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Accreditation Council for Business Schools and Programs (ACBSP) Accreditation Self-Study Year 2013-2014

Wallace State Community College

Accreditation Council for Business Schools and Programs
(ACBSP)
Self-Study Title Page

SELF-STUDY YEAR __Fall 2013- 2014_____

NAME OF INSTITUTION: Wallace State Community College

PRESIDENT OR CHANCELLOR'S NAME: Dr. Vicki Karolewics

CHIEF ACADEMIC OFFICER'S NAME: Dr. Johnny McMoy,

College Dean, Dr.Beth Bownes-Johnson, Dean of

Academic Affairs

DEAN OR HEAD OF BUSINESS SCHOOL OR PROGRAM: Mrs. Kathy Sides, Business
Department Chair

PRIMARY INSTITUTIONAL CONTACT DURING THE ACCREDITATION PROCESS:

Name: Kathy Sides

Title: Business Department Chair / instructor

Address: 801 Main Street NW, PO Box 2000

City: Hanceville   **State:** Al   **Zip:** 35077-2000 **Phone:** (256) 352-8126

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DATE OF SUBMISSION OF THE SELF-STUDY:

August 15-21, 2015

Column A: List all business or business-related programs (including those with designations in the degree or major title such as "business," "industrial," "administration," "management," or "organizational.")

Column B: Indicate with "yes" or "no" whether the program is administered by the business unit.

Column C: Indicate with "yes" or "no" whether the program is to be accredited by ACBSP. If no, provide justification explaining why the program should be excluded from the accreditation process.

Column D: Indicate number of degrees conferred during self-study year

Business or Business Related Programs	Program in Business Unit	*To be Accredited by ACBSP*	Number of Degrees Conferred During Self-Study Year
Business Administration (AS Degree)	Yes	Yes	21
Business Management & Supervision (AAS Degree)	Yes	Yes	8
Business Education & Office Administration (AAS Degree)	Yes	Yes	13

OVERVIEW AND ORGANIZATIONAL PROFILE FOR ACCREDITATION

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

Institution Response:

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

Names: Kathy Sides Champion, Marcy Manning Co-Champion

The self-study was conducted with participation by the Business Division faculty of the two accredited programs. Business Education and Office Administration (OAD), and Business Management & Supervision (BUS). The self-study coordinators were Ms. Kathy Sides with Ms. Marcy Manning assisting (past Business Department chair). Other faculty participants were Susan Smith, Terri McGriff-Waldrop and Dr. Glynice Crow.

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

The main purpose of the self-study was to critically examine the specified Business Division programs and each instructional component of the college in order to measure the success of meeting the criteria set forth in the standards outlined by the Accreditation Council for Business Schools and Programs (ACBSP).

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

See end of document for timeline.

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

SACS Accreditation Letter located in the Team Resource Room

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

Wallace State Community College is located in the center of the northern half of Alabama, eight miles south of the city of Cullman, within the city limits of Hanceville. Wallace State is responsible for providing two-year educational programs for the greater Cullman service area that includes Cullman, Blount, Winston, Morgan, and Jefferson counties, serving

approximately 3,200 square miles and 942,000 total residents. (Alabama Commission on Higher Education http://www.ache.alabama.gov/Abstract1213/InstitutionalMap.htm)

Wallace State Community College has been in continuous operation with students enrolled in degree programs for more than fifty years. The College was created in 1963 by the state legislature and classes began on August 1, 1965, with eleven instructors, ten departments, and fifty-nine students. Initial accreditation was obtained through the Southern Association of Colleges and Schools in October 1971. During this time of continuous operation, there have been three College Presidents and the institution has grown to be the fourth largest community college in Alabama. (Alabama Commission on Higher Education Report http://www.ache.alabama.gov/Abstract1314/Enrollment/2yr-Prelim-Fall-Enroll-2013.pdf).

Wallace State Community College is a single-campus institution as defined by the Southern Association of Colleges and Schools Commission on Colleges. The College Catalog, Viewbook (WSCC Viewbook, page 7 http://www.wallacestate.edu/Viewbook/index) and college website (WSCC Website http://www.wallacestate.edu/Programs/index) are the official sources of descriptive information regarding the college's programs and services.

More than 10,000 credit students attended Wallace State during fall/spring 2013-2014. Headcount for the fall 2013 semester was 5,283. Headcount for the spring 2014 semester was 5005. Wallace State was the fourth largest community college in the state system.

The spring 2014 semester enrollment was 5,005; female students comprised 62.71 percent (3,167) and male students 37.29 percent (1,838) of the total enrollment. White student enrollment was 87.47 percent (4,378). African-American student enrollment was 5.99 percent (300), and total minority student enrollment was 1.34 percent (67). Furthermore, 5.20 percent (260) of overall enrollment was unknown/not reported.

In the spring 2014 semester, full-time attendance was 53.12 percent (2,659) of total enrollment, and part-time attendance was 46.87 percent (2,346). The majority of students were from Cullman County. There were 57,364 total credit hours generated for the spring 2014 semester.

Students requiring remedial/developmental courses represented 11.02 percent (552) of total enrollment. A complete summary of enrollment for spring 2014 is available on the DAX Student File (STU) Summary: Available in the Team Resource Room

The Business Division includes three Programs: Business Administration (AS Degree), Business Management & Supervision (AAS Degree) and Business Education & Office Administration (AAS Degree). Within the Business Management & Supervision program, student may choose from four options: Business Management, Financial Management, Office Management, and Entrepreneurship. Within the Business Education & Office Administration program, student may choose from three options: Accounting, Administrative Assistant, and Medical Administrative Assistant. These programs were accredited by ACBSP in 2005.

For the 2013-2014 academic year, the average Associate of Applied Science degree enrollments in the Business Division programs were:

	Fall 2013	Spring 2014	Total
Business Management & Supervision	426	397	619
Business Education & Office Administration	47	65	**102**
		Total Average	**721**

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

Document located in Team Resource Room

http://sacs.wallacestate.edu/organizational-chart/

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

As a public two-year community college, Wallace State Community College (WSCC) had degree-granting authority from the Alabama State Board of Education (ASBE). This authority is prescribed by the Alabama State Legislature in the Code of Alabama, Section 16-60-11.3 (2.1A).

http://alisondb.legislature.state.al.us/alison/codeofalabama/1975/coatoc.htm

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

Wallace State Community College has a nine-member governing board, the Alabama State Board of Education (ASBE), which is the governing board for all of Alabama's two-year colleges (2.2A). Members of the ASBE serve as trustees of the Alabama Community College System, and are directed by the Governor who serves as President of the Board by virtue of elected office (2.2.B). The other board members are elected officials from eight districts throughout the state (2.2.C). According to the Code of Alabama, "the members of the Alabama State Board of Education shall be qualified electors of the State of Alabama, and shall be qualified electors in the district they represent." To be eligible for election to the ASBE, one cannot be an employee of the College or have been engaged as a professional educator, which includes instructor, President, or other person engaged in an administrative capacity, within five years preceding the next date of election (2.2.D). Thus, the Alabama State Board of Education is not controlled by a minority of board members nor by special interests or other organizations, and is isolated from an interest in the institution.

The ASBE is an active board, meeting twice a month, once for a work session and once for formal action, with minutes of meetings (2.2.E) providing evidence that the Board is active in making policy for institutions. The Board is granted ultimate responsibility for ensuring that the financial resources are used to promote and provide sound educational programs and supervises the legislative appropriations for College operations. The Division of Internal Audit, established by the ASBE, conducts periodic audits of colleges in the Alabama Community College System and reports findings to the Chancellor and the ASBE. The ASBE annually approves budgets of the colleges and the Chancellor annually reports financial performances for all colleges to the Board.

ASBE Meeting Dates and Minutes – See link below

https://www.accs.cc/index.cfm/state-board-of-education/board-minutes/

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

The Wallace State Community College mission statement serves as a beacon for guiding its programs and services –

Wallace State Community College is committed to enabling meaningful learning that transforms lives and communities. In support of the mission, Wallace State Community college is committed to:
● Promoting student success in learning environments that are student centered, innovative, engaging, and supportive
● Providing teaching excellence that inspires a quest for lifelong learning
● Respective uniqueness and valuing diversity
● Forging strategic partnerships that advance community, workforce and economic development
● Culturally enriching our communities
● Accountability and integrity

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

The Business and Commerce Department is committed to providing student-centered, innovative learning that advances community, workforce and economic development; and inspires a quest for lifelong learning.

The mission of the Business and Commerce Department directly reflects the college's mission statements 1), 2), and 4).

Business and Commerce Department Strategic Objectives:

- To demonstrate proficiency required for entry-level employment
- To demonstrate mastery of teamwork skills in real business world situations
- To maintain high job placement rates for graduates
- To enhance student communication and critical thinking skills

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

Business Administration (AS Degree)
Business Management and Supervision (AAS Degree)
Business Education and Office Administration (AAS Degree)

L. **Academic Degrees**: List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year. If you offer or confer nontraditional business degrees, explain how they relate to your overall business unit. Include in your response the extent to which it is (or is not) possible to earn a degree entirely through alternative methods of instructional delivery or at locations other than the main campus.

No. Of Degrees Conferred 2013 - 2014

Business Administration – Associate in Science Degree

21

Business Management and Supervision – Associate in Applied Science Degree for the following Options:

	No. Of Degrees Conferred 2013 - 2014
Business Management	4
Financial Management	1
Office Management	1
Entrepreneurship	2

Business Education and Office Administration – Associate in Applied Science Degree for the following Options:

No. Of Degrees Conferred 2013 - 2014

Accounting	5
Administrative Assistant	5
Medical Administrative Assistant	3

Business Education and Office Administration – Short Certificates

	No. Of Degrees Conferred 2013 - 2014
Software Applications	0
General Office Assistant	0

Documentation located in the Team Resource Room

No nontraditional business degrees are offered.

No business courses are taught at locations other than the main (Hanceville) campus.

It is possible to earn a degree in Business Admission (AS Degree), Business Management and Supervision (AAS Degree) (all options), or Business Education and Office Administration (AAS Degree) (all options and short certificates) entirely online.

M. **Class Time**: Provide documentation that all business courses have classroom meetings of 50 minutes per week per one hour of credit (e.g., a 3 credit hour course meets 150 minutes per week during the semester or quarter. Describe how classes delivered with alternative methods of instruction are structured to ensure equivalent credit hour coverage.

Semester Hour Credit
The State Board of Education requires institutions to operate on a semester system. Semester hours of credit are then based upon the average number of hours of instruction weekly during a 15-week period, with an hour of instruction defined as not less than 50 minutes of instructor/student contact. A semester system is defined as a fall semester, spring semester, and a summer term. A variety of class meeting schedules that fall within this structure may be present within the institutions. (SBE Policy #705.01)

https://www.accs.cc/default/assets/File/Board/Policy/PDFs/AL_StateBoardofEducation_Polici es.pdf

The Business Division requires all course sections, regardless of the method of delivery, to cover the same material (same assignments, projects, and exams), with hybrid courses required to meet on campus from one third to one half the normal amount of time for an equivalent on campus course. (Summer Semester 2008 Schedule of Classes – page 30 – Located in the Team Resource Room)

The Business Division course offerings were offered as online, hybrid and mini term, while some course offerings rotate between online, on campus or hybrid. The same standards and requirements apply to a course in whichever format a student chooses to take. The amount and type of credit granted are the same; and the course goals and

expected student learning outcomes are identical.

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

During the self-study year of 2013 – 2014 the Business Division courses were offered in the following formats:

Hybrid Format	25 Sections
On Campus Format	11 Sections
Online Format	27 Sections
Mini Term-Online Format	4 Sections
Mini Term-On Campus Format	3 Sections

Fall 2013 and Spring 2014 Schedules Located in the Team Resource Room

The Business Division requires all courses have an online Blackboard shell, which must contain the following:
instructor information, syllabus, schedule, communications (message board/email, announcements, and/or discussion board).

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

Wallace State Community College awards semester-hour credits. A semester hour of credit (or credit hour) is based upon the average number of hours of instruction taught weekly. Theory. Instruction focused on principles, concepts, or ideas. Generally requires extensive out-of-class preparation prior to class each week as well as follow-up assignments. "Theory" instruction is the term which will be used to include lecture, recitation, discussion, demonstration, seminar, and other standard classroom instruction. "Theory" instruction is under the direct supervision of an instructor. Ratio: 1:1 (one hour of credit for one hour of theory instruction as defined.) (State Board Policy #705.01)

https://www.accs.cc/default/assets/File/Board/Policy/PDFs/AL_StateBoardofEducation_Policies.pdf

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

The Wallace State 2013 – 2014 Catalog communicates the following to students: Business Program requirements (pages 95 – 99); tuition and fees/financial information (pages 26 – 34); academic regulations (pages 36 – 42); student regulations (pages 44 – 53); academic credentials of the faculty (pages 304 – 307); Business Division Advisory Committee (page 310); course descriptions (pages 186 – 301). The Wallace State

Catalog (current) is available on the WSCC Web site: through the "View Catalog Now" link http://www.wallacestate.edu/

The Wallace State Fall, Spring, and Summer Semester Schedules are mailed to all box holders in the service area of the college. The schedules contain a listing of all courses being taught that semester, tuition and fees, how to register online, testing schedule, and a the Academic Calendar for that semester. The Semester Schedule is also located on the Wallace State Web Site: through the "View Schedule Now" link http://www.wallacestate.edu/

The Business Division program, course and accreditation information is also listed on the Wallace State Web site at http://www.wallacestate.edu/Programs/Academic-Division/Business/index

All incoming students are given a Wallace State email account. Through this email account students are sent: financial aid, admissions, student activities, Blackboard, and program/course information.

SELF-STUDY TIMELINE

March 2014	planning/organizing meeting with faculty
March 2014	review of standards and criteria with faculty
April 2014	faculty team meetings completed
April 2014	list of needed data compiled
June 2014	data distributed to faculty teams
June 2014	first draft reports due
July 2014	first draft due
July 2014	first reports and revisions, draft due
August 2014	second draft due
August 2014	second draft due
September 2014	second draft reports due
October 2014	second draft and revisions due
January 2015	third draft due
February 2015	third draft due
March 2015	third draft reports due
April 2015	third draft and revisions due to dean
August 3, 2015	dean completes final revision
August 10, 2015	final report reviewed
August 15-21, 2015	report submitted to ACBSP

STANDARD 1: LEADERSHIP

Criterion 1.1 - Leadership Strategies

Institution Response

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

The Business Department is led by the department chair that is responsible for communicating information from various sources and curriculum maintenance. The Academic Dean also assists faculty, as needed, in resolving classroom and student issues.

As part of the leadership mission to ensure continuous documented teaching excellence, faculty is evaluated each spring by the employee's supervisor (department chair). The evaluation is coordinated by the Office of Human Resources. Faculty complete a self-evaluation first and then meet with the Department Chairperson to discuss their instructional effectiveness, professional development, institutional effectiveness, goals and improvements, creative activities/innovations, work hours/schedules/class meetings, student responsiveness, current and relevant syllabi and policies, technology use, assessment methods, professionalism, and College reporting. If a faculty member is found to need improvement, a plan of action is established to improve the areas of deficiency.

Faculty performance and coursework are also evaluated through the course evaluation instrument that is distributed to all students each semester. The Academic Programs Outcomes Assessment (APOA) and Student Development Outcomes Assessment (ASSD) document the college's planning and assessment activities related to academic, administrative support services, and academic and student support services for each of the college's functional units. The APOA is particularly relevant to the business unit leadership strategies and systems in support of a high-performance work environment as this is where the college documents the unit's mission and its student learning and program outcomes, assessment metrics, results, and use of results to effect program improvement. The APOA also includes program analysis for the Business Unit, as it does for all academic programs.

The Business Unit's mission and outcomes are aligned with the Mission, Vision, and strategic directives included in the college's Five-Year Strategic Plan. Strategic Directive Three, for example, reflects the goal of the institution's academic programs to respond quickly and positively to the present and future needs of its students, business and industry, and other stakeholders:

To enhance workplace preparedness through programs and services that broaden vocational engagement; improve in vital, innovative ways the institutional response to the present and future needs of business and industry; represent synergistic partnerships that promote the college's mission and vision; and produce graduates with the adaptive skills and training needed to succeed in the millennial workplace environment.

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

The Business Department maintains effective communication both within the unit and in its interactions with other academic and student support units. Effective communication is accomplished through division meetings (normally chaired by the Dean of Academic Affairs); business department meetings (normally presided over by the department chair); and email correspondence with administrators, faculty, students, and community stakeholders. Academic division meetings are held at the beginning of each fall and spring semester and throughout the year as required. Business department meetings (department chair) are conducted at the beginning of each semester, and special meetings are called if necessary.

Criterion 1.2 – Leadership Measures of Performance

Institution Response

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

The Business Department leadership administers performance evaluations every spring. The evaluation consists of several major categories – Instructional Effectiveness, Professional Development, and Institutional Effectiveness. Each faculty member meets with the Business Department Chair and addresses overall performance, including strengths and, where appropriate, strategies for improvement. Follow-up meetings are held if deemed necessary with faculty who are implementing improvements to determine effectiveness. The evaluation process allows faculty members to maintain and improve their performance in the classroom setting and in their role as a faculty member at Wallace State Community College.

In addition, the Business Department leadership ensures that each adjunct faculty member also completes a performance evaluation - addressing areas of instructional effectiveness, performance as an instructor, and high standards of performance from students. Each adjunct faculty member meets with the Business Department Chair who addresses overall performance, and any recommendations or suggestions for improvement if necessary. This evaluation process allows adjunct faculty members to maintain and improve their performance in the classroom setting and in their role as a faculty member at Wallace State Community College.

However, the most significant way that the business leadership ensures the establishment, deployment, and evaluation of performance measures and ensures that the results are used to improve performance is through the annual completion of the unit's sections in the campus-wide APOA. The APOA includes both student learning and program outcomes. The student learning outcomes are unique to the two constituent parts of the APOA related to the Business Unit:

Business Administration (transfer option),Business Education and Office Administration, and Business Management and Supervision. The program outcomes, addressing such performance measures as graduation rates, job placement rates, and faculty professional development, are a standard expectation across all institutional programs. The Business Unit leadership, specifically, is responsible for completing all documentation associated with its own student learning and program outcomes in the APOA. The development of outcomes, methods for assessing the outcomes, the tabulation of results, and documentation of the use of results to effect programmatic improvement were reviewed in 2014 by SACSCOC through both an off-site and on-site review committee without findings or follow-up.

Criterion 1.3 – Leadership and Community

Institution Response

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

The Business Department faculties are very active in serving areas of public interest and needs in the community as follows:

Faculty members volunteer in college and community organizations. College organizations/activities include service on the WSCC QEP Team, WSCC Roadmap Project, WSCC Leadership Steering Committee, Green Team Committee, WSCC Lions Pride, Educator Exchange, Cullman Area Workforce, eLearning Committee, Scholars' Bowl Committee, WSCC Awards Committee, and Lion's Pride Orientation.

Business Department faculty help with Job Fairs that offer information concerning employment opportunities held at the college. Participation is encouraged by faculty for all business students.

Faculty members also meet with business advisory committee members (each spring semester) to discuss topics related to the business programs. Committee members are from local businesses, and they serve as a link to the community. This strengthens WSCC's ties with business/industry and with the community.

Summary of Standard 1 - Leadership

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

Strengths
- Program goals are integrated with the college mission.
- Channels of communication within the department are established -- with both departments, Business and Business Education, in the same facility since October 2013.

- The Business Department mentors the adjunct faculty, and communicates with them when curriculum changes are made (i.e., new software, etc.).
- Participates in an open, collaborative process (Spring Budget Hearings) for requesting funding for instructional resources, professional development, and other programmatic needs.

Opportunities for Improvement

- Teaching and Learning Academy is a new mentoring program for newly hired faculty and began Fall 2014. This mentoring program will promote and enhance participation of new faculty in all aspects of the college.
- The Business Department is developing more opportunities for students to be involved with business organizations. Examples: Rotoract, and SHRM – Society of Human Resource Managers.
- In 2014 the Business Department agreed to sponsor a service organization, Rotaract, which is affiliated with Rotary International and is sponsored by the Cullman Rotary Club. The organizational meeting was in the Fall semester (2014), and has met regularly since then. The club expects to be issued its charter by August, 2015.

● STANDARD 2: STRATEGIC PLANNING

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

Criterion 2.1 Strategic Planning Process

Institution Response

A. Describe the business unit's strategic planning process to address key student and program performance requirements; include the key steps and participants.

At the program level, the business unit follows a strategic planning process that has been established institutionally for all academic programs at Wallace State. This process encompasses key student and program performance requirements.

The two programs of the business unit are among the 36 (as of July 2014) programs campus-wide. Information on student learning and program outcomes is documented in the college's *Academic Program Outcomes Assessment* (APOA) published annually. Copies are available online and upon request. (At least one copy will be on display in the document room for both 2012-13 and 2013-14.)

The APOA is organized by division. The two programs of the business unit are housed in the section for the Academic Career/Technical Division. For each unit/program, faculty record the student learning outcomes they have identified. Program outcome data are also recorded by faculty but the program outcomes follow a set template common to all programs across the institution. The specific student learning outcomes of the business unit are determined by the unit's own faculty but generally follow as a framework, 1-2 SLOs for the beginning student, 1-2 for the intermediate student, and 1-2 for the graduating student. Planning and assessment documentation in the APOA is arranged into four columns:

- ● Intended Student Learning or Program Outcomes
- ● Assessment Measures (with a schedule for completion)
- ● Actual Results
- ● Analysis and Use of Results

The Student Learning outcomes for the business unit (and all functional units at the college) are aligned with five overarching student learning objectives adopted in 2009. These appear on page 74 of the 2013-14 catalog and are listed below:

1. Learns Actively. The engaged student participates directly in learning activities.

2. Thinks Critically: The critical thinker uses reason, ingenuity, and knowledge to examine relevant issues or ideas.

3. Communicates Clearly: The effective communicator demonstrates the ability to articulate and exchange ideas using multiple forms of expression.

4. Uses Technology Effectively: The 21st Century learner accesses and utilizes relative information effectively and responsibly.

5. Interacts in Diverse Environments: The responsible citizen develops awareness of the diversity of human experience, understanding and responding to interpersonal, historical, cultural and global contexts.

These outcomes are referenced parenthetically for each SLO in the APOA, e.g., (LO 1) for "Learns Actively."

Each section concludes with a summative program review. Supporting documentation is referenced in the APOA to Appendices bound separately by division. (Note that the Office of the College Dean may elect not to collect the attachments. In this event, the attachments are kept at the program level. For the 2013-14 academic year, for example, these were not collected at the institutional level but are available in the Office of the Chair of the Business Department and in the document room.)

All Student Learning Outcomes are aligned with the Mission, Vision, and strategic directives included in the *Five-Year Strategic Plan*. Strategic Directive Three, for example, reflects the goal of the college's academic programs to respond quickly and positively to the present and future needs of its students, business and industry, and other stakeholders:

To enhance workplace preparedness through programs and services that broaden vocational engagement, that improve in vital, innovative ways the institutional response to the present and future needs of business and industry, that represent synergistic partnerships that promote the college's mission and vision, and that produce graduates with the adaptive skills and training needed to succeed in the millennial workplace environment.

Planning and assessment processes of the all functional units, including the business unit, are guided by the Office of the College Dean, the Executive Cabinet, and a standing committee, the Assessment Council. The Assessment Council is chaired by a senior faculty member, and its membership represents faculty, administration, and staff.

To summarize, the following list defines the key steps and participants in the business unit's strategic planning process within the institutional APOA model:

1. The business faculty, business department chair, and the college dean identify performance requirements, methods of assessment, and criteria for success for documentation for the business unit within the APOA.

2. Data from the Office of Institutional Research and the business unit itself are collected during the academic year for analysis.

3. Final assessment results are posted to the APOA during the academic year by the Business department faculty and department chair.

4. Review and discussion by the business faculty, department chair, College Dean, and Dean of Academic Affairs of how assessment results have led, or can lead, to program improvement occurs throughout the academic year.

5. If necessary, revisions are made by business unit faculty to the student learning outcomes for the next academic year. (As stated previously, *program* outcomes remain standard across all functional units.)

B. Identify the key strategic initiatives included in the business unit's strategic plan and describe how the business unit decides upon these initiatives.

The Business Department has identified strategic initiatives within the APOA including: demonstrating proficiency required for entry level employment for each program, mastery of teamwork skills in real business world situations, graduates gaining employment in their fields, and enhanced communication and critical thinking skills. The Business Department strategic objectives can be found in the Analysis and Planning sections of the APOA.

These goals are discussed and compiled by the faculty, department chair, and academic dean in order to better prepare business graduates to compete for positions in their chosen fields, and to perform in those jobs in a professional and competent manner. The business faculty makes every effort to attend various meetings of business professionals. They also meet regularly with a program advisory committee, comprised of professionals from many areas of the local business community. These efforts keep the department informed of current business practices and the needs of employers in this service area. These initiatives are reviewed at departmental meetings held each semester, and during the yearly evaluation of the business program.

C. Describe how the business unit communicates and deploys the strategic plan throughout the business unit.

The strategic plan-or APOA-is communicated and deployed in the manner shown in Key Steps of Section A. Discussions of the manner in which each member of the faculty is addressing these initiatives are done at periodic departmental meetings. (Copies of meeting minutes in Team Resource Room)

D. Describe how the business unit evaluates and improves the strategic planning process.

The business faculty carefully assesses student performance and document results during the academic year. At the end of the spring semester, the business faculty and chair, with input from the College Dean, review the results and determine whether modifications are necessary to the program, courses, teaching methods, and assessment tools/or goals. Results of these evaluations are used to determine whether modifications to the strategic plan are necessary. See Section A, Key Steps.

Criterion 2.2 Current Strategic Plan

Institution Response

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

The Business department strategic objectives for 2013 – 2014 are outlined in the Analysis and Planning section of the APOA (found at the end of Standard 2) for the BUS and OAD programs. Column 1 of the multi-column APOA gives Student Learning and Program Outcomes, Column 2 gives Assessment Criteria and Schedule, Column 3 gives Assessment Results, and Column 4 gives Analysis and Use of Results.

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

The Business department's action plans are contained in the APOA (Academic Program Outcomes Assessment which can be found at the end of Standard 2), Column 3 Assessment Results, and Column 4, Analysis and Use of Results. The Business faculty is responsible for accomplishing the action plans described in Column 4 in response to the analysis documented in Column 3.

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

The performance measures used to assess the Business department's action plans are recorded in the APOA (Academic Program Outcomes Assessment), Column 2 Assessment Criteria and Schedule.

Criterion 2.3 Finances

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

Institution Response

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

At Wallace State, operational budgeting for the regular day-to-day function of the Business Department is managed by the Dean of Financial and Administrative Services, who is responsible to the President for all business affairs of the College. This part of the budgetary process comprises such items as faculty and staff salaries and benefits, facility costs, materials and supplies, and routine professional development. The total operation

of the College is realized through budget allocations. Preparation of the budget is a cooperative effort with careful consideration given to the needs of all aspects of College operation. Each line item must support the mission of the College with budget preparation beginning with department heads submitting budget requests to division deans. These requests are reviewed and approved by the department head, dean, Dean of Financial and Administrative Services, and the President.

Discretionary funding is an open and collaborative process that is strongly linked to each functional unit's strategic planning and assessment. For budget requests outside of the approved departmental budget, the College utilizes a budget hearing process. Each department, including the Business unit, is invited to make funding proposals to the college's Administrative Council, a standing committee comprised of both ex officio and elected members, chaired for the last four years by the College Dean. At the conclusion of these spring budget hearings, the Administrative Council votes on the priorities of these requests as a recommendation to the president. In the spring of 2014, campus-wide requests totaled more than $2.3M. The president reports to the college's employees the amount of requests she anticipates being able to fund.

This funding helps the department improve its strategic effectiveness through both resource acquisition and professional development. Items not funded are requested again the next year. As noted in the *Analysis and Planning* section of the APOA, the Business Department's spring 2014 budget proposal to the college's Administrative Council addressed the funding need for professional development. This professional development directly relates to the department's Strategic Initiative 1): "To develop innovative teaching strategies...".

The Dean of Financial and Administrative Services assembles the final budget for approval by the President, the Chancellor and the ASBE. The President submits the college's overall budget annually to the Chancellor of the Alabama Community College System. The President is the Chief Executive Officer of the College and is responsible to the Alabama State Board of Education (ASBE) for the financial operation of the College. Following approval of the budget by the ASBE, the College is responsible for operation within the constraints of the approved budget.

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

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

The Business Department and each business unit program, has shown a decrease in the total student credit hours generated for WSCC in each of the last three years, using the 2010-11 year as a baseline measure.

- The Business department overall had an 11 percent decrease in student credit hours from 2012 to 2013 and a 6 percent decrease from 2013 to 2014.

- The BUS program had a 5.9 percent decrease in student credit hours for 2012 to 2013 and a .5 percent decrease for 2013 to 2014.

- The OAD program had a 26.1 decrease in student credit hours from 2012 to 2013 and a 25.2 percent decrease from 2013 to 2014.

The contribution of the Business department to the WSCC total student credit hours over the three-year period is a level 4.9 percent.

Business Student Credit Hours
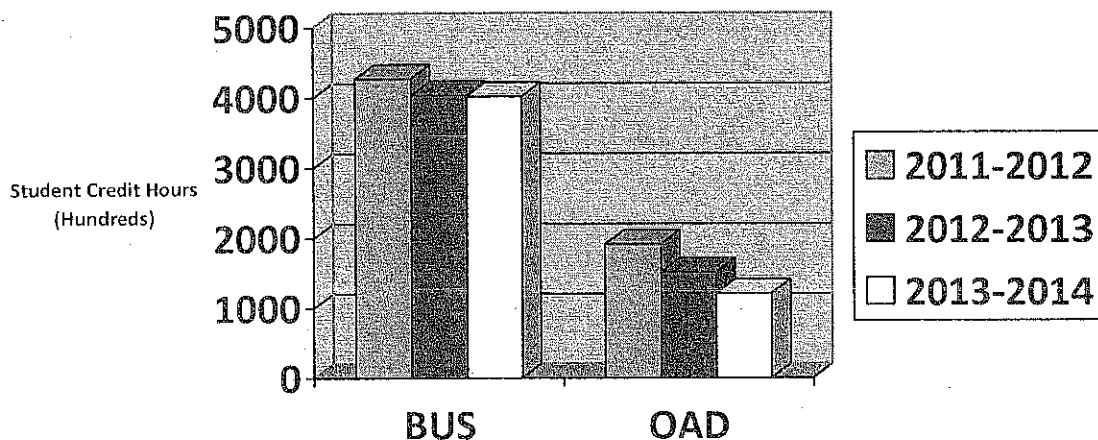
2. The business unit budget and actual expenditures.

Using the 2010-2011 academic year as a baseline, the Business Department budget has increased by 2.43 percent during the three-year study period. The Business department expenses have increased 2.41 percent over the three year study period.

- 2011 – 2012 budget = $576,575.00; expenses = $561,926.11

- 2012 – 2013 budget = $576,895.00; expenses = $541,309.30

- 2013 – 2014 budget = $590,943.00; expenses = $575,815.93

The Business department stayed within the budgeted allotment all three years. The bulk of the budget is committed to salaries and benefits. Copies of the division budgets will be available in the Team Resource Room during the onsite visit.

Business Budget & Expenditures
2011-2014

Budget & Expenditures chart (vertical axis 510,000 to 600,000):

- 2011-2012: Budget 576,575.00; Expenses 561,926.11
- 2012-2013: Budget 576,895.00; Expenses 541,309.30
- 2013-2014: Budget 590,943.00; Expenses 575,815.93

Legend: Budget, Expenses

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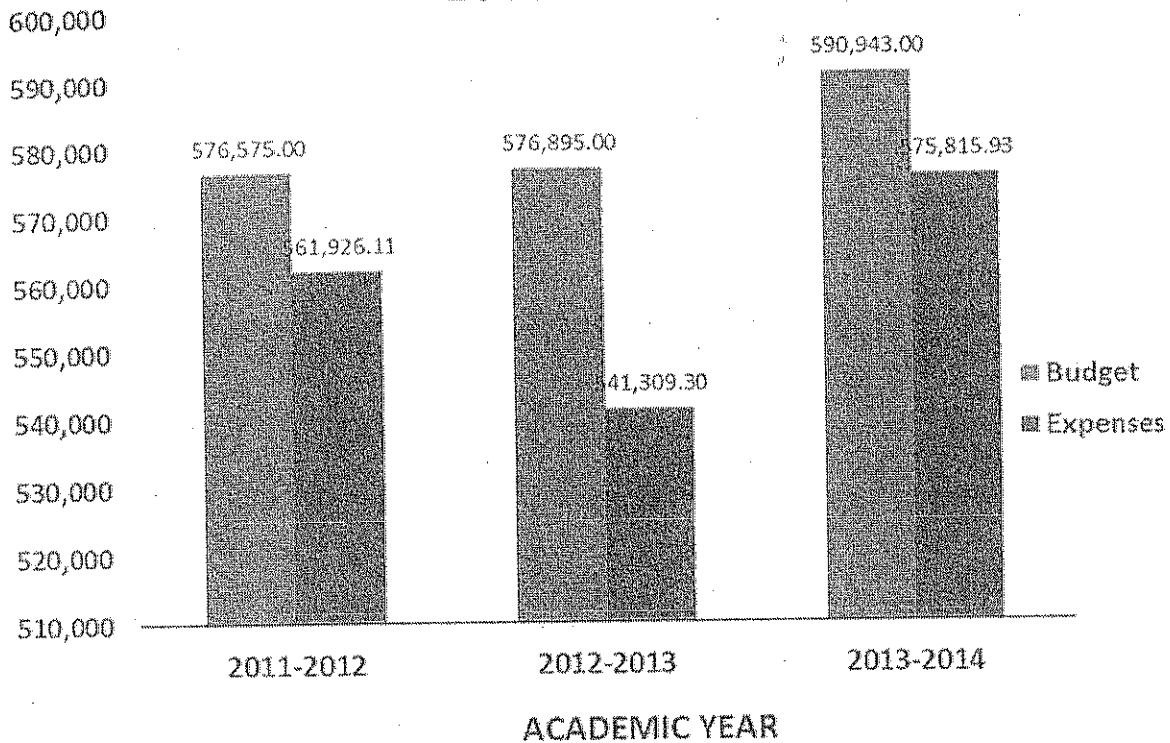
3. The business unit budget and actual expenditures as a percent of the institution's academic budget and actual expenditures.

The Business Department budget and actual expenditures as a percent of the academic budget and actual expenditures have remained level. Using the 2010-2011 budget as a baseline, a slight decrease occurred in 2012 – 2013. The budget declined from 8.80 percent to 8.59 percent of the academic budget from 2011 – 2012 to 2012 – 2013. An increase in budget from 8.59 percent to 9 percent occurred in 2013 – 2014.

The Business Department expenditures have remained level with only .5 percent decrease in 2012 – 2013 which increased to 8.77 percent in 2013 – 2014 of the percent of the overall academic expenditures during the three year study period.

Business Percentage of Academic Budget and Expenditures 2011-2014

■ BUS % of Academic Budget   ■ BUS % of Academic Expenses
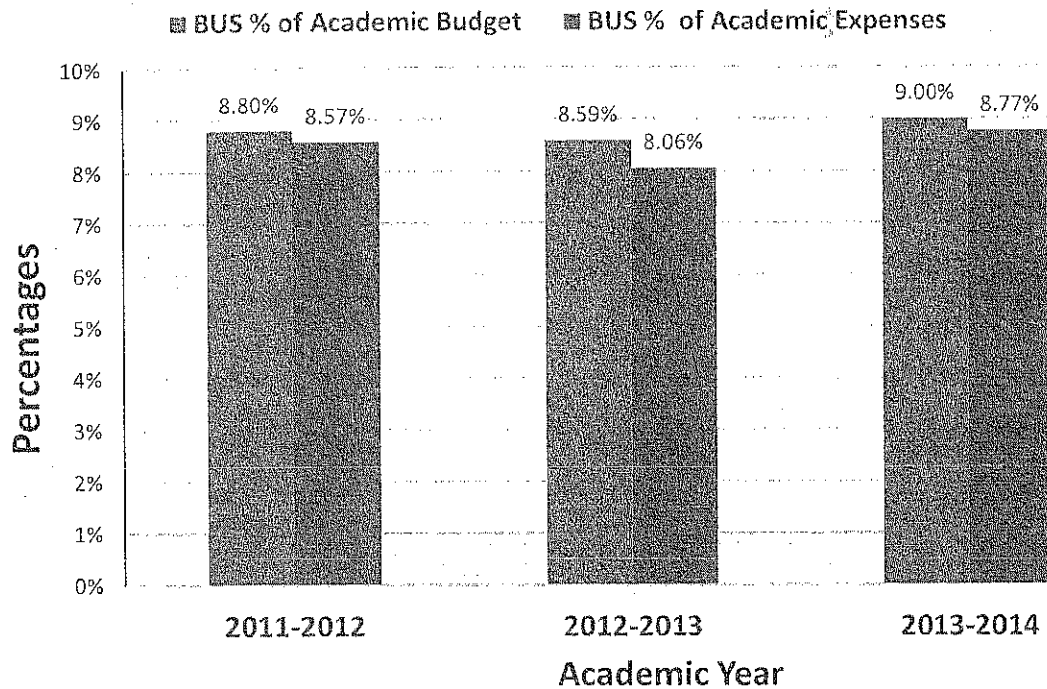
C. Describe the adequacy of the budget to support changing technology, program improvement, and professional development of faculty.

The budgets have been adequate in supporting the Business Division faculty and programs. The Technology Fee aids in keeping all equipment and software updated throughout the WSCC campus. All business faculties (100 percent) have participated in professional development for all three study years. The Technology Fee expenditures lists for the study years will be available in the Team Resource Room during the onsite visit. In the 2013-2014 WSCC Business Department Employee Survey, eighty-six percent of respondents strongly agree/agree that the Business Department provides appropriate computer resources. (Copies of this survey will be available in the Team Resource Room.)

Criterion 2.4 Facilities

The physical facilities must be adequate to support business programs. Classrooms must be adequate in number and size to accommodate all classes, and classroom functionality must

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

Institution Response

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

The Business Department documents an annual review of the unit's facilities in the narrative portion of its program review in the APOA. Here they note their degree of satisfaction as well as recommendations for improvements. Improvements are often translated into specific strategic requests in the unit's budget proposal submitted to the Administrative Council in the spring budget hearings.

The Business Department is housed in a 15,000 square-foot building, comprised of 7 classrooms and 2 computer labs for class scheduling by the department chair. A table showing The Business Department classrooms and computer labs can be found in the Team Resource room.

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

The Business unit faculty reported satisfaction with the unit's classrooms, laboratories, and office space in the program review in the APOA, 2013-14.

According to the 2014 Wallace State Campus Map, http://issuu.com/wallacestate/docs/wallace05?e=2024667/3984683, the Business Education building is #16. It is in a central location on campus. The physical resources of the building are adequate to support the mission of the department and the scope of its programs and services. The building encompasses 15,000 square feet, which include classrooms, computer laboratories, student and faculty service areas, and faculty offices. All full-time faculty members have offices with state-of-the-art computers with Internet access, and adjunct instructors have access to shared office space and computers. As a positive result of the devastating storms of April, 2011, all campus buildings have been renovated with energy-efficient materials, new interiors, new furniture, and new equipment.

Each classroom has a large multimedia center, which comes equipped with an ELMO Visual Presenter, an integrated amplifier, and a Symposium or Starboard that is attached to a state-of-the-art computer and projection system. The Business Education building houses two computer labs, one with thirty-four (34) DELL computers, and the other with thirty (30) DELL computers. Each lab also has the same multimedia center that the classrooms contain. Additionally, there is a large laser printer in each lab for student use. In one of the extra offices, called the File Room, there is a color laser printer and scanner.

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Within the Business Education building are offices for all faculty and staff (6), with three extra offices for the adjunct faculty to share. All the offices are located so that faculty interaction is encouraged. They are also close to each instructor's classroom and lab.

Results from the 2014 Spring Semester surveys of students and employees indicate the following:

- Eighty-three percent of students indicate that they are highly satisfied or satisfied with the classroom facilities of the College;

- Eighty-four percent of students are highly satisfied or satisfied with the upkeep and maintenance of the campus;

- Eighty-seven percent of students are highly satisfied or satisfied with the appearance of the campus;

- Ninety-one percent of employees strongly agree or agree that the institution provides adequate physical facilities;

- Ninety-two percent of employees responding strongly agree or agree that the physical environment of the institution contributes to an atmosphere conducive to learning; and

- Eighty-seven percent of employees strongly agree or agree that adequate space is provided to perform the essential functions of their area of responsibility.

Criterion 2.5 Equipment

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

Institution Response

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

The faculty conducts an annual review of equipment and other resources. The results of this review are documented in the narrative portion of the unit's section of the APOA. If inadequacies are noted, faculty can request remediation through the college's budget hearing process.

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

The faculty's review of the existing equipment and any commensurate need for acquisition and upgrading is part of the unit's annual review and is documented in the APOA. Routine maintenance and necessary capital improvements are regular operational expenses, funded

partially through student technology and facility renewal fees. Students pay these fees each semester, which is used with other budgetary monies for new, improved, high-technology labs and classrooms, as well as appropriate network infrastructure and software, computers, and other equipment and technological improvements to aid instruction. The institution has a system in place for assessing the need for new equipment. All requests for acquiring and upgrading of equipment must meet yearly budget restrictions and be approved by the department head, the academic dean, and the president of the institution. All requests for the maintenance of equipment are submitted to the IT (Information Technology) Department. This division comprises five (5) technicians who are highly trained to handle operations such as setting up new equipment, upgrading existing equipment (i.e. installing Office 2013 to begin teaching and using in Fall, 2014), and repair work. The IT department provides a telephone help number that is manned Monday –Friday from 8:00a.m. – 4:30 p.m. For non-emergent issues, users can send an email to itsupport@wallacestate.edu. Those emails go to the online "Service Desk" portal, which can be accessed at support.wallacestate.edu. Users can log in there with their Wallace State credentials and access any requests they have made. IT technicians can access all requests. Jobs (requests) are assigned by the Director of IT to the individual technicians. These practices ensure that the Business Department provides state-of-the-art equipment in good working order to students, faculty, and staff.

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

The Business Department equipment is currently providing adequate technologies for its instructional needs. The annual assessment of current facilities and other resources are documented in the APOA. The college has provided classrooms, labs, and faculty offices with the latest technology. The computer labs have minitowers with 4 gigabytes of memory and 74.3 gigabyte hard drives.

In the spring 2014 Student Satisfaction Survey, eighty-five percent (85%) of those expressing an opinion, reported they were highly satisfied, or satisfied with the computer labs. In the 2014 WSCC Business Department Employee Survey, one hundred percent (100%) of faculty expressing an opinion strongly agreed or agreed that the college has an adequately defined program for maintaining software so that it remains consistent with current technologies. Of those same faculty members, eighty-six percent (86%) strongly agreed or agreed that the institution provides appropriate computer resources. (Both of these surveys will be available in the team resource room.)

Summary of Standard 2 - Strategic Planning

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

Strengths

- Financial resources have been budgeted and allocated to the Business department programs to fully support the faculty, students, and staff.
- Classroom and computer laboratory facilities have been fully sufficient to meet the needs of the programs and students.
- State-of-the-art instructional equipment has been maintained on a regular basis to provide high-quality training and instruction in classrooms and computer laboratories.
- The strategic planning process has been effectively used to address and monitor important student and program outcomes in the Business Department.

Opportunities for Improvement

- The BUS department will request new computers for Lab 102 in the Business Education Building, Spring 2015, through the institutional budget hearing process.

STANDARD 3: STUDENT, STAKEHOLDER, AND MARKET FOCUS

The business unit examines how it determines requirements, expectations, and preferences of its students and stakeholders. Also examined is how the business unit builds relationships with students and stakeholders and determines their satisfaction.

Criterion 3.1 Stakeholders

Institution Response

A.   List the business unit's key stakeholders.

The Business Departments key stakeholders:

- Wallace State students majoring in Accounting, Administrative Assistance, Medical Administrative Assistance, Business Administration (transfer), Business Management, Financial Management, Office Management, and Entrepreneurship;
- Wallace State students taking department courses who are not majors;
- Business Department graduates; and
- Business and industry located in Cullman, Blount, Morgan, Winston, Jefferson, and surrounding counties.

B.   Explain how the business unit determines key stakeholder requirements and expectations.

The Wallace State Business Department determines key stakeholder requirements and expectations in a variety of ways. First, faculty members rely on their own expertise in their teaching disciplines to define relevant program stakeholders. Stakeholders' needs and expectations are also identified through regular contact with the Business Department's advisory committee and through other contacts with community business leaders within the school's service area. The Business Department faculty members attend conferences and professional organization meetings that keep them abreast of current trends and changes in the business milieu. These events also afford them the opportunity for further interaction with industry professionals to stay informed of general and specific business needs and expectations. Wallace State conducts graduate and employer surveys each year which provide valuable feedback as to the effectiveness of the department programs and how key stakeholders can be better served. The department faculty members also stay current through books and professional publications.

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An invaluable tool for determining stakeholder requirements and expectations is interaction between faculty and students during the advising process, as well as before, during, and after class sessions.

The Business Department has as Advisory Committee consisting of members of local business and industry. Meetings are held each spring. During this time, the interaction between faculty and committee members involve obtaining suggestions for improvement(s) and feedback on the way in which faculty has responded to previous suggestions. The department also conducts a phone survey of business and industry leaders every two years that gives feedback on the curriculum in order to better prepare graduates to meet the evolving needs of the business environment. (Hard copies of these surveys are on file and will be available in the team resource room.)

Criterion 3.2 Stakeholder Satisfaction

Institution Response

A.   Explain how the business unit builds relationships to attract and retain students.

The Communications and Marketing Department is responsible for all advertising at the college and for maintaining the college website. Most television and radio ads revolve around the entire college. Their brochure entitled, "Wallace State Community College Viewbook" at http://issuu.com/wallacestate/docs/viewbook_2013_revised_100921047e=2024667/9814 240 contains information concerning the programs offered in the Business Department. This pamphlet is distributed through high school guidance counselors and at various Career Day events in which the college participates. Business Department programs are also highlighted at certain times on the college's website. The Business Department website section can be found at http://www.wallacestate.edu/Programs/Academic-Division/Business/index .

The Business department has a website that is maintained and regularly updated at http://www.wallacestate.edu/Programs/Academic-Division/Business/index with information and links to each department program option.

The college's Office of Enrollment Management currently engages prospective students using several recruiting activities, and Business, as do all the college departments, participates fully in each of these activities and events. The college participates in Alabama Association of Collegiate Registrars and Admissions Officers (ALACRAO) scheduled events, allowing prospective students to meet with a representative of the college. Wallace State also hosts a college fair onsite, allowing students within the college's service area to meet with numerous college and university recruiters. The Office of Enrollment Management hosts and participates in transfer fairs within the state of Alabama, meeting with prospective students interested in transferring to senior programs at one of the state and region's colleges and universities. For each of these events, the

department provides published information about program options to be displayed or distributed to interested students. Campus tours are held regularly throughout the week, allowing prospective students an opportunity to visit the campus and meet with representatives. Enrollment Management also hosts large group tours, allowing high schools an opportunity to provide their students with exposure to a college environment. During these tours, those students expressing an interest in Business are shown through the building, providing them an opportunity for meeting and/or speaking with the appropriate faculty member within the department.

Faculty members are assigned advisees based upon students' plans of study, and the average ratio of faculty advisors to students is one advisor per forty students. In addition, the ACTION (Advising, Counseling, Testing, Intervening, Orienting, and Networking) Center advisors and staff are available to assist students in career planning, scheduling classes, placement testing, and orientation sessions. The campus-wide Student Satisfaction Survey is administered each spring semester, and on the 2014 survey, 74% responded that they "developed a degree plan with my advisor's help;" however, 82% agreed they were satisfied or highly satisfied with the quality of advising received.

With failure to connect and to become involved in college being one of the reasons for high attrition rates among first-year students, the First Year Gateway Initiative (FYGI) Committee decided to offer more interaction outside the classroom between faculty members and students. Freshman/Faculty Lunches started in 2008 and are held in the WSCC Student Center. Faculty members, including those from the Business Department, have incorporated creative methods to encourage attendance at the lunches, including requiring students to meet a new faculty member, asking students to meet other freshmen, or taking entire classes to the luncheons. These are scheduled throughout fall and spring semesters and are usually theme-based. For example, the September Freshman/Faculty Luncheon is held in conjunction with the Learning Community kick-off and incorporates all student clubs and activities available for students in transition.

One way the department builds relationships with students is by developing stackable credentials. The Office Administration Division (OAD) of the Business Department developed and began offering two embedded certificates as part of their programs of study. Each certificate involves coursework that is required for both the certification and the A.A.S. degree. The college issues the certificate at the completion of the certification coursework. Many existing professionals are attracted to this option as a way of gaining training in the latest software and other office technologies. It has also been effective in encouraging students to complete the full degree program.

B.   Explain how the business unit delivers services that satisfy students and stakeholders.

The Business Department participates in the Wallace State Career Fair each year. This event allows students to submit resumes and hold interviews with employers from the service area. The school offers online help with both resume writing and preparing for an interview. For the online help the students can go to www.wallacestate.edu, and from the

Quick links dropdown menu choose Career Services, then Career Development. This same aid has been duplicated within the Career Fair section under Job Seeker. For resume help, they can go to the Career Fair link and click on the Job Seeker Tab. For interviews the college has online help, *Perfect Interview*. To view, go to www.wallacestate.edu; choose Career Services from the Quick Links drop-down menu. Then, choose Career Development and there is a *Perfect Interview* Tutorial and the link for *Perfect Interview*. The Career Center has also created a Power Point presentation for students preparing for the Career Fair.

All students in the Business Management Division have a real-world job search experience embedded within a required course. All work, including resume development, interview scheduling, preparation for the mock interview (i.e., research on the perspective company), and the actual mock interview process, is graded. The instructor uses real personnel from the Human Resources departments of local businesses to simulate perspective employers for this invaluable learning experience. They then give feedback to the students on their performance in each of the areas reviewed.

The Office Administration students are given extensive instruction on, and assistance in, developing their resumes. This process includes the use of a free website in which each student is provided a link for e-portfolio development. This enables them to continue to maintain their e-portfolio and resume for future job-seeking endeavors.

The Business Department has long been a liaison between local industry and students. Many businesses contact the department with job postings. The instructors work to match the perspective employers with the students who have the qualifications the company is seeking.

C.   Describe how the business unit learns from former and current students to determine and anticipate changing needs and expectations.

Each fall and spring semester, the Business Department administers student satisfaction surveys for each course taken within the department. This survey questions address both course content and faculty instruction. Students are also invited to comment on all parts of the course and instruction at the end of the survey.

Business department alumni and their employers are also asked to participate in a graduate survey administered through the Office of Institutional Research.

Another way of gaining insight into student satisfaction and/or concerns is through the one-on-one conferences faculty members hold with students each semester. These sessions involve scheduling of courses, checking program completion progress, examining career expectations, and/or addressing any difficulties they may be having in meeting their goals.

D.   Explain the process for utilizing stakeholder feedback in program development and enhancement.

Each year, faculty members meet with the Advisory Committee, consisting of members of local business and industry. During this time, feedback is solicited from these stakeholders. In spring 2013, the Advisory Committee gave suggestions concerning software knowledge, improvements in critical thinking skills, and a better knowledge of Business Math. Based upon their feedback, the following changes have been implemented:

- A Managerial Accounting course (BUS 248) was added to all four Management and Supervision Options.
- The course was also added to one OAD Option—Accounting.
- Business Math (BUS 150) was added to the Management and Supervision—Office Management Option.
- Additional critical thinking assignments have been embedded into all courses.

After receiving feedback from many students during the advisement process, faculty have added more information (Notes) at the bottom of Course Completion Guides to keep confusion about course prerequisites/requirements to a minimum. Because it was noted in the Spring 2013 Student Satisfaction Survey, conducted by the Department of Institutional Research, that only 82% of students were highly satisfied or satisfied with the quality of program advising received, the Business Department has begun informing program majors of the importance of being advised by members of the department at least the majority of the time as opposed to using the college's advising center or self-advising. Faculty members have received positive anecdotal feedback from students since beginning this practice. (Copies of the annual institutional student survey will be available in the Team Resource Room.)

Criterion 3.3 Student Support

Institution Response

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

A major support service available to business students (and all students) is the college's One-Stop Student Center, Lion Central, opened in 2013. By utilizing resources from financial aid, admissions and records, advising, and enrollment services, a center was created that not only serves students by centrally locating needed services but also increases efficiency by cross-training over thirty-five employees so that multiple-area questions may be addressed in the "one stop" model. With the opening of Lion Central and the addition of the Banner software system, the wait time for student services has been dramatically decreased and customer service has vastly improved.

Lion Central is directed by the Assistant Dean of Enrollment Management and is staffed by cross-trained employees on a rotating basis throughout the day and evening. These employees work the front desk, respond to emails, and answer incoming calls following

consistent guidelines so that overall communication has improved. Another improvement, the utilization of "Who's Next" software, has also made the delivery of student support services more efficient. This software serves as a scheduling and messaging service for employees in student services. "Generalists" stationed at the front desk may ascertain if staff are available for student conferences and, if so, send students directly to an available "specialist" with all needed student information in hand. The center is open 47 hours a week with extended hours to accommodate day and evening students. The hours for Lion Central are printed in the *Schedule* and on the WSCC website.

Business students also benefit from another support service, graduation coaches. These coaches work with students as they progress along their educational pathways to ensure that they are progressing toward completion. These coaches have undergone some of the same training available to the Success Coaches. Targeting students who are at completion points of twenty-five percent, fifty percent, and seventy-five percent to graduation, they ensure that coursework is completed, that they have met all requirements for graduation, and that the graduation application has been submitted. Graduation coaches also assist students with transfer and continuation of educational goals at other institutions, including four-year colleges and universities.

First-year business students also benefit from the support provided by the First-Year Gateway Initiative. In order to increase retention, graduation rates, grades, and the overall student experience, the College implemented a First-Year Gateway Initiative (FYGI) in the spring semester of 2008. Programs that provide academic support, such as Structured Learning Assistance courses (SLAs), were developed and implemented. This program allows significant academic support in difficult gateway courses. The offerings have expanded since the program's inception in 2008, but the format has changed in order to accommodate a greater number of students. The college now offers supplemental instruction for any student enrolled. Additionally, more opportunities for interaction between faculty and first-year students were created.

A valuable support service is provided through a student-friendly portal through Banner, myWallaceState. This is the online portal system for each student to review his or her student records and account status. Features include the ability to update biographical information, review financial aid, including unsatisfied requirements and awards, check missing or updated admissions documents, maintain a current DegreeWorks degree plan, and register online. Information regarding this link is also available in the printed schedule.

Student support programs are identified in the Student Handbook section of the Catalog, published annually, and in the *Schedule*, which is published three times per year. Students are made aware of resources through the student services website – www.wallacestate.edu/Current-Students, which provides links to student activities, student success and support offerings, graduation information, transfer guides, and other pertinent student services information. In the fall semester of 2012, the College implemented the Ellucian Banner software system, which creates a student-friendly web access portal so that students may access information regarding their current admission and financial aid status as well as other individual account information. Thus, through published documents, such as

the Banner and DegreeWorks software programs and the College website, students are informed of support programs, services, and activities.

The Business Department faculty maintains regular, published office hours and is available for consultation for students on such matters as selecting the necessary coursework to complete a degree or resolving other problems that might interfere with that completion process. Faculty members are dedicated to the campus mission of *"student success through a student-centered, innovative, engaging, and supportive learning environment..."*

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

Policies that govern student relationships with the business unit are no different from those that govern student relationships with the college generally. Wallace State Community College has adequate and widely disseminated policies and procedures for addressing student complaints, grievances and appeals with associated due process procedures noted. The college has published policies, in the College Catalog and on the website, for the Student Code of Conduct, procedures for filing complaints related to non-academic conduct, and the disciplinary review committee procedures for the conduct of hearings and any associated disciplinary actions. The Executive Vice President is the College Grievance Officer and charges must be filed in writing with her. The form for filing a complaint, with procedures clearly outlined, http://www.wallacestate.edu/search?q=grievance%20process and the Grievance Report Form, including Form A (Grievance and Report of Dean/Department/Division Chair), Form B Grievance Report and President's Report), and Form C (Appeal to Chancellor and Chancellor's Report) is also included for review. This form has multiple pages depending upon the option(s) required to resolve the grievance. This form will be provided in the Team Resource Room.

Procedures regarding academic misconduct are outlined in the Catalog and on the website and detail the complaint procedures, the grievance process, the investigation procedure, the hearing procedure, rules of evidence, report of findings and conclusion, resolution of grievance, appeals and reviews. Section A of the Grade Appeal Form is completed by the student and submitted to the Executive Vice President. It is then given to the instructor (Section B) and the division chairperson (Section C) for response. After these individuals complete the form it is returned to the Vice President for further processing of the complaint. If the Grievance Officer finds the grievance is supported by substantial evidence, she makes a recommendation in the report as to how the grievance should be resolved. Upon the receipt of this report by the Grievant, he or she has three business days to notify the Grievance Officer if a hearing is requested. The findings of the Hearing Committee are final unless the grievance involves a claim of illegal discrimination or a claim relating to a disability. These claims, as detailed in the Catalog, are appealable to the President or Chancellor if certain criteria are met.

Details regarding the process, procedures and forms for complaints are located on the website, and in the Executive Vice President's Office. Students are familiarized orally and

via a PowerPoint presentation shown at Lions' Pride Orientation. Faculty and staff are trained on student rights and complaints through meetings and via professional development activities. All student complaints are entered into a log, with copies of associated forms and outcomes from due process, maintained through the Office of the Executive Vice President.

Criterion 3.4 Stakeholder Results

Institution Response

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

The business unit measures student utilization of offerings and services principally through enrollment data. The Banner platform allows the business unit to track such items as course enrollment, advising assignments, number of students enrolled in a specific program/major, demographic data by course or major and successful course completion rates. Faculty also measure student utilization of offerings and services through student course surveys at the end of each semester. The chair discusses these survey results with fulltime and part-time faculty. DegreeWorks in Banner records the number of students obtaining short-term certifications.

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

- Course Evaluations

   Each semester, business students are asked to complete an online Course Evaluation. Responses from the Business course evaluations for Fall 2013 and Fall 2014 are listed below. The tables indicate whether the student Agreed/Strongly Agreed or Disagreed/Strongly Disagreed with the question presented. (Note that because of a computer virus, the data from the 2011-2012 surveys were lost.

Course Evaluations
"The instructor used class time effectively"
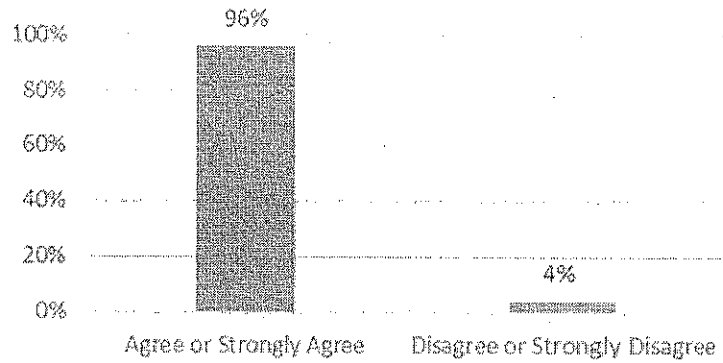

Student Responses - Fall 2013

- Agree or Strongly Agree: 90%
- Disagree or Strongly Disagree: 10%

Student Responses - Fall 2014
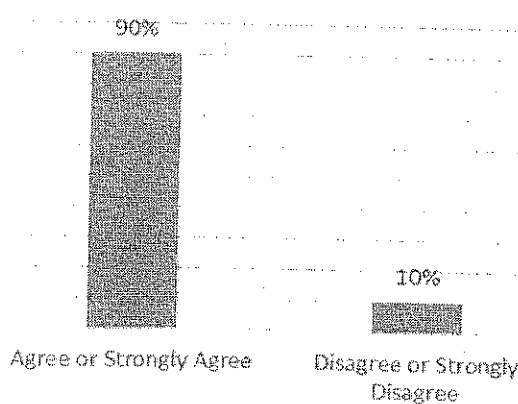
- Agree or Strongly Agree: 96%
- Disagree or Strongly Disagree: 4%
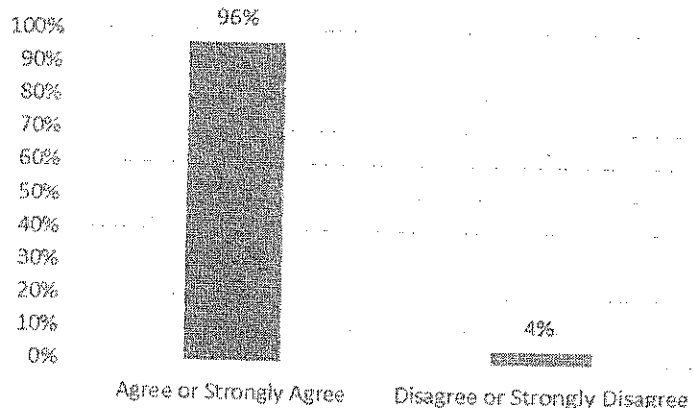
Course Evaluations
"The use of classroom technologies enhanced my learning"

Student Responses - Fall 2013

92%	8%
Agree or Strongly Agree	Disagree or Strongly Disagree

Student Responses - Fall 2014

96%	4%
Agree or Strongly Agree	Disagree or Strongly Disagree
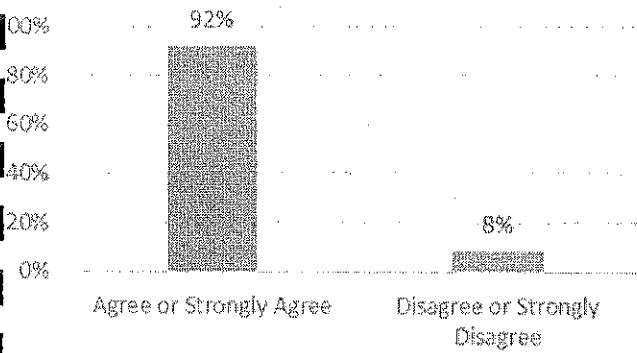
"The instructor encouraged critical thinking"

Student Responses - Fall 2013

94%

Agree or Strongly Agree: 94%

Disagree or Strongly Disagree: 6%

Student Responses - Fall 2014

96%

Agree or Strongly Agree: 96%

Disagree or Strongly Disagree: 4%
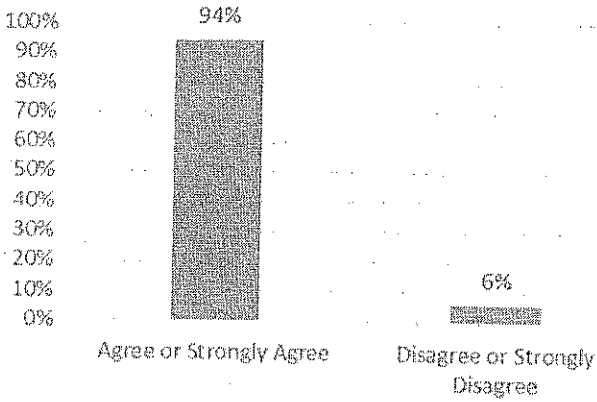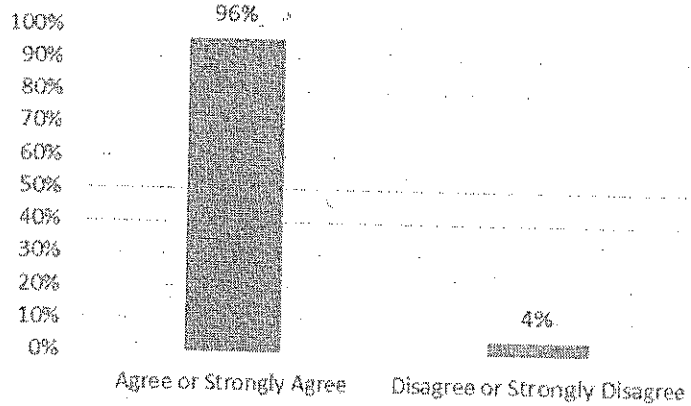
Wallace State Community College participated in the Community College Survey of Student Engagement (CCSSE) survey in 2005, 2009 and 2012. The below graph displays the results from students when asked, "How would you evaluate your entire educational experience at this college?" Wallace State shows a significant growth in student satisfaction from 2005 to 2012.

CCSSE Surveys 2005, 2009, and 2012

"How would you evaluate your entire educational experience at this college?

Mean Responses

WSCC: 3.19 (2005), 3.30 (2009), 3.34 (2012)

OTHER MEDIUM COLLEGES: 3.15 (2005), 3.17 (2009), 3.14 (2012)

CCSSE COHORT: 3.15 (2005), 3.16 (2009), 3.15 (2012)

YEARS

WSCC   OTHER MEDIUM COLLEGES   CCSSE COHORT

[This looks good!]

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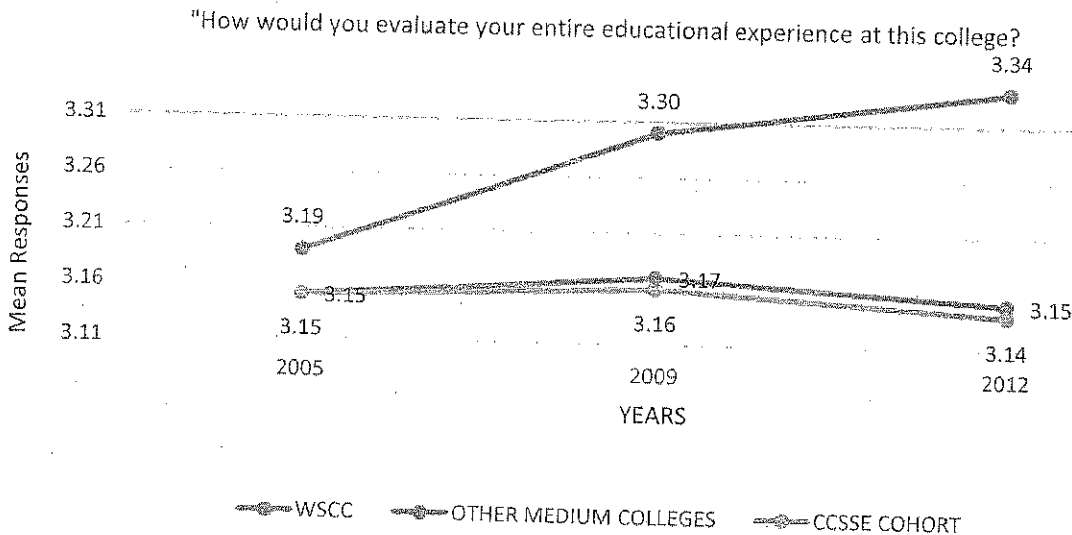
- Alumni Satisfaction Surveys

  Each summer, the Office of Institutional Research conducts surveys of recent Business graduates. One of the items reads, "Please rate the OVERALL quality of your education preparation in your academic program." In 2012 and 2013, 100% of those responding from the Business Department rated their overall educational preparation as good or better. In 2014, ratings of good or better dropped to 83% but no student rated their preparation worse than fair. This data shows that graduate satisfaction rates have been consistently high.

Alumni Surveys
2011 - 2014
"Overall, how satisfied are you with your WSCC education?"

2011-2012 | 2012-2013 | 2013-2014
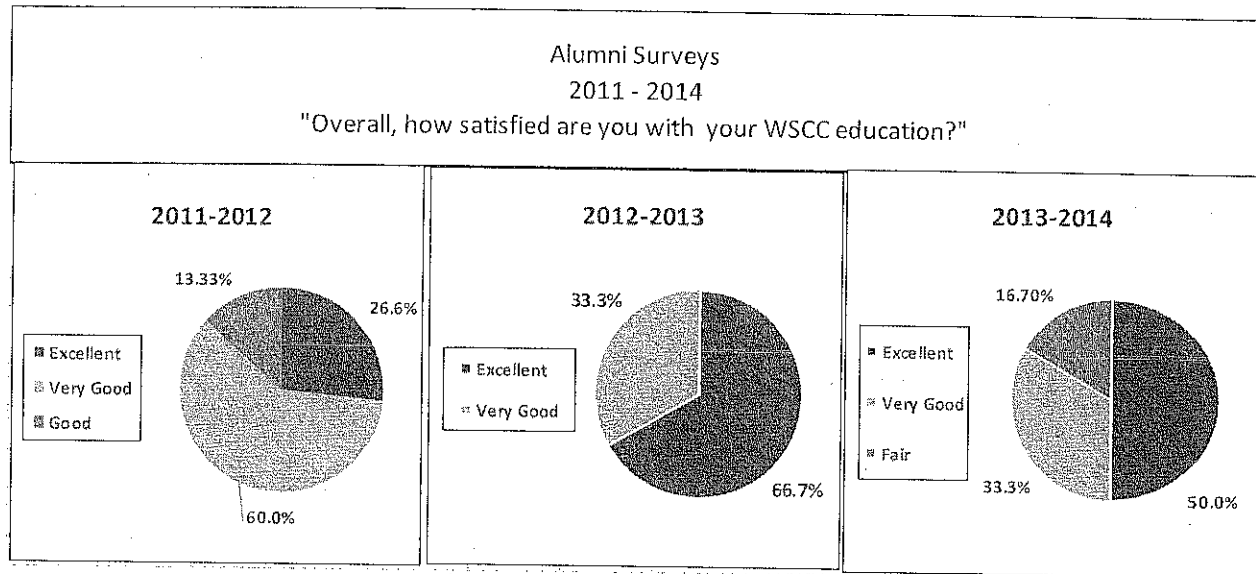
- Employer Satisfaction Surveys

  Upon receipt of the graduates' surveys, and using the relevant information obtained from them, the Institutional Research department attempts to survey employers. As noted , despite departmental efforts to improve response rates, participation in this survey has declined significantly during this reporting period. The response rates on the employer surveys were too low for statistical significance and compilation in a table.
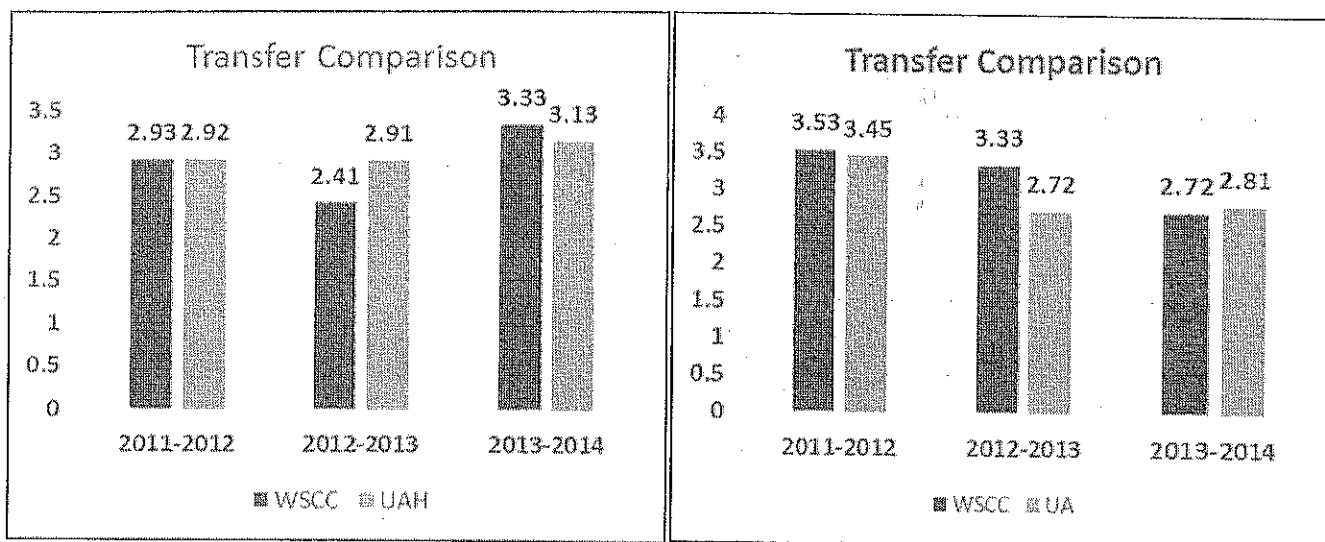
- Advisory Committee Survey

  Beginning Spring, 2014, a survey has been administered to the Advisory Committee members. Below, are the questions posed and responses given. This data demonstrates that the committee, representing various members of local business and industry, are satisfied with the performance of the WSCC business Department and their relationship with it.

Advisory Committee Survey

Question	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. The Bus. Dept. faculty at WSCC are caring professionals committed to "learning that transforms lives and communities."	80%	20%	0%	0%	0%
2. The WSCC Bus. Dept. faculty members are highly –qualified instructors.	80%	20%	0%	0%	0%
3. My company has an excellent working relationship with the WSCC faculty.	80%	0%	20%	0%	0%
4. Through the years, the quality of training of WSCC Business students has improved.	40%	20%	40%	0%	0%
5. I believe the overall quality of the WSCC Bus. Dept. programs to be excellent.	60%	40%	0%	0%	0%

- Transfer GPA Comparison

Each year, the college President's office receives the Two-Year College Feedback Report from the University of Alabama (U of A) and University of Alabama-Huntsville (UAH). This report documents the comparison between students transferring from two-year colleges, and native students. In 2011-2012, Wallace transfers to U of A averaged a GPA of 3.1 as compared to native students' 2.44 GPA. Wallace students who transferred to UAH had an average GPA of 2.38, with native students averaging 2.58. The Wallace transfers to U of A in 2012-2013 averaged a 3.13, with native students averaging 2.26. At UAH, Wallace transfer students had a GPA of 3.17, as opposed to 2.38 for native students. During 2013-2014, Wallace transfer students to U of A had an average GPA of 3.14, with native students averaging 2.27. At UAH, transfers had a 3.33 as compared to native students' 2.83. Consistently, Wallace State students outperformed native students. Although WSCC has more transfers attending Athens State University, Wallace does not receive this report from them. (See "Opportunities for Improvement.")
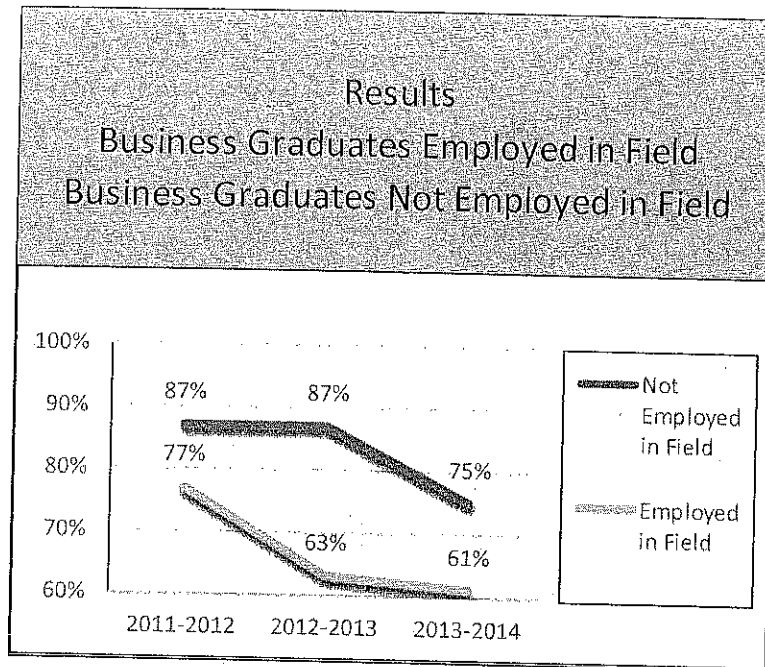
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Transfer Comparison (WSCC / UAH)
- 2011-2012: 2.93, 2.92
- 2012-2013: 2.41, 2.91
- 2013-2014: 3.33, 3.13

Transfer Comparison (WSCC / UA)
- 2011-2012: 3.53, 3.45
- 2012-2013: 3.33, 2.72
- 2013-2014: 2.72, 2.81

Graduate Employment Survey

Each fall semester, the department conducts a telephone survey to determine the status of its graduates. Specifically, the questions asked are:

- Are you employed?
- Is the position within your field of study?
- Are you seeking higher education?

For the 2012 graduates, 87% were employed and/or seeking a higher degree and 77% were employed **in-field** and/or seeking higher education. For the 2013 graduates, those employed and/or seeking further education were 87% and those employed in-field and/or seeking higher education were 63%. In 2014, the percentages were 75% and 61% respectively. The Business Department goal is that 70%: 90% employed and 75% employed in-field of graduates will be employed and/or seeking higher education within three months of graduation. This data reflects that the department has exceeding the graduate employment goal.

Results
Business Graduates Employed in Field
Business Graduates Not Employed in Field

(Chart showing percentages from 2011-2012, 2012-2013, 2013-2014)

- Not Employed in Field: 87%, 87%, 75%
- Employed in Field: 77%, 63%, 61%

Criterion 3.5 BUSINESS/INDUSTRY RELATIONS

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

Institution Response

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

The Business Department maintains an active Advisory Committee made up of leaders in local businesses and organizations. The goal is to have representation from not only human resource personnel, but also representatives of upper and lower management in local industry. The department keeps the committee informed of the current curriculums being used, and the committee gives feedback based on changing trends and/or needs in the business community. This has proven to be invaluable information to better prepare students for employment. The department faculty meets with the advisory committee each spring, at which time they report the changes made per their suggestions. The committee is then asked for further input that would make the business graduate more successful in achieving and maintaining employment in his/her field of study.

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Each year, professors of Business from UAH meet with students from Wallace State's Business Department. They discuss the transfer process for those seeking higher education in their field. They also describe all their program options. Each summer, the Business Department participates in the Educator Exchange Program, which involves several meetings with local high school Business and Business Ed teachers for collaboration.

Representatives from a local accounting service visit all Accounting classes to describe an accountant's role and to discuss possible job opportunities in that area. A guest speaker from an investment firm speaks to all BUS100 Intro to Business classes about different types of investments. A local attorney meets with BUS263 Legal and Social Environment of Business classes to lead a question/answer session about any business-related legal topics. The BUS248 Managerial Accounting class hosted the Director of HR and partner of Wesfam Industries, which owns and operates over 30 Burger King Restaurants. He spoke on several topics regarding how they used managerial accounting in their business, most specifically on their use of balance scorecard-type metrics.

Field trips in the Business Management Division are used extensively to aid in bringing real-world experiences to students. The BUS263 Legal and Social Environment of Business classes attended District Court to view how the system works and more specifically to see how most disputes are settled before ever going to trial. The BUS296 Directed Studies classes do not meet on campus. Each week, they either attend meetings of Cullman Economic Development to learn how they bring business and industry to the area to create jobs, visit offices of local business leaders, or attend community events through the local Chamber of Commerce. The BUS285 Marketing classes also experience many of these venues, as well as attending Chamber meetings and meetings of community service organizations, such as Rotary, Lions' Club, and Kiwanis.

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

In spring 2013, the Advisory Committee gave suggestions concerning software knowledge, improvements in critical thinking skills, and a better knowledge of Business Math. Based upon their feedback, the following changes have been implemented:

- A Managerial Accounting course (BUS 248) was added to all four Management and Supervision Options.
- The course was also added to one OAD Option—Accounting.
- Business Math (BUS 150) was added to the Management and Supervision—Office Management Option.
- Additional critical thinking assignments have been embedded into all courses.

The UAH Business Department visit during the 2013-2014 academic year brought news of the addition of a program developed with help from NASA and Redstone Arsenal, which can result in high-paying job potential. The Educator Exchange Program affords the opportunity to obtain input from high school Business and Business Ed. teachers on what skills they are teaching and the level of skill a high school graduate has acquired. It also

gives Wallace State instructors a chance to let them know what preparatory skills would benefit incoming students.

Field trips and guest speakers are used to aid in bringing real-world business experiences to the students. They also expose the students to an interaction between business and community leaders, and themselves. Not only do they result in potential employment opportunities, but work to expose students to business practices in real time.

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

Complete Table I Student and Stakeholder-Focused Results for Standard 3

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

Strengths –

The Business Department as WSCC works diligently to meet all stakeholders' needs. By using feedback from the student surveys, the institution and the department change to keep up with student demand. Many programs have been added as a direct result of this analysis. The Alumni Satisfaction Surveys demonstrate that graduate satisfaction has grown over the three-year reporting period. The Business Advisory Committee Survey reflects the opinions of local business and industry leaders, and it shows that the business department has continuously graduated skilled, responsible, hard-working individuals fully equipped to enter the world of business.

Opportunities for Improvement –

As indicated above, the department will be addressing the need for better survey results. Beginning fall 2014, all students who seek advisors to approve their graduation application will be asked to go into one of the computer labs and complete the Alumni Satisfaction Survey. Also, when conducting the Graduate Employment Survey, there will the additional question: "Who is your employer?" Upon obtaining contact information, we will use that along with the same information from the Alumni Surveys to collect the Employer Satisfaction Surveys. This is considered to be a possible solution to our data collection problem.

Using feedback from exit interviews and surveys with graduates, the department feels that there is a great need for field experience imbedded into business courses. After many planning sessions, faculties intend to send students into various businesses to "shadow" both employers and employees. While faculty would encourage the businesses to give them simple chores, this would not necessarily be the requirement. These experiences would instead allow the student to

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get a "feel" for how various businesses are run, as well as to evaluate for themselves whether they are suitable for this field. Faculty will compile an evaluation tool for the employer to provide feedback about the student's interest level, suitability, and if applicable, performance.

After obtaining approval from the college curriculum committee, faculty plan to also introduce some type of internship program, during which the student will gain knowledge of real business life and actually work in the field for which they have studied. Faculty believe this will be invaluable in providing experience for the students personally, and can become a part of their resume as real work experience when they begin applying for jobs in their fields. Based on exit interviews with, and written evaluations from, their employers, faculty believes this will better prepare students to perform well in their future endeavors.

Table 1 - Student and Stakeholder Focused Results

Analysis of Results

Performance Measure	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken (Improvement)	Results
Graduates who transfer to the local four-year university, UAH, will achieve a GPA at or above that of their native students.	Comparative analysis of grade point average between WSCC graduates and native university students.	The GPA of WSCC graduates is comparable to that of native UAH students in two years and is within acceptable paramaters in the second year.	WSCC graduates are well prepared when transferring.	Collaborate with educators at other colleges to continue to receive data regarding success of transfer studnets multiple colleges and universities.	WSCC Graduates & UAH Students — Transfer Comparison. 2011-2012: 2.93, 2.92; 2012-2013: 2.41, 2.91; 2013-2014: 3.33, 3.13. (WSCC / UAH)

Analysis of Results

Performance Measure	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken (Improvement)	Results
Graduates who transfer to the local four-year university, UA, will achieve a GPA at or above that of their native students.	Comparative analysis of grade point avenage between WSCC graduates and native university students.	The GPA of WSCC graduates is comparable to that of native UA students in two years and is greater in the second year.	WSCC graduates are well prepared when transferring.	Collaborate with educators at other colleges to continue to receive data regarding success of transfer studnets multiple colleges and universities.	WSCC Graduates & UA Students — Transfer Comparison. 2011-2012: 3.53, 3.45; 2012-2013: 3.33, 2.72; 2013-2014: 2.72, 2.81. (WSCC / UA)

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Table 1 - Student and Stakeholder Focused Results

Performance Measure	Description of Measurement Instrument	Analysis of Results			Results
		Current Results	Analysis of Results	Action Taken (Improvement)	
Increase the number of Business Department graduates	Annual graduation totals for the Business Department majors	Graduation rates have decreased in proportion with a decrease in enrollment.	The overall trend is a decrease of Business Department graduates	A student data sheet will be distrubuted to all new students every semester.	Total Business Graduates 2012: 64 2013: 56 2014: 42

Table 1 – Student Stakeholder Focused Results

Performance Measure	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken (Improvement)	Business Graduates Employed in Field / Business Graduate Not Employed in Field
Business Department Graduates will be employed at the rate of 70% within six month of graduation in field.	Annual graduate survey	Graduates are finding employment, but employment in field is below expected rate.	Graduates have been successful in obtaining employment outside of field.	WSCC will continue to have on-campus job fairs.	

Chart values: 100%, 90%, 80%, 70%, 60%. Employed in Field: 87%, 87%, 75%. Not Employed in Field: 77%, 63%, 61%. Years: 2011-2012, 2012-2013, 2013-2014. Legend: Not Employed in Field; Employed in Field.

STANDARD 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

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

Criterion 4.1 Student Learning Outcomes Assessment

Institution Response

A. Describe the current student learning outcomes assessment plan.

At the institutional level, Wallace State collects program-level student learning outcomes (SLOs) for each program. For planning and assessment purposes, "program" is defined as any course of study leading to a terminal degree or certificate. As of July 1, 2014, there were thirty-six academic programs at Wallace State. While not arbitrarily defined, a suggested framework for each academic program is to develop one or more student learning outcomes for the beginning student, 1-2 for the intermediate student, and 1-2 for the graduating student. SLOs are required at the course level, but are not collected institutionally.

Program-level SLOs are collected on an annual basis. The college is guided in its practices by the dictates of the principles of accreditation of its primary accrediting authority, the Southern Association of Colleges and Schools Commission on Colleges. To this end, the college supports a program of institutional planning and assessment that represents a cycle of identifying intended outcomes, designating assessment measures and schedules, recording actual results, and developing and implementing plans for improvement based on these results. Most SLOs are linked to assessments that are direct measures of student learning. The results serve two purposes, first to inform faculty on the effectiveness of instruction and pedagogy, and secondly, as a catalyst for positive change through curricular or co-curricular modifications.

SLOs (and program outcomes) are documented in the *Academic Program Outcomes Assessment* (APOA), published annually. Copies are available online and upon request.

The APOA addresses program-level planning and assessment for each of the college's thirty-six academic programs as well as for the General Education Core. It is organized by division: Applied Technologies (13), Health Science (17), and Academic Career/Technical (6). For each unit, faculty have identified student learning outcomes specific to the program. Each unit's planning and assessment is arranged into four columns:

- Intended Student Learning Outcomes

- Assessment Measures (with a schedule for completion)

- Actual Results

1

◉ Analysis and Use of Results.

The Student Learning Outcomes for each program are aligned with five over-arching student learning outcomes adopted in 2009. These appear in the 2013-14 Catalog on page 74 and are listed below:

1. Learns Actively. The engaged student participates directly in learning activities.

2. Thinks Critically: The critical thinker uses reason, ingenuity, and knowledge to examine relevant issues or ideas.

3. Communicates Clearly: The effective communicator demonstrates the ability to articulate and exchange ideas using multiple forms of expression.

4. Uses Technology Effectively: The 21st Century learner accesses and utilizes relative information effectively and responsibly.

5. Interacts in Diverse Environments: The responsible citizen develops awareness of the diversity of human experience, understanding and responding to interpersonal, historical, cultural and global contexts.

These outcomes are referenced parenthetically for each SLO in the APOA, e.g., (LO 1) for "Learns Actively."

Each section concludes with a summative program review. Supporting documentation is referenced in the APOA to Appendices bound separately by division. (Note that the Office of the College Dean may elect not to collect the attachments. In this event, the attachments are kept at the program level.)

All Student Learning Outcomes are aligned with the Mission, Vision, and strategic directives included in the *Five-Year Strategic Plan*. Strategic Directive Three, for example, reflects the goal of the college's academic programs to respond quickly and positively to the present and future needs of its students, business and industry, and other stakeholders:

To enhance workplace preparedness through programs and services that broaden vocational engagement, that improve in vital, innovative ways the institutional response to the present and future needs of business and industry, that represent synergistic partnerships that promote the college's mission and vision, and that produce graduates with the adaptive skills and training needed to succeed in the millennial workplace environment.

To support academic planning and assessment, the college has a foundational budgeting process that is strongly linked to its outcomes. The academic year 2013-2014 marks the eleventh year of annual budget hearings for discretionary spending, presided over by the college's Administrative Council, a body comprised of ex officio and elected representatives of administrators, faculty,

and staff. It culminates in the submittal of prioritized funding recommendations to the president for consideration for inclusion in the budget presented annually to the Alabama Community College System Office. The president issues an annual statement on the requests the college is able to fund.

Planning and assessment processes are guided by the Office of the College Dean, the Executive Cabinet, and a standing committee, the Assessment Council. The Assessment Council is chaired by a senior faculty member and its membership represents faculty, administration, and staff.

The Business Department's Academic Program Outcomes Assessment (APOA) model addresses the student learning outcomes that are important to the program areas. The primary measures of student learning used by the department comprise team group-centered projects, mock interviews, results of Megastats software exercises, business/community projects, accounting applications, office practicum of records and information management, office technology trends, database software applications, and the development of an electronic e-portfolio for employment.

B. Describe the student learning outcomes assessment process and include information about the following:

1. What student learning data is collected and why

The APOA addresses program-level planning and assessment. Faculty have identified student learning outcomes specific to the business program. Each unit's planning and assessment is arranged into four columns:

- ✓ Intended Outcomes
- ✓ Assessment Measures (with a schedule for completion)
- ✓ Actual Results
- ✓ Analysis and Use of Results.

The Student Learning Outcomes are aligned with five over-arching student learning outcomes.

Learns Actively. The engaged student participates directly in learning activities.
Thinks Critically: The critical thinker uses reason, ingenuity, and knowledge to examine relevant issues or ideas.
Communicates Clearly: The effective communicator demonstrates the ability to articulate and exchange ideas using multiple forms of expression.
Uses Technology Effectively: The 21st Century learner accesses and utilizes relative information effectively and responsibly.
Interacts in Diverse Environments: The responsible citizen develops awareness of the diversity of human experience, understanding and responding to interpersonal, historical, cultural and global contexts.

The Business units' outcomes section in the APOA concludes with a summative program review.

All Student Learning and Program outcomes are aligned with the Mission, Vision, and strategic directives included in the *Five-Year Strategic Plan*. Strategic Directive Three, for example, reflects the goal of the college's academic programs to respond quickly and positively to the present and future needs of its students, business and industry, and other stakeholders.

B.

2. How the business unit uses student-learning data to improve the business program and enhance student learning.

All business faculty review course data and address areas that appear to be weak and need addition support. Faculty determine areas for improvement, and strategies are implemented in specific courses to enhance student learning.

B.

3. How comparative or benchmark data is used to enhance and improve of student learning

The Business unit includes benchmarks for all student learning assessment measures and most program outcomes. For job placement rates, for example, the benchmark is that 90% of graduates will be employed and 75% will be employed in field ninety days after graduation. The actual rates serve as a catalyst for faculty discussion of programmatic changes that lead or can lead to improvement. The Business units' use of comparative or benchmark data is captured in the APOA.

4. How the business unit improves, refines, or enhances the student outcomes assessment process.

Data from the APOA is analyzed on a regular basis with results recorded as "Analysis and Use of Results." Faculty first determine whether the measured results meet or exceed the "Assessment Criteria and Schedule" for that particular outcome. If the results do not meet the criteria, the faculty evaluates the results and explores options for improvement. If the results do meet the criteria for success, the faculty evaluate whether the criteria should be made more stringent or if the criteria is representative of the highest reasonable achievable assessment for the program. Even when a performance benchmark is achieved, faculty are still encouraged to find ways to improve and increase effectiveness. Changes that faculty have made/can make to effect improvement are documented in the APOA.

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

Refer to the APOA (Academic Program Outcomes Assessment Model), for the student learning outcomes for BUS and OAD. (Copies of APOA will be in Team Resource Room)

All degree and certificate programs and courses have student learning outcomes. The master syllabus template requires course goals to be stated. These goals support and are directly related to college Career Program Goals. Expected student learning outcomes are referenced to course goals and are written in measurable terms. Each course syllabus also describes the methods of

evaluation used to assess student learning. (Course syllabi will be available in Team Resource Room.)

Complete **Table 2 – Student Learning Results,** at the end of this section, for each program seeking initial accreditation or re-affirmation

- Results of current levels and trends in key measures of student learning, such as nationally-normed or locally-prepared tests, portfolios, and other assessments

The college collected Student Learning outcome data at the program level for 2012-13 and 2013-14. The college's planning and assessment collection model changed with the arrival of the College Dean in November 2011. The new model, featuring the APOA, was reviewed in 2014 by SACSCOC Off-Site and On-Site committees without findings or recommendations.

Outcome data is not available for 2011-2012.

- Three to five years of trend data—two to four years plus the self-study year

  (Candidates with less than three years of data are eligible for accreditation with conditions.)

See above.

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

Comparison of Success Rates in Conventional Sections and Alternative Delivery Sections 2013-2014			
Course	Retention Rate (%)	Completer Success (%)	GPA
BUS 241 – W	80.30	60.38	2.03
BUS 241 – H / C	89.25	71.08	2.4
OAD 101 – W	69.35	53.48	3.28
OAD 101 – H / C	61.11	90.90	2.63
ECO 231 – W	98.48	73.43	3.16
ECO 231 – H / C	94.65	78.65	3.31
BUS 100 – H / C	97.14	50.00	3.29
BUS 100 – W	83.33	80.00	3.56

(Copies of all data used to complete this table will be available in the Team Resource Room.)
Retention Rate = (Total No. retained/Total No. enrolled for credit) * 100
Completer Success Rate = (Total No. successful/Total No. retained) * 100
C = Conventional   H = Hybrid   W = Web

Criterion 4.2 Program Evaluation

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

Institution Response

A. Describe how the business unit conducts each program evaluation (i.e., DACCUM, program review, etc.)

The Business unit conducts annual comprehensive program reviews, focusing on student learning outcomes, program outcomes, and a program review narrative. These aspects of program evaluation are captured in the APOA. The following items are examples of data points analyzed to ensure that quality programs are provided to students and the community:

- Student Learning Outcomes
- Advisory Committee Meeting minutes
- Employer Survey Results
- Student Surveys
- Course Surveys
- Faculty professional development
- Graduation rates
- Retention rates
- Job placement rates
- Review of facilities, personnel, and instructional resources
- Graduate surveys

Significant changes to the Business unit curriculum are reviewed by the Advisory Committee, comprised of selected members of the business community. (All items are located in Team Resource Room)

B. Describe faculty involvement in the program evaluation process.

At the program level, Business faculty are responsible for documenting the results of each Student Learning and program outcome in the APOA, as well as the results of their analysis, ie., the specific changes that they have made/or can make to make the programs more effective. In addition to attending Advisory Committee meetings, faculty members meet at least once a semester to discuss curriculum effectiveness, as well as other topics. Faculty members frequently hold impromptu meetings and communicate via email to discuss as needed any part of the evaluative process. The annual process of faculty self-evaluation also generates faculty goals specifically related to program improvement and teaching effectiveness.

C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).

To assess the effectiveness of courses and programs to meet the education objectives of graduates, the Business Department:

- Analyzes student learning and program data (as captured in the APOA) to identify and assess intended outcomes. This information is also discussed with and provided to the Business Advisory Committee.

- Administers and analyzes surveys to currently enrolled students and program graduates. Surveys measure students' level of preparation for employment, adequacy of preparation in program competencies, quality of instruction in general education, and program-specific courses and satisfaction with the quality of instruction they receive.

- Administers and analyzes Capstone pre-test and post-test in each program.

- Requires that students complete capstone projects in various program courses.

D. Describe how program evaluation data and information is shared with internal and external stakeholders.

Program data and information are shared with external stakeholders during annual advisory committee meetings and online through the college website. Internal stakeholders may obtain information through the intranet. Enrollment, graduation and retention information are published on the Institutional Research intranet web page at the college website. (learn.wallacestate.edu) The College submits data and information to the Alabama Community College System through DAX (Data Access and Exchange) and IPEDS (Integrated Post-Secondary Education Data System).

E. Describe the improvements that have been implemented as a result of the program evaluation.

As a result of the program review in the 2012-2013 APOA, Business faculty implemented many changes during the following academic year. The Business Education and Office Administration faculty extended coverage of basics, and provided more practice opportunities. They began incorporating more interactivity games, tutorial software, and supplemental activities. Faculty also increased opportunities to delve deeper into multimedia areas such as web development and e-Portfolios, and incorporated flipped learning applications to appropriate courses as a direct result of professional development.

The Business Management and Supervision faculty also began implementing various practices to improve student performance. Faculty added peer interviews, performance checklists, and

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intermittent deadlines to projects. They also required the completion of statistical problem sets first without the use of software and then with it. Then a comparison of results was done. Faculty expanded the mock interview projects to include completing a job application beforehand and then during the actual interview, writing a paragraph on an interviewer-selected topic.

The Business Department created an Advisory Committee in Spring, 2013 and based on their suggestions, began incorporating critical thinking skill-building and communication development activities into each course. Faculty also added BUS 248 Managerial Accounting to the Accounting option and all of the Business Management options. BUS 150 Business Math was added to the Office Management option .

As a result of this analysis, the department secretary began tracking students to better monitor students' progression in an attempt to improve retention and graduation rates. Another way to improve these rates has been to incorporate more team building exercises into courses.

Criterion 4.3 Student Assessment

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

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

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

Institution Response

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

In keeping with its responsibility to offer optimal learning experiences, the College requires each new student to participate in COMPASS Testing, which involves the administration of tests in writing, mathematics and reading. The scores on these tests are used during academic advising for placement in certain courses. Specific requirements for transfer students or those exempt from taking the placement tests are detailed in the Catalog. For the convenience of students and advisors, the Testing Center is located in tandem with the Advising Center and is staffed by testing coordinators. The Transitional Learning Department was established in 2006 with the primary responsibility of making the transition into college as easy as possible for underprepared students. Placement tests (Compass) indicate whether a student requires additional preparation in math, English, or reading. Depending on test results, students may be required to complete a transitional (remedial) course, which may include RDG 083 (Developmental Reading I), ENG 092 (Basic English I), ENG 093 (Basic English II), MTH 098 (Elementary Algebra), or MTH

090 (Basic Mathematics). Free tutoring in these subjects is available in the on-campus Tutorial Laboratory and online via the Homework Alabama website.

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

WSCC awards limited credit for advanced placement, challenge examination, CLEP and DANTES examinations, ACE, armed forces and service schools training, and certain professional certification according to State Board Policy706.01. Additionally, the non-traditional credit awarded may not count toward the twenty-five percent of WSCC coursework necessary for graduation as stated in State Board Policy 715.01. WSCC recognizes a number of Advanced Placement courses that are taken in high school and supplemented by satisfactory scores on the National Examination of the College Entrance Examination Board (CEEB) and will accept a score of 3 or above. CLEP exams are given by appointment in the Testing Office and/or may be taken at other colleges and sent to Wallace State. A minimum score is required, and a list of acceptable courses and scores are documented in the College Catalog and online.

Credit for courses taken while in the military are evaluated according to nationally recognized guidelines (DANTES). Prior Learning Acceptance credit is also available through an established procedure at the college.

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

Academic advising is an important service provided to Wallace State Community College students. The College assigns each student a faculty advisor within the student's declared area of study for mentoring and academic advising throughout their enrollment. Additionally, a centralized professional advising staff member serves all students with educational planning, orientation programming, interpreting placement assessments, and career exploration. Advisors work closely with students throughout their enrollment regarding their plan of study, career focus, and academic success. Advising is also an integral part of the new GPS course required of all new students beginning fall semester 2015.
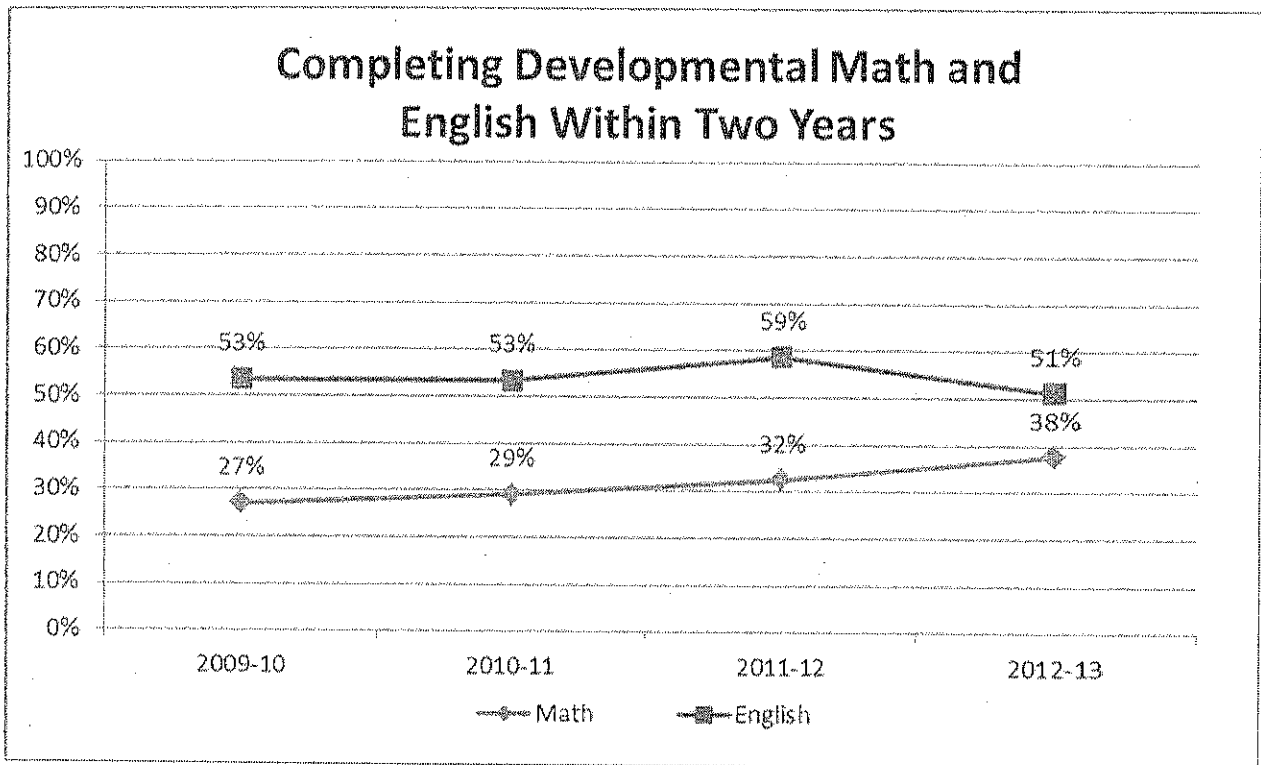
Students admitted to the College take the Compass placement assessment to determine appropriate course planning in reading, mathematics, and writing. Students who have scored 20 or higher on the mathematics and English sections of the ACT test during the past three years are exempt from taking a placement assessment. Advisors consult with all students prior to the first semester of enrollment regarding appropriate course placement.

Business students are advised by the Advising Center to make an appointment with their Business faculty advisor to review their degree plan and approve their semester schedule before registering.
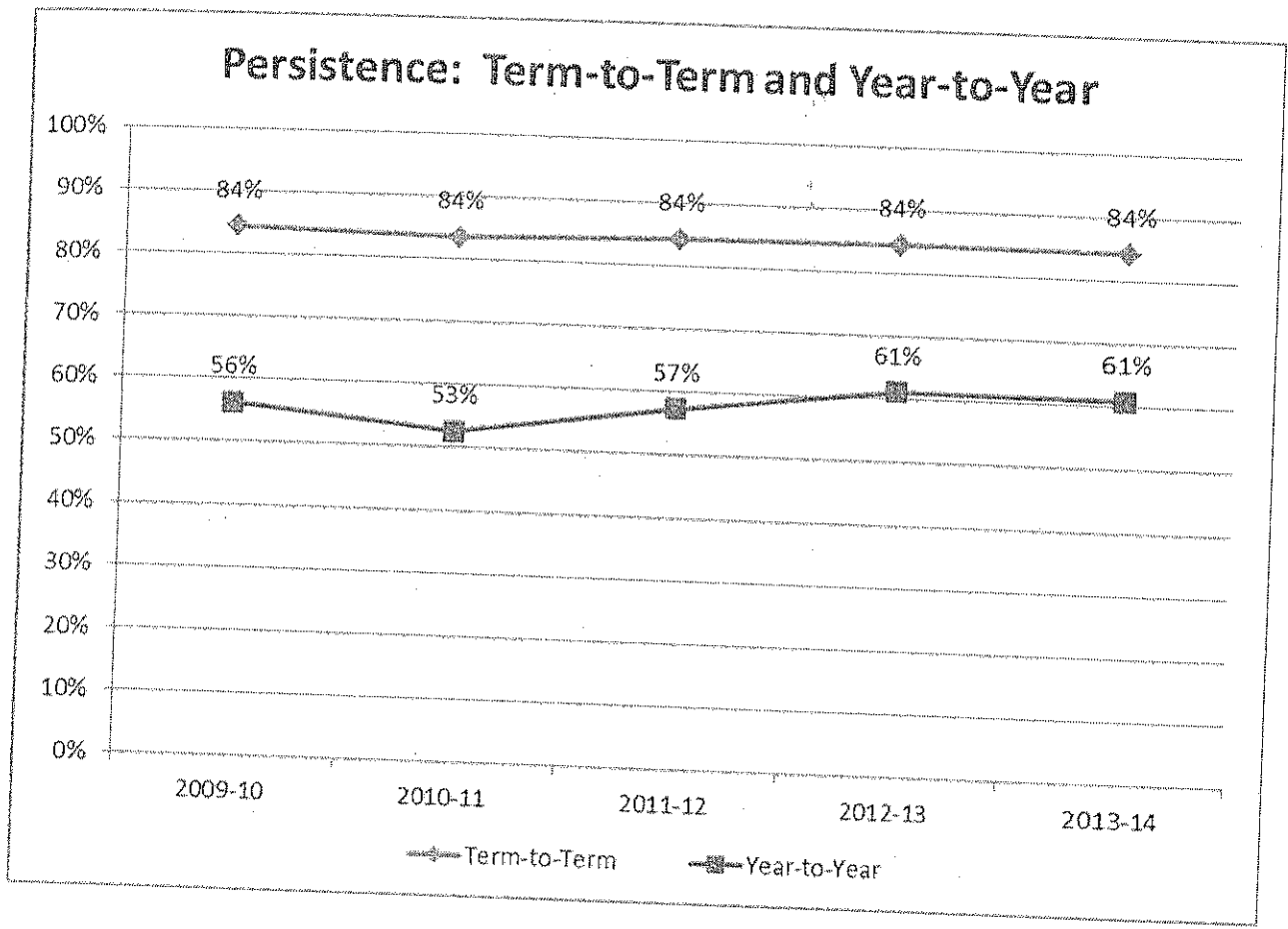
Faculty advisors are available to students, and maintain regular office hours throughout every semester. The College's Advising Center is available each weekday during the calendar year,

except during holidays published in the academic calendar. Current advising-related information may be found in the Course Catalog and schedule of classes, as well as posted online under the "Current Students" link on the Wallace State Community College website (www.wallacestate.edu).

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

Completing Developmental Math and English Within Two Years

Math series: 27% (2009-10), 29% (2010-11), 32% (2011-12), 38% (2012-13)

English series: 53% (2009-10), 53% (2010-11), 59% (2011-12), 51% (2012-13)

The college has been aggressively pursuing alternative strategies to accelerate pathways for students from developmental courses to successfully completing gateway courses. Much of the college's work has been under the aegis of the national Achieving the Dream initiative, begun at Wallace State in 2012. In May 2015 the college was awarded a $50K grant to expand its Math lab to enable the college to implement the Cleveland Model, a program that involves reduced class time and more time in a self-paced, monitored lab environment. The college has also reduced the cut scores on the placement test and allowed students to accelerate to more advanced classes with interventions.

Persistence: Term-to-Term and Year-to-Year

	2009-10	2010-11	2011-12	2012-13	2013-14
Term-to-Term	84%	84%	84%	84%	84%
Year-to-Year	56%	53%	57%	61%	61%

The college's retention rates have consistently been among the highest in the state, but the institution continues to seek ways for additional improvement, particularly in the area of completion. In January, 2016, for example, the college is discontinuing its Transitional (Developmental) Studies department and assimilating these courses into its regular English and Math divisions. Through this change, the college believes that the student will experience smoother transition to higher-level Math and English courses.

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

years plus the self-study year. (Candidates with less than three years of data are eligible for accreditation with conditions.)

At end of section.

F. Describe how you routinely provide reliable information to the public on your performance, including student achievement.

Information on performance is shared with stakeholders at the annual advisory meetings. The APOA, which includes student learning data and comprehensive program outcomes in such areas as graduation rates, retention rates, faculty professional development, and job placement rates are available on the APOA. Copies of the APOA, 2012-13 and 2013-14 will be available in the Document Room.

Summary of Standard 4 - Measurement, Analysis, and Knowledge Management

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

Strengths -

The Business Department incorporated a SLA (Student Learning Assistant) to tutor students.

Opportunities for improvement–

Require students to complete MOS certification in respective courses.

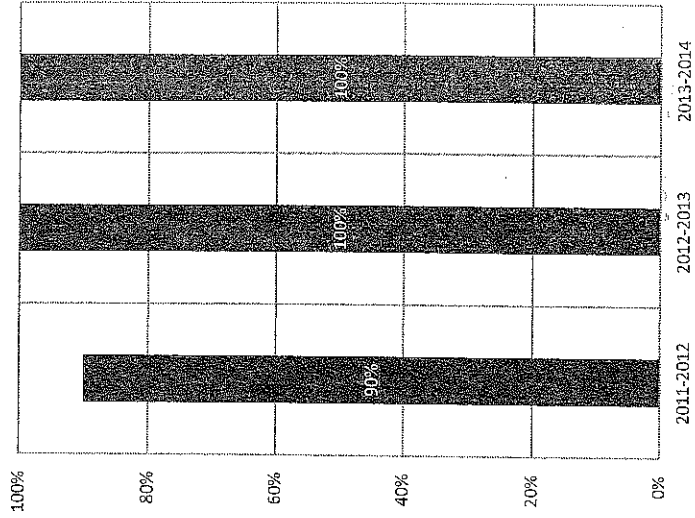Require students to complete an internship as part of the capstone process.

The Business Department attempted to use Peregrine Testing Services in summer 2014 for Capstone Testing to measure the Business students' learning to supplement the capstone course. The Business Department continues to deploy an in-house Capstone Test to all Business students.

Table 2 – Student Learning Results – Analysis of Results

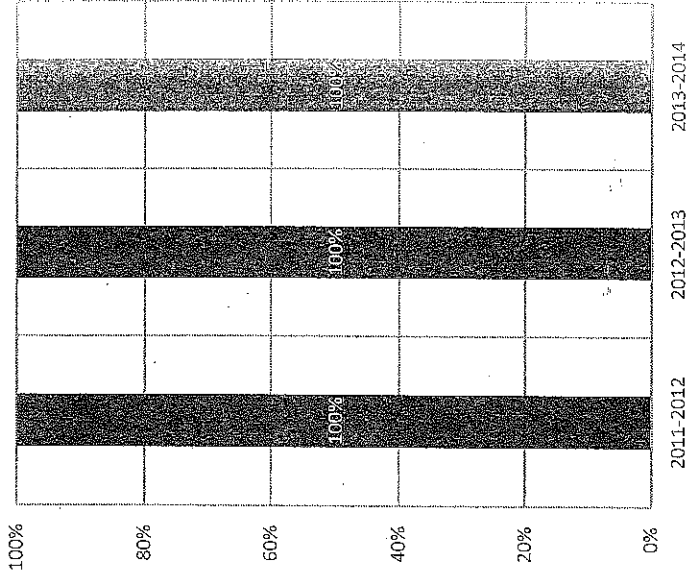| Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends
Business Management and Supervision					
BUS	Business Management				
Course:	BUS 296 Directed Studies I				
Program Outcomes:	Business Management 1, 2, 3, 5				
Students will demonstrate the requisite job-seeking for entry-level employment.	90% of students participating in departmental mock interviews conducted by Human Resource directors will achieve a passing score (defined as a minimum scores of 3/5 in each category) on interviewing scoring rubric (each summer semester)	100% of students who participated in mock interview earned 3 or higher on each category identified on the rubrics.	Employer participants agreed that students needed to be better prepared in answering self-knowledge-style questions.	To improve the students self-knowledge a 30 question reflective worksheet that ask specific questions on the student's strengths and abilities and examples of how these were demonstrated is required before the interview process. Faculty has expanded the requirement to encompass completing a job application upon arriving for the interview and writing a paragraph on a topic selected by the interviewer.	

BUS 296 Directed Studies I

(Chart axis: 0%, 20%, 40%, 60%, 80%, 100%; bars: 2011-2012 = 90%, 2012-2013 = 100%, 2013-2014 = 100%)

Table 2 - Student Learning Results - Analysis of Results

Business Management and Supervision

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends
BUS	Business Management, Financial Management, Office Management, Entrepreneurship				BUS 296 Directed Studies I and BUS 100 Introdcution to Business
Course:	BUS 296 Directed Studies I/BUS 100 Introduction to Business				
Program Outcomes:	Business Management 1,3,5, Financial Management 1,3,5, Office Management 1,3,5, Entrepreneurship 1,3,5				
The student will deomonstrate the integration of academic knowledge and practial applictions in the business enviornment. (fall and summer semester)	100% of students enrolled in BUS 296 Directed Studies I and BUS 100 will participate in a minimum of three off-campus business-related professional development luncheons, seminar, or workshops and complete a minimum of 12 hours of community service.	100% of stuents enrolled in the two courses completed the assignments.	Students that complete the courses all participate in the two activities required. However, students that can not make the off campus activities or community service hours within the given time frame ask for additional time past the due dates or did not complete the courses.	To meet set deadlines and allow for students to earn credit for the assgginements they do complete a grade distrubiton will be implemented instead of a complete or incomplete grade. Professional development activities will be provided on campus for BUS 100 students.	

BUS 296 Directed Studies I and BUS 100 Introdcution to Business

(Graph with values: 100%, 80%, 60%, 40%, 20%, 0% on y-axis; 2011-2012, 2012-2013, 2013-2014 on x-axis; bars showing 100%, 100%, 100%)

Table 2 - Student Learning Results - Analysis of Results

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made

Business Management and Supervision/Business Administration

BUS/BA	Business Management, Supervision, Financial Management, Business Administration			
Course:	BUS 271 Statistics I			
Program Outcomes:	Business Management 1,2,4, Supervision 1,2,4, Financial Management 1,2,4, Business Administration 1,2,4			
The student will demonstrate mastery of basic statistical concepts as applied to economic business and contexts. (each semester)	80% of students will achieve a passing score (defined as 70% or higher) on the first attempt on a statistical problem set that addresses basic statistical concepts as applied to economic and business contexts	Students scores have dramatically increased by 40% since the assignment was revised to require students to complete the assignment first without the use of a software program.	90% of the students are passing the assignment on the first attempt taking raw data and using Excel and Megastats software to disseminate the information. The assignment has been expanded to allow students the opportunity to present their findings in a written form. This allows the student the opportunity to explain to their audience the results and how they would implement change or maintain the status quo based on their finds. This helps the student apply what they have solved for.	No other options to measure assignment is required at this time. No follow-up action was required.

BUS 271 Statistics I
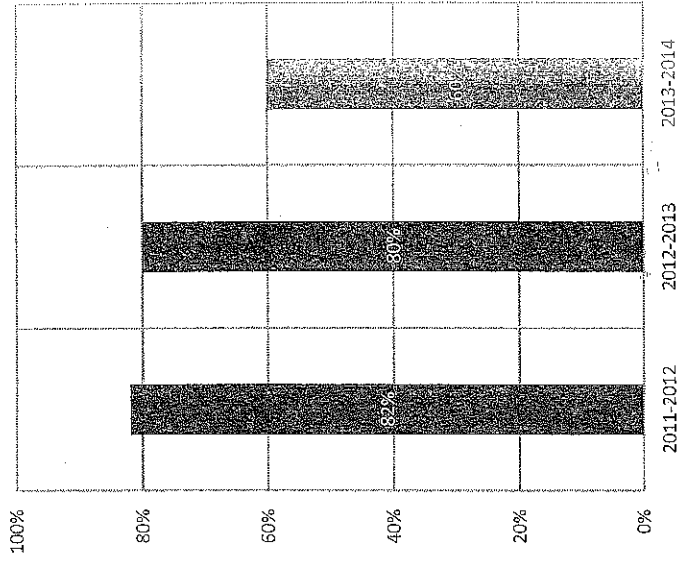
Insert Graph of Table Resulting Trends

Table 2 - Student Learning Results - Analysis of Results

Performance Measure	Measurement Instrument or Process	Current Results Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends

Business Management and Supervision/Business Administration

BUS/BA

Business Management, Financial Management, Office Management, Entrepreneurship

Course: BUS 285

Business Management:1,2,3,4, Financial Management:1,2,3,4, Office Management:1,2,3,4, Entrepreneurship:1,2,3,4 Business Administration:1,2,3,4

Program Outcomes:

The student will demonstrate understanding of business as a dynamic process in a global enterprise, forms of business ownership, marketing, factors of production, personnel, labor, finance, and taxation. (BUS 285 spring semester)

70% of students will achieve a passing score (define as "Meets Expectation" or better) on the first attempt on a group project that incorporates one or more of the following dimension of the modern business construct: private enterprise, forms of business ownership, marketing, factors of production, personnel, labor, finance, and taxation when measured against department rubric

Student outcomes is staying close to the passing score of "Meets Expectation" or better each AY.

While still meeting the benchmark of 70% the components of project has been modified to increase student success rates. Specific areas of the project were identified where students scored the lowest, finance and taxation. Students requested the project be completed individually and not in groups.

As a result of the analysis, instructor added deadlines for various sections of the project for students to complete prior to the complete submittal of the final assignment. Additional exercise outside of the project have been added to the course on finance and taxation. The project has been set up for individual completion.

BUS 285 Principles of Marketing

Chart (bar graph):
- Vertical axis: 0%, 20%, 40%, 60%, 80%, 100%
- 2011-2012: 76%
- 2012-2013: 70%
- 2013-2014: 73%

Table 2 - Student Learning Results - Analysis of Results

Business Management and Supervision

Performance Measure	Measurement Instrument or Process>	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends
BUS Program	Business Management				
Course:	BUS 298 Directed Studies I				
Program Outcomes:	Business Management 1, 2, 3, 5				
The student will demonstrate the ability to work in a team setting to produce and present a project that reflects the application of core communication principles reflective of unique motivation styles used in planning, organizing, staffing, directions and controlling. (summer semester)	80% of students will achieve a passing score (defined as "Meets Expectations" or better) on the first attempt of "Management Style Analysis" assessment and present a group project in BUS 275 when measured against departmental rubric	There was a 20% drop in assessment success rate in 2013-2014, the students did not meet the 80% or higher benchmark on their first attempt in identifying 4 communications styles. Students were quick to identify their own their own style but did not grasp the importance of understanding different styles. Faculty also noted that students who complete the assignment but did not meet the benchmark were not able to coordinate with their groups the amount of time necessary to complete the assignment correctly.	In 2013 the course delivery was change to online format only. Online delivery did not allow for students to observe body language and personal space as thoroughly as if this course was taught in the classroom.	As a result of analysis, faculty moved this assignment to BUS 298, Directed Studies I course. This course meets on campus, allowing students a better opportunity to interface among themselves, improving the communication process.	BUS 298 Directed Studies I

BUS 298 Directed Studies I (bar graph)

100%
80%
60%
40%   80%
20%   82%
0%

2011-2012   2012-2013   2013-2014

Table 2 - Student Learning Results - Analysis of Results

Business Administration (AS) Degree

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends
BUS Programs	Business Administration				
Course:	BUS 241 - Principles of Accounting Principles I				
Program Outcomes:	Business Administration: 1, 2, & 4				
Accounting students will demonstrate mastery of basic accounting theory and practice in the accounting cycle at a 75% achievement level.	BUS 241 Students will complete a comprehensive problem exam containing the complete accounting cycle (journal entries to financial statements).	While student results have improved over the last two years the current 2013-2014 results were 65%.	The goal was not met in any of the three reporting years. However, there was a 14% increase in the 2013-2014 year. The self-study year, 2013-2014, showed 10% below goal.	Based on the results, accounting faculty reviewed student's course work in the homework management system and found that many students were not going through the teaching tutorials.accounting tutorials. Students will now be given a small number of points to encourage completion of the tutorials.	

BUS 241 Principles of Accounting I

100%
80%
60%
40%
20%
0%

2011-2012   2012-2013   2013-2014

45%   51%   65%

Table 2 – Student Learning Results – Analysis of Results

Performance Measure	Measurement Instrument or Process	Current Results - Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends
Business Management and Supervision				
BUS Programs	Business Management, Financial Management, Office Management, Entrepreneurship			
Course:	BUS 241 – Principles of Accounting Principles I			
Program Outcomes:	Business Management: 1, 2 & 4 Financial Management: 1, 2 & 4 Office Management: 1, 2 & 4 Entrepreneurship: 1, 2, & 4			
Accounting students will demonstrate mastery of basic accounting theory and practice in the accounting cycle at a 75% achievement level.	BUS 241 Students will complete a comprehensive problem exam containing the complete accounting cycle (journal entries to financial statements).	While student results have improved over the last two years the current 2013-2014 results were 65%.	The goal was not met in any of the three reporting years. However, there was a 14% increase in the 2013-2014 year. The self-study year, 2013-2014, showed 10% below goal.	Based on the results, accounting faculty reviewed student's course work in the homework management system and found that many students were not going through the teaching tutorials.accounting tutorials. Students will now be given a small number of points to encourage completion of the tutorials.

BUS 241 Principles of Accounting I

(Bar chart showing: 2011-2012: 45%, 2012-2013: 51%, 2013-2014: 65%; y-axis 0% to 100%)

Table 2 Student Learning Resulsts - Analysis of Results

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends
Business Administration/Business (BUS)					

BA/BUS Programs

Business Administration, Business Management, Financial Management, Office Management, Entrepreneurship

Course: ECO 231 Principles of Macroeconomics

Program Outcomes:

Business Administration: 1, 2 & 3, Business Management: 1, 2 & 3, Financial Management: 1, 2 & 3, Office Management: 1, 2 & 3, Entrepreneurship: 1, 2 & 3

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends
The graduating student will understand and apply the economic perspective globally and reason accurately and objectively about economic matters; and promote a lasting student interest in economics and the economy.	"Choose a Country" Blog Assignment consisting of thirteen blog postings on an individual students choice of country. No two students select the same country. Blogs are open for all students to read and comment on other student posts.	Students successfully pass with a 70 percent or higher completion.	Course student evaluations revealed students high level of interest in researching specific country economic information. Overall class average percentage revealed above satisfactory average in years 2011-2012 and 2012-2013. However, the 2013-2014 year revealed a drop below the expected 70 percent or higher completion.	Feedback from students revealed that a more active role requirement of Digital Video Story telling component would encourage a higher response rate. This component has been added.	ECO 231 Principles of Macroeconomics

ECO 231 Principles of Macroeconomics

(Bar chart: Y-axis 0% to 100%; categories 2011-2012 (79%), 2012-2013 (78%), 2013-2014 (64%))

Table 2 – Student Learning Results - Analysis of Results

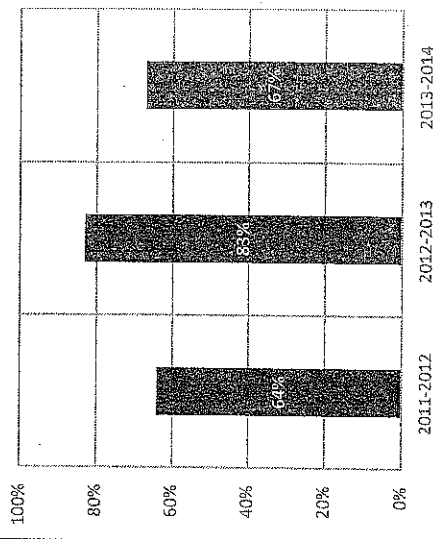| Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph of Table Resulting Trends
Business Education/Office Administration (OAD)					
BE/OAD Programs	Accounting, Medical Administrative Assistant, General Administrative Assistant				
Course:	OAD 244 Database Application - Microsoft Access				
Program Outcomes:	Accounting: 2 & 5 Medical Administrative Assistant: 2 & 5 General Administrative Assistant: 2 & 5				
The graduating student will demonstrate competency in the use of database software for general business applications in the modern office environment.	A Capstone Project that requires the creation and manipulation of one or more data files and the production of output in the form of properly formatted reports or documents when measured against rubric.	While the goal of 80% was met or surpassed in the first two reporting years, the level of achievement is only slightly below the desired goal. The goal of 80% is based on students receiving a score of 70 or above on the Capstone Project	The goal was met two of the reporting years. The self-study year, 2013-2014, showed 12% below goal.	Based on the results, tutorial software has been incorporated to allow students an opportunity to review concepts.	

OAD 244 Database Management
Access

Table 2 - Student Learning Results - Analysis of Results

Performance Measure	Measurement Instruments & Process	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends
Business Education/Office Administration (OAD)				
BE/OAD Programs	Accounting, Administrative Assistant, Medical Administrative Assistant			
Course:	OAD 218 Office Procedures			
Program Outcomes:	Accounting: 1 & 5, Administrative Assistant, 1 & 5, Medical Administrative Assistant 1 & 5			
The graduating student will demonstrate mastery in job-seeking skills for entry-level employment.	80% of students will achieve a passing score (defined as 70%) on creating an e-portfolio designed as a tool for facilitating entry-level employment when measured against the rubric. *NOTE: Assignment changed from Locating Information in 2012-2013 year.	The first year e-portfolios was used (2012-2013), the level of achievement was 100% of the desired goal. The second year, (2013-2014) the goal of 80% of students passing with a score of 70% was also greatly surpassed.	*NOTE: The assignment Locating Information was used in the 2011-2012 year. Due to current trends, the assignment was changed to e-Portfolios in 2012-2013 when all students met the goal. In the second year, 2013-2014, the goal was also greatly surpassed. Additional training in the e-Portfolio software, Weebly, was incorporated to guide students. Requirements within the e-Portfolio were changed allowing more student creativity. Tutorials were added to improve skills with MSO software.	OAD 218 Office Procedures

In the 2011-2012 reporting year, the level of achievement was 14% above the desired goal. In the 2012-2013 reporting year when e-Portfolios were instated, the goal was a staggering 100%. In the 2013-2014 reporting year, the level of achievement dropped slightly to 94%, which is still 24% over the desired goal.

OAD 218 Office Procedures

(bar chart, y-axis 0% to 100%; x-axis: 2011-2012*, 2012-2013, 2013-2014; values: 94%, 100%, 94%)

Table 2 – Student Learning Results – Analysis of Results

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Use a Graph or Table Resulting Trends
BE/OAD Programs	Accounting, Administrative Assistant, Medical Administrative Assistant				
Course:	OAD 138 – Records & Information Mgt				
Program Outcomes:	Accounting: 1 & 5, Administrative Assistant, 1 & 5, Medical Administrative Assistant 1 & 5				
First-year students will demonstrate mastery of skills related to Records & Information Mgt w/ emphasis on basic filing procedures, methods, systems, supplies, equipment, and modern technology.	80% of students will achieve a passing score (defined as 70%) on a practice simulation that measures mastery of filing rules and procedures when measured against the rubric.	For reporting years 2011-2012 and 2013-2014 the level of achievement was below the desired goal of 80% of students scoring 70% or above on the practice simulation. In the 2012-2013 reporting year, the percentage was slightly over the goal.	In the 2011-2012 reporting year, the level of achievement was 16% below the desired goal. In the 2012-2013 reporting year, the goal was slightly surpassed by 3%. In the 2013-2014 reporting year, the level of achievement was 13% below the desired goal.	Based on the results, tutorial software, interactive games, and supplemental activities have been incorporated to allow students to review filing rules and procedures. In addition, more filing practice has been added in the form of assignments.	

OAD 138 Records & Information Management

Table 2 - Student Learning Results - Analysis of Results

Performance Measure	Measurement Instrument or Process	Current Results - Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends

Business Education/Office Administration (OAD)

BE/OAD Programs: Accounting, Medical Administrative Assistant, General Administrative Assistant

Course: BUS 241 - Principles of Accounting Principles I

Program Outcomes: Accounting: 1, 2 & 4   Medical Administrative Assistant: 1, 2 & 4   General Administrative Assistant: 1, 2 & 4

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made
Accounting students will demonstrate mastery of basic accounting theory and practice in the accounting cycle at a 75% achievement level.	BUS 241 Students will complete a comprehensive problem exam containing the complete accounting cycle (journal entries to financial statements).	While student results have improved over the last two years 2013- the current 2013-2014 results were 65%.	The goal was not met in any of the three reporting years. However, there was a 14% increase in the 2013-2014 year. The self-study year, 2013-2014, showed 10% below goal.	Based on the results, accounting faculty reviewed student's course work in the homework management system and found that many students were not going through the teaching tutorials.accounting tutorials. Students will now be given a small number of points to encourage completion of the tutorials.

BUS 241 Principles of Accounting I

	2011-2012	2012-2013	2013-2014
	45%	51%	65%

(Bar chart with y-axis: 0%, 20%, 40%, 60%, 80%, 100%)

Table 2 - Student Learning Results - BUS and OAD

Performance Measure	Measurement Description	Areas of Success	Analysis and Action Taken	Results of Action Taken	Current Results
Business students will average 70% on the content of the Business Capstone Test.	Capstone Test	In 2012-2013 the rate was met.	Additional emphasis was added to areas of content where students were weakest.	The ratings show an increase from 2011-2012 to 2012-2013, with a slight decrease in 2013-2014.	OAD Capstone Performance — 2011-2012: 65%, 2012-2013: 71%, 2013-2014: 69%

Analysis of Results

Performance Measure	Measurement Description	Areas of Success	Analysis and Action Taken	Results of Action Taken	Current Results
Business students will average 70% on the content of the Business Capstone Test.	Capstone Test	In years 2011-2012 and 2013-2014 the rate was met.	Additional emphasis was added to areas of content where students were weakest.	The scores exceeded the goal in 2011-2012, with a significant decrease in 2012-2013, but in 2013-2014, the performance rate improved to exceed the goal again.	BUS Capstone Performance — 2011-2012: 73%, 2012-2013: 64%, 2013-2014: 75%

Table 2 - Student Learning Results - Analysis of Results

Performance Measure	Measurement Instrument Or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends
BUS					
BUS Program	Entreprenuership				ETP 279 Small Business Management
Course:	ETP 279 Small Business Management				
Program Outcomes:	Entreprenuership 1,2,3,4				
The successful student understands the role that small business owners play in society and the risks that they take on in pursuit of their venture.	A Capstone Project that culminates with interviewing an entrepreneur with questions that are generated as a result of the content learned throughout the semester.	As of the 2013-2014 school year, this course had only been taught one time. 100% of the students who stayed in the course until the end and submitted the capstone project achieved a grade of 70% or higher.	The goal was met.	Students who stayed in the couse did well. Efforts will be made to identify students who are at risk of dropping the course and thereby not benefitting from this project.	

Table 2 - Student Learning Results - Analysis of Results

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table Resulting Trends
BUS					
BUS	Entreprenuership, Financial Management, Business Management, Office Management				
Course:	ETP 266 Entrepreneurial Finance				
Program Outcomes:	Entreprenuership 1,2,4,5, Financial Management 1,2,4,5, Business Management 1,2,4,5, Office Management 1,2,4,5				
The successful student understands the various sources and uses of funding for startup businesses as well as the creation and oversight of a financial plan for the business.	A Capstone Project that requires the creation of a moderately detailed financial plan.	As of the 2013-2014 school year, this course had only been taught one time. 100% of the students who stayed in the course until the end and submitted the capstone project achieved a grade of 70% or higher.	The goal was met.	Students who stayed in the couse did well. Efforts will be made to identify students who are at risk of dropping the course and thereby not benefitting from this project.	ETP 266 Entrepreneurial Finance

100%

80%

60%   100%

40%

20%

0%

2011-2012   2012-2013   2013-2014

Table 3 Organizational Performance Results

Performance Measure	Measurement Description	Areas of Success	Analysis and Action Taken	Results of Action Taken	Current Results
The Business department will strive to increase program enrollment.	Fall semester Head Count by Program Report.	Over the last three years, the department enrollment has had a slight increase each year. OAD has decreased, but BUS has increased and BA enrollment has remained elavated.	Department faculty continue to participate in the recruiting efforts of WSCC. There are plans to increase advertising of programs.	While OAD enrollment declined, the enrollment in Business Management increased significantly for the 2013-2014 year.	Business Headcount ■ 2011 ■ 2012 ■ 2013 OAD: 95, 79, 63 BUS: 24, 38, 58 BA: 85, 92, 84

Table 3 Organizational Performance Results

Performance Measure	Measurement Description	Areas of Success	Analysis and Action Taken	Results of Action Taken	Current Results
The Business department will retain 80 percent of students from fall semester to spring semester.	Retention Report	Business Administration met the goal for the last three years.	The department began a system in Spring 2014 to better track students and through personal contact, it is expected that this will improve retention rates.	The department has already seen an increase in retention and graduation rates during the 2014-2015 year.	

Retention Rates

■ 2011-2012   ▩ 2012-2013   ▨ 2013-2014

100% 90% 80% 70% 60% 50% 40%

OAD   BUS   BA

Table 3 - Organizational Performance Results

		Analysis of Results			
Performance Measure	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken (Improvement)	Results Business Graduates Employed in Field Business Graduates Not Employed in Field
Business Department graduates will report employment in field.	Annual graduate survey.	Graduates are finding employment, but employment in field is below expectation.	Graduates have been successful in obtaining employment outside of field.	WSCC continues to have on-campus job fair.	

Table 3 Organizational Performance Results

Performance Measure	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Action Taken (during following year)	Chart Showing Trends
The college will continue to have significant economic impact in the local community.	Economic Impact Study (Auburn-Montgomery); College Annual Expenses	The college is Cullman County's 8th largest employer.	The college's expenditures have increased 12.4%, from the 09/10 AY to 13/14.	The college's contributions to the economic health of the region have long been the subject of forecasts and economic development presentations by the city and county. Specific actions taken by the college have been to increase the scope and level of community participation in the college's annual Strategic Action Team for Career/Technical programs and increased levels of participation with the Chamber of Commerce in both Cullman and Blount counties.	WSCC Expenditures — bar chart: 2009-2010 $46,527,868.00; 2010-2011 $47,072,656.00; 2011-2012 $46,773,653.00; 2012-2013 $49,788,748.00; 2013-2014 $50,291,919.00

STANDARD 5: FACULTY AND STAFF FOCUS

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

Criterion 5.1 Human Resource Planning

Institution Response

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

The mission of Wallace State is one of being committed to learning that transforms lives and communities as well as promoting student success through teaching excellence, accountability, and integrity. To fulfill this mission, the College maintains competent, effective, highly-qualified faculty with appropriate degrees, related work experiences in-field, professional licensure and certifications, and honors and awards, so they demonstrate excellence in teaching. The hiring practices and procedures follow State Board of Education Policy, which ensures that uniform hiring practices exist regardless of position. Vacancy notices must include job description and title, qualifications, salary, submission information, deadlines, and other relevant information. State Board Policy lists the credentials required for all faculty by teaching area. Group A is used for instructors teaching credit courses in the following areas: humanities/fine arts; social/behavioral sciences; natural sciences/mathematics; and in professional, occupational, technical areas that are components of associate degree programs designed for college transfer. Group B is used for instructors teaching credit courses in professional, occupational, and technical areas that are components of associate degree programs not usually resulting in college transfer to senior institutions, and Group C is used for instructors teaching credit courses in diploma or certificate occupational programs. All openings for full-time professional positions at the College are announced in writing. Vacancy notices are sent to colleges and agencies in Alabama required under the Uniform Guidelines. Vacancies are advertised in local newspapers and via the Internet to help ensure a diversity of applicants. The Human Resources Department manages incoming applications. The College President appoints a diverse group of faculty, staff, and support personnel for the selection committee who are responsible for screening application packages, selecting applicants to be interviewed, conducting interviews, and recommending finalists to be interviewed by the College President. Along with academic credentials, the College considers previous industry employment experience and in-field credentials during the applicant screening process. These policies/requirements are also listed in the *WSCC Employee Handbook* for all employees under Section 3: Employment Policies and Procedures. The College's Non-Discrimination Policy is posted on the Web site: These policies/requirements are also listed in the *WSCC Employee Handbook* for all employees under Section 3: Employment Policies and Procedures. In summary, each faculty classification specifies statutory minimum academic qualifications under the aegis of State Board of Education, ACBSP, and SACSCOC Policies.

http://www.wallacestate.edu/Employment/index

Before a faculty member is considered for employment (full-time or adjunct), the Department Chairperson/Program Director completes the Certification of Credentials Packet, which includes transcripts and graduate hours earned. When completed, the form is forwarded to the respective Dean for verification and then to the Office of Human Resources. This process ensures that employee credentials are in full compliance with both State Board of Education and SACSCOC policies.

Program directors and/or department chairs with respective deans complete assessments to determine the need for additional faculty based on program enrollment, specific needs for students in labs or clinical sites, and standards for program-specific accreditation. Requests are approved by the dean and submitted to the president for approval before vacancy/position announcements are publicized by Human Resources.

Part-time faculty recruitment and evaluation are the responsibilities of department chairs and division deans. The process involves chairs reviewing applications for employment, verifying qualifications and credentials, and submitting proper documentation and paperwork to the respective dean for review. After the dean's approval, the adjunct file is referred to Human Resources. The State Board of Education requires that each faculty member employed in an Alabama community college meet the qualifications set by the Southern Association of Colleges and Schools and Commission on Colleges.

The Human Resources Department maintains personnel files for all adjunct and full-time faculty members. Each paper file contains a Faculty Credential form, which summarizes the qualifications of that faculty individual.

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

The work environment in the Business department is conducive to high performance. Each faculty member has an individual office with standard office furniture and equipment, including a PC loaded with Windows 7 and Microsoft Office 2010/2013, as well as internet access. In additional to secretarial support in the business department, work study students often help faculty with routine work such as copying materials, filing information, etc. Classrooms and labs are routinely upgraded and maintained by IT, and are equipped with PPT projectors, computers with DVD's, Elmo's, whiteboards, and Sympodiums.

Faculty compensation is dictated by the State Board of Education Salary Schedule D. Extra Duty Pay for department chairperson (SBE Policy #606.05) and overload compensation (SBE Policy #608.03) are also regulated by the State Board of Education polities. However, the College's benefit package, with retirement plan, health insurance, and sick days, does attract a number of high-performance faculty. Faculty can progress up the salary schedule by obtaining additional education, above the minimum requirement for their teaching position. The State Board of Education includes step raises in the salary schedule.

Faculty are required to meet with the Business Department Chair and Academic Dean to submit their Professional Growth Plan, their actions toward educational advancement. Serving on the college committees and professional development are requirements for all business faculty. State Board Policy # 612.01 grants professional leave with pay for up to ten (10) days per year for professional development.

Instructor workload is set by the State Board of Education (Policy #608.01). Full-time instructors teach 15 to 16 credit hours per semester (except summer semester). The College President will determine equivalent credit hours for any nonteaching assignments. Release

time is at the discretion of the college president. One overload, if approved by the College President, will be allowed each semester, per State Board of Education. (Policy # 608.03.)

Salary Schedule D located in the Faculty Resource Room.

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

The business unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff through regular information exchanges, professional development opportunities, and well-equipped classrooms and offices. The following items are presented as evidence:

- The Business department chair conducts departmental meetings each semester to keep faculty informed and to address any concerns. Information is forwarded to part-time faculty as well. E-mail is used to keep all faculty informed when deemed necessary.

- The Dean of Academic Affairs conducts semester meetings for all academic faculty to ensure that they are informed about college and department policies, current activities, volunteer opportunities, divisional business concerns, etc. Faculty share information from professional development activities, Business Department Advisory Meetings, committee meetings, student organizations, and classroom experiences.

- Faculty offices are assigned so that those teaching in the same program are clustered; this enhances communications and cooperation among faculty. The BUS and OAD departments are housed in the same building (Business Education Building). This arrangement is especially helpful and convenient when faculty are working with course content, curriculum and technology issues.

- Teaching schedules are developed by the business faculty and department chair. Input from faculty is taken into consideration in the development of each semester's schedule of course offerings. Matching the faculty to their preferred course and training/expertise (according to State Board Policy) is a priority, a practice that boosts faculty well-being, satisfaction, and motivation.

- Innovation and experimentation in curriculum development and teaching methods are encouraged. Exceptional work by faculty and staff is recognized by nominations for the Caught You Doin' Good Award, NISOD award, and other forms of campus recognition. The college has a standing campus-wide Employee Recognition Committee, currently chaired by a Business Unit faculty member. The Business Department faculty are encouraged to participate in professional development activities and industry partnerships. The Business Department faculty serve on committee/committees based upon their interest. (*Employee Handbook* - Located in the Team Resource Room)

- The college's physical resources are well maintained, with regular replacement of hardware and software in faculty offices and classrooms and labs.

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

One indication of the wellbeing and satisfaction of the Business unit's faculty and staff is that the department has had no turnover in the past three years. The number of full-time faculty/staff has been stable at 6. One-hundred percent of the business faculties are tenured; 1 staff secretary is

part-time (tenure not applicable). Four faculty members have been teaching at the college for more than 20 years, and 1 faculty member has been in the department for more than 10 years. No grievances or complaints have been filed at the college by the Business department faculty and staff during the last three years.

A Business Department Employee Survey administered at the end of the 2013-2014 academic year, indicated that 100% of faculty and staff strongly agree/agree with the following statements:
- The Wallace State Business Department has adequate physical facilities.
- I have adequate space to perform the essential functions of my area of responsibility.
- Overall, the physical environment of the Business Department contributes to an atmosphere conducive to learning.

A copy of the survey and results are located in the Team Resource Room.

Criterion 5.2 Faculty Qualifications

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

Master's or Doctorate Degree Qualified

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

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

Professionally Qualified

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

a. Professional certification (national, regional, or state)—The institution must provide documentation.
b. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
c. Teaching excellence—The institution must provide documentation.
d. In-field research and publication—The institution must provide documentation.

e. Relevant additional coursework beyond the bachelor's degree equivalent to 18 semester/27 quarter credit hours or equivalent subject matter coursework, CEU's, military training, vendor training, etc.—The institution must provide documentation.

Exceptions

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

Note: Criterion 5.3 provides that at least 90 percent of the faculty FTE should be Master's or Doctorate Degree Qualified or Professionally Qualified, allowing a maximum of 10 percent exceptions.

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

Institution Response

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

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

NAME	MAJOR TEACHING FIELD	COURSES TAUGHT	ALL EARNED DEGREES	PROFESSIONAL QUALIFICATIONS	ACBSP QUALIFICATION
Chaffin, Stanley	Business Management	BUS 263 Legal and Social Environment of Business	M.S. – Business Education Work Experience –Controller/Office Manager, Responsible for a 6 million budget-Douglas Water Authority. Accounting Teacher, Marshall County Schools – 10 years.		Master's
Crow, Glynice	Economics	ECO 231 Principles of Macroeconomics ECO 232 Principles of Microeconomics	Ed. D. – Higher Education Administration M.A. – Administrative Science 18 Master Level Hours in Economics		Doctorate
Fincher, Judy	Business Education	DPT 103 Introductory Computer Skills	M.S. – Office Systems Mgt. Work Experience – Blount County School System–Teaching Computer Application–CIS Classes – 19.5 yrs. Work Experience – WSCC Adjunct Instructor – OAD/CIS classes – 9 yrs.		Master's
Hicks, Hanna	Business Management / Business Education	BUS 272 Business Statistics BUS 276 Human Resource Management OAD 244 Microsoft Access OAD 137 Electronic Financial Recordkeeping - QuickBooks	M.B.A. – Business Administration Work Experience - Retail Manager for 6 branches, Traditions Bank - 12 years; Terri Pines Country Club, Marketing Director – 3 years; Webb Wheel, Accounting - 3 years		Master's
Livengood, Michael	Accounting	BUS 248 Managerial Accounting	M.A. – Business Administration Certified Public Accountant Certified Global Management Account Work Experience – 17 years in Business of which – 14 years were in Accounting and Finance		Master's
Manning, Marcy	Accounting	BUS 241 Principles of Accounting I BUS 242 Principles of Accounting II	M.B.A. – Business Administration 18 Master Level Hours in Accounting		Master's
McGriff-Waldrop, Terri	Business Management	BUS 100 Introduction to Business BUS 263 Legal and Social Environment of Business BUS 271 Business Statistics I BUS 285 Principles of Marketing	M.B.A. – Business Administration		Master's

Name	Subject	Courses	Qualifications	Degree
		BUS 276 Human Resource Management OAD 101 Beginning Keyboarding OAD 103 Intermediate Keyboarding OAD 110 Computer Navigation OAD 244 Database Concepts OAD 247 Advanced Excel DPT 103 Introductory Computer Skills OAD 137 Electronic Financial Recordkeeping – QuickBooks		Master's
Smith, Susan	Business Education	OAD 125 Microsoft Word OAD 138 Records and Information Management OAD 214 Medical Office Procedures OAD 243 Spreadsheet Applications BUS 215 Business Communications OAD 218 Office Procedures	Ed.S. – Business M.Ed. – Business 18 Masters Level CIS Hours	Master's
White, Brandon	Entrepreneurship	ETP 265 Entrepreneurial Marketing ETP 279 Small Business Management ETP 268 Business Planning EPT 267 Innovation and Creativity ETP Entrepreneurial Finance	M.A. – Entrepreneurship Work Experience – 18 Years – Business Work Experience -4 Years- Entrepreneur	Master's

Criterion 5.3 Faculty Composition

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

Full-time equivalent (FTE) faculty members are typically measured by dividing workload during the academic year by the definition of full-time load in credit and/or contact hours. Calculation considerations:

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

Institution Response

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

The FTE teaching loads for full-time and adjunct instructors are shown in Table 5 on page 8.

State Board Policy in Alabama dictates that each full-time academic instructor at any institution under the authority, direction, and control of the State Board of Education shall teach 15 to 16 credit hours per term or the equivalent for the academic year, fall and spring semesters, at such institution. (Page 33 of the *Employee Handbook* – 2013-2014 located in the Team Resource Room)

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

C. Report the following:

98.63 % Masters/Doctorate qualified

1.37 % Professionally Qualified

N/A % Exceptions

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

NONE

Table 5 - FTE and Faculty Composition

1. List all faculty (full-time and part-time) who taught during the self-study year in alphabetic order.
2. Identify the ACBSP qualification status for each faculty member.
3. Identify the number of credit hours taught during the self-study year.
4. Calculate the FTE (Full-Time Equivalent) faculty load (such as 36 hours/30 semester hours of full-time load = 1.20 FTE).
5. Calculate the total FTE for credit hours and each column of ACBSP Qualification (Master's/Doctorate, Professional, and Exceptions).
6. Calculate the percent of total hours taught for each ACBSP Qualification.

Analysis of Results

Name	ACBSP Qualification	Credit Hours Taught	Master's/Doctorate FTE	Professional FTE	Exceptions FTE
Chaffin, Stan	Master's	3	0.10		
Crow, Glynice	Doctorate	30	1.00		
Fincher, Judy	Professional	6		0.20	
Hicks, Hannah	Master's	18	0.60		
Livengood, Michael	Master's	6	0.20		
Manning, Marcy	Master's	36	1.20		
Sides, Kathy	Master's	39	1.30		
Smith, Susan	Master's	36	1.20		
Waldrop, Terri	Master's	30	1.00		
White, Brandon	Master's	15	0.50		
Totals		219	7.10	0.20	0.00

Qualification	Total Hours Taught During Self-Study Year	FTE Teaching Load (Based on 30 cr. hrs.)	Percent of Total Hours Taught
Master's/Doctorate	216	7.20	98.63%
Professional	3	0.10	1.37%

Criterion 5.4 Faculty Deployment

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

Institution Response

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

In 2013 – 2014 the department offered 73 courses in multiple sections. These courses were offered in traditional, BlackBoard-online and hybrid formats. Full-time faculty taught 74 percent of the sections, 40 percent of the day classes, 16 percent of the evening classes, 38 percent of the BlackBoard web classes, 27 percent of the hybrid classes and 8 percent traditional.

The BUS program offered 51 courses in several sections during 2013 – 2014. These courses were offered in the traditional, BlackBoard web, and hybrid formats at the college location. Full-time faculty taught 69 percent of the sections, 77 percent of the day classes, 23 percent of the evening classes, 43 percent of the BlackBoard web classes, 46 percent of the hybrid classes and 11 percent traditional. All BUS classes were taught at the college main campus site.

The OAD program offered 22 courses in several sections during 2013 – 2014. Theses course were offered in the traditional, BlackBoard web, and hybrid formats at the main college campus. Full-time faculty taught 86 percent in several sections, 9 percent of the day classes, 32 percent of the evening classes, 59 percent of the BlackBoard web classes, and 32 percent of the hybrid classes. All OAD classes were taught at the main college campus site.

In summary, at least one section of every course, regardless of delivery method, was offered by a full-time faculty member. Overall, 74% of BUS course sections were offered by full-time faculty and 86% for OAD.

The course term reports for 2013 – 2014 will be available in the Team Resource Room during the onsite visit.

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

Each program in the Business unit has one or more full-time, master and/or doctoral qualified faculty members assigned.

Criterion 5.5 Faculty Load

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

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

Institution Response

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

As outlined in the *Employee Handbook* and in accordance with State Board Policy (#608.02), all faculty are required to devote a minimum of 35 hours per week to the college as provided below:

1. Faculty will be required to carry a full teaching load which will be 15 equated load hours per semester. Adjustments may be made to teaching loads to compensate for low productions of student credit hours.

2. Every effort was made to ensure that each faculty member taught 42 (fall, spring and summer semester) load hours in 2013 – 2014. When this was not possible, an overload was completed during the semester to complete hours / FTE.

   Fifteen office hours per week is the minimum number of office hours required of full-time faculty, also part of these hours include faculty members attending various meetings (departmental, college-wide, committee, and academic)

   Each faculty member teaches a variety of courses per semester in order to offer the program option required courses. Faculty members are encouraged to develop new courses and applications and to advise on curriculum changes if need be in program.

   The Business department offers several types of delivery mode of course: traditional, BlackBoard web, and hybrid. Faculty members determine the delivery mode of the courses at the time of semester scheduling of classes, as well as determine the teaching assignments of classes. All instructors of the Business unit may choose to allow more than the published maximum number of students into their respective sections.

   Class size is normally determined by the Dean of Academic Affairs according to the standards for the classroom and the course being taught. The Business Department

minimum class size is 30 students and the maximum size is 40. Adjustments can be made under special circumstances. Full-time faculty responsibilities include teaching, curriculum development, advising, service to the college, and community and professional development. All full-time members in the Business department taught full loads (15 semester hours) for fall and spring semesters, summer with 12 semester hours.

Adjunct faculty have a maximum teaching load for fall, spring and summer semesters of 12 load hours. Adjunct faculty are not required to schedule office hours.

The duties of the instructor will be determined by the President, with the understanding that good professional judgment will be exercised. The number of preparations, the number of students taught, and the number of student contact hours will be considered in determining instructor loads. No distinction is made between day, extended day, weekend, evening, and off-campus programs (Page 34 Employee Handbook – 2013 – 2014)

Online Course Development Policy

The following procedure applies to newly developed sections of courses to be delivered entirely or mostly online. Instructors who wish to use Blackboard course shells, conventional web pages, or other web-based sources to supplement a course of mostly conventional delivery need not apply for permission.

Initial approval to begin development of entirely or mostly online delivered courses resides within the normal supervisory structures of the college.

• It shall be the responsibility of department chairs/deans in combination with the e-Learning Department course review process to ensure that the learning outcomes, goals, content and overall quality of online courses are comparable to courses delivered by conventional means. If questions arise concerning these issues, the instructor and his/her supervisor should seek the guidance of the eLearning Department.

• Upon request, the eLearning Department will provide course shells to potential online courses. The request should make clear whether or not the shell is intended for fully or mostly online delivery or to augment a conventionally delivered course.

• The eLearning Department will provide guidance and support during the development of the online course. • When the instructor has fully completed the planned course, he/she shall request approval of the eLearning Department via the Online Couse Evaluation Rubric to teach the course. When the eLearning Department approves the course, he/she as well as the eLearning Department shall inform the appropriate supervisor that the course is approved for population.

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

In 2013 – 2014, 3 full-time faculty members exceeded the maximum teaching load in the fall and spring semesters.

BUS 241 and BUS 242 – Principles of Accounting I & II – Instructor, Marcy Manning – In the summer of 2013, Wallace State was starting the reaffirmation preparation for its ten-year SACS accreditation. After reviewing Mr. Stan Chaffin's qualifications to teach these courses (he had been professionally qualified by ACBSP,) it was decided that he needed to have the 18 accounting hours at the Master's Level. Out of our pool of applicants we had no one with the qualifications and experience teaching at the postsecondary level to teach these courses. Marcy Manning (with 18 master level hours in accounting) was currently teaching these courses in the day, and she agreed to teach the night course, since there would be no additional prep for either of the courses. This gave her teaching hours of 18 credit hours. This overload was approved by the college president as well as the Academic Dean.

Kathy Sides and Susan Smith – Wallace State Community College is located in a rural area and is at least an hour to an hour and a half driving distance from any large metropolitan areas. This means that our pool of educationally qualified applicants willing to drive that distance for adjunct pay is very limited. Courses taught by Ms. Sides and Ms. Smith would require a Master's Degree Business Education/Secretarial Science or Computer Science (for the software courses). Some of the courses are taught in the day and that limits the applicants even more. Ms. Side's overall teaching hours were 18 credit hours and Ms. Smith's overall teaching hours were 18 credit hours. These overloads were approved by the college president, as well as the Academic Dean. Therefore, Ms. Sides and Ms. Smith were willing to teach overloads while the search for qualified adjuncts continues.

Wallace State's Human Resources Department has a continuous request for adjunct faculty applications for these positions. But to date, response has been very limited, if any.

Teaching Overloads

A maximum of one overload with pay will be approved only for instructors who teach at least the minimum fulltime load (or equivalent as determined by the President), including at least 15 credit hours for a Fall or Spring Semester and at least 12 credit hours for a Summer term. The additional compensation will be for the number of credit hours in the overload course approved by the President. The overload course must be taught outside the normal 35-hour workweek of the instructor, and the pay must be at the prevailing part-time salary rate at the College. (*Employee Handbook* located in the Team Resource Room)

Criterion 5.6 Faculty Evaluation

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

Institution Response

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

WSCC regularly evaluated the effectiveness of each faculty member in accordance with the Faculty Evaluation System. The annual evaluation of full-time faculty has two components: 1) self-evaluation and 2) supervisor evaluation. The self-evaluation is an opportunity for faculty to examine their unique abilities in light of the institution's goals. Each faculty member is asked to reflect on teaching and service, and prepare a list of individual goals for the upcoming year. Faculty performance is rated along a four-point scale: OUTSTANDING, EXCEEDS EXPECTATIONS MEETS EXPECTATIONS, NEEDS IMPROVEMENT or UNSATISFACTORY.

Procedures for Faculty Annual Performance Evaluation

1. Faculty members complete written sections in areas I - IV in paragraph form and submit to their department heads as directed.

2. Department heads complete the rating scale for each faculty member based on the rating categories criteria in areas I - IV after the instructor has completed the written sections (department heads will have this area completed by their Division Dean.)

3. Department heads then complete section V for each faculty member in his/her department using the rating categories criteria (department heads will have this area completed by their Division Dean.)

4. Once all areas have been completed, the faculty member and supervisor will meet to discuss the evaluation document; both parties will be required to sign and date the document. Any rebuttal of any comment or rating by either party must be submitted to the Division Dean within 7 working days of the date the evaluation was signed by the party submitting the rebuttal.

The student course evaluations of the instructor/class are performed each semester in each course taught by full-time and adjunct faculty. The student course evaluations are delivered, completed by students, evaluated, and sent to the Business Department Chairperson. The evaluations are then sent to each instructor.

Adjunct faculty are evaluated annually by Business Department Chair.

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

Following the completion of the faculty evaluation, the department chair schedules an evaluation conference with each faculty member to review the self-evaluation. The faculty member certifies the review of the evaluation instrument, and it becomes part of the employee's personnel record. A formal protocol handling disputed evaluations is outlined in the *Employee Handbook*. https://learn.wallacestate.edu/bbcswebdav/pid-527916-dt-content-rid-15348001_1/courses/Intranet/Personnel%20Handbook%202013-2014%20revised_2_%20_1_.pdf Note: This site is on the Colleges Intranet and must be logged into by WSCC personnel.

After reviewing the student feedback on the course evaluations, the Business Department Chairperson discusses any low ratings with the instructor. The business instructors use the student course evaluation's feedback to improve their courses.

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

Faculty evaluations, both on the annual performance review and in student course evaluations, are used by the college to improve academic performance and to provide a basis for decisions on promotion, tenure, salary increases, and other personnel issues.

Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

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

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

Institution Response

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

In order to ensure that the quality and content of instruction reflects the changes in our rapidly evolving environment, and that the quality of services provided to students are better than average, the college provides for continual faculty and staff professional development The College designates specific days in the institutional calendar for state and local professional development activities . A Professional Development Committee is responsible for planning activities that meet the needs of the campus, and the college sets aside funds as they are available to provide for planned travel and professional development for personnel. Individuals desiring to schedule a professional development activity should complete the Professional Development Scheduling Form. It is, however, the responsibility of the individual faculty or staff member to remain current through planned annual development activities, which are identified on Professional Growth Plans as part of faculty annual evaluations.

Full-time personnel employed by state community, junior, and technical colleges shall be granted professional and/or vocational leave with pay for up to ten (10) days per year upon approval by the President of the respective institution. Professional and/or vocational leave with pay for more than ten (10) days per year shall be granted upon written request of the President and approval of the Chancellor.

The college provides opportunities for professional development through a variety of programs, including the following:

1) Prior to the start of each academic year, faculty and staff members are involved in convocation.

2) The college offers on-campus in-service professional development throughout the academic year. These sessions include information sessions and webinars. E-How, an internal source of professional development activities arranged through the college's e-Learning Department, is a vehicle for providing regular workshops and seminars to support faculty teaching with technology. The Professional Development Committee also offers various topics throughout the academic year for faculty and staff. The Professional Development Committee, for example, developed a seminar on Advising 101 for faculty and staff.

3) The college provides funds to support professional development opportunities for faculty to participate in off-campus travel activities and/or to bring experts to the campus to provide professional development. External professional development activities are funded through three primary sources: Regular departmental budgets, the budget hearing process (a process in place for the past eleven years whereby all functional units can make specific requests in the spring for funding beyond existing departmental allocations), and through application to the Dean of Academic Affairs in her capacity as

the custodian of a specific cost center funded annually by the president for campus-wide professional development. This particular fund is for requests that either were not submitted through the budget hearing process or received a low funding priority by the college's Administrative Council.

4) All adjunct faculties are invited to all campus in-service activities as well.

Full-time and adjunct faculty members are informed about professional development opportunities through the college e-mail, announcements, and the events calendar on the college's website.

Policies and processes supporting faculty and staff performance improvement are in the college's Personnel Handbook at the college's website, https://learn.wallacestate.edu/bbcswebdav/pid-527916-dt-content-rid-15348001_1/courses/Intranet/Personnel%20Handbook%202013-2014%20revised_2_%20_1_.pdf. NOTE: This site in on the College's Intranet and must be logged into by WSCC personnel.

A list of topics provided in the Team Resource room.

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

During the self-study year, 100 percent of the business faculty completed a minimum of one professional development during the academic year. In total, faculty members participated in 57 workshops, webinars, conferences, and presentations in addition to the faculty in-service training in August 2013. One faculty member completed *The Leadership Academy.* One adjunct faculty completed the Wallace State Master Teacher Program.

The Business Departments also had 100 percent of the faculty members complete a minimum of one professional development activity during the preceding two years. The faculty members participated in 92 workshops, conferences, webinars, and presentations. In-service trainings were attended August of 2011 and 2012.

Evidence of the Business Division's participation in professional development is contained in the 2012, 2013, and 2014 faculty and staff performance evaluations, which are located in the Business Department and the Human Resources Office. Copies of performance evaluations will be provided in the Team Resource room.

Records of professional development are submitted annually to the Dean of Academic Affairs and the Office of the College Dean.

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

The Business and Commerce Department is committed to providing student-centered, innovative learning that advances community, workforce and economic development; and inspires a quest for lifelong learning.

The mission of the Business and Commerce Department directly reflects the college's mission statements:

1) Wallace State Community College is committed to promoting student success in learning environments that are student centered, innovative, engaging, and supportive.

2) Wallace State Community College is committed to providing teaching excellence that inspires a quest for lifelong learning.

4) Wallace State Community College is committed to forging strategic partnerships that advance community, workforce and economic development.

The professional development and scholarly activities of the business unit all build faculty and staff knowledge, skills and capabilities that contribute to high performance. Many of these activities addressed general teaching pedagogy and the optimal use of instructional resources. Examples of these activities included attendance of the following: Flipped Learning, Teaching in the Digital Age, Blackboard, Quality Matters Rubrics, Tegrity Video Recording Workshops.

Two examples of infield professional development outside of the WSCC campus are: The instructor in the economics courses attended the National Economics Conference. The instructor in the marketing classes attended the International Business Conference, attending numerous marketing workshops at that conference.

Each faculty member completes a Professional Growth Plan, which is part of his/her permanent file in the Office of the Dean of Academic Affairs and Human Resources. Due to time and money constraints, many business faculty attend Online Webinars as a way to get infield professional development.

The Business Program is committed to providing an innovative, engaging, and supportive learning environment. To this end, the College provides continual faculty and staff development opportunities for all business instructors. Sessions and conferences available to business faculty have included Achieving the Dream, the Association for Learning and Reading, the Rural Community College Alliance, the National Association for Developmental Education, Community Center for Education Results, with many of our business faculty attending/participating in these areas.

Because faculty members are at the core of institutional teaching, learning, and scholarship, it is imperative that they consistently improve knowledge and skills and have the opportunity to engage in ongoing learning to remain current and effective in promoting student learning. Therefore, at WSCC faculty professional development is valued and pervasive. A myriad of opportunities are provided for faculty on diverse subject matter, and professional development activities are part of faculty's annual evaluation. The State Board of Education policy 201.02

requires five days of professional development activities and a minimum of two local professional development days. However, WSCC, as delineated in our mission and goals, is committed to providing a nurturing, growth-oriented professional environment to promote faculty and staff development. This commitment embraces learning as a perpetual process in three primary areas of emphasis: professional and personal, the utilization and development of state-of-the-art technology, and social and community interaction as cited in our Personnel Handbook. The Professional Development Committee designs and plans ongoing activities throughout the year based upon outcomes assessment, peer and administrative interaction, and a personal and collective belief in the ability to achieve quality learning and instruction through best practice. They are guided by the following principles:

1) Professional development is an ongoing process to be engaged in by all employees

2) Professional development is most successful when it is part of a continuous campus-wide effort to evaluate and improve current practice

3) Professional development enables employees to develop in at least three critical areas

4) Professional development is linked to learner-centered outcomes

5) Professional development recognizes and seeks to provide for the multifaceted needs and values of the participants

6) Professional Development is the personal responsibility of each employee

7) Personal professional development and institutional excellence are inextricable related.

Annually, all employees are expected to engage professional development. Professional participation is a portion of the business faculty's annual evaluations. Professional development activities begin each fall with convocation and continue throughout the year. Topics that are attended by business faculty cover a myriad of areas such as technology (Blackboard, Tegrity, 3D Instruments and simulation, e-Portfolios, Polling, Advanced Power Point, flipped learning, teaching in the digital age), personal (plagiarism, Bloom's taxonomy, assessment, yoga, fitness, handling stress, office etiquette, advising), and social or community interaction (regional tournament organizing, service learning, scholars' bowl, state mathematics assessment). There are opportunities, both on and off campus, as well as in and out of state, and resources are allocated for business faculty participation. Business faculty also have opportunities in course redesign and planning, and Instructional Designers are available for all instructors in order to design/improve course offerings for improved student engagement. WSCC participates in the annual ACCA (Alabama Community College Association) workshops and the Master Teacher Program, both at the institutional and state levels. Program Directors in accredited programs all attend their annual meetings, and an abundance of webinars are available through Wallace State's participation in NISOD. Through our involvement in AAC & U and Achieving the Dream, WSCC teams, comprised of faculty, staff, and administrators, have attended conferences in Oregon, Vermont, California, Tennessee, Washington D. C., and Florida. Each fall, over fifty attend the annual Alabama Community College Association meeting in order to collaborate and share viable programs, techniques, and strategies for improved student learning. Moreover, each business faculty member is required to have a Professional Development Growth Plan on file. All business faculty are informed about the requirements and offerings in Professional Development through the Personnel Handbook, the Professional Development Committee's schedules, and email communications through flyers.

Part of the departmental/program chair's responsibilities in each area is to evaluate and discuss the needs of his/her area and either provide this information directly or contact the Committee.

WSCC also offers instructors the opportunity to participate in numerous Professional Development opportunities both on and off campus and to become involved in WSCC Leadership. In this leadership program, employees are invited to learn more about the institution and provide an improvement project as part of their graduation. New employee's complete orientation on the College, and instructors, both on and off- campus are assigned a mentor. Two business instructors (Terri Waldrop and Glynice Crow) attended the Leadership Wallace State; Two business instructors and One (Terri Waldrop, Glynice Crow and Susan Smith)

Criterion 5.8 Faculty Instructional Development

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

Institution Response

Describe the instructional developmental opportunities for business unit faculty to:

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

The business unit offers instructional development opportunities for its faculty that improve teaching skills. Mentoring takes place through regular faculty meetings and informal faculty interaction. Although all fulltime faculty have been employed for more than ten years and do not need orientation, this is offered by the department chair to new adjuncts and addresses departmental and college-wide policies and procedures as well as a summary of available instructional resources. The Business Department assigns mentors to all new faculty and adjunct instructors.

Many in-service activities are offered to faculty. One example of the college's reliance on technology to enhance student learning is the use of an online learning course management system, Blackboard. This platform is administered through the college's e-Learning department located in the Advanced Visualization Center (AVC), and the AVC staff provide regular faculty training and student support. A Blackboard shell is made available for use in all of Wallace State's credit offerings. To promote the optimal use of technology and technology-driven pedagogies to enhance student learning inside and outside the classroom, open faculty workshops are held throughout the academic year, including on days designated for this specific purpose. Particular emphasis is placed on practical, specific technology applications. Recent offerings have included, for example, "Apps for Education," "Flipped Classrooms," "E-Portfolio: Foliotek," and "Technology: Interactive White Boards".

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

The College is committed to providing an innovative, engaging, and supportive learning environment, and thus provides continual faculty and staff development opportunities for all instructors and faculty. This is achieved and evaluated through the efforts of the Professional Development Committee. Sessions and conferences have included Achieving the Dream, Association for Learning and Reading, Rural Community College Alliance, National Association for Developmental Education, American Association of Colleges and Universities, Community Center for Education Results, and a plethora of sessions on technology and innovative instruction (Flipped Learning, Teaching in the Digital Age, Blackboard, Quality Matters Rubrics, Tegrity).

Faculties also have continuous access to instructional designers in the E-learning department for assistance with course redesign and planning. WSCC participates in the annual ACCA (Alabama Community College Association) workshops and the Master Teacher Program, both at the institutional and state levels. Program Directors in accredited programs all attend their annual meetings, and an abundance of webinars are available through Wallace State's participation in NISOD.

Professional development records for all fulltime and part-time employees is on display in the Team Resource Room.

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

The College Curriculum Committee is responsible for reviewing proposals to offer new courses or programs of study, or to substantially alter existing courses and recommending action to the Executive Cabinet, which is composed of the President, Executive Vice President, Deans, and designated directors. The committee also initiates suggestions for the development, modification, or deletion of curricula, programs, or courses and refer such proposals appropriately. Members of the current Curriculum Committee consist of instructors/chairs from English, mathematics, Nursing, electronics, Diagnostic Medical Sonography, social science, and the Executive Vice President.

The professional development opportunities we offer business faculty enhance their knowledge of curriculum development. These curriculum development activities support the achievement of the business unit's mission, including building faculty knowledge, skills, and capabilities that contribute to high performance. Copies of professional development on business instructors will be available in Team Resource room.

Criterion 5.9 Faculty Operational Policies, Procedures, and Practices

Each institution should develop and use a written system of procedures, policies, and practices for the management and professional growth of faculty members. Written information should be available to faculty members concerning the system. These procedures, policies, and practices normally include:
- Faculty development
- Tenure and promotion policies
- Evaluation procedures and criteria
- Workload policies
- Service policies
- Professional expectations
- Scholarly expectations
- Termination policies

Institution Response

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

Operational policies, procedures and practices supporting faculty/staff are in the College Personnel Handbook at the College's website, https://learn.wallacestate.edu/bbcswebdav/pid-527916-dt-content-rid-15348001_1/courses/Intranet/Personnel%20Handbook%202013-2014%20revised_2_%20_1_.pdf . NOTE: This site in on the College's Intranet and must be logged into by WSCC personnel.

The chart below provides a quick reference to the applicable sections cited in the standard.

WSCC Mission Statement	Page 3
Student Learning Outcomes	Page 5 - 6
Faculty Employment	Page 17
Faculty Credentials	Page 20 - 27
Professional Growth Plan	Page 27 – 29
Faculty Work Schedule	Page 30
Faculty Load Policies	Page 33 – 35
Faculty Teaching Overloads	Page 36
Professional Development	Page 36 – 37
Professional Growth Plan – Advancement	Page 37
Faculty Evaluation	Page 37
Determining Entry Level Salary	Page 53 - 54
Faculty Extra Duty Pay	Page 53
Part-time Faculty Salary Placement	Page 54 – 55

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

A copy of the *College Policy Manual* will be available to the peer review evaluation team in the resource room.

Summary of Standard 5 – Faculty and Staff Focus

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

Strengths

- The Business Management, Business Administration, and Office Administration and Business Education programs have are very stable with regards to longevity of faculty.
- The faculty in all three programs are able to teach exclusively in their areas of study, allowing for greater expertise in their teaching subject.
- The faculty in all three programs are well qualified in education (all with masters, one with doctorate) and work experience.
- The faculty in all three programs are very active in participating in professional development opportunities and keeping their courses at a high quality.

Opportunities for Improvement

- The Business Management, Business Administration, and Office Administration and Business Education programs have a number of instructors at or within a few years of retirement.
- The lack of release time for the Business Department Chairperson needs to be re-evaluated in recognition of significant time-consuming responsibilities.

STANDARD 6: PROCESS MANAGEMENT

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

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

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

Criterion 6. 1 Curriculum

Institution Response

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

The Business unit manages three key processes for design and delivery of its educational programs and offerings: the process for ensuring relevance and currency; the process for modifying the curriculum; and the process for ensuring that courses delivered online meet institutional standards and are equal in rigor to traditional courses.

The Business unit manages the process for ensuring currency by reviewing business curriculum annually and surveying the needs of area business. Area business leaders are selected to serve on an Advisory Committee. This committee meets with Business Department faculty annually and is then surveyed to determine technological skills and business principles needed for employment within our service area. Within yearly department meetings, business programs and short certificates are reviewed to see if program content is applicable to the needs within the community.

The Business unit manages the process for modifying and updating the curriculum by surveying graduates, employers, and area colleges. Program graduates are sent surveys inquiring how their skills compared to their employment after graduation. Employers within the area are surveyed rating the skills of graduates based on general education and business related abilities. Curricula in comparable colleges are analyzed, and "think tank" sessions among business faculty are used to collect data for curriculum design. (See Minutes of Faculty Meetings, Employer Survey, and Graduate Survey) Business faculty work together to create the new curriculum and present the revisions and/or new curriculum to the advisory

committee for discussion and a brainstorming session for finalization. The revisions and/or new curriculum are then submitted to the Academic Dean for feedback and approval.

Next, the revisions and/or new curriculum are then submitted to the College's Curriculum Committee for review and approval. If necessary, questions and concerns are discussed and answered by the Business Department Chair. Upon the Curriculum Committee's approval, the revisions and/or new curriculum are presented to the Executive Vice President for approval and implementation. Once finalized, changes are made to student curriculum checklists and the official college catalogue.

Finally, the Business unit manages the process for ensuring that courses delivered online or in a hybrid format meet institutional standards in terms of rigor and consistency by the Distance Learning Course Review and Approval Protocol. This procedure standardizes course development, implementation, assessment, and equivalence at WSCC.

Equivalence is determined at WSCC through two processes, first, through the regular review and assessment protocols in place for all distance learning courses, and secondly, through regular equivalent evaluations undertaken by the E-learning Faculty Review Committee.

The annual equivalence reviews undertaken by the Committee shall take place throughout the academic year. The quality and rigor of the courses are measured against the "WSCC Distance Learning Course Evaluation Rubric."

All Distance Learning courses are reviewed by the E-learning Faculty Review Committee on a three-year cycle published by the Director of E-learning. The original review sheets are filed in the Office of the Director of E-learning, with copies to the applicable academic dean. Any recommendations for improvement on approved courses are provided to the instructor.
(See Distance Learning Course Review and Approval document located in the Team Resource Room).

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

The Business Department ensures that courses taught by full-time and part-time (adjunct) faculty are of comparable quality and consistency by standardizing course outlines and maintaining open lines of communication among full-time faculty, adjunct faculty, and the Business Department Chair. Both full-time and adjunct faculty uses the same syllabi, textbooks, class and lab rooms, equipment, computers, and simulation sets. Significant effort is made to share material between the full-time faculty member and the adjunct to ensure content coverage matches the syllabus topics and outcomes. Open lines of communication are utilized between full-time and adjunct faculty to discuss questions or concerns. In preparing online classes, adjuncts are often given the BlackBoard shell from the full-time faculty member to ensure that content and examinations are consistent. In addition, the Business Department Chair has access to the adjunct instructor's BlackBoard class for review. The annual review process for adjunct instructors in the Business unit includes a personal classroom observation by the Business unit chair or her designee.

Student course surveys are conducted in each class at the end of the semester. The Business Department chair evaluates the surveys and discusses outcomes with each adjunct instructor

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yearly. Adjunct instructors are also given the opportunity to attend campus-wide meetings and professional development activities to stay abreast of school-wide policies and procedures.

All instructors, both full-time and adjunct, complete the same approval process for teaching online. This process includes support from the e-Learning Department and a review by the department chair or her designee.

Equivalence of full-time and part-time instruction is an item on the college's annual student survey. In the most recent survey, administered spring semester 2014, 91% of respondents agreed with the statement that "I believe that the instruction received from part-time instructors is equivalent to that from fulltime."

> (See Minutes of Business Department faculty meetings with discussion of adjunct classroom performance, located in the Team Resource Room.)
> (See Emails to Business Department adjunct faculty about professional development opportunities, located in the Team Resource Room.)

Criterion 6.2 Professional Component

At least 25 percent of the business curriculum must consist of a professional component including four of the following areas of study:
A. Accounting
B. Computer information applications
C. Quantitative methods of analysis
D. Principles of economics
E. Business in society - the international environment, legal/political environment, and ethical business behavior
F. Marketing
G. Entrepreneurship/free enterprise
H. Finance
I. Management

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

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

Institution Response

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

All Wallace State Business programs meet the 25 % standard.

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

Not applicable.

Criterion 6.3 - General Education Component

The general education component must include at least 25 percent of the credits required for the associate degree and must consist of courses which contribute to the following educational goals: (Note: All ten areas do not have to be included.)
1. Written, interpretive, and oral facility with the English language
2. An historical perspective
3. An understanding of the role of the humanities in human experience
4. A personal ethical foundation
5. An understanding of social institutions and the obligations of citizenship
6. Knowledge of science or mathematics and its applications
7. An understanding of contemporary technology
8. An understanding of the principles as well as the investigative strategies of the social sciences
9. An appreciation of the fine and performing arts
10. A global perspective

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

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

Institution Response

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

All Wallace State Business programs meet the 25% standard.

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

Not Applicable.

Criterion 6.4 - Business Major Component

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

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

A specialized business major should provide the following:

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

- The ability to increase knowledge, understanding, and skills in prerequisite and concurrent courses and to integrate and apply these gains to subsequent business courses in the major

- The depth and breadth of knowledge, understanding, and skills in the content area of specialization beyond that which is in the professional component

- Application of knowledge that is utilized by internships, field experiences and cooperative education, simulations, and/or similar activities which enhance the professional education experience

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

Institution Response

A. **Complete the Business Major Component portion of Table 6 Curriculum Summary for each program.**

All Wallace State Business programs meet the 25% standard.

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

Not applicable.

Table 6.0
Curriculum Summary

Name of Major/Program: **AAS in Accounting**
Total Number of Hours in Degree: 66 hours *67-68 including orientation

(* Note that prior to Fall Semester 2015, students who did not qualify for an institutional exemption had to complete an addition 1- or 2-hour orientation class. This requirement has been replaced by a mandatory one-credit-hour "Freshman Seminar" course, ORI 110, effective fall semester 2015.]

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
BUS 150	Business Math	B	3
BUS 241	Principles of Accounting	A	3
BUS 263	Legal and Social Environment of Business	E	3
BUS 276	Human Resource Management	I	3
CIS 146	Microcomputer Applications	B	3
OAD 243	Spreadsheet Applications (Excel I)	B, C	3

Total Credit Hours: 18
Percent of Total Hours: 27.25%

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
ENG 101	English Composition I	1	3
ENG 102	English Composition II		
	or SPH 106 Fund. of Oral Communication	1	3
History or Social Science **Elective**		2 or 8	3
Humanities **or** Fine Arts **Elective**		3, 9	3
MTH 116	Mathematical Applications		
	or MTH 100 Intermediate college Algebra	6	3
OAD 137	Computerized Financial Record Keeping (Quickbooks)	7	3

Total Credit Hours: 18
Percent of Total Hours: 27.25%

Business Major Component

Course Number and Course Title		Credit Hours
BUS 215	Business Communications	3
BUS 242	Principles of Accounting II	3
BUS 248	Managerial Accounting	3
CIS 197E	247 Special Topics (Excel II)	3
OAD 103	Intermediate Keyboarding	3
OAD 125	Word Processing	3
OAD 136	Advanced Financial Record Keeping (Payroll)	3
OAD 138	Records/Information Management	3
OAD 218	Office Procedures	3
OAD 244	Database Applications (Access)	3

Total Credit Hours: 30
Percent of Total Hours: 45.5%

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Table 6.1
Curriculum Summary

Name of Major/Program: AAS in Administrative Assistant
Total Number of Hours in Degree: 66 hours *67-68 including orientation

(* Note that prior to Fall Semester 2015, students who did not qualify for an institutional exemption had to complete an addition 1- or 2-hour orientation class. This requirement has been replaced by a mandatory one-credit-hour "Freshman Seminar" course, ORI 110, effective fall semester 2015.]

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
BUS 241	Principles of Accounting	A	3
BUS 150	Business Math	B	3
BUS 276	Human Resource Management	I	3
CIS 146	Microcomputer Applications	B	3
CIS 203	Introduction to Information Highway	B	3
OAD 243	Spreadsheet Applications (Excel I)	B, C	3

Total Credit Hours: 18
Percent of Total Hours: 27.25%

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
ENG 101	English Composition I	1	3
ENG 102	English Composition II	1	3
	or SPH 106Fund. of Oral Communication		
History or Social Science **Elective**		2 or 8	3
Humanities or Fine Arts **Elective**		3, 9	3
MTH 116	Mathematical Applications	6	3
	or MTH 100 Intermediate college Algebra		
OAD 137	Computerized Financial Record Keeping (Quickbooks)	7	3

Total Credit Hours: 18
Percent of Total Hours: 27.25%

Business Major Component

Course Number and Course Title		Credit Hours
BUS 215	Business Communications	3
OAD 103	Intermediate Keyboarding	3
OAD 125	Word Processing	3
OAD 126	Advanced Word Processing	3
OAD 136	Advanced Financial Record Keeping (Payroll)	3
OAD 138	Records/Information Management	3
OAD 218	Office Procedures	3
OAD 244	Database Applications (Access)	3
OAD 246	Office Graphics & Presentations	3
OAD 247	Special Topics (Excel II)	3

Total Credit Hours: 30
Percent of Total Hours: 45.5%

Table 6.2
Curriculum Summary

Name of Major/Program: **AAS in Medical Administrative Assistant**

Total Number of Hours in Degree: 66 hours *67-68 including orientation

(* Note that prior to Fall Semester 2015, students who did not qualify for an institutional exemption had to complete an addition 1- or 2-hour orientation class. This requirement has been replaced by a mandatory one-credit-hour "Freshman Seminar" course, ORI 110, effective fall semester 2015.]

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
BUS 241	Principles of Accounting	A	3
BUS 150	Business Math	B	3
BUS 276	Human Resource Management	I	3
CIS 146	Microcomputer Applications	B	3
CIS 203	Introduction to Information Highway	B	3
OAD 243	Spreadsheet Applications (Excel I)	B, C	3

Total Credit Hours: 18
Percent of Total Hours: 27.25%

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
ENG 101	English Composition I	I	3
ENG 102	English Composition II	I	3
	or SPH 106 Fund. of Oral Communication		
History or Social Science **Elective**		2 or 8	3
Humanities or Fine Arts **Elective**		3, 9	3
MTH 116	Mathematical Applications	6	3
	or MTH 100 Intermediate college Algebra		
OAD 137	Computerized Financial Record Keeping (Quickbooks)	7	3

Total Credit Hours: 18
Percent of Total Hours: 27.25%

Business Major Component

Course Number and Course Title		Credit Hours
BUS 215	Business Communications	3
HIT 110	Medical Terminology	3
OAD 103	Intermediate Keyboarding	3
OAD 125	Word Processing	3
OAD 126	Advanced Word Processing	3
OAD 138	Records/Information Management	3
OAD 214	Medical Office Procedures	3
OAD 218	Office Procedures	3
OAD 244	Database Applications (Access)	3
OAD 246	Office Graphics & Presentations	3

Total Credit Hours: 30
Percent of Total Hours: 45.5%

Table 6.3
Curriculum Summary

Name of Major/Program: **AS in Business Administration**

Total Number of Hours in Degree: 62 hours *63-64 including orientation

(* Note that prior to Fall Semester 2015, students who did not qualify for an institutional exemption had to complete an addition 1- or 2-hour orientation class. This requirement has been replaced by a mandatory one-credit-hour "Freshman Seminar" course, ORI 110, effective fall semester 2015.]

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
BUS 241	Principles of Accounting	A	3
CIS 146	Microcomputer Applications	B	3
MTH 112	Pre-calculus Algebra or Higher	C	3
ECO 231	Principles of macroeconomics	D	3
BUS 263	Legal & Social Environment of Business	E	3
BUS 271	Business Statistics I	C	3

Total Credit Hours: 18
Percent of Total Hours: 29%

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
ENG 101	English Composition I	1	3
ENG 102	English Composition II	1	3
ART/MUS/THR **Elective**		9	3
Natural Science **Electives** (8 hrs.)		6	8
HIS	History **Elective**	2	3
ENG	Literature **Electives** Sequence (6 hrs.)	1	6

Total Credit Hours: 26
Percent of Total Hours: 42%

Business Major Component

Course Number and Course Title		Credit Hours
BUS 242	Principles of Accounting II	
ECO 232	Principles of Microeconomics	3
BUS 272	Business Statistics II	3
MTH/BUS **Elective**		3
	MTH 120 Business Calculus, **or**	3
	BUS 215 Business Communication, **or**	
	BUS275 Principles of Management, **or**	
	BUS276 Human Resource Management, **or**	
	BUS285 Principles of Marketing	
SPH 106	Fundamental of Oral Communication	
PSY/SOC	General psychology or Sociology	3
		3

Total Credit Hours: 18
Percent of Total Hours: 29%

Table 6.4
Curriculum Summary

Name of Major/Program:　　　AAS in Business Management
Total Number of Hours in Degree:

66 hours　*67-68 including orientation

(* Note that prior to Fall Semester 2015, students who did not qualify for an institutional exemption had to complete an addition 1- or 2-hour orientation class. This requirement has been replaced by a mandatory one-credit-hour "Freshman Seminar" course, ORI 110, effective fall semester 2015.]

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
BUS 241	Principles of Accounting	A	3
BUS 263	Legal Environment of Business	E	3
BUS 275	Principles of Management	I	3
BUS 285	Principles of Marketing	F	3
CIS 146	Microcomputer Applications	B	3
CIS 196	Commercial Software Excel	B	3
ECO 231	Principles of Macroeconomics	D	3

Total Credit Hours:　21
Percent of Total Hours:　31.8%

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
BUS 100	Introduction to Business	2, 4, 10	3
ENG 101	English Composition I	1	3
ENG 102	English Composition II	1	3
	or SPH 106 Speech		
Humanities or Fine Art Elective		3, 4, 9	3
Math 100	Intermediate College Algebra	6	3
ECO 232	Principles of Microeconomics	10	3
Social or Behavioral Science, or History Elective		2, 5, 8, 10	3

Total Credit Hours:　21
Percent of Total Hours:　31.8%

Business Major Component

Course Number and Course Title	Credit Hours
BUS 242 Principles of Accounting	
BUS 248 Managerial Accounting	3
BUS 276 Human Resource Management	3
BUS 298 Directed Studies I	3
ETP 265 Entrepreneurial Marketing	3
ETP 266 Entrepreneurial Finance	3
OAD 247 Excel II	3
Advisor Approved Elective BUS or RLS or ETP 267	3
	3

Total Credit Hours:　24
Percent of Total Hours:　36%

10

Table 6.5
Curriculum Summary

Name of Major/Program: **AAS in Financial Management**
Total Number of Hours in Degree: 66 hours *67-68 including orientation

(* Note that prior to Fall Semester 2015, students who did not qualify for an institutional exemption had to complete an addition 1- or 2-hour orientation class. This requirement has been replaced by a mandatory one-credit-hour "Freshman Seminar" course, ORI 110, effective fall semester 2015.]

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
BUS 241	Principles of Accounting	A	3
BUS 263	Legal Environment of Business	E	3
BUS 275	Principles of Management	I	3
BUS 285	Principles of Marketing	F	3
CIS 146	Microcomputer Applications	B	3
CIS 196	Commercial Software Excel	B	3
ECO 231	Principles of Macroeconomics	D	3
		Total Credit Hours:	21
		Percent of Total Hours:	31.8%

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
BUS 100	Introduction to Business	2, 4, 10	3
ENG 101	English Composition I	1	3
ENG 102	English Composition II	1	3
	or SPH 106 Speech		
Humanities or Fine Art **Elective**		3, 4, 9	3
Math 100	Intermediate College Algebra	6	3
OAD 137	Electronic Financial Record Keeping	7	3
Social **or** Behavioral Science, or History **Elective**		2, 5, 8, 10	3
		Total Credit Hours:	21
		Percent of Total Hours:	31.8%

Business Major Component

Course Number and Course Title		Credit Hours
BUS 242	Principles of Accounting II	3
BUS 248	Managerial Accounting	3
BUS 271	Statistics I	3
BUS 276	Human Resource Management	3
ECO 232	Principles of Microeconomics	3
ETP 266	Entrepreneurial Finance	3
RLS 101	Real Estate Principles	4
	Total Credit Hours:	22
	Percent of Total Hours:	33.3%

Table 6.6
Curriculum Summary

Name of Major/Program:　　　**AAS in Office Management**
Total Number of Hours in Degree:　　　　　　　　66 hours　*67-68 including orientation

(* Note that prior to Fall Semester 2015, students who did not qualify for an institutional exemption had to complete an addition 1- or 2-hour orientation class. This requirement has been replaced by a mandatory one-credit-hour "Freshman Seminar" course, ORI 110, effective fall semester 2015.]

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
BUS 241	Principles of Accounting	A	3
BUS 263	Legal Environment of Business	E	3
BUS 275	Principles of Management	I	3
BUS 285	Principles of Marketing	F	3
CIS 146	Microcomputer Applications	B	3
CIS 196	Commercial Software Excel	B	3
ECO 231	Principles of Macroeconomics	D	3
		Total Credit Hours:	21
		Percent of Total Hours:	32%

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
BUS 100	Introduction to Business	2, 4, 10	3
ENG 101	English Composition I	1	3
ENG 102	English Composition II	1	3
	or SPH 106 Speech		
Humanities or Fine Art **Elective**		3, 4, 9	3
Math 100	Intermediate College Algebra	6	3
OAD 137	Electronic Financial Record Keeping	7	3
Social or Behavioral Science or History **Elective**		2, 5, 8, 10	3
		Total Credit Hours:	21
		Percent of Total Hours:	31.8%

Business Major Component

Course Number and Course Title		Credit Hours
BUS 150	Business Math	3
BUS 215	Business Communications	3
BUS 242	Principles of Accounting II	3
BUS 248	Managerial Accounting	3
BUS 276	Human Resource Management	3
ECO 232	Principles of Microeconomics	3
OAD 218	Office Procedures	3
OAD 247	Excel II	3
	Total Credit Hours:	24
	Percent of Total Hours:	36%

Table 6.7
Curriculum Summary

Name of Major/Program: **AAS in Entrepreneurship**
Total Number of Hours in Degree: 66 hours *67-68 including orientation

(* Note that prior to Fall Semester 2015, students who did not qualify for an institutional exemption had to complete an addition 1- or 2-hour orientation class. This requirement has been replaced by a mandatory one-credit-hour "Freshman Seminar" course, ORI 110, effective fall semester 2015.]

Professional Component

Course Number and Course Title		Area of Study	Credit Hours
BUS 241	Principles of Accounting	A	3
BUS 263	Legal Environment of Business	E	3
BUS 275	Principles of Management	I	3
BUS 285	Principles of Marketing	F	3
CIS 146	Microcomputer Applications	B	3
CIS 196	Commercial Software Excel	B	3
ECO 231	Principles of Macroeconomics	D	3

Total Credit Hours: 21
Percent of Total Hours: 32%

General Education Component

Course Number and Course Title		Educational Goal	Credit Hours
BUS 100	Introduction to Business	2, 4, 10	3
ENG 101	English Composition I	1	3
ENG 102	English Composition II	1	3
	or SPH 106 Speech		
Humanities or Fine Art **Elective**		3, 4, 9	3
Math 100	Intermediate College Algebra	6	3
ECO 232	Principles of Microeconomics	10	3
Social or Behavioral Science or History **Elective**		2, 5, 8, 10	3

Total Credit Hours: 21
Percent of Total Hours: 32%

Business Major Component

Course Number and Course Title		Credit Hours
BUS 242	Accounting II	3
BUS 248	Managerial Accounting	3
BUS 276	Human Resource Management	3
ETP 266	Entrepreneurial Finance	3
ETP 265	Entrepreneurial Marketing	3
ETP 268	Business Planning	3
ETP 267	Innovation Creativity	3
ETP 279	Small Business Management	3

Total Credit Hours: 24
Percent of Total Hours: 36%

Criterion 6.5 Off-Campus Operations and Unique Items

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

Institution Response

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

Students earn business degrees on the main campus of WSCC. WSCC does not offer any branch campuses where an entire degree can be earned.

Campus	Business Hours Generated	WSCC Hours Generated
WSCC	*4734	108,943

*BUS-2583 hrs.
*OAD-873 hrs.
*ETP-330 hrs.
*ECO-948 hrs.

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

Not applicable.

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

Not applicable.

Criterion 6.6 Minimum Grade Requirement

Business students must achieve a minimum grade average of "C" for graduation in business. This standard is intended to assure the quality of effective learning and minimum competency in the view of the faculty who assess student performances. The quality of effective learning is reflected in grade consistency and student learning performance outcomes. The business unit should continually monitor grade

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distribution and student learning outcomes and demonstrate that faculty are informed and involved in improving the evaluation process.

Institution Response

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

In the "Academic Regulations" Graduation Requirements section found on page 34 in the WSCC 2012-213 catalog, the following degree requirements are specified:

To become eligible to receive an associate degree from Wallace State Community College, the student must fulfill the following requirements:

- *Achieve a minimum cumulative grade point average of 2.0*
- *Pass all courses in the major area of study with a grade of "C" or better.*

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

To become eligible for graduation, the student is responsible for applying for graduation by meeting with his/her advisor and completing the graduation application. Applications must contain the advisor's signature for processing to occur. Attached to the application are a copy of the student's transcript, a program checklist, and/or degree plan for the respective major. After evaluation of the student's transcript to ensure that the student has passed all major course work with a C or higher, the advisor will sign off on the graduation application.

Once the student's advisor signs off on the graduation packet it is sent to Admissions for verification of grades, coursework/hours, and requirements. Then the graduation application is sent to the Academic Dean for verification and final approval. Once approved the application is returned to Admission for graduation registration.

A statement regarding the importance of earning a C or higher in their coursework is included on each Business course syllabus.

Criterion 6.7 Learning and Academic Resources

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

<u>Institution Response</u>

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

Participation in the library's acquisitions program is guided by the recently revised institutional Collection Development Policy, approved by the college's Resource Committee on April 17, 2013, and the presidential cabinet on May 30, 2013. In accordance with this policy, the library's Business collection, including hardcover and e-books, journals, and accessible databases, was reviewed most recently by the Business faculty and approved by the Chair on October 10, 2013.

Procedurally, to ensure that the collection is current, the library staff meets on a set schedule with the Business Department program chair and completes a comprehensive review of each business program of study. After a comprehensive review by faculty of books, periodicals, audio-visual materials, and specific databases available, the Director of the Learning Resource Center documents the results of the review in an individual notebook specifically for the Business Department. In order to stay up-to-date with business technology and trends, business faculty members are encouraged to periodically review library holdings for relevance and to suggest new acquisitions. Business faculty can go to the WSCC Library resource tab at any time and access the librarian's email to request any resources needed.

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

Because courses offered by the Business Department have been standardized, the unit does not differentiate between on-campus and off-campus students. Both have the same research and reading assignments as well as all other course requirements.

Library resources are readily available for online students through the college website's (http://www.wallacestate.edu/Library/index) library portal to the Alabama Virtual Library. More than 30,000 books and 29,000 journals are available electronically, accessible 24/7 online from any location. An exhaustive inventory of the library's holdings exists electronically and is updated constantly as the collections change. Holdings are accessed through the online public access catalog, Mandarin.

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

Many learning and academic resources are available for Wallace State business students. In some disciplines, the college offers Structured Learning Assistance (SLA) tutors, who provide specialized supplemental instruction and guidance in order to enhance student

success. The Business Department has an SLA tutor available 20 hours per week located conveniently in one of the Business Department computer labs. The tutor works closely with students and instructors in their various business subjects and is available to all students for one-on-one instructional assistance.

The college also offers individualized tutoring services to students through the WSCC Tutorial Lab. Free tutoring is offered in many foundational academic subjects that enhance student success across the curriculum. Students with documented disabilities may register with the Students with Disabilities Office, which will provide them with appropriate academic accommodations during their tenure at Wallace State. Students may find this information at the Support Services website at http://www.wallacestate.edu/Student-Services/index .

The library offers Research Skills/Library Orientation classes to help students learn how to utilize the library and conduct research. Topics covered are using the online catalog to find books, e-books, and other materials, as well as printing, photocopying, and loading money on the student ID card. Students also learn how to effectively use the Alabama Virtual Library and other online databases to find articles and other resources. The class is free and offered any time the library is open.

All fulltime business faculty members have offices with state-of-the-art computers with Internet access, and adjunct instructors have access to shared office space and computers. IT support is available during regular business hours.

The college currently houses more than 1,400 computers in more than 30 labs, including those that are program specific, and utilizes more than 110 Smartboards, Tegrity software, and other instructional technologies to improve student learning. The Business Department, specifically, has two dedicated computer labs housing 63 computers for classroom instruction and student use. At least one of the two business labs is available for student use Monday through Friday with scheduled times posted. Labs are available for both day and evening students.

Online Learning Resources are available to students on the Wallace State website via the BlackBoard icon or at http://learn.wallacestate.edu . Students will find tutorials on topics commonly used in an online learning environment, user id and password information, browser and operating system requirements, and Tegrity support services. Technical support for online students is available on this site via the BlackBoard Student Help link. Blackboard support can be contacted at: blackboard-support@wallacestate.edu or at 256-352-8374.

Criterion 6.8 Support Services

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

Institution Response

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

A wide range of student support services, from transitional learning to honor societies, are offered to assist business unit students. Programs include the areas of Lion Central (a one-stop service center), Career Coaching, Advising, Recruiting, Admissions, Financial Aid, Career Services, Placement Testing, Graduation Coaches, Special Populations (ADA) services, Tutoring/Student Learning Assistance Labs, and Student Support Services. Many of these services are first introduced to students through "Lion's Pride," a half-day information session.

To assess the adequacy and efficacy of its student support and administrative services, the college identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results. This process is documented in the annual *Assessment Plan for Academic Support and Student Development* (ASSD). This publication addresses planning and assessment for each of the college's academic support and student development and administrative programs and services. The ASSD was reviewed by both off-site and on-site review committees of the college's regional accreditor, SACSCOC, in 2014 without findings or recommendations.

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

Many support services, as described earlier, are available through Lion Central, the college's one-stop help desk in the lobby of the Bailey Center, and through online portals. However, the business unit itself manages support services through assigned faculty advisors and monitored open computer labs.

Each business student has a full-time business faculty member as an advisor. These advisors work in collaboration with Wallace State Community College's Advising Center.

In addition to many computer labs across the WSCC campus, two computer labs are available for student use within the business unit. Each of the business unit computer labs contains 35 computers, which are well maintained and supported by the college's IT department. The computers in the two Business labs offer both general MS Office applications as well as current discipline-related software for use by students.

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

Institution Response

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

The business unit encourages and recognizes faculty and staff innovation and creativity through active participation in the college institutional recognition programs. During the accreditation year 2013-14, for example, a business faculty member chaired the college-wide recognition committee. In addition, a business faculty member was awarded a NISOD Innovation Award nomination for a service learning initiative, a designated High Impact Practice (HIP).

In addition to participating actively in the institutional recognition program, the business unit provides professional development opportunities for the faculty members, thereby offering an avenue to professional and personal growth as learners and practioners. One such professional development opportunity during the accreditation 2013 – 2014 year was the attendance of a business faculty member at the 10th Annual Economics Teaching conference.

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

The business unit offers opportunities for innovations and creativity through Business unit sponsorship of a Rotaract chapter and the unit's Business Internship class, BUS 296.

Rotaract provides service learning activities for business students to take action in the WSCC service areas and develops student leadership and professional skills. This organization draws heavily from the business students and offers them co-curricular opportunities that enhance the courses taken. Business students, for example, have been regular visitors at the Cullman County Economic Development Office and the Cullman Rotary Club.

The Business Internship class, BUS 296, provides students with an opportunity to visit local community agencies and industries as an innovative learning activity. It is a creative activity that makes learning possible outside the classroom. WSCC Business Internship students are given an opportunity to choose from many off-campus growth opportunities:
- Cullman Economic Development Agency
- Cullman Rotary Club Luncheon (lunch and network with local community leaders.)
- Cullman Chamber of Commerce After-Hours (Networking opportunity)
- Job interview opportunities with local industry human resource managers.
- Industry tours

The transformation of this expansive course has had great impact on student engagement and led to higher rates of student success.
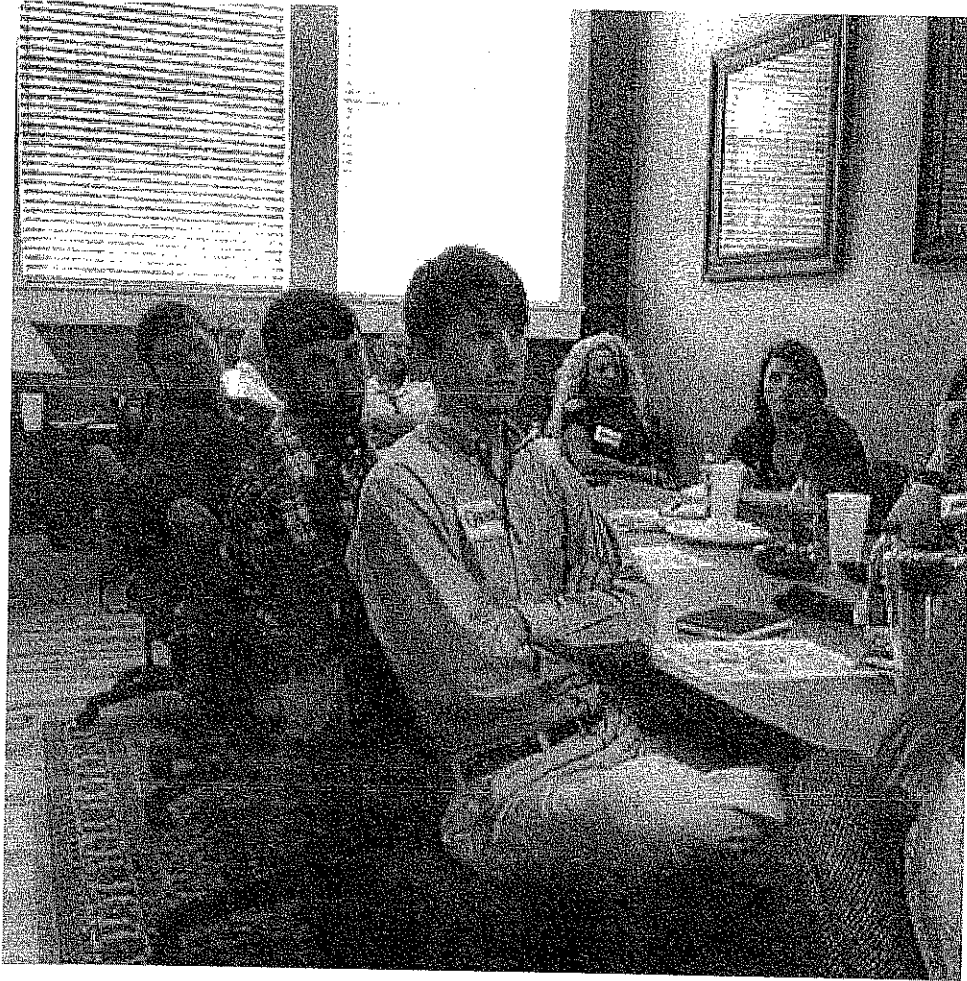
BUS 296 students attending a presentation by the Cullman Economic Development Agency.

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

Institution Response

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

The principal transfer institution for Wallace State Community College is Athens State University where the vast majority of the college's students transfer to continue their education. Other institutions that receive, send, or transfer students are:

- The University of Alabama-Birmingham
- The University of Alabama-Huntsville
- The University of Alabama
- Auburn University
- Jacksonville State University
- The University of North Alabama

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

All course transfer agreements are found online at STARS Transfer Guide System http://stars.troy.edu/get_the_guide_step_1.html   WSCC is part of the "Statewide Articulation for Career and Technical Courses Memorandum of Agreement." (See Memorandum #2012-CTE-101 at the Alabama Community College System (ACCS)   www.accs.cc.)

C. **Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.**

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, Advanced Placement, and professional certificates that are consistent with its mission and ensures that coursework and learning outcomes are at the collegiate level and comparable to the institution's own degree

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programs. These policies for acceptance are clearly defined in the General Catalog, page 18, (available in both hard copies and online).

These guidelines are also contained in the Admissions Policy Manual, under Transfer Credit for Incoming Students. The Registrar, in coordination with the department chair/program director, and respective dean if needed, evaluates and determines the amount of credit eligible for transfer students.

The public two-year colleges in the Alabama Community College System (ACCS) have a Common Course Directory (https://www.accs.cc/index.cfm/workforce-development/career-technical-education/course-directory/course-directory-listing/) that stipulates semester credit hours, contact hours, and the primary learning outcomes for each course offered within the ACCS. Courses included in the Common Course Directory receive transfer credit at any ACCS college. If a course is being transferred from a non-ACCS college, the student must provide a course description to be reviewed by the Registrar and/or Assistant Dean of Enrollment Management. They, with input from departmental faculty and the division dean if needed, determine whether the coursework and outcomes are at the collegiate level and equivalent to a Wallace State course. The institution follows all State Board policies regarding the acceptance of academic credit, such as policies 706.01: Credit Awarded through Non-Traditional Means: General; 714.03: Standards of Academic Progress: Transfer Students; 801.01: Admission: General (Transfer Students, Transfer of Credit); and 801.03: Admissions: Dual Enrollment/Dual Credit for High School Students. Credit is awarded for prior military training according to the DANTES, ACE, and/or military guidelines.

Prior Learning Acceptance (PLA) credit is also available through a published procedure that includes having the student meet with the college's PLA Specialist on campus, completing the application, and providing supporting documentation. The documentation is then sent to the evaluator. At this time if the documentation supports possible PLA credit, the respective dean will collaborate with the department chair and assign a committee to oversee the process and work with the Specialist. The Committee decides whether additional testing and/or demonstration of skills is necessary in order to award credit. When this testing/demonstration is complete, the Committee determines if the outcomes/competencies are comparable to those of the course offered by WSCC. This process is documented in Exhibit (3.4.4.1.) http://www.wallacestate.edu/Assets/Student-Services/PLA_Request_to_Review_From.pdf

The STARS system is a legislated articulation system that guarantees transfer of credit between Alabama's public two-year and four-year colleges and universities. Additionally, the ACCS Common Course Directory serves as the basis of articulation agreements approved by the Articulation and General Studies Committee (AGSC), and the articulation agreements are formalized through the STARS published advisement guide that guarantees "No Loss of Transfer Credit."

The primary source for notification of the academic policies of the College throughout the service community is the General Catalog (hard copies and online version). WSCC policies are derived from policies established by the Alabama State Board of Education to ensure good and consistent practice in supporting academic quality with linking and awarding credit.

In summary, the Alabama Community College System facilitates the seamless transfer from community colleges to all of Alabama's public and most of its independent (private) four-year colleges and universities. Students who attend public two-year colleges in Alabama and plan to continue their education at one of the state's four-year institutions can obtain approved transfer guides in their major. These transfer guides, if used correctly, steer students through their first two years of coursework and prevent the loss of credit upon transfer to the selected public or private four-year institution in Alabama. Guidelines appear at the following website addresses:

http://stars.troy.edu/get_the_guide.html

https://www.accs.cc/index.cfm/academics/private-college-transfer-guides/

D. Describe the student advisement process that counsels students as to the transferability of course work.

All students are assigned an academic business faculty member to advise them through their two years at WSCC. The business faculty are trained in advising students concerning the transferability of business coursework. Students who make appointments to see their assigned business advisors during the pre-registration period are counseled on the coursework that they need to complete for articulation and transfer equivalencies at other colleges.

Academic business faculty advisors give students a Program Course Outline

during the advising session. During that initial session any previous coursework (whether from WSCC or another college) is discussed and the students' transcripts are checked to make sure that any possible transfer credits have been posted to their WSCC transcript. Transfer students are instructed to go to the STARS Web site (http://stars.troy.edu/) and print out the STARS Guide for any college/university that they are considering as a transfer option. A web link to the STARS Guide is provided on the Wallace State Community College website. From the Wallace State Community College website, the student can locate the articulation and course transfer agreements by visiting the "Current Students" tab, (http://stars.troy.edu/) clicking on the "Graduation and Transfer" and "Transferring/Stars" links. In addition, the college's Lion Central Advising Center is available daily to help students with selecting coursework that is appropriate for transferring to other colleges.

Students are asked to meet with their business faculty advisor before registering for classes each semester to make sure that they do not take courses that will not transfer. Students are also counseled on possible transferability issues if they change their degree choice after starting in a program or change majors when transferring to a four-year college/university. Students also have daily access to counselors through Lion Central.

Wallace State Community College accepts credit from all regionally accredited schools. Transcripts are evaluated. Once the evaluation is complete, transfer credit will be reflected on unofficial transcripts, which can be accessed through the "myWallaceState" (https://ssb.wallacestate.edu/PROD/twbkwbis.P_WWWLogin) portal on Banner. Specific rules and protocols for awarding credit are as follows:

- Transcripts will be evaluated after the student has been admitted to the college.
- Evaluation of transfer credit is based on a student's program of study at Wallace State. Only transfer courses that are applicable to a student's program of student are considered for transfer credit.
- Only official transcripts will be evaluated for transfer credit. Student copies will not be utilized for evaluation of official transfer credit.
- A grade of "D" may transfer if the cumulative GPA is 2.0 or above at the time of admission.
- The grade of "D" may only be applied to general education courses for the Associate's Degree unless program restrictions or course prerequisites prohibit. See Course Descriptions and Abbreviations for specific prerequisite requirements.
- All major required courses require a grade of "C" or higher for successful course completion.
- No graduate level or pass/fail courses may transfer.
- Certain courses, such as anatomy and physiology, may not be transferable if there has been a lapse of time since completion.

- Courses taken under a quarter or trimester system will be evaluated and adjusted to the semester system.
- Courses taken under a quarter or trimester system will be evaluated and adjusted to the semester system.
- Students inquiring about the application of transfer credit should complete a Re-Evaluation of Transfer Credit Request available on the Admissions section of the website or available at Lion Central in the Bailey Center.

If a student believes an error was made in the awarding of credit from classes that were transferred, they can complete a "Re-evaluation of Transfer Credit Request Form." http://www.wallacestate.edu/Assets/Admissions/Re-evaluation%20of%20Transfer%20Credit.pdf Students should allow 3-5 business days for the request to be processed.

Summary of Standard 6 – Process Management

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

SELF-STUDY SUMMARY

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

STRENGTHS:
The Business Department faculty and department chair review each of the program degrees that are offered at the college on a yearly basis. These reviews are held during the annual Advisory Meeting. In addition to the review of the degrees offered, the curriculum for each of the degrees is reviewed as to current needs of industries and businesses.

The Business Department Chair is working with students seeking college credit for prior work/learning experience (PLA Program). A number of high school students are receiving college credit through the "Fast Track" and "Dual Enrollment" programs.

The Business Department faculty network with four-year colleges and universities on a consistent basis, to make sure that our AS degree courses match their freshman and sophomore year course requirements, to prevent transfer credit loss.

Opportunities for Improvement:

The Business Department faculty will continue to work with the Articulation and General Studies Committee (AGSC), and the STARS published advisement guide to guarantee that WSCC's students have "No Loss of Transfer Credit."

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

   The Business Department faculty will continue to work with

3. Explain how student achievement will be made public.

   Student achievement is made public through the college's Web site (http://news.wallacestate.edu/). Each spring a public "Honors Night and Reception" is held highlighting and honoring student achievements.

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

The leadership of the Business unit has remained strong throughout the self-study year and beyond. The current chair assumed her duties in 2013, and the previous chair remains a full-time faculty member with prior experience with ACBSP and SACSCOC accreditation. The faculty work cohesively to maintain a high-performance, high-engagement work environment focused on student success, an environment that extends beyond the campus into the community and workplace.

The Business unit has a strong program-level planning and assessment model in place that encompasses both student learning and program outcomes that are aligned with the college's mission and vision statements and the institution's Five-Year Strategic Plan, which is built around Readiness(3): "Ready for College. Ready for Work. Ready for life." The Business unit's program-level planning and assessment activities are documented in the college's Academic Programs Outcomes Assessment (APOA), a document reviewed without recommendations or follow-up in 2014 by both off-site and on-site review committees during the college's successful reaffirmation by SACSCOC. The faculty's analysis of the outcome measures encompasses a wide range of data points, including job placement rates and course evaluations.

The college supports the Business unit's academic offerings with a strong network of student interventions in such areas as developmental studies and student advising. The Business unit promotes student engagement in the community at large through such activities as its sponsorship of the college's new Rotaract Club, a service organization that is part of Rotary International.

The most outstanding feature of the Business units is its outstanding and well-qualified faculty. The fulltime Business faculty at the college teaches approximately 75% of its offerings, a high percentage when measured against national norms. Almost 99% of its offerings during the accreditation year were taught by faculty with a master's degree in the teaching discipline. Faculty is regularly evaluated and participates fully in professional development activities that address both teaching pedagogy and discipline-specific content.

Opportunities for improvement exist largely in marketing the program more effectively to prospective students. Business was identified in a recent economic impact study as an area with high growth potential. Faculty can encourage completion by developing more expansive co-curricular opportunities for students as well as continuing to develop aggressive resource acquisition targets through the college's competitive budget hearing process.

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

Not applicable.

3. Explain how student achievement will be made public.

The Business unit incorporates in its programs and services the four goals for student achievement selected at the institutional level by the college's Administrative Council, addressing completion, job placement, success in developmental studies, and increasing enrollment. The Business unit also participates fully in the college's annual Spring Honor's Night, where the top students in Business (and other academic programs) are publicly recognized with a ceremony and reception.