, Program Development and the Faculty Promotion Procedure. Many times, the development of a new course arises out of a department meeting, advisory board meeting or a collaboration of multiple departments. If the development involves considerable work, the faculty member who is interested in pursuing the idea can apply for an Extra Duty Assignment. The Extra Duty request form is signed by the Business Department Chair, and the & Vice President of Academic Affairs. As an example, compensation for the development of a new course is normally equal to the number of credits for the course (3 cr.). One example is the Business and Communication Arts Departments collaboration in concert with advisory boards input on the development of a new 3 credit course in Digital Marketing that introduced students to such topics as online advertising, email marketing, social media marketing, online reputation management, mobile marketing, and search engine optimization. This course, features digital courseware and simulation software which will be used to assess the quality of students' work. The course has been offered since the Spring 2021 semester. Students have been exposed to an emerging area in marketing that prepares them to use websites, email, social media, search engines, and other digital means to promote an organization or it's products.

(see Advisory Board Contact List (Fall 2019, Agenda - Advisory Board Meeting (2019.11.13, Proposal for Overload - Digital Marketing - Mrozinski (Intercession 2021) (1), Proposal for Overload - Digital Marketing - Vida (Intercession 2021), Course Approval Form (BUS 2XX - Digital Marketing) (2), Program Approval Form - CS in Digital Marketing (2019.10.03), Standard Syllabus - BUS 215 (Digital Marketing)

In a larger sense, faculty development is encouraged and recognized by their desire to be promoted. A faculty member will assemble a portfolio of materials that will be evaluated by members of the Promotion Committee. Points are awarded for materials in the portfolio for faculty work completed outside of normal job duties such as teaching, advising, and serving on a committee. Most innovative work activities will be awarded points that count towards promotion in areas such as educational/professional growth, service to the college, and service to the community.

Sabbatical Leave

The college may grant a full-time faculty member a sabbatical leave of absence of one-half pay for up to one full academic year or at full pay for up to one-half year for study leading to the completion of the requirements for an advanced degree as approved by the Department of Education in Harrisburg or the College President for his/her designee and for research or continuing education related to one's field, for post-graduate study and for seminars, providing a qualified replacement is available. The college provides a grant for 65% of tuition and books for graduate study ($2,000 maximum per applicant) upon completion of the study.

Attendance at Professional Meetings and Conferences

A full-time faculty member may attend professional meetings and conferences when the attendance is recommended by the department chairperson, the academic dean, and approved by the president. The college reimburses the faculty member for expenses while in attendance at authorized conferences and meetings. Reimbursable travel expenses include registration fees, travel expenses, lodging costs, and meal costs within specified dollar limits. There is a budgeted sum of money in the amount of $800 per year for each faculty member which may accumulate for up to three years. Faculty members may also transfer funds allotted to them to a colleague if they do not plan to use all of them.

Tuition Reimbursement

A full-time faculty who pursues academic study in an accredited institution on a part-time basis while working at the college will be reimbursed 100% of the tuition with a maximum of $700 per credit for a maximum of 6 credits during the summer/fall and 6 credits during the spring. A fixed budget of $15,000 is allotted to be shared by all faculty each year.

College In-Service Professional Development Days

College In-Service Professional Development Days occur four times each academic year for all faculty and staff. Approximately 20% of the program is informational and the remaining 80% is dedicated to professional development. Agenda for these programs are available for review.

Typically, all assemble in person and remotely. Faculty and staff may attend several joint and breakout sessions according to their needs and interests. Registration for the breakout sessions is done ahead of time.

In addition to the above accommodations for professional development and travel, the business department has a dedicated faculty secretary to provide support for the faculty. Occasionally, a student assistant is available to assist with administrative or clerical tasks on a semester-to-semester basis through the college’s work study program. (see August 26 2021 Inservice Agenda, October 20 2021 Inservice Agenda, January 26 2022 Inservice Agenda, March 16 2022 Inservice Agenda)

Sources

- Advisory Board Contact List (Fall 2019)
- Agenda - Advisory Board Meeting (2019.11.13)
- August 26 2021 Inservice Agenda
- Course Approval Form (BUS 2XX - Digital Marketing) (2)
- January 26 2022 Inservice Agenda
- March 16 2022 Inservice Agenda
- October 20 2021 Inservice Agenda
- Percent OL Cr Taught by PT
- Program Approval Form - CS in Digital Marketing (2019.10.03)
- Proposal for Overload - Digital Marketing - Mrozinski (Intercession 2021) (1)
- Proposal for Overload - Digital Marketing - Vida (Intercession 2021)
- Standard Syllabus - BUS 215 (Digital Marketing)

5.2 - Criterion 5.2

Deployment

CRITERION 5.2.A. The business unit must provide evidence that faculty are qualified to teach all the required business courses. Faculty qualifications in the business unit are defined as Bachelor's, Master's, or Doctorate Degrees.

Note: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation that clearly states the qualification.

Note: Faculty members should possess a degree higher than the degree program in which they are teaching unless it can be demonstrated that there is proper professional experience at the graduate level. **Complete Table 5.1.c.**

Historically, accredited programs have focused on faculty input as a basis for demonstrating quality. The following levels were considered appropriate:

- ○ Ninety percent of the undergraduate credit hours in business are taught by Master's or Doctorate Degreed faculty. (See Glossary of Terms for definitions of master's or doctorate qualified.)

- ○ at least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by Doctorate Degree faculty.

- one hundred percent of the doctorate credit hours in business are taught by Doctorate Degree faculty.

If your institution does not come within five percent of these historically acceptable faculty-credentialing levels, you must present your rationale for the differences and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.

All faculty members who are teaching courses that are part of the CPC, business major, or a required business course for a business student to graduate, must be reported in the faculty qualifications table, Table 5.1.c. For example, this would include anyone teaching a section of a course, even if the course has an assigned "master teacher" who developed the course syllabus and supervises the teacher. It also includes faculty members who teach "Dual Credit" courses receiving credits for courses in the business unit. Dual Credit enrolls students in college courses while they are still in high school, allowing them to earn credit for both.

Doctorate Degree Qualified

A Doctorate Degree Qualified faculty member meets at least one of the following criteria:

1. Doctorate in teaching field
2. Juris Doctorate— qualified to teach law courses
3. Out-of-field doctorate degree with 15 semester/22 quarter graduate credit hours or equivalent of courses in field

Master's Degree Qualified

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

1. Master's Degree in teaching field
2. MBA—The MBA is the qualified master's degree in the teaching field for business management and marketing degrees. The MBA is also the master's qualification to teach any introductory or principle level business unit courses (for example, entry level accounting, economics, software applications, finance, intro to computers, etc.).
3. MED or MBE —The Master's in Education with a concentration in a business discipline is the master's degree in the teaching field for office administration.
4. Out-of-field master's degree with 15 semester/22 quarter graduate credit hours or equivalent of courses in field
5. For Associate Degree Programs the requirement is: Related or out-of-field master's or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level.

Out-of-field doctorate or master's degree faculty who do not meet the above criteria must be credentialed with documentation in two or more of the following areas:

a. In-field professional certification (national, regional, or state) – The institution must provide documentation.
b. In-field professional employment—The institution must provide a minimum of three years of documented experience from the employer; i.e., if teaching a skill, the experience must be with that skill; if teaching marketing, experience must be in marketing; if teaching management, experience must be in a management position, etc.
c. High Performing Student Learning Outcome Results—The institution must provide documentation.
d. In-field scholarship—The institution must provide documentation. See Criterion 5.9 for explanations of scholarly activity.
e. Relevant additional training equivalent to 15 semester/22 quarter credit hours of CEU's, military training, vendor training, etc. The institution must provide documentation.

Bachelor's Degree Qualified (Associate Degree Programs)

In order to teach at the associate degree level, at least 50 percent of the full-time equivalent (FTE) faculty should be Master's or Doctorate Degree Qualified and at least 90 percent of the FTE faculty should be Master's or Doctorate Degree Qualified or be Professionally Qualified.

A faculty member possessing a bachelor's degree in the teaching field with documentation in two or more areas meets the teaching qualification:

1. In-field professional certification (national, regional, or state) – The institution must provide documentation.
2. In-field professional employment—The institution must provide a minimum of three years of documented experience from the employer; i.e., if teaching a skill, the experience must be with that skill; if teaching marketing, experience must be in marketing; if teaching management, experience must be in a management position, etc.
3. High Performing Student Learning Outcome Results—The institution must provide documentation.
4. In-field scholarship—The institution must provide documentation. See Criterion 5.3.C for explanations of scholarly activity.
5. Relevant additional training equivalent to 15 semester/22 quarter credit hours of CEU's, military training, vendor training, etc. The institution must provide documentation.

Exceptions

The institution must provide an explanation of qualifications for faculty:

Complete Table 5.1.C – For the self-study year, provide clear evidence that the knowledge and skills of full-time and part-time faculty members match program objectives.

1. Identify all full-time and part-time faculty members who taught during the self-study year in alphabetic order. Use one line in the table for each level of qualification. For example, if Joe Smith is master's qualified in management and bachelor's qualified in accounting, then Joe Smith will be listed on two lines.
2. List courses taught during the self-study year. Do not duplicate if taught in multiple sessions but report the total number of credit hours taught for that course.
3. List the highest qualifying degree earned - state the degree as printed on the transcript, including the major field.
4. List all professional certifications and supporting areas of documentation beyond the academic credentials as defined in Criterion 5.1.C.
5. List the qualification of each faculty member – Doctorate, Master's, Bachelor's, or Exception.
6. When justifying a qualification, use column #4. Provide specific, detailed information.

Note: In the example above, justification should be given for the low percent of doctorate coverage in the undergraduate level programs.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

- Table 5.1.c
- Table 5.1.c (Raw Data)
- Table 5.2.a
- Table 5.2.a1

5.2.A - Criterion 5.2.A.

Provide credit-hour production data by faculty member, separating full-time and part-time faculty. (See Table 5.2.A)

Complete Table 5.2.A.1 - Table for Faculty Coverage Summary in the evidence file of the online reporting portal provides information on how your faculty are deployed.

Criterion 5.2.A.2.
Each school or program must provide evidence of the deployment of faculty resources among the disciplines, units, courses, departments, and major fields to ensure that every student attending classes (on campus or off campus, day or night, or online) have an opportunity to receive instruction from an appropriate mix of the faculty to ensure consistent quality across programs and student groups.

Note: The following bullet points should be considered when answering the questions that follow:

- The number of course preparations
- Administrative or coordination assignments
- Student advising and/or counseling activities
- Institutional and community program service activities
- Business and industry interaction
- Special research programs and projects, if applicable
- Thesis and dissertation supervision, if applicable
- Travel to off-campus locations and/or non-traditional teaching, if applicable

1. Present the business unit's deployment pattern in tables identical to Table 5.2.A.2.
2. For the 12-month self-study year, explain the circumstances for any faculty member in Tables 5.2.A.1 who exceeds the institution's maximum teaching load.
3. For the 12-month self-study year, provide records of student learning outcomes for any faculty member who exceeds the institution's maximum teaching load.

State and explain your institution's policies for granting released time for faculty members performing any non-teaching duty listed in the bullet points above.

*Note: See Criterion 5.3.C. for explanations of the following scholarly and professional activities

- Scholarly activities
- Professional activities
- Instructional technology efforts

Present the business unit's deployment pattern in tables in a format identical to Tables 5.2.A.2.

NOTE: YOU MAY ADD HEADINGS WITH YOUR DESIGNATED DUTIES TO INCLUDE THE 12-MONTH SELF STUDY YEAR.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The business unit adheres to the minimum academic qualifications for teaching faculty contained in the faculty collective bargaining agreement (CBA) where the following is stated with regard to teaching a specific subject at the college: “A faculty member should have successfully completed fifteen (15) semester hours of credit at the graduate level in that subject area; credits earned for one related graduate course may be counted toward the fifteen (15) semester hours, if the undergraduate major was in the subject area.” The CBA document also states the following with regard to other qualifications: “Other qualifications may include, but are not restricted to, related on-the-job experience, extensive preparation at the undergraduate level, workshops and other additional education or training.” Since DATE, the business unit began requiring a minimum of 18 graduate credits earned in the teaching discipline for all new faculty hired. One full time faculty member was hired (Fall 2019) as well as many new adjuncts have been recruited and hired. (see Faculty CBA) Article 20

Full-time faculty are required to teach a minimum of 15 semester hours of assigned teaching at main campus over a period of not fewer than three days. Teaching schedules that exceed 15 semester hours are scheduled over a period of not fewer than four days. Faculty are required to spend a minimum of 15 hours per week in preparation and grading of learning assignments for assigned teaching schedules of 15 semester hours or less, and in addition, a minimum of one hour per week for each additional course of assigned teaching. Faculty are also required to spend a minimum of 5 appropriately scheduled office hours per week in time periods of not less than 30 minutes, the schedule of which must be appropriately posted. Faculty members are also required to be available to communicate with students via the Internet without regard to office hours. A full-time faculty member is not required to carry additional hours of teaching in excess of a full-time load of 15 semester hours. The workload of a full-time faculty member is reduced for research purposes, new course development, and preparation of distance learning with prior approval. The workload reduction is equivalent to three credit hours per semester. Faculty may teach courses in excess of 15 semester hours for additional “overload” pay. The overload limit is a maximum of 24 credits of combined overload for the Fall and Spring semesters (e.g. 12 credits in the Fall and 12 credits in the Spring) and an additional five courses during the summer. Department Chairs receive release time of 6 credits per semester and coordinators receive release time of 3 credits per semester for performing pertinent duties of the positions. It has been the practice of the college to limit all adjunct faculty to no more than 12 semester hours of instruction in a semester, and the business unit has been compliant with this practice. (see Faculty CBA) Article 9.2, Article 11, Article 14

To recruit full time faculty, the college follows the Employee Recruitment, Search and Selection Procedures which outlines equal employment opportunity provisions, where the College advertises positions, the search committee process, interview process, credential verification and final selection process for appointment. (see Employee Search and Selection Procedure)

To recruit new adjunct faculty, the college advertises in the local publications each semester and the positions are simultaneously advertised on the college’s website.

The recruiting advertisements direct interested applicants to respond to the college’s human resource office by applying on-line at https://www.luzerne.edu/about/jobs/jobs.jsp. The human resource office then provides electronic access to the department chairperson all applicant employment inquiry documents. The business department chairperson follows up with phone interviews and usually in-person interviews with selected prospective adjuncts. Once adjuncts are selected, they are required to complete a packet of employment application materials and arrange for official college transcripts to be sent to the college.

Sources

- Employee Search and Selection Procedure
- Faculty CBA

5.2.B - Criterion 5.2.B.

Criterion 5.2.B. For each academic major offered sufficient academic leadership must be provided to ensure effective service to students and other stakeholders.

Describe the leadership for each business major. A narrative or tabular format may be used. In doing so, you may address:

a. how the composition of your faculty provides for intellectual leadership relative to each program's objectives;
b. how the composition of your faculty provides for required depth and breadth of theory and practical knowledge to meet your student learning outcomes.

In your institution's use of multiple delivery systems and/or your program's use of part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems.

Explain or describe:

a. how you develop qualified full-time and part-time faculty members;
b. how you orient new faculty members to the program;
c. how you orient new faculty members to assigned course(s);
d. how you provide opportunity for part-time and/or full-time faculty members to meet with others teaching the same courses;
e. how you provide guidance and assistance for new faculty members in text selection, testing, grading, and teaching methods; and
f. how you provide for course monitoring and evaluation.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

There are no sources.

5.3 - Criterion 5.3

Results

Criterion 5.3.A. Provide evidence of a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contracts, award of tenure, and/or of promotion.

Provide evidence by describing:

1. How the business unit evaluates its faculty members. (Include such things as teaching, student advising, scholarly and professional activities (see Criterion 5.B for explanations of scholarly and professional activities), and business and industry relations).
2. How the business unit's compensation and recognition processes promote faculty effectiveness.
3. How are the evaluation results shared with individual faculty members?
4. How are the evaluation results used in making decisions?

Provide evidence in Table 5.3 Faculty Focus in the evidence file of the online reporting portal demonstrating faculty results such as faculty satisfaction, business and industry relations, development activities, etc.

Criterion 5.3.B. Provide evidence that your human resource management process includes policies for recruiting, training, observing, evaluating, and developing faculty for each delivery system your program's e.g., use of multiple delivery systems (face-to-face, online, hybrid, etc.) and/or your program's use of part-time (adjunct) faculty, your human resource management process. For each delivery system, provide evidence of the following:

1. recruitment of high-performance faculty members?
2. orientation of new faculty members to the program?

Criterion 5.3.C. Provide evidence that All faculty members are involved in activities that enhance depth, scope, and currency of knowledge related to their discipline and instructional effectiveness. The faculty members as a unit must demonstrate balanced participation of scholarly and professional activities.

1. For Associate Degree programs, or institutions without graduate programs, "balanced participation" means that the Scholarship of Teaching may be the predominant area of scholarship. For a university with undergraduate and graduate programs, it means that all four areas of scholarship (teaching, discovery, application, and integration) described below must be represented in the activities of the faculty.

1. Faculty members who are Doctorate Qualified <u>must be</u> continuously and actively engaged in scholarship and professional activities. Faculty members who are Master's or Bachelors Qualified <u>must be</u> continuously and actively involved in professional activities and <u>may be</u> involved in scholarly activities. These activities are a critical component for increasing the intellectual capital of the faculty members as a whole.

1. Scholarship is defined to include four types of intellectual activity (Boyer Model of Scholarship). They are: (A) the scholarship of teaching; (B) the scholarship of discovery; (C) the scholarship of integration; and (D) the scholarship of application. These four types of scholarship are to be equally recognized, accepted, and respected, and the overall performance of each faculty member is to be carefully accessed and held to a high standard of excellence.

a. **The scholarship of teaching** includes:
   - Developing new teaching materials (syllabi, courses, case studies, curriculum)
   - Developing new teaching methods
   - Techniques to evaluate the effectiveness of teaching
   - Presentations about teaching at professional conferences
   - Writing textbooks about pedagogy

To be considered Scholarship, each of these activities must be documented and critiqued by professional colleagues. Examples of documentation include publications dealing with pedagogy and/or teaching techniques, written evaluations of teaching materials, and the development of outcomes assessment tools.

a. **The scholarship of discovery** is the closest to what is meant by the term "basic research." Freedom of inquiry and freedom of scholarly investigation is an essential part of higher education. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. Examples include:
   - Presentations on the results gleaned from basic research
   - Published or unpublished manuscripts of basic research
   - Theses and dissertations

In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this. Institutions having research missions or graduate programs would be expected to have on-going research activities.

a. **The scholarship of integration** seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. It is essential to integrate ideas and then apply them to the world in which we live. Examples include:
   - Authoring white papers, articles, and monographs
   - Conducting interdisciplinary seminars
   - Authoring textbooks
   - Grantsmanship (list the awarding agency and funded allocations)

a. **The scholarship of application** involves the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. Note that this is not to be a catch-all category. The scholarship of application must be tied directly to one's field of knowledge and relate to, and flow directly out of, creative professional activity. Examples include:
   - Contract research
   - Consultation
   - Technical assistance
   - Policy analysis
   - Program evaluation

The scholarship of application requires creativity and critical thought in analyzing real problems. These activities must be documented and must include an evaluation from those receiving these services.

1. A minimum of 80 percent of the faculty members providing education to doctoral students should

actively participate in the scholarship of teaching, discovery, integration, or application. If an institution deviates significantly (five percent or more) from this research participation level, an explicit rationale must be explained, and performance evaluation results must be provided to demonstrate that the participation level is sufficient, as related to student learning and scholarship program objectives. Explain the balance and degree of faculty involvement in scholarly activities that support fulfillment of the institution's mission.

1. Professional activities include routine application of the faculty member's professional expertise in helping solve problems in either the private or public sectors. These may include activities for which the faculty member is paid, as well as voluntary services. The key determination is "professionally-related." Community activities that are not professionally related are not to be included. For instance, general community service, such as coaching a little league soccer team or delivering meals to shut-ins, would not be considered professionally related. The determination of "professionally related" depends upon the nature of the activity. For example, if a CPA conducts a men's bible class, it is not professionally related. However, if the CPA conducts an annual audit of the church's financial affairs and prepares an opinion letter, it would be considered professionally related. Community service that is not professionally related may be reported in Criterion 1.3.

Examples include:

- Activities involving the use of professional expertise in helping solve practical problems in either the private or public sectors (e.g., professionally-related consultation, policy analysis, etc.)
- Activities in support of professional organizations (e.g., attending and participating in professional meetings, workshops, conferences, symposia; serving as an officer of a professional organization, as program chairperson of a professional meeting; leadership roles in professional organizations, boards, commissions, etc.)
- Activities directly tied to the academic discipline of the faculty member and consistent with the stated mission of the business programs. (Community and university service activities not directly related to the faculty member's discipline do not satisfy this standard.)
- Program or institutional committees
- Guest speakers, internships, partnerships
- Learning new skills/techniques
- Involvement in accreditation processes
- Multicultural and diversity initiatives (on-campus or off-campus)
- Continuing education (classes, seminars, certifications, etc.)

Criterion 5.3.D. Provide evidence that the balance and degree of faculty members' involvement in professional and scholarly activities supports the fulfillment of the institution's mission. Provide each Doctorate Qualified, Master's and Bachelor's Qualified faculty member's scholarly and professional activities for the previous three years in a format identical to Table 5.3.D.1.

Associate Degree Programs Should complete Table 5.3.D.2. Summarize each Master's and Bachelor's Qualified faculty member's scholarly and professional activities for the previous three years in a format identical to Table 5.3.D.2.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Full-time Faculty:

As per the CBA, each full-time faculty member is evaluated once every three years. The Academic Affairs office maintains a schedule of these evaluations for the roster of full-time faculty members such that approximately **30%** of the faculty are evaluated each academic year. By July 30 of each year, each faculty member to be evaluated in the coming academic year is notified by the Vice President of Academic Affairs. Faculty, not being evaluated, are solicited at that time to volunteer to serve on the Faculty Evaluation Committee for the coming academic year. The Faculty Committee is then formed and it is comprised of 7 faculty members. Faculty evaluators are randomly assigned to serve with the appropriate academic dean or division leader to conduct the performance evaluations. By September 15 (February 15 for Spring evaluations) of the evaluation year, each faculty member being evaluated meets with the assigned faculty evaluator and the appropriate academic dean or division leader to select the evaluation techniques to be used and to schedule their completion. The faculty member being evaluated selects one of the following techniques and the academic dean or division leader selects one. The academic dean or division leader may not select student evaluations as an evaluation technique.

Classroom observation

Evaluation of course materials

Discussion with immediate supervisor/chairperson

Student evaluations

Grade distribution interpretation

Evaluation forms are used to record the results of the evaluation techniques that are used based on the following criteria:

Mastery of the subject area

Ability to impart the information

Sensitivity to students

Fairness and impartiality

(see Faculty CBA)

Part-time Faculty:

All part-time faculty are evaluated at least once every three (3) years using student evaluations as the evaluation technique. The Academic Affairs Office maintains a schedule of the evaluations based on when the adjunct faculty member typically teaches in the Fall, Spring, or both semesters. The part-time faculty member is notified at the start of the semester in which he/she is being evaluated. The student evaluations are scheduled and conducted during a specific period in the semester. Dependent on adjunct Faculty teaching location, faculty are provided instructions on the process for completing the student evaluations at the location. The individual administering the evaluations is instructed to read the directions for completion, hand out the forms to the students, collect the forms, and return the forms to the Academic Affairs Office.

First time adjunct faculty are evaluated in their first semester of teaching at the College and then added to the three (3) year cycle using the same process as returning adjuncts.

To ensure the recruitment of high-performance faculty members, the College’s Employee Recruitment, Search and Selection procedures are followed. The College's recruitment and selection procedures are designed to assist departments in obtaining the most qualified candidates for position openings and ensuring compliance with federal, state and local regulations concerning employment and negotiated collective bargaining agreements. Employee recruitment and selection is centralized in the Human Resources Office. A Human Resources Office Representative is assigned to each search by the Dean of Human Resources to maintain appropriate record keeping and human resource controls. The President oversees this process to ensure consistency, fairness, and compliance with laws and regulations, and adherence to accepted principles of hiring in higher education for all appointments of College personnel. (see Employee Search and Selection Procedure)

All new faculty members are invited to attend New Faculty Orientation. This program is designed to integrate new faculty into campus culture, and provide an overview of the policies, procedures, resources, and services available to faculty. Faculty hear from various members of the faculty, staff, and administration who will lead sessions and share experiences and insights to assist faculty acclimation to the College. The program provides an introduction to the campus and community, including resources and services; describe the expectations and responsibilities of faculty; outline policies and procedures that guide faculty life; orient faculty to their roles in teaching and service and familiarize faculty with mentoring and professional development opportunities. (see Faculty Orientation)

Business Department Survey

On April 25, 2022, the Business Department surveyed all full-time and part-time Business Department faculty on the overall effectiveness of the department. Topics in the survey included an assessment of the physical environment and technology resources in classrooms, challenges with student accommodations, managing varying academic ability and academic/life balance challenges, interactions, leadership and feedback from the department, teaching load management and professional development and resources offered by the College and the Business Department. The results of the survey were quite positive, noteworthy areas included clear communication within the department, manageable workloads and clear direction from the Department Chair on matters involving the overall quality of their employment experience in the department and the College. The opportunity to address a few areas include a review of the ergonomics of classroom seating and instructor stations, a set standard of whiteboard size in classrooms, review of the overall college website and more broad-based professional development offerings. (see Business Faculty Survey, Business Department Faculty Survey Results - Spring 2022)

Sources

- Business Department Faculty Survey Results - Spring 2022
- Business Faculty Survey
- Employee Search and Selection Procedure
- Faculty CBA
- Faculty Orientation
- Table 5.3
- Table 5.3.d.2
- Teaching Evals Forms

5.3.E - Criterion 5.3.E.

Criterion 5.3.E.

Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.

Note: Faculty members who are not a part of the business unit, but teach a course required in the core business curriculum (e.g., Mathematics, Computer Science, Communications, etc.), should not be counted as business faculty because the student credit hours produced by them are not coded as business courses. On the other hand, if a non-business faculty member teaches a required course for the business unit and the course is coded as a business course (and, therefore, part of the total business student credit hours), then that faculty member would be counted in this qualifications standard. The rule here is to "count all faculty members who teach courses that are under the direct administration of the business unit head and coded as business courses."

Criterion 5.3.F.

The business unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided.

Describe the leadership, advisement and assessment processes for each location at which business unit programs are delivered. A narrative or tabular format may be used.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

There are no sources.

5.4 - Criterion 5.4

Improvement

Criterion 5.4.A. The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit.
Provide evidence by responding to the following:

1. The business unit determine faculty development needs?
2. Orientation and training programs are available to business faculty members.
3. The business unit allocate faculty development resources.
4. The faculty development process provides for training in alternative methods of instructional delivery.
5. The process for approving development requests and evaluating the outcome.
6. Professional development activities have led to improved teaching effectiveness.

Criterion 5.4.B. Provide opportunities for improvement that the Business Unit plans to address based on the results presented in Standard 5.

Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.

Note: Faculty members who are not a part of the business unit, but teach a course required in the core business curriculum (e.g., Mathematics, Computer Science, Communications, etc.), should not be counted as business faculty because the student credit hours produced by them are not coded as business courses. On the other hand, if a non-business faculty member teaches a required course for the business unit and the course is coded as a business course (and, therefore, part of the total business student credit hours), then that faculty member would be counted in this qualifications standard. The rule here is to "count all faculty members who teach courses that are under the direct administration of the business unit head and coded as business courses."

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

- Table 5.3

6 - Standard 6 - Curriculum

The business unit must have a systematic process to ensure continuous improvement of curriculum and program delivery. The curriculum must be comprised of appropriate business and professional content to prepare graduates for success.

NOTE TO READERS: Criterion 6.1-6.2 apply to All Institutions. Criterion 6.3 applies to Associate Degree Institutions only. Criterion 6.4 applies to Baccalaureate Institutions only. Criterion 6.5 applies only to master's degree Institutions only. Criterion 6.6 applies only to Doctoral Degree Institutions only. The Online Reporting Poral of these criteria will show only those criteria that pertain to the program.

The following information must be provided for this standard to be met:

1. Provide curriculum summary tables

    a. Table 6.3.b. for associate degree programs.

    a. Table 6.4.d. for baccalaureate/graduate degree programs.

1. Program Delivery

To fulfill this requirement, provide a narrative statement in the online reporting portal and complete Table 6.2.b. from the evidence file.

    a. the length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on-average);

    a. the program delivery methods employed in each program (classroom, competency based, independent study, online, etc.);

    a. the number of contact (coverage hours or equivalent) hours required to earn three (3) semester hours (four (4) quarter hours) of credit or equivalent; and

    a. if your unit confers nontraditional business degrees, such as accelerated, competency based, executive, etc., specially designed to meet the needs of specific stakeholders other than traditional college students, etc., describe how:

        1. nontraditional degrees support and/or relate to the business school or program's mission and objectives;

1. credits are earned in these programs;

1. you assess their academic merit; and

1. you provide trend data of results comparing traditional to nontraditional students SLOs as required in Standard 4.

Note: Historically, 45 actual classroom contact (or coverage) hours have been considered the minimum acceptable to constitute three (3) semester credit hours. This number is equivalent to 15 weeks of classes at three scheduled classroom hours per week. (In some ACBSP institutions, a "scheduled classroom hour" is somewhat fewer than 60 minutes in duration to allow time for students to go from class to class.) For any program not meeting or exceeding this minimum, the business unit must justify, with course content, learning outcomes, and/or stakeholder satisfaction data, that the courses in its program are equivalent to traditional, semester-long three credit-hour courses.

The following criteria provide evidence of continual improvement of academic quality.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

There are no sources.

6.1 - Criterion 6.1

Approach

Criterion 6.1.a. Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.

Criterion 6.1.b. Describe how curricular input is secured from the unit's stakeholders.

Criterion 6.1.c. Describe how the curricular development process links with the unit's strategic plan and mission.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The design of the business unit's offerings features input from the department's advisory board for terminal degrees (A.A.S. degrees) and from 4-year transfer institutions for transfer programs (A.S. degrees). The advisory board is comprised of three subcommittees: accounting, business, and legal assisting. The membership of each subcommittee is made up of individuals engaged in the profession who can give specific input as to the knowledge, skills, and abilities needed of graduates.

The A.S. program curricula are reviewed at least once every five years and compared to regional 4-year curricula. Adjustments are made as necessary.

When it is necessary to revise curricula, a faculty member and/or the department chair documents the request to either Add/Delete/Change a course or a program as per the college's curriculum change procedure. The form(s) are signed by the faculty member, the department chair, and the Dean of Curriculum, and then they are submitted to the Academic Committee of the Senate for their review. The lead faculty member for the course presents the change to the Academic Committee of the Senate. The committee votes to either recommend approval of the changes, recommend disapproval of the changes, or the group returns the paperwork to the department for further data, clarification, changes, etc. If the committee recommends approval of the changes, the documents are forwarded to the Senate for their consideration. At the next Senate meeting, the group votes to recommend approval of the changes, recommend disapproval of the changes, or return the paperwork to the Academic Committee for further data, clarification, changes, etc. With consideration of the recommendations of the Senate, the Vice President of Academic Affairs approves or disapproves all curriculum changes with the exception of the addition or deletion of programs. The addition of a new program or the deletion of an existing program must gain the approval of the Board of Trustees.

Delivery of the business unit's educational offerings is facilitated by the college's master scheduling process. The Department Chair for Business and Computer Information Systems submits a semester schedule of course offerings one and a half semesters prior based on historical demand for specific courses with accommodations for special requirements and new initiatives. The Director of the Master Schedule then makes some suggested changes which are either adopted or not with the final say of the Vice President of Academic Affairs. As time draws near to the semester, the Director of the Master Schedule conducts regular meetings of the department chairs, the Dean of Curriculum, and the Vice President of Academic Affairs to review seat counts and make decisions to cancel course sections, keep course sections, or add course sections. Students' graduation needs are considered in this process.

When curriculum changes are made to either a course or a program, the changes are discussed with the program's advisory board members for their input. The most recent example of new course development was the department's BUS-215 (Digital Marketing) course. The process began with a phone interview with one advisory board member, Jim Cummings, Vice President of Marketing, Mericle Commercial Real Estate Services, to discuss his company's digital marketing process (see Sample Phone Interview Qs document). Based on this preliminary input, a draft syllabus was developed for presentation to the Business Administration Advisory Board in the May 2019 meeting. Advisory board members were encouraged to bring with them to the meeting any colleague who could provide valuable input regarding digital marketing. Very specific suggestions were provided by advisory board members (see Sample Meeting Minutes Report). In the advisory board's next meeting in Fall 2019, a revised syllabus was presented for additional input before submitting the new course through the college's governance process for approval (see Sample Course Approval Form). The college compensates faculty with 3 credits of pay for developing a new course as per the union contract. In this case, two faculty members, Gary Mrozinski & Chris Vida, shared the 3 credits of pay (see Sample Proposal for Overload documents). Once the new course was fully approved, the syllabus becomes official (see Sample Standard Syllabus).

A similar process is followed when the department modifies a program. Most recently, the A.A.S. in Business Management program was modified in Fall 2019 (see Sample Program Approval Form) with input from the advisory board.

It should be noted that the Department Chair for Business & Computer Information Systems, Dr. Gary Mrozinski, has served on the Academic Committee of the Senate since 2006. This ensures that the department is getting the best representation on the committee, and also that the department can be knowledgeable of other curriculum projects occurring across the college.

The curriculum development activities undertaken by the Department recently are directly connected to its Strategic Plan which is derived from its Mission Statement. Specifically, it is the Key Strategic Objective "Improve the quality of business programs" that has driven these curriculum revisions.

Sources

- Course Approval Procedure
- Sample Course Approval Form (BUS 215 - Digital Marketing)
- Sample Meeting Minutes Report - Business Program Advisory Board Meeting (2019.05.02)
- Sample Phone Interview Qs - Digital Marketing
- Sample Program Approval Form - AAS.BUM (2019.11.18)
- Sample Proposal for Overload - Digital Marketing - Mrozinski (Intercession 2021)
- Sample Proposal for Overload - Digital Marketing - Vida (Intercession 2021)
- Sample Standard Syllabus - BUS 215 (Digital Marketing)

6.2 - Criterion 6.2

Deployment

Criterion 6.2.a. Provide evidence how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

Criterion 6.2.b. The unit must complete the Table 6.2.b. Program Information in the evidence file with information for each accredited program.

Criterion 6.2.c. Provide evidence how business-related programs include sufficient coverage of business topics to meet the long-term needs of students and other stakeholders. Business-related programs that lead to associate or bachelor's must have a minimum of 25 percent of the total curriculum devoted to business. Master's degree programs must have a minimum of 50% of the total curriculum devoted to business. Doctoral level programs must have a minimum of 25% of the total curriculum devoted to business.

Students transferring from an associate institution into a bachelor's level business-related program must meet the 25% bachelor's degree business requirement with a combination of business courses from the associate institution and the bachelor's institution as specified by the bachelor's degree granting institution.

Examples of business-related programs includes majors such as sports management, hotel and tourism management, computer and information systems, health systems, cyber-security etc.

Provide evidence that the unit meets these percentage targets by completing Table 6.2.c. in the evidence file giving information about the curriculum of your business-related programs.

Criterion 6.2.d. Articulation and Transfer Relationships
The business unit must include the policies and procedures for transfer to and from other institutions to programs in the business unit.

For satisfying Criterion 6.2.d, use Table 6.2.d. to explain or describe any articulation and/or course transfer arrangements you have with other institutions, and report on the following areas as appropriate for your institution:

a. List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.
b. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.
c. Describe the student advisement process that informs students as to the transferability of coursework.

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

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Consistency Among Full-time and Part-time Faculty

Like all academic departments at LCCC, the Business Department maintains a “standard course syllabus” for each of its courses (see Sample Standard Course Syllabus). The standard course syllabus contains all course content information such as course description, course goals, course objectives (outcomes), means of assessment, the required text book and other course materials. Every instructor that teaches the course uses the same text book and must teach the content which is specified on the standard syllabus. On the first day of class, the standard syllabus is distributed to the class, and for face-to-face classes, it is discussed with the students. Attached to the standard syllabus is the instructor’s “course outline” which gives contact information for the instructor, and defines the instructor’s policies such as the grading policy, attendance policy, late work policy, etc. Some instructors merge the standard course syllabus and the course outline into one document, and this is considered acceptable (see Sample Course Syllabus-Outline document). Each semester, every instructor must submit his/her syllabi and course outlines to the Department Chair who reviews them and stores them in a digital file. This review ensures that every instructor is teaching and assessing the required course content and in a high quality manner.

Each semester, for each course section that is taught either virtually or asynchronously online, the instructor must also complete a “Regular, Substantive Interactions” form which documents in detail how the instructor is interacting with the students throughout the semester. These RSI forms are also reviewed by the Department Chair for Business and stored in a digital file. (see Sample RSI Form)

It has been the practice in the Business Department for one full-time faculty member to be “lead instructor” for each course. The lead instructor works with the other full-time instructors and part-time instructors who teach the course to help them prepare for the coming semester, and in fact, for most courses, the lead instructor distributes his/her instructional materials and assessment instruments to the other faculty. Taking it one step further, the Accounting Program Coordinator developed standard instructional materials and assessments for the first-year accounting courses, and all faculty use these standard materials. This was particularly important for these courses because they are taught by so many different faculty in so many different locations each semester.

Curriculum Coverage Requirements

All six associate’s degree programs are in compliance with Criterion 6.2.c. See Standard 6 Tables for a detailed breakdown of the courses in these programs.

		Professional Component		**Business Major Component**	
Program Name	**Total Credits**	**Credits**	**%**	**Credits**	**%**
AS in Accounting	63 Cr	21 Cr	33%	21 Cr	33%
AAS in Acc Tech	62 Cr	24 Cr	39%	24 Cr	39%
AS in Bus Admin	63 Cr	21 Cr	33%	21 Cr	33%
AAS in Bus Mgt	62 Cr	21 Cr	34%	24 Cr	39%

AS in H.C. Mgt	61 Cr	21 Cr	34%	15 Cr	25%
AAS in Leg Assist	62 Cr	18 Cr	29%	27 Cr	44%

Articulation and Transfer Relationships

It is the policy of LCCC to facilitate the transfer of students into the college from other institutions, and out of the college to other institutions as seamlessly as possible. (see Articulation Policy document & Transfer Policy document)

Students Transferring FROM LCCC

The following 4-year institutions are the most common transfer institutions for LCCC business students, and articulation agreements exist with these institutions for business and accounting programs.

- Bloomsburg University, Bloomsburg, PA
- East Stroudsburg University, East Stroudsburg, PA
- Keystone College, LaPlume, PA
- King's College, Wilkes-Barre, PA
- Marywood University, Scranton, PA
- Misericordia University, Dallas, PA
- Pennsylvania State University, Hazleton/Scranton/Wilkes-Barre/State College, PA
- Temple University, Philadelphia, PA
- University of Scranton, Scranton, PA
- Wilkes University, Wilkes-Barre, PA

The articulation agreement creation/revision process usually begins with the Department Chair for Business who is in contact with the department chair at the 4-year institution. Once a draft articulation agreement has been developed, the Department Chair for Business submits the draft agreement to the LCCC Articulation Committee.

The LCCC Articulation Committee, under the leadership of the Vice President of Enrollment Management and Student Development, serves as a reviewing body, working in partnership with the Vice President of Academic Affairs and academic departments to establish connections and create seamless comprehensive completion-focused agreements and dual admission partnerships with reputable baccalaureate degree granting institutions. This committee ensures that approved contract terms and conditions are included in the agreement (see Articulation Agreement Template document), and pursues dual admissions agreements with the 4-year institution if one is not already in place. (see Articulation Process Flowchart)

LCCC has dual admissions agreements in place with each of the above transfer institutions. A student who participates in one of these dual admissions programs by completing an online Intent to Enroll form prior to completing 30 credits is considered fully admitted to both institutions with the expectations of meeting all required university conditions. Students may benefit from additional financial incentives depending on dual admission institution such as fee waivers, scholarships, and access to resources at both institutions. Most dual admissions agreements include institutional aid of between $1,500 - $10,000 annually for participating students once they have transferred.

Articulation agreement information and dual admissions agreement information are readily available on the colleges Transfer Services webpage which can be found at the following URL.

https://www.luzerne.edu/supportservices/articulation.jsp

Students Transferring TO LCCC

It is the policy of Luzerne County Community College to accept for advanced standing credits earned at another college or university if the institution is accredited by a regional accrediting organization that is recognized by the Council for Higher Education Accreditation (CHEA). Credits for advanced standing from institutions not regionally accredited will be accepted if the College has an approved articulation agreement with the organization.

All new first-time students are initially advised by a full-time counselor. A student entering from another college or university is advised by the counselor to request that the institution from which he / she is transferring forward an official transcript of credits to the LCCC Registrar’s Office. Full credit is considered for all work completed at another accredited college or university, provided that LCCC offers an equivalent course, the course applies toward the program of study being pursued at LCCC, the course content remains current/relevant to the program of study, and the student earned a grade of “C” or better. (However, only credits earned at LCCC will be used in computing the student’s grade-point average.)

Acceptable credits from another college or university are applied to a major field of concentration at LCCC to the extent that acceptance of the credits do not preclude further work in the major field of study. No more than one-half of the credit requirements for a degree, certificate or diploma at LCCC can be completed at another institution.

The process for awarding credits and responding to student inquiries is completed by the Administrative Assistant (Peg Gorham) to the Vice President of Academic Affairs, and it is an essential duty in the position job description. The Administrative Assistant commonly involves the Department Chair for Business in the decision making process whenever the course equivalency for a business course is not clear. Students can monitor the transfer credit review process though their Self-Service (student information system) accounts. Transfer of credits practices and designation of the credits on the student’s transcript are documented by procedure.

Sources

- Articulation Agreement Template
- Articulation Policy
- Articulation Process Flow Chart
- Assigment of Credits
- Sample Course Syllabus-Outline
- Sample RSI Form
- Sample Standard Syllabus
- Table 6.2.b
- Table 6.2.d
- Transfer Policy

6.3 - Criterion 6.3

Associate Degree Deployment

Criterion 6.3.a. least 25 % of the business curriculum must consist of a professional component (PC) including four of the following areas of study:

a. Accounting
b. Computer information applications
c. Quantitative methods of analysis
d. Principles of economics
e. Business in society - the international environment, legal/political environment, and ethical business behavior
f. Marketing
g. Entrepreneurship/free enterprise
h. Finance
i. Management

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

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

Programs that lead to an associate degree in business must be able to demonstrate that the programs include appropriate courses to prepare students for transfer or employment.

Institutions offering degrees in business must have content-specific courses that build upon the professional component, have appropriate prerequisite courses, and offer students opportunities to expand knowledge in the major area of study. The curricular goals of each program/option must 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 must provide the following:

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

Note: Transfer degrees are exempt from this criterion to meet the curriculum needs of transfer agreements.

As evidence of meeting this target, the unit will complete the Table 6.3.b below with information for each of its accredited programs. Table 6.3.a gives an example of such table.

Criterion 6.3.b. Provide a description or action plan how the business unit plans to improve and meet the criterion for any program not meeting the 25 percent standards described above.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

- Table 6.3.a (AAS in Accounting)
- Table 6.3.a (AAS in Business Management)
- Table 6.3.a (AAS in Legal Assisting - Paralegal)
- Table 6.3.a (AS in Accounting)
- Table 6.3.a (AS in Business Administration)
- Table 6.3.a (AS in Health Care Administration)

6.4 - Criterion 6.4

Baccalaureate Degree Deployment

Criterion 6.4.a. - Undergraduate Common Professional Component (CPC)

Programs that include a B.A. (with a business major), B.S. (with a business major), or B.B.A., or B.S.B.A. degree with a business major that imply general business preparation with or without a functional specialization must include coverage of the Undergraduate Common Professional Component (CPC) at the level prescribed by ACBSP.

UNDERGRADUATE COMMON PROFESSIONAL COMPONENT

Functional Areas	a. Marketing b. Business Finance c. Accounting d. Management, including Production and Operations Management, Organizational Behavior, and Human Resources Management
The Business Environment	e. Legal Environment of Business f. Economics g. Business Ethics h. Global Dimensions of Business i. Business Communications
Technical Skills	j. Information Systems k. Quantitative Techniques/Statistics
Integrative Areas	l. Business Policies, or m. A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

To demonstrate compliance with Criterion 6.4.a, identify where the topical areas of the CPC are covered in the required course offerings. As evidence, complete and supply an Abbreviated Course Syllabus for each undergraduate required course taught in the business core. Summarize the CPC content of the required undergraduate courses in abbreviated syllabi such as found in Figure 6.4.b.

Required courses in the business core may be taught by an academic department outside of the business unit. In this case, prepare an Abbreviated Syllabus and report it with this criterion. For example, Statistics may be taught by the Math Department.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

There are no sources.

6.5 - Criterion 6.5

Master's Programs Only

Deployment

Criterion 6.5.a. The business unit must complete Table 6.5.a. with information for each of its accredited master's level programs.

Criterion 6.5.b. Provide evidence for each program how the program requires 30 semesters or 45 quarter credits (or equivalent) in courses beyond the basic undergraduate CPC courses. Describe how students admitted to the master's level programs without undergraduate preparation in business meet the CPC requirements. Programs with the same requirements may be grouped together in the description. Exceptions must be justified.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

There are no sources.

6.6 - Criterion 6.6

Doctoral Programs Only

Deployment

> **Criterion 6.6.a.** The business unit must complete Table 6.6.a. with information for each of its accredited doctoral level programs.
>
> **Criterion 6.6.b.** If the doctoral program does not require at least 60 semester or 90 quarter credits (or equivalent) in courses beyond the master's level courses, the unit must provide a justification for the exception.

Terms

Professional Education Curriculum. The Professional Education Curriculum refers to college level courses involving content knowledge, habits of mind, and skills that prepare students for success in a particular profession.

Common Professional Component (CPC). The Common Professional Component refers to the course content that must be included in courses taught in all accredited undergraduate programs. Each accredited program must include content in twelve content areas, as follows:

- Marketing
- Business Finance
- Accounting
- Management
- Legal Environment of Business
- Economics
- Business Ethics
- Global Dimensions of Business
- Business Communication
- Information Systems
- Quantitative Techniques/Statistics
- Business Policies or Integrating Experience

It is expected that each CPC area must receive a minimum coverage of approximately 30 hours.

Business-Related Program. A business-related program is one in which at least 25%, 50%, and 25% of the total curriculum at the associate and bachelor's, master's, and doctoral degree levels, respectively, consist of required courses in business. To be considered for ACBSP accreditation such a program must include sufficient coverage of CPC/PC topics to meet the long-term needs of students and other stakeholders.

Graduate Curriculum. A graduate curriculum consists of courses that are advanced beyond the upper-division undergraduate courses in the content area.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

There are no sources.

7 - Standard 7 - Business Unit Performance

The business unit must have a systematic process to identify and track key student performance measures for the purpose of continuous improvement. The business unit must ensure adequate resources and services to support its programs.

The following information must be provided for this standard to be met using Table 7.1 in the evidence file:

The results of establish performance expectations from Standard 1 Leadership from the list of examples below must be reported and made public on the business units home page. Table 7.1.a in the evidence file of the online reporting portal provides examples. Table 7.1.b is provided as a template for your data and information.

These are examples of student achievement identified by CHEA.

- Attrition (e.g. Less than 40%)
- Retention (e.g. Greater than 40%)
- Graduation by program and year (e.g. 2019 Accounting 25, Marketing 31)
- Licensure pass rates (e.g. CPA 78%)
- Job placement rates (e.g. Accounting 100%, Marketing 91%)
- Employment advancement (e.g. Accounting 12, Marketing 9)
- Acceptance into graduate programs (e.g. Accounting 12, Marketing 5)
- Successful transfer of credit (e.g. Accounting 14, Marketing 7)
- Other (e.g. Hired after internship: (e.g. Accounting 2, Marketing 11)

The following criteria provide evidence of continual improvement of academic quality.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

There are no sources.

7.1 - Criterion 7.1

Approach

Criterion 7.1.a. List key **Student Performance Tracking Processes** on your performance, including business student achievement such as. (e.g. attrition and retention, graduation, licensure pass rates, job placement rates, employment advancement, acceptance into graduate programs, successful transfer of credit, etc.). Table 7.1 provides examples of data to report. Replace the examples with your actual data.

Criterion 7.1.b. List key **Business Operation Processes** provided to ensure student success. (e.g. improvements in curriculum, material, handouts, books, case studies; faculty development; improved contract management and records management; enhanced communication processes; innovative technology, digital classroom, other). Use Table 7.1.b. to report.

Criterion 7.1.c. List key **Education Support Processes** provided to ensure student success (e.g. library, computer lab, tutoring, registration, book store, other). Use Table 7.1.c to report.

Criterion 7.1.d. Sharing Performance Results with the Public. Use Table 7.1.a. in the evidence file to provide links to the business programs web page.

Self-Study

Status: Completed **|** **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

The following **Student Performance Tracking Processes** are used by the Business department:

- Headcount Enrollment by Program is measured each Fall and Spring semester for each program and then annualized for each academic year. A 5-year history is presented in Table 7.1.b.
- Percent Change in Headcount Enrollment by Program shows, for each academic year, the percent change in headcount enrollment for each program so that comparisons can be made between programs. A 5-year history is presented in Table 7.1.b.
- Number of Graduates by Program shows the # of graduates for each fiscal year. LCCC confers degrees each year in May and in August. Data reported here show # graduates each May bundled with the previous August. A 5-year history is presented in Table 7.1.b.
- Transfer Rates by Program show the percentage of graduates in each program that transferred to a baccalaureate program within 3 years of graduating. A 5-year history is presented in Table 7.1.b.
- Fall-to-Spring Retention Rates by Program measures the % of first-time freshmen entering the college each Fall that continue on to the following Spring. This is reported for each program. A 5-year history is presented in Table 7.1.b.
- Fall-to-Fall Retention Rates by Program measures the % of first-time freshmen entering the college each Fall that continue on to the following Fall. This is reported for each program. A 5-year history is presented in Tabler 7.1.b.
- Average Seat Count measures the average number of students in sections of business courses. Data from the last 8 major semesters is presented in Table 7.1.b.
- Part-time Faculty Usage Rate measures the % of credits taught by part-time faculty each semester. A part-time faculty member is a faculty member who teaches no more than 12 credits in a semester. Data from the last 8 major semesters is presented in Table 7.1.b.

- Online Instruction Percentage measures, for each major semester, the percentage of occupied seats in all business sections that are online occupied seats. Data from the last 8 major semesters is presented in Table 7.1.b.

The following are examples of **Business Operation Processes** used by the Business Department:

- An Advisory Board to the business department has met in the spring semesters to evaluate the curriculum. There are 2 components of the board which include Accounting and Business. The Advisory Board members consist of business owners and business leaders as well as accountants either CPA or CMA. Discussions include review of current needs in the workforce and courses that would enhance the overall marketability of students upon graduation. After consultation with the Advisory board, and changes that are needed go to curriculum affairs and senate for approval. Minutes of these meetings are available for review. (see ACC Advisory Board, Sample Advisory Board Minutes (2021))
- Online Communications Skills have been modified and the use of different mediums have helped to inform and keep students engages in their course work. Through the use of a Learning Management System (Blackboard/Learn) students have access to email, announcements and general coursework to engage students weekly toward course completion.
- Our Blackboard/Learn Learning Management System has a audio visual component called Collaborate. It is through collaborate that business faculty and students can remain connected either during office hours or another designated time. The system is live and can be recorded for future student use. The use of collaborate enhances engagement and tracks student awareness in on-line as well as resident classes.
- The use of Smart Board Digital Technology has some relevance in classroom that enable faculty to connect to other students at remote sites. We have offered sections of classes that use this technology where one business faculty member will teach in one location and will stream the course to another campus site so that students will have the courses needed in progression.
- A Review of Curriculum and Courses occurs annually where faculty are to review syllabus and match the syllabus to the college catalog and make changes where necessary. Full time faculty do course audits, program learning outcomes and course learning outcomes. In addition, all faculty full time and adjunct are required to submit to the college their course outline for courses taught each academic year. The department also tracks required time equivalencies and required student interaction for each course through the Director of Distance Education. All online classes are required to meet federal standards for time equivalency and student interaction. (see Sample Instructional Equivalencies Form, and Sample RSI Form)
- Business faculty are aware of the Digital Media from most publishers. Included with our courses, students have an e-book and other digital components such as Audio visuals, online discussions, blogs and e-learning assignments to enhance student knowledge.
- Until recently, students were required to use either a notebook, laptop or PC to connect to the digital media used in most classes. In collaboration with text publishers, the availability of Using an iPad has made a tremendous change as to where students work, read and do course work.

The business department partners with business and industry in different ways.

- Guest Speakers - faculty in the classroom and the business club invite local and regionalbusiness leaders to speak to the business students. The guests are from various business-related occupations in order to reflect on the education needs and work-place outcomes.
- Advisory Board - The business department meets with its business advisory board at least once annually to continue to offer the most updated business programs. Accordingly, the curriculum changes are a direct result of the advisory board and their recommendations.
- Business Symposium - The business department sponsors a day of local business speakers to talk about their area of expertise to the business students and the public. The symposium is meant to introduce students to a variety of career and business topics. (see Business Symposium Media Release, Business Symposium Promotional Flyer)
- Students are encouraged to participate in accounting and Business Etiquette Seminars sponsored by the Pennsylvania Institute of Certified Public Accountants.
- Internships - The business department continues to partner with local business industry throughstudent internship program. Students are placed in local businesses to participate as an intern. (see Business Internship Requirements, and Business Internship Syllabus & Forms)

- Job Shadowing - The business department encourages business students to participate in jobshadowing. These job shadowing experiences are coordinated via the Alumni office with past alumni in business.
- The impact of the linkages with business is that the business programs are always current,and the students participate in career related experiences including “real world” business experience. This helps to retain current students and attract students into the businessprograms offered.

The following **Education Support Processes** are used for the benefit of Business Department students:

- **The LCCC Library**

  The College Library’s mission is to support the scholarly pursuits and intellectual curiosity of LCCC students, faculty, and staff. The library focuses on curating resources that support student learning and personal development, providing a physical space that is welcoming, and most importantly, providing excellent student and patron services. Since 2017, the library has curated collections that are more inclusive. The physical space of the library is conducive to study, research, and collaboration. Attentive staff and librarians foster the welcoming environment. Staff promote asking questions, instructional assistance is provided through open and honest dialog, and academic discourse is always welcome. In 2020, the library began utilizing a new measure (the READ scale) to quantify interactions with students to understand student learning within this context. To maintain direct services to the students during COVID-19, the library purchased a chat platform, and an additional benefit of this service is the ability to assist students at campus centers directly, greatly improving equity in Library services.

- **Student Retention**

  Retention centers, in addition to the main campus, LCCC has seven centers throughout the Northeast region serving the surrounding communities. The centers are staffed to meet enrollment and support services needs and are equipped with the necessary classroom and facility spaces to effectively deliver instruction and services. Additionally, key staff members including the Counselor of Accessibilities Services, Director of Career and Employment Services, and the Assistant Director of Financial Aid regularly work from these locations to provide direct support to students on site. Prospective students are able to apply, test, and enroll at each center. At these centers, students receive full student services support including, career counseling, advisement, registration assistance, tutoring services, and financial support. Student outcomes at the centers reveal growing success, as reflected in the increasing retention rates.

- **Bookstore**

  The College offers an on-campus bookstore as well as an online bookstore purchase system. Students enrolled at all campus locations are able to purchase or rent their educational supplies online and have these shipped home or to their campus location. The bookstore was a college run entity until Spring 2019 when the College transitioned operations management of the bookstore to Follett Higher Education Group, Inc.

- **Student Advising**

  LCCC counselors and advisors work closely with the receiving institution to ensure a seamless transition. Students work with counselors and academic advisors to ensure the time and resources spent at LCCC will prepare them to achieve their long-term educational goals. A comprehensive and informative LCCC transfer web page informs students of their academic progression towards completion at LCCC and how this path leads to transferability and financial incentives at partner institutions.

- Weekly Live Chats: Live chats, held weekly, provide counseling, financial aid support, advising, admission information and support, instructional assistance, leadership training, career services, and student peer engagement In addition Regular Virtual Workshops:
- Career Readiness Basics: Resumes, Cover Letters, References; Job Search Basics: Using the Internet for Job Search; Social Media & Your Career; Technical & Professional Communication Skills; online hiring events, and recovery events.
- Group Communications: Group text, emails, or outgoing calls to students to direct action or conduct wellness

checks. Example: “We are thinking about you,” “Registration is Open,” “Anti-Summer melt,” “Next steps reminders,” “We are here to help.”

- Virtual Open Houses and admission outreach: Virtual open houses were held which included representation across the division. Active communication was maintained with prospective and accepted students via email. In addition, direct phone calls and hundreds of enrollment-related text messages were conducted.
- Student Support Phone Line: Calls were answered and supported through the 1-800 single student support line.
- Social Media: Maintained a presence on social media with support from the Marketing Department to highlight information and promote student services events.

Sources

- ACC Advisory board
- Business Internship Requirements
- Business Internship Syllabus & Forms
- Business Symposium - Promotional Flyer (2022)
- Business Symposium - Sample Media Release (2022)
- Raw Data - Table 7.1.b
- Sample Advisory Board Minutes (Spring 2021)
- Sample Instructional Equivalencies Form (ECO-151) - Mrozinski
- Sample RSI Form
- Table 7.1.b

7.2 - Criterion 7.2

Deployment

Criterion 7.2.a. The Business Unit must provide evidence of the deployment of the processes in Criterion 7.1.

Use Table 7.1.b. to report deployment of Student Achievement Tracking

Criterion 7.2.b. Using Table 7.1.b., provide evidence that the business unit monitors the business operation processes.

Criterion 7.2.c. Using Table 7.1.b., provide evidence that the business unit monitors the educational support services.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

- Table 7.1.b

7.3 - Criterion 7.3

Results

Criterion 7.3.a. Provide evidence that the key student performance processes identified in 7.1. are tracked for each accredited program using Table 7.1. student Achievement

Criterion 7.3.b. Using Table 7.1.b. provide evidence of data collected to monitor business support processes.

Criterion 7.3.c. Using Table 7.1.b. provide evidence of data collected to monitor Business Operation Processes.

Criterion 7.3.d. Provide the link and directions from the business units home page to student achievement results identified in 7.1. This data must be routinely provided to key stakeholders and the general public for each accredited program. Student Achievement (e.g. attrition, retention, completion, licensure pass rates, job placement, employment advancement, acceptance into graduate programs, successful transfer of credit, other). Use Table 7.1.a to provide the link and directions as well as a copy of the link here.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

- Table 7.1.b

7.4 - Criterion 7.4

Continuous Improvements

Criterion 7.4.a. Using Table 7.1.b., explain how the Student Performance Results identified in Standard 7 are used to improve processes for accredited programs.

Criterion 7.4.b. Describe in Table 7.1.b. how the use of Business Operation Processes were improved based on the findings.

Criterion 7.4.c. Describe in Table 7.1.b. how the use of Educational Support Processes were improved based on the findings.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

- Table 7.1.b