

I - Business and Business Related Programs

Using the Table found under the Evidence File tab above and (shown below), 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”).

Indicate with “yes” or “no” whether the program is administered by the business unit.

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.

Indicate number of degrees conferred during self-study year.

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 business unit administers the program.

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 and how you will communicate with the public what is and what is not accredited

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

<u>A.</u> Business Program & Degree Type	<u>B.</u> In Business Unit	<u>C.</u> To be Accredited	<u>D.</u> Degrees Conferred in 2015/16
A.S. Accounting (Transfer)	Yes	Yes	8

A.S. Business Administration (Transfer)	Yes	Yes	10
A.A.S. Business - Management Concentration (Career)	Yes	Yes	9
A.A.S. Business - Administrative Office Concentration (Career)	Yes	Yes	6
A.S. Economics (Transfer)	Yes	No*	0
*This program has had no graduates since being added to the JSCC available pathways.			

Sources

- Business Programs Evidence Excel File

II - Overview and Organizational Profile for Accreditation

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

Institution Response:

- A. Self-Study Preparers: Identify those individuals who prepared the self-study.
- B. Self-Study Purpose: State your institution's purposes for the self-study.
- C. Self-Study Timeline: Include the timeline used for the self-study.
- D. Regional Accrediting Body: State which regional accrediting body has provided your institution with regional accreditation. Enclose a copy of the letter of affirmation or reaffirmation of regional accreditation.
- E. Profile of the Institution: Provide a profile of the institution, including the business unit, service area, and student composition.
- F. Organizational Chart: Include a copy of the institution's organizational chart and the business school or program organizational chart.
- G. Legal Authorization: Cite the legal authorization your institution has to operate and confer degrees.
- H. Governing Board: Describe the governing body legally responsible for the institution's activities and how it represents the public interest (e.g., names of board members, meeting schedule, etc.).
- I. Institution Mission: Provide the statement of mission for your institution and indicate whether it is listed in your institution's catalog of program offerings.
- J. Business Unit Mission: State the mission and objectives of the business program(s) for which you are seeking accreditation. Describe how the programs in business are compatible with the institution's mission and whether the business program is accomplishing its purpose.
- K. Business Programs: Identify the business programs in your institution (e.g., Accounting, Banking) to be evaluated for accreditation. Identify and provide justification for any business program(s) to be excluded.
- L. Academic Degrees: List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year. If you offer or confer nontraditional business degrees, explain how they relate to your overall business unit. Include in your response the extent to which it is (or is not) possible to earn a degree entirely through alternative methods of instructional delivery or at locations other than the main campus.
- M. Class Time: Provide documentation that all business courses have classroom meetings of 50 minutes per week per one hour of credit (e.g., a 3 credit hour course meets 150 minutes per week during the semester or quarter. Describe how classes delivered with alternative methods of instruction are structured to ensure equivalent credit hour coverage.
- N. Course Delivery: List the delivery modality of business courses (i.e., hybrid, on-ground, online, web-enhanced, video conferencing, etc.)

- O. Credit Hours: The associate degree system requires a minimum of two academic years of full-time course work. State how your institution awards credit hours (e.g., semester or quarter hours) and how these credit hours are calculated.
- P. Student Communication: Identify how and where the business program requirements, tuition and fees, student policies, and academic credentials of the faculty are communicated to students.

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

The individuals involved in the Jackson State Community College (JSCC) self-study are the full-time faculty in the Business area of the Business and Industry division: Terry Mullins, Jayne Lowery, Mary Jo Boehms, and Terri Messer.

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

The purpose of the self-study is reaffirm and maintain Jackson State Community College's (JSCC) accreditation with ACBSP. JSCC has been accredited by ACBSP since 1997, reference [original accreditation notification letter](#).

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

The timeline for the self-study is the 2015/2016 Academic Year.

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.

Jackson State Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). We went through the reaffirmation process during the 2015/16 academic year and received full re-accreditation through 2027. [See attached reaffirmation letter](#).

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

JSCC in Jackson, Tennessee, was established in 1965 as the first community college in West Tennessee. Since its inception, the campus has grown to encompass three off-campus centers in Lexington, Savannah, and Humboldt, Tennessee, and to serve fourteen counties in the surrounding region. Under the leadership of Dr. Bruce Blanding, President of JSCC during the 2015/16 academic year, faculty and staff worked to uphold the mission of the College, which is to provide students access to "learning opportunities that enhance the lives of individuals, strengthen the workforce, and empower our

diverse communities by offering traditional and contemporary associate degrees, certificates, continuing education and enrichment, and college-readiness programs." With this statement in mind, the college views the reaffirmation of accreditation process as a valuable method of self-study and campus-wide improvement. JSCC faculty, staff, and administration strive daily to enhance the college's programs, practices, and facilities.

The business unit is housed within the Business and Industry Division of the college's Office of Academic Affairs. The division dean coordinates the activities of the business program and works closely with the full time and part time business faculty to ensure program excellence. All faculty are professionals in their respective fields with most having private sector business experience. Vitae's for all JSCC business faculty will be available during the site visit. Also, please find the JSCC Business Department program information on this web link: [JSCC Business Program Web Link](#)

The Jackson State student population consists of a five year average of approximately 4700 enrolled students each semester and 500 non-credit, continuing education students. The academic year enrollment trends and a host of student demographic information can be found in the annual publication of the Jackson State "2015 Factbook"; [JSCC Factbook 2015](#)

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

The link for Jackson State's organizational structure in 2015/16: [JSCC Organizational Chart May 2016](#)

The business program's full time organization structure during the 2015/16 academic period:

- Dean of Business & Industry and Associate Professor of Economics - Terri Messer
 - Accounting Faculty, Terry Mullins
 - Business Faculty, Mary Jo Boehms
 - Business Faculty, John Tibbs
 - Business and Administrative Office Faculty, Jayne Lowery

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

In 1963, the Tennessee General Assembly responded to recommendations made in the Pierce-Albright Report by establishing a group of state community colleges.

Jackson State Community College is authorized to award degrees by the Tennessee General Assembly through the governance system of the Tennessee Board of Regents (TBR) and the guidance and support of the Tennessee Higher Education Commission (THEC).

JSCC was granted degree-granting authority through legislation documented in the [Tennessee Code Annotated 49-8-101](#), which established a state university and community college system that is composed of six universities and thirteen community colleges, including JSCC. Government, management, and control of the state university and community college system are entrusted in the Tennessee Board of Regents. Section four of [TCA 49-8-101](#) concerns degrees at TBR community colleges and notes, "The plan shall...be developed in a manner that results in the opportunity for more

rapid and significantly higher rates of program completion through structured degree programs that incorporate fixed course offerings that meet the requirements for the degree being offered..."

The TBR was established to govern the State University and Community College System as stated in [TBR Policy 1:01:00:00](#). TBR was authorized to approve degree and academic programs for all TBR institutions as shown in [TBR Bylaws 6:06:00:00](#), which notes the Board is empowered to "prescribe curricula and requirements for diplomas and degrees." JSCC is one of thirteen community colleges in the TBR system, and has degree granting authority as shown in [TBR Bylaws 6:06:00:00](#) section X.A.1. Additional oversight for approval of new programs and review of current degree programs is provided by Tennessee Higher Education Commission, which is the state's coordinating agency for higher education. According to [TBR Policy 1:01:00:00](#), THEC was "created by the General Assembly in 1967 in order to achieve better coordination and unity in the programs of public higher education in Tennessee."

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.).

Jackson State Community College is one of thirteen community colleges, six universities, and twenty-six Tennessee Colleges of Applied Technologies (TCAT) governed by the Tennessee Board of Regents (TBR). The enabling state legislation for TBR is in Tennessee Code Annotated (TCA) [49-8-201](#) through [49-8-203](#).

Membership of TBR: [TCA 49-8-201](#) defines the composition of the Board. The Board consists of 18 members: 12 public members appointed by the governor to serve for six-year terms on a staggered basis, one faculty member, and one student each appointed by the governor for a one-year term from the system institutions, and four ex-officio members--the Governor of Tennessee, the Commissioner of Education, the Commissioner of Agriculture, and the Executive Director of the Tennessee Higher Education Commission, who is a non-voting member. Attached is a list of appointed [Board members during the Fall 2014 semester](#).

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.

Jackson State Community College's mission statement is comprehensive in nature and clearly defines the College's role in higher education throughout the service area. The statement is clearly communicated on page 7 of the [JSCC 2015 16 Catalog](#).

The mission statement is available to students, employees, stakeholders, and the general public in multiple locations including on the JSCC website and in the 2015-2016 Catalog and Student Handbook. Additionally, all JSCC employees are provided with a pocket-sized copy of the mission statement, and the posters depicting the mission are displayed across campus and at the entrance to each building. The mission reads as follows:

Mission Statement

Jackson State Community College provides accessible learning opportunities that enhance the lives of individuals, strengthen the workforce, and empower our diverse communities by offering traditional and contemporary associate degrees, certificates, continuing education and enrichment, and college-readiness programs.

The mission statement is appropriate for a two-year college and is unique to the College. The mission statement addresses teaching and learning by describing the educational offerings available for students

who wish to transfer to a four-year institution, enter the job market, or enhance personal and professional development. As a two-year institution, research is not a part of JSCC's mission.

The mission statement serves as the foundation for all institutional operations, programs, and activities. In addition, JSCC has developed a vision statement and eight core values and beliefs that focus the efforts of the institution toward the attainment of its mission and contribute to its appropriateness for higher education.

The vision statement highlights affordability, leadership, and service to the college's service district. The vision statement states that, "JSCC will be recognized as the affordable leader in our service area for providing post-secondary education that emphasizes academic excellence, student success, and community and workforce development."

The values and beliefs stem from the mission and are stated by the college as commitments to fulfilling the overall role. The core values and beliefs are:

Integrity-We value unconditional integrity based on fairness, honesty, and the pursuit of truth.

Service-We value service to the student in the areas of academic, personal, and professional development and leadership in the community through the stimulation of economic growth and quality of life.

Excellence-We strive for high quality and effectiveness in education, communication, and leadership while accepting responsibility and accountability in all our endeavors.

Education-We value higher education as the key to a better quality of life. Jackson State is the foundation. We value learning and the continuous pursuit of knowledge. To this end, we provide a learner-centered, affordable opportunity to our students and community.

We Believe in People-We are committed to building and maintaining quality relationships among our faculty, staff, students, and the communities we serve. Teamwork and mutual respect are powerful forces.

We Believe in Success-We strive to provide the tools and the expertise to educate the whole student in order that each may reach his/her fullest potential.

We Believe in Innovation-We are committed to positive change while continuing to honor and safeguard our institutional history.

We Believe in Leadership-We are committed to assuming leadership roles in our greater community as well as on our campus, while accepting the responsibilities and accountability expected of leaders. We strive to enable our students to become the leaders of tomorrow.

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 area at Jackson State Community College offers associate degree (AS) and associate of applied science (AAS) degree programs in Business to prepare students for transfer to a four year university or entry-level employment in business, industry or healthcare.

The [AAS Business program goal](#) is to prepare students who want to start an entry-level supervisory career with knowledge of and skills in accounting, computers, marketing, communication, management, supervision, and economics.

The [AS business programs](#) are designed for students to complete the first two years of a bachelor's degree and to seamlessly transfer to a four year college or university in the areas of business administration, accounting, economics, finance, marketing, or business-related fields.

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 (Transfer)
Accounting (Transfer)
Business Management (Career)
Business Administrative Professional Technology (Career) - previously known as Business - Administrative Office Management

The economics transfer program will not be included in the accreditation process due to the low number of declared students and graduates, to date.

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.

Jackson State confers an associate degree or associates of applied science degree for each program within the business unit. The institution does not confer nontraditional business degrees.

Jackson State offers a wide variety of Business courses and four distinct programs of study. These degree offerings allow a student to select either a transfer option or career option. The associates and associates of applied science degree program to be evaluated are:

<u>Degree Pathway</u>	<u>2015-2016 Graduates</u>
AS Accounting (Transfer)	8
AS Business Administration (Transfer)	10
AAS Business - Admin. Office Management (Career)	6
AAS Business - Management (Career)	9

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.

Jackson State associate degrees require the equivalent of two academic years of full-time course work or equivalent part-time course work. The associate degrees require 60 credit hours calculated on a semester basis as per required by Tennessee Board of Regents (TBR) [Policy 2:01:00:00](#).

Jackson State Community College follows Tennessee Board of Regents (TBR) Guidelines [A-019](#) and [A-030](#) in determining the amount and level of credit awarded for courses. TBR Guideline [A-019](#): Academic Calendars and Student Registration states, “All terms, including summer, intersession, and special compressed terms provide approximately 750 minutes of instruction per semester hour of credit awarded. When providing alternate class formats, the institution is responsible for documenting equivalence in terms of instructional time, student effort, and/or student achievement.” This is a sampling [example of JSCC's alternate business courses](#) total instructional time equivalent and student achievement.

JSCC recognizes distance education as an effective method of credit course delivery. The institution follows [TBR Policy 2:05:00:00](#) in developing courses for distance education at the College. A course that is offered through distance education must carry the same code, title, and credit as other sections of the course, according to [TBR Guideline A-070](#).

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

Jackson State business courses are offered in traditional, hybrid and online classroom modalities.

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.

Jackson State associate degrees require a minimum of two academic years of full-time course work or equivalent part-time course work. The associate degrees required 60 credit hours calculated on a semester basis as per required by Tennessee Board of Regents (TBR) [Policy 2:01:00:00](#).

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 Jackson State Community College catalog is in PDF format and on the JSCC website, per academic year. The website clearly delineates the programs of study, tuition and fees, student policies and academic credentials. For example, this link indicates all the [academic programs](#) available at JSCC...while this link denotes the current [tuition and fee schedule](#) for the current academic year.

Additionally, students are assigned an academic adviser, per program of declared study, as soon as possible during their first semester at JSCC. Business faculty meets with each advisee on a regular basis throughout the program and concludes with the formal preparation of the graduation proposal paperwork.

The college communicates directly with students through the internal JWEB email system, by text message alert system, *elearn* course management system and digital signage.

Sources

- ACBSP Original Accreditation Letter
- Equivalent Class Time Summary Document
- Fall_2014_Board_of_Regent_Members
- JSCC SACSCOC Reaffirmation Report July 2016
- T_C_A_49_8_201_Tennessee_Code_Annotated
- T_C_A_49_8_203__Tennessee_Code_Annotated
- TBR_Bylaws_6_06_00_00
- TBR_Guideline_A_019 (1)
- TBR_Guideline_A_030
- TBR_Guideline_A_070_Distance_Education
- TBR_Policy_1_01_00_00__System_of_Governance
- TBR_Policy_2_01_00_00
- TBR_Policy_2_05_00_00
- Tenn Code Ann 49 8 101

1 - Standard 1: Leadership

Business Unit administrators and faculty should lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. Values and expectations should be integrated into the business unit's leadership system to enable the business unit to continuously learn, improve, and address its societal responsibilities and community involvement.

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

Self-Study

Assigned To

Not Assigned

Institution Response

There is no response.

Sources

There are no sources.

1.1 - Criterion 1.1 Leadership Strategies

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

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

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

Self-Study

Assigned To

Not Assigned

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 leadership strategy at the business unit, institution and system level is focused on developing or maintaining a high-performance work environment focused on meeting the mission statement.

There are numerous activities at the individual, department, institution and system levels that lead to maintaining and improving an environment targeted on the business unit's mission:

Individual:

A. Individual - the primary avenue to fostering high performance is through personal development:

a. Self-evaluation of techniques that prove effective in improving the functioning and performance of the student in response to student and managerial evaluations as well as self-evaluation;

B. Peer exchanges (informal) on the topics of classroom conduct and student learning as shared through daily interactions with other faculty members.

C. Peer exchanges (formal) such as "best practices" workshops/sessions offered by the college in the form of professional development. A recent example is the "[On-Course](#)" [Workshop](#) held during the spring 2016 in-service week.

D. Continuing education through professional societies such as the Certified Management Accountant, via the Institute of Management Accountants (IMA). To maintain membership, thirty hours of continuing education units must be obtained annually. (Reference, Accounting faculty Terry Mullins)

Department:

Department and division meetings are held as needed to foster group identity, communication and classroom technique exchanges reflecting cultural and age changes in the student enrollment, changes in communication technologies and opportunities and growing or declining changes in employment opportunities:

A. Semester division meetings (see [sample agenda](#) and [meeting minutes](#)) provide a formal venue for reviewing communications regarding policy, scheduling and events, discussion, integration and adherence with curriculum changes, new course and degree proposal, etc.

B. The business advisory committee consisting of local business professionals, meets a minimum of once per year, providing insight from the business community and their perspective on program improvements. See [meeting minutes](#) of the 2015 16 advisory meeting.

C. The business faculty are active in sharing their expertise with the general campus community by means of presenting to the College to Career navigation orientation classes exploring the career of business and presenting for the "Stay the Course - Success Skills for Students" series for the personal finance section.

Institution:

Jackson State Community College attempts to foster an environment conducive of continuing learning for all its stakeholders. To aid faculty with this endeavor, the college allocates funding within the general college budget toward "Faculty Development" activities. During the 2015/16 academic year, several faculty members benefited from this funding. Examples of faculty development funded events include attendance at the NEH Grant Conference, National Laboratory Educators' Conference and the on campus "On-Course" Training sessions. Also, the college supports continuous improvement activities for the broad campus community such as "Achieving the Dream" presentations in February and April 2016 and requiring participation in the annual Environmental Health and Safety training.

System:

The Tennessee Board of Regents (TBR) provides a variety of activities at the system level to help foster a high-performance work environment and aid with the prudent use of the Tennessee tax payer dollars. The business division participated in several system level activities during the 2015/16 academic year such as (a) being an auditor on the TBR Academic Review of Austin Peay State University (b) being the JSCC campus lead at the "TBR, Ed South and EverFi Financial Wellness Initiative" (c) being a member of the JSCC TBR Accessibility Audit team and (d) attending TBR "Academic Mindset" sessions.

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

a. The primary means of communication is system-wide and system maintained email supplements with the individuals's personal cell phone. This affords the exchange of not only communication but also documents and other attachments. A secondary method is through formal and informal meetings.

b. Division/department meetings - formal meetings with documented agenda and/or minutes. See [business meeting September 8, 2015 agenda](#).

c. Program/concentration meetings - informal meetings of various business unit members intended to address such issues as enrollment fluctuations, curriculum revisions, course schedules/class modalities, etc. See [memo to Vice President of Academic Affairs](#) of corrective action steps the business faculty planned to take in the fall 2015 term to combat declining enrollment patterns. Students majoring in business were assigned to faculty advisers according to their main business related course pathways, i.e. students interested in Accounting were all assigned/reassigned to accounting professor, Terry Mullins.

Sources

- Bus and Ind Meeting Agenda Jan 2016
- Business Advisory Minutes April 13 2016

- Business and Industry Division Meeting Minutes August 19 2015 Rev
- Business Meeting Sept 8 2015
- Business Program Enrollment Effort Sept 2015
- On Course 1 Day Workshop Jan 2016

1.2 - Criterion 1.2 Leadership Measures of Performance

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.

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

Jackson State Community College (JSCC) engages in institution-wide planning and evaluation processes that are integrated, continuous, and feature many common elements across all academic and service units, i.e., divisions, departments, and offices. The patterns of evidence supporting this assertion are anchored in the institution's mission, which is the foundation for all goals and desired levels of achievement for a five-year strategic planning cycle. In addition, the comprehensive effectiveness process fuses externally mandated assessments and internal improvement systems in a cyclic and ongoing process, ensuring that unit-level use of the results of assessment is linked to the broad institutional performance. The institution, therefore, can demonstrate the relationship between unit objectives, budgets and institution-wide goals, the relevance of the expected performance outcomes, and the documented use of results of assessment for improvement.

The business unit has developed program specific learning objectives for each of the four key pathways available to students. Those learning objective measurables are reported annually to the dean during the annual faculty evaluation process then merged into the column program matrix to be evaluated for trends and improvement measures.

Reference the [2013 14](#), [2014 15](#) and [2015 16](#) Business Academic Effectiveness Plan Results and the current [2016 17](#) academic year effectiveness plan. These plans support the Jackson State Strategic Plan and Goals for [2010 - 2015](#) (used for the 2013/14, 2014/15 and 2015/16 planning years) and [2015 - 2020](#) used for the 2016/17 planning period.

Also, various departmental data is collected and analyzed to ensure the sustainability and improvement of the business programs. Examples of this data include:

[Declared Business Student Trends](#)
[Business Graduates Trend](#) (Overall and by Program/Concentration)
[Business Students Exit Exam Results](#)
[Business Student Success Rates by Course Modality](#)

[IDEA Course Evaluation Results](#)
[Business Graduates Satisfaction Survey Analysis](#)

This information is shared with the business faculty during the term division meetings and with the business advisory committee annually. Corrective actions plans are developed to aid with reversing any negative trends.

Sources

- Bus Graduates Trend
- Business Effectiveness Plans 2013 14 RESULTS Signed
- Business Effectiveness Plans 2014 15 RESULTS Signed
- Business Effectiveness Plans 2015 16 RESULTS Signed
- Business Effectiveness Plans 2016 17 Approved
- Business Exit Exam Trend 2010 - 2016
- Business Graduate Survey Comparison
- Business IDEA Course Evaluation Comparison
- Credit Hours and Enrollment Chart 2013 - 2016
- Student Success Rates by Modality

1.3 - Criterion 1.3 Leadership and Community

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

The primary mechanism by which the business unit addresses its responsibilities to the environment is through the subject matter included in its course offerings ([see course catalog link](#)). Most all business related courses include components that address environmental and ethical considerations and issues. Most of the current business texts include very specific ethical topics, exercises and applications.

Issues of corporate or business citizenship are prevalent in most business texts and are emphasized in the business unit's course offerings. The relationships built between our business faculty and local business community leaders further aids in relating real world ethical awareness within the JSCC business classes.(Reference business faculty, Mary Jo Boehms, participation in the Jackson Chamber of Commerce sponsored "First Friday Forum" events, Jayne Lowery serves on local applied technology advisory board and Terri Messer serves on a local high school advisory board.)

Sources

There are no sources.

1.S - Summary of Standard 1 - Leadership

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

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

Self-Study

Assigned To

Not Assigned

Institution Summary

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

Strengths	Opportunities for Improvement
The business unit meets the college's leadership goals with energetic action plans and advisory committee input.	Increase contact/interaction with business community.
Opportunities for faculty professional development.	Complete Alumni Survey revisions and administer in January 2017
Continued accreditation of ACBSP	Increase enrollment in business degree programs

Sources

There are no sources.

2 - 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.

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

Self-Study

Assigned To

Not Assigned

Institution Response

Institutional Response:

The college has actively practiced a strategic planning and assessment process since its inception in 1967; however, most of the planning and evaluation took place at the institutional level and the documentation was housed centrally. In 2001, JSCC formalized the effectiveness process, blending strategic planning, budgeting, unit-level planning and assessments, the Tennessee Higher Education Commission-mandated Performance Funding indicators, and academic program quality into one systemic process. At that time, all planning and evaluation began to decentralize and shift to the lowest unit possible until all budget heads and their supervisors were active participants, responsible for cumulatively demonstrating that the institution was effectively accomplishing its mission.

The business unit's strategic planning processes comprises analysis of program level performance measures, business advisory members feedback along with faculty and student evaluations. The effectiveness plans are generated relating, where applicable, to the overall college strategic plan and mission. See the attached Business Effectiveness Plans for academic years [2013/14](#); [2014/15](#); [2015/16](#) and planning year [2016/17](#).

These annual plans allow for correlation between the business unit to the overall college wide strategic plan indicating the additional funding required for implementation, identifying faculty/staff responsible for the plan and the success measurement tool to be used. At the conclusion of the academic period, the division dean gathers and evaluates the measurement data and discusses with the appropriate campus personnel to develop corrective actions plans, where necessary.

Sources

- Business Effectiveness Plans 2013 14 RESULTS Signed
- Business Effectiveness Plans 2014 15 RESULTS Signed

- Business Effectiveness Plans 2015 16 RESULTS Signed
- Business Effectiveness Plans 2016 17 Approved

2.1 - Criterion 2.1 Strategic Planning Process

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

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

Self-Study

Assigned To

Not Assigned

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.

The College has actively practiced a strategic planning and assessment process since its inception in 1967; however, most of the planning and evaluation took place at the institutional level and the documentation was housed centrally. In 2001, JSCC formalized the effectiveness process, blending strategic planning, budgeting, unit-level planning and assessments, the Tennessee Higher Education Commission-mandated Performance Funding indicators, and academic program quality into one systemic process. At that time, all planning and evaluation began to decentralize and shift to the lowest unit possible until all budget heads and their supervisors were active participants, responsible for cumulatively demonstrating that the institution was effectively accomplishing its mission.

Institutional Planning and Assessment Process

As depicted in JSCC's [Effectiveness Process Calendar](#) and [Budget Manager's Timeline](#) the planning, evaluation, and budgeting processes are fully integrated and institution wide. All units are required to submit plans that support the college's mission and strategic plan at the same time they submit their budgets for the upcoming year. They then implement those plans, assess the results, analyze and use the results, and submit a year-end report. This cycle continues annually.

The business unit's strategic planning processes comprises analysis of program level performance measures, business advisory members feedback along with faculty and student evaluations. The effectiveness plans are generated relating, where applicable, to the overall college strategic plan and

mission. See the attached 2015 16 Business Effectiveness Plan ([Business Column format](#) and [IE, per goal, format](#)) and the [2015 16 Effectiveness Results](#) documents.

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 division dean is responsible for gathering and analyzing the business performance measures data. These annual results are shared with the business faculty, JSCC administration, the business advisory committee and publicly via the [Business Program Stakeholder](#) web link.

From these results, corrective action steps are taken, where needed, and/or revised strategic goals are set based on various stakeholder feedback. The business department reviews the goals annually, prior to the faculty developing annual evaluation plans. Within their respective performance plans, specific goals/initiatives are planned to help further enhance the program. Reference the highlighted portion of faculty [Mary Jo Boehms 2015 16 faculty evaluation plan](#) surrounding the Fall 2015 Student Outreach project.

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

The division dean is responsible for gathering and analyzing the business performance measures data. These annual results are shared with the business faculty, JSCC administration, the business advisory committee and publicly via the [Business Program Stakeholder](#) web link.

The Vice President of Academic Affairs reviews the effectiveness plans and results annually with the division deans to confirm the college and departmental goals are being met effectively. See the signed [Business Effectiveness Plan Results 2015 16](#).

The business faculty are made aware of several key business performance measures during the term division and departmental meetings. See the highlighted portions of attached [division meeting minutes](#) as evidence.

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

Program performance measures are reviewed throughout the academic years and compared to previous periods. Corrective action steps are taken, where needed, and/or revised strategic goals are set based on various stakeholder feedback. The business faculty review the goals annually, prior to developing annual faculty evaluation plans. Within their respective performance plans, specific goals/initiatives are planned to help further enhance the strategic plan results. Reference faculty [Jayne Lowery's 2015/16 Faculty Evaluation plan](#) surrounding the redevelopment of hybrid class Busn 1370.

Sources

- 2015 16 IE Business Academic Plans Messer Signed
- Boehms MJ Fac Eval Plan 2015 16 for 2.1 B and D
- Budget_Managers_Timeline
- Business and Industry Division Meeting Minutes Aug 2015 IE Plans Noted

- Business Effectiveness Plans 2015 16 Column
- Business Effectiveness Plans 2015 16 RESULTS Signed
- Effectiveness_Process_Calendar
- Lowery Jayne Fac Eval Plan 2015 16 for 2.1 B and D

2.2 - Criterion 2.2 Current Strategic Plan

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

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

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

The business unit's strategic objectives are included in the [Business Academic 2015/16 Strategic Effectiveness](#) plan and results document.

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

The Business Academic 2015/16 Effectiveness column formatted plan attached denotes the
College-Wide Goals
College Targets / Baselines
Business Unit Objective
Budget Needed
Responsible Party
Expected Outcome
Objective Achieved (Yes/No)
Actual Results
Plan for Action

For instance, an excerpt of the 2015/16 Results document indicate What the goal is and the expected outcome, Who is responsible for measuring the goal, How the goal will be measured, What the actual results were and What future actions plans are needed. The When is inferred to occur during the academic year that runs July 1 - June 30.

College-Wide Goals	Unit Goal	Responsible Party	Expected Outcome	Obj Achieved	Actual Results	Plan for Action
Improve or maintain career exit exam scores and licensure rates	Maintain AAS Business career exit exam scores at 70% or higher	Division Dean, Division Secretary reported to institutional research department.	Maintain minimum 70% average on Business career exit exam	Yes	Due to corrective actions steps taken this year, the business graduates averaged an impressive 89.5%, up from 68% last year.	The business faculty/staff will replicate the successful efforts taken this year in the next academic years to follow.

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

During the 2015/16 academic year, this [Strategic Effectiveness Plan Summary](#) document summarizes the business unit's strategic objective plans, instruments for measuring the plan, results of the plan and future actions planned.

For example some of the key performance measurement tools used in the 2015/16 action plans included trend reports for Student Success by Course Modality, Business Student Enrollment and Credit Hour Production, Business Graduates, Business Exit Exam Scores, etc.

Sources

- Business Effectiveness Plans 2015 16 RESULTS Signed
- Strategic Effectiveness Plan Summary 2015 16

2.3 - 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.

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

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

1. The total student credit hours (SCHs) generated for the institution and each business unit program being considered for accreditation.
2. The business unit budget and actual expenditures.
3. The business unit budget and actual expenditures as a percent of the institution's academic budget and actual expenditures.

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

Jackson State Community College (JSCC) demonstrates it is financially stable by its ability to consistently pay debts within a timely manner; by consistently regenerating more revenue than expenses; by maintaining adequate reserves for an extended number of years; and by financially supporting the mission of the College.

Major funding sources for the college include State Appropriations and Tuition. JSCC's appropriations are coordinated through the Tennessee Higher Education Commission (THEC) based on a funding formula that determines the theoretically necessary appropriation level for each institution. All Tennessee Board of Regents (TBR) institutions of higher education are required to budget the amount calculated by the formula along with projected tuition and fee revenue. Over the past seven years, JSCC appropriations only decreased by 1.28% or (\$149,615). The stability of the appropriations, which represents approximately 45% of unrestricted revenues, has allowed the College to maintain some stability with its

operational budgets. Note that fiscal years ending 2015 and 2016 are un-audited to date. [See detail of JSCC Net Appropriations, JSCC Tuition Increase & FTE data.](#)

Each academic division within the college submits an annual budget for funding required to adequately operate. The dean of Business & Industry prepares an individual budget for each of the oversight disciplines/areas that allows for salary/benefits, operational and travel expenditure needs. Rationale for all expenses is embedded in the annual Institutional Effectiveness Plans also submitted and reviewed annually for each discipline area in conjunction with the budget process. The Business unit has adequate college funding measures and is very comparable to other like size division programs.

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 [JSCC business unit's enrollment and credit hour production](#) has remained relatively stable over the past three fall terms. However, as compared to five - seven years ago, the enrollment numbers are considerably less.

2. The business unit budget and actual expenditures.

The JSCC business unit attempts to fully utilize the budgeted departmental funds provided by the college. The [Business Budget Utilization](#) graph indicates the recent performance on this measure.

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

See attached summary of [JSCC business expenditures as compared to the overall college budget](#). The college adequately provides funding for the business unit.

Sources

- Bus Budget 2009 - 2016 for Self Study
- Business Budget vs Actual Spending Percentage Trend
- Credit Hours and Enrollment Chart 2013 - 2016
- JSCC Fin Stability

2.4 - 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.

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

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

JSCC's facilities are adequate to support all current academic programs, student services and administrative offices. In accordance with the Tennessee Board of Regents (TBR) Guideline B-022 Campus Facility Master Plan and TBR Policy 4:01:02:30 Facilities Planning and Design, JSCC has an approved Master Plan that was completed in the Spring of 2013. This is a comprehensive long-range plan for expanding facilities based on the college's mission and projected enrollment growth. The Master Plan contains the history of the college and its facilities, JSCC's goal formulation process, existing campus requirements, and future campus requirements. The Master Plan addresses issues on all college-owned and leased campuses. The Master Plan is reviewed annually during the budget process when capital outlay projects are determined. Implementation of the Master Plan is dependent upon state funding. New building construction or additional projects must be included in the college's Master Plan for inclusion in JSCC's Capital Budget requests submitted to the TBR and the Tennessee Higher Education Commission (THEC) for funding consideration.

As a measure of sound planning JSCC develops annual capital budget proposals in two categories of capital projects: 1) projects for which the primary objective is expansion of plant by adding new construction or renovations involving extensive changes in functional use and 2) major repairs or maintenance to buildings for which the primary objective is the correction of identified deficiencies in existing facilities in order to maintain the original function or capacity of the facility. Projects in the second classification include roof replacements, building system and sub-system improvements, and energy conservation projects. Prior to proceeding with the planning or design of any project for which an architect or engineer is engaged, JSCC, in conjunction with the Tennessee Board of Regents (TBR) staff must

develop a comprehensive program statement outlining the scope of the project. Funding priorities for capital projects, which are funded through state bond instruments, are determined first by the TBR for its member institutions, then by the Tennessee Higher Education Commission (THEC) for both the TBR and University of Tennessee (UT) systems combined, and further recommended to the state legislature for approval and funding. Projects also require approval of the Tennessee State Building Commission (SBC). Capital maintenance requests include several roof replacements, disability accessibility corrections, and repair of public areas.

Within the business unit's strategic planning process, any change in facility needs is addressed and resource allocations aligned. For example, in 2010, the business program and impacted faculty were relocated from the Nelms Classroom Building, to the McWherter Center facility to provide a more comprehensive union of business and computer technology related coursework.

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

JSCC's facilities are adequate to support all current academic programs, student services and administrative offices. JSCC owns and maintains ten permanent and three leased buildings with a gross square footage totaling 383,773 on four campuses. The JSCC main campus consists of approximately 107 acres of land.

The business unit is housed in the *McWherter Center for Industrial Technologies* building. This facility is located on the northeast corner of the main Jackson campus and consists of 66,000 square feet of space for classrooms, labs and faculty/staff offices.

The business unit typically teaches classes in traditional classrooms and computer labs that are designed to seat 24 students comfortably. The classrooms are laid out in a manner to enhance student learning, keeping the class size comfortable to encourage discussion and interactive teaching modes.

Semester course schedules are designed to utilize campus facilities wisely. The deans that watch over programs housed in the McWherter Center work in tangent to develop schedules that meet student learning needs while sharing the facility among various programs of study.

Private faculty office spaces are available in the McWherter Center that provide instructors professional environments to conduct student advising sessions and work on class preparations, etc.

The JSCC Office of Information Technology (OIT) provides faculty, students, administration, and staff with adequate materials and services to support the College's academic, research, and service programs. OIT maintains the campus LAN/WAN network for computer access and all telephone equipment; houses the help desk for faculty, staff, and student assistance; supports the 35 PC computer labs available to students on campus and at the Savannah, Lexington, and Humboldt Centers; maintains multiple servers that include but are not limited to email, backup, and file servers; and installs and maintains all multimedia "smart" classrooms.

OIT is part of the College's standing Technology Access Fee (TAF) Committee, which allocates student TAF funds to ensure that JSCC has the hardware and software necessary to support instruction. OIT also assists with hardware and software issues for JSCC online classes and distance learning equipment.

Sources

There are no sources.

2.5 - 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.

- A. Describe how the business unit links equipment planning to strategic planning.
- B. Explain the business unit's plan for acquisition, upgrade, and maintenance of equipment that reflects current technology.
- C. Describe how well current equipment meets the instructional needs of the business unit, including students, staff, and faculty.

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

The annual effectiveness plans reflect any new technology required to enhance the business curriculum. Often additional 'equipment' isn't necessary, but updated software license purchases and/or third party software are required to provide students the best possible technology experience. An example of a campus license utilized by the business program is [Respondus](#). This program aids in keeping the integrity of online testing and the campus renews this license annually.

Another example is with the newly integrated third party software, *SimNet*, implemented with the recently redeveloped Busn 1370, Spreadsheets Application hybrid course. This simulation software allows the students real time feedback and detailed course enhancements on various advanced Excel concepts. This course redevelopment was in response to aiding with the strategic campus and business unit goal of increasing the number of distance education course offerings.

Also, the business unit classes links equipment planning to strategic planning through traditional classes, web classes, distance education classes and hybrid classes through program based packages, captured lectures programs and the Desire to Learn (elearn/D2L) course management system.

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

The Jackson State Office of Information Technology (OIT) department coordinates all campus technology purchases, updates, upgrades and support equipment. To ensure the business unit has the exact technology specifications desired to support the classroom curriculum, the OIT technical services coordinator reviews the requested tech specs outside of the normally purchased computer, printer and audio/visual needs. Vendor quotes are then secured for the specified computer equipment with the expectation the technology will be rotated out in a 5 year cycle.

The OIT department also rotates the computers used in the various McWherter Center computer labs on a five year rotation cycle. The latest version of Microsoft office products, Windows versions, etc. are updated as determined by a joint decision between the academic areas instructing courses heavily utilizing the software and the OIT director.

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

At all Tennessee Board of Regents institutions, students pay a Technology Access Fee (TAF). Students at JSCC pay \$9 per credit hour that helps fund the technology support needs across campus. ([Ref. TBR Guideline for allowable use of TAF funds](#)). The JSCC technology purchased with TAF funds rotate every 5 years, depending upon the strength of the computer and whether the equipment continues to support the classroom needs.

Based on the current faculty and staff employment at JSCC, OIT department replaces 60 faculty and staff computers annually thereby allowing updated technology on a very regular basis. For example, attached is the [Business & Industry Computer Rotation Schedule](#) for faculty and staff computers. The business faculty and staff are included in this rotation cycle, reference Mary Jo Boehms is scheduled to receive a new office system in the fall 2016 term.

Sources

- Computer Rotation Schedule

2.S - 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.

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

Self-Study

Assigned To

Not Assigned

Institution Summary

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

Strengths	Opportunities for Improvement
Business unit has a planning process that addresses key student and program performance measurable items.	Investigate providing technology for students with limited income to also help with purchasing textbooks, etc.
Individual faculty and staff annual evaluations are prepared, reviewed and corrective actions taken, when needed, based on changing goals and program feedback.	Increase business program enrollment thereby offering additional classes at off campus facilities.

Sources

There are no sources.

3 - Standard 3 Student, Stakeholder, and Market Focus

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

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

Self-Study

Assigned To

Not Assigned

Sources

There are no sources.

3.1 - Criterion 3.1 Stakeholders

- A. List the business unit's key stakeholders.
- B. Explain how the business unit determines key stakeholder requirements and expectations.

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

Self-Study

Assigned To

Not Assigned

Institution Response

A. List the business unit's key stakeholders

- A. Students
- B. Community High Schools
- C. Area college and universities
- D. Area employers
- E. Taxpayers of the State of Tennessee

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

A. Students: The business unit receives on-going feedback from current students through a variety of vehicles. These include the Community College Survey of Student Engagement ([CSSEE](#)); one-on-one and group student advising; course evaluations; informal (anecdotal) feedback received while teaching courses; and then exit surveys of business graduates.

The college administers the IDEA Course Evaluation survey each semester that allows current students to evaluate courses, instructors, the college experience, etc. The goal is that all business faculty obtain equal to, or greater than, the peer JSCC faculty results on that survey. Ideally, all business faculty will score an average of 4.0 out of the five point survey. Reference the recent business faculty [IDEA Course Evaluation Summary](#).

For completing business students, the goal is to achieve a 90% overall, satisfaction rating as noted in [Table 1. Standard 3](#) and the [Graduate Satisfaction Survey](#). These tools help measure graduating student's satisfaction with the business unit and the overall Jackson State experience.

B. Area High Schools: The college maintains a staff of full-time professionals devoted in part, to working with local area high schools on student recruitment. High school students (including those planning to be business majors) may earn college credit from JSCC before graduating from high school through our [Dual Enrollment Program](#) (DE).

The DE program allows students to earn college credit toward a degree or a certificate at a Tennessee public institution of higher education. The credit may also count toward a high school diploma. The dual studies program includes dual credit (courses taught at the high school by high school teachers) and dual enrollment (courses taught by faculty qualified to teach college courses that may be taught at the college, at the high school or via distance learning).

Since 2012 there has been a significant increase in the [number of dual enrollment students](#). Dual enrollment allows students to complete some of their general education course requirements and enter college better prepared to succeed in their business unit courses.

The business unit has also worked with local high school Career and Technical programs to develop common curricular challenge exams to be administered to the high school students that validate like course competencies in subjects taken at high schools that allow Jackson State college credit awards. Subjects in the business dual credit area include CIS 101, Computer Literacy; Busn 1300, Personal Finance; Busn 1302, Keyboarding; Busn 2380, Marketing and most recently, Busn 1330, Entrepreneurship was added to the JSCC course library to be utilized as a dual credit option for high school students.

Tennessee has a statewide Dual Credit program designed to further streamline the high school and college level course competency measures. Further information can be found at the [TN Department of Education Dual Credit](#) link. Eligible high school students have the opportunity to take a jointly developed competency challenge exam, created by high school and college faculty, on certain general education courses included within the Jackson State business program curriculum. (Pre-Calculus and Statistics)

The business unit also participates in activities hosted by the college such as the Fall Open House, where the community is invited to the campus to learn about the various programs and amenities offered at Jackson State.

C. Area Colleges and Universities: The business unit and the college as a whole maintains on-going relationships with area colleges and universities principally aimed at facilitating the transfer of credits earned at the college to four-year institutions such as [Trevecca University](#) (see current [Memorandum of Understanding](#) for 2015/16 academic year.)

JSCC maintains, through the [Tennessee Transfer Pathway](#), articulation agreements with most area colleges and universities. See [Jackson State web page](#) for more specific details.

When a student has satisfactorily completed a Jackson State associate degree designed for transfer to a university in the State University and Community College System of Tennessee, with a pathway which is the same as the degree major to be pursued at the university, current policy of the [Tennessee Board of Regents](#) requires that the university shall grant credit toward completion of the baccalaureate degree for all courses completed for the associate degree, subject to requirements for junior and senior level courses and residence at the university.

D. Area Employers: The college maintains on-going relations with a wide-range of area employers. Business unit faculty and the JSCC Placement Office are often contacted regarding employment opportunities.

The Business unit also meets with the [Business Advisory Committee](#) on a yearly basis. At these meetings there is discussion of how we can refine our curriculum to meet the needs of the business community. An example of a business advisory feedback is the need for incoming employees to have better soft skills. As a result of this input, the business faculty have tried to make soft skills the focus in certain courses such as Business Communication and Introduction to Business.

E. The taxpayers of the State of Tennessee: Funding for approximately 41% of the operating budget for JSCC comes from the State of Tennessee. The business unit is cognizant of that fact and tries to be good stewards of the resources provided.

For example, while it is our goal to offer courses to our students in as many modalities as possible (ground, hybrid, on-line, etc.), we will not offer classes when it cannot be financially justified. We use a break-even analysis to help make the final schedule determinations. Reference this [Business Staffing Plan using Break-Even analysis as of Aug 31, 2015](#).

Sources

- Bus Staffing Plan using Breakeven analysis Aug 31 2015
- Business Advisory Committee
- Business Advisory Committee minutes 2014-2015
- Business IDEA Course Evaluation Comparison
- Business Programs Evidence Excel File
- CCSSE Key Findings 2011
- Funding
- Graduate Satisfaction Survey
- number of dual enrollment students
- Table 1, Standard 3
- Trevecca Nazarene - JSCC MOA On-Site Baccalaureate Prog - 2016 Renewal (12-14-15)

3.2 - Criterion 3.2 Stakeholder Satisfaction

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

Jackson State Community College has two institutional goals for student success:

- 1) Provide instructional programs (AA and AS degree programs) in university parallel curricula designed for students to complete the first two years of a bachelor's degree and to seamlessly transfer to a four-year university or college.
- 2) Provide instructional programs in curricula (AAS degree programs) to meet the needs of students for entry-level employment in business or industry.

A.S. degrees

In the past, due to a lack of commonality, community college students who had earned A.S. degrees, often found that some of their credit hours would not transfer to state universities. At the direction of the Tennessee state legislature the community colleges and public universities were required to work together to develop what became known as the [Tennessee Transfer Pathway](#) (TTPs). Tennessee Transfer Pathways (TTPs) are advising tools designed to help community college students plan for transferring to a Tennessee public university or select regionally accredited, non-profit, Tennessee private colleges and universities to complete their baccalaureate degree. The TTPs also constitute an agreement between community colleges and four-year colleges/universities confirming that community college courses meet major preparation requirements.

A student who completes all the courses listed on a particular Transfer Pathway will earn an A.A. or A.S. degree at the community college. When the student transfers to a Tennessee public or private college/university the transcript will certify that the pathway has been followed. The student is guaranteed that all the community college courses taken will be accepted at the college/university and the courses will count toward completion of the particular major. If a community college student transfers to another Tennessee community college, he or she is guaranteed that all courses transfer. This allows business faculty to be able to guarantee students who are taking one of our Business pathway degrees that all courses taken at Jackson State will transfer to a state university. This guarantee has been well received by our students.

A.A.S degrees

The JSCC AAS Business program is designed for students wishing to directly enter the workforce after completing the degree and/or improve their current employment status with a degree completion. Many of the forecasts indicate that a bachelors degree, or higher, will be required for future financial career stability for the traditional college age students hence, the AAS Business degree targets the non-traditional, working adult population.

Jackson State has developed an accelerated, Fast Track delivery format for the AAS Business - Management program. Unlike traditional college semesters, the Fast Track sessions last seven weeks which allows a student to complete their degree in as few as 16 months ([JSCC Fast Track webpage](#)).

The program is designed so that students take courses as part of a cohort. This allows a group of students to go through the course requirements together and support each as they progress through the program.

Jackson State provides the following support to help students succeed in the Fast Track program:

- Personal advising
- Registration assistance
- Two hybrid evening classes and one full-term online course per semester
- Evening classes
- A solid graduation plan
- Academic support services, including tutoring, comprehensive advising and career counseling

In addition, JSCC has partnered with a regional, four-year private school, [Trevecca University](#). This partnership allows a Jackson State Fast Track graduate to continue their education completing a B.S. degree in Management and Human Relations with Trevecca. (See [Memorandum of Understanding](#) for 2015/16 academic year.)

Trevecca offers bachelor degree classes at the main Jackson State location, therefore, students can receive both an associates and bachelor's degree without ever physically leaving the Jackson State campus.

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

JSCC is currently moving toward an advising model called ANCHOR ([See Fall 2015 Schedule](#)). ANCHOR is an acronym that stands for Advise, Navigate, Coach, Help, Orient, and Relate. It is being phased in over the next two years. ANCHOR is based on an intrusive style of advising. Rather than waiting for students to come once a semester to see their advisor, business faculty will reach out to their advisees multiple times each semester to build a relationship. The Business faculty take part in

various [ANCHOR](#) activities in hopes of developing a more personal relationship that will lead to students having a more satisfying educational experience while at JSCC.

To meet the need for flexibility, Business course offerings are provided to students throughout the academic year by a variety of methods--traditional classroom settings; online; hybrid; and internships. Most business offerings are available in an online format for working students who may not be able to take traditional ground classes. Day courses are offered five days a week in one of two schedules – T/Th and M/W/F. Evening courses are taught one evening per week with courses being offered Monday through Thursday. Combining day and evening courses, classes are available from 8:00AM until approximately 9:00PM.

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

The business department relies on constant feedback from a variety of sources to anticipate changing needs and expectations. These sources include personalized one-on-one advising described earlier; the College-wide [CCSSE](#) survey results; Business [Graduate Satisfaction Surveys](#); [Business Faculty evaluations](#); and anecdotal feedback received from students and graduates.

The Business Unit feel that prior alumni surveys conducted by the college's Institutional Research department didn't provide enough timely information. As a result, the Business unit is currently developing a new business alumni survey, as mentioned in [Table 1, Standard 3](#).

Two years ago, the Institutional Research (IR) department, through [The National Student Clearinghouse](#), gained access to a resource called [Student Tracker](#). Student Tracker will provide performance information on JSCC graduates who have transferred to universities. However, as part of our revised business alumni survey, we hope to use this information to measure how successful our graduates have been after leaving JSCC and by extension how well we succeeded in preparing them for upper division business courses work.

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

Business department meetings are held at the start of, and as needed, throughout the semester ([Business Meeting Sept 8 2015](#)). These meetings allow time for planning, discussing departmental goals, problems, and any other issues that may impact the department. As previously mentioned the department seeks input from our Business Advisory Committee and incorporates their ideas and suggestions when appropriate and possible.

Sources

- ANCHOR
- ANCHOR Info Schedule
- ANCHOR Week F16 Tentative Schedule
- Business Faculty evaluation-3 yr. trend

- Business Meeting Sept 8 2015
- Business Program Enrollment Effort Sept 2015
- Business Student Satisfaction survey
- CCSSE Key Findings 2011
- Graduate Satisfaction Survey
- Table 1, Standard 3
- Trevecca Nazarene - JSCC MOA On-Site Baccalaureate Prog - 2016 Renewal (12-14-15)

3.3 - Criterion 3.3 Student Support

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

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

Business students at the College enjoy access to a full spectrum of support services. The College employs several full-time professionals under the direction of the Vice President of Student Services. Services include freshmen orientation; admissions counseling and assistance; placement testing; and financial aid counselors. Services available to students are publicized on the JSCC website, in the college catalog, and during freshman orientation. All offices are open and available to students seeking assistance.

Advising is provided by faculty with the registration process being handled by the student services area.

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

Business students are governed by the same policies that govern all students at the College. These policies are detailed in the College Catalog and Student Handbook ([JSCC 2015 16 Catalog](#)). The general policies regarding student academic concerns require the student to try to resolve any concerns directly with the involved faculty member. Failing resolution at this level the student may take the matter up with the Dean of the Business and Industry division. If the issue is still unresolved, it would then be directed to the Vice President for Academic Affairs, who serves as final arbiter.

Sources

There are no sources.

3.4 - Criterion 3.4 Stakeholder Results

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

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

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

Utilization analysis is largely the responsibility of the Dean of Business and Industry. The dean generally compiles a per term schedule draft, based on prior year's enrollment patterns, then meets with the business faculty before the start of each semester to determine the exact courses to be offered. The Dean and faculty reviews enrollment in previous course offerings, anticipated demand for specific courses, and the [course delivery methods](#) (i.e. online, ground, hybrid, etc.) that can best meet student needs.

The business unit has produced a completion plan for the AAS Business-Management, FAST TRACK cohort that serves as a template for the sixteen month program completion.

Throughout the open registration process, the dean receives daily an automatically emailed report on the "[Class Enrollment Stats](#)" denoting class sections that are at 80% or greater capacity. This tool provides the deans immediate information to determine if additional class sections, etc. should be added.

The college, through the [Academic Assistance Center](#), provides tutoring in a variety of subjects, including most business offerings. The Assistance Center tracts [Business Tutoring](#) for various business courses.

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-

Course evaluations provide an important source of information to both the faculty and Dean of the Business unit. Each faculty member has two courses evaluated per year. These evaluations are incorporated into the faculty members' yearly performance evaluation. The course evaluations provide valuable feedback as to how students perceive the strengths and weaknesses of the faculty member. Click here for the [three year business faculty trend](#). The [Business IDEA Course Evaluation Comparison](#) is also used to measure business faculty performance relative to the college as a whole.

Student satisfaction surveys-

The college administers on a periodic basis a system-wide Community College Survey of Student Engagement, [CCSSE](#) survey. In addition to the CCSSE survey, the Business unit relies on [Business Graduate surveys](#).

Alumni Satisfaction Survey-

The business unit previously relied on the college periodic Alumni Survey. This [Alumni Survey](#) provided valuable feedback as to what alumni felt were areas of strengths and weaknesses for the college. Due to a change in the types of data that will be gathered going forward by the Institutional Research office, the business unit will be redesigning, and possibly conducting its own alumni satisfaction surveys.

Employer satisfaction surveys-

The business unit relies on employer satisfaction feedback from those sponsoring student internships and from those that hire our graduates.

At this time, there is no scheduled mechanism at the college that effectively follows students into employment after graduating and obtain information from those employers. In previous years, the JSCC Institutional Research (IR) department conducted periodic employer surveys to glean this pertinent information. While conducting this self-study report, the business unit learned the IR team would no longer conduct this program level research in the future. The next scheduled survey was scheduled for 2017, so immediate corrective action steps were determined by the business unit members.

The business unit has determined that conducting regular employer surveys at the division level, will provide useful feedback. A formal list of [proposed list of survey questions](#) is currently being developed.

[Table 1, Standard 3](#) provides additional information on the Employer satisfaction survey and Alumni satisfaction survey.

Sources

- 2012-2013 graduate survey-BUS
- 2013-2014 Graduate survey-BUS
- 2015-2016 Graduate surveys-BUS
- Alumni Satisfaction Survey
- Alumni Survey
- Business Faculty evaluation-3 yr. trend
- Business IDEA Course Evaluation Comparison
- Business Tutoring Summary
- CCSSE Key Findings 2011
- Class Enrollment 80 Percent Example
- proposed list of survey questions
- Table 1, Standard 3

3.5 - Criterion 3.5 Business/Industry Relations

Each academic unit must demonstrate linkages to business practitioners and identify organizations that 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.

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

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

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

Self-Study

Assigned To

Not Assigned

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 unit relies largely on feedback from its [Business Advisory Committee](#). Other sources include individual faculty interactions with local business leaders and feedback from employers sponsoring business student interns.

During the 2015/16 academic year, the business unit conducted a targeted research project to gain feedback from our medical community regarding inclusion of various medical office courses to the JSCC business program. Business faculty, Jayne Lowery and Workforce Development Director, Jack Laser, met with medical related business advisory members and other medical professionals in the community to evaluate the potential program additions.

It was determined there was a demand/need for two new medical courses that could be added as a tract to one of the newly developing business program concentrations. The courses are planned to be offered within the workforce development department during the 2016/17 academic year then transitioned to the credit program in the following year. Reference the [Jackson State Workforce Development course offerings](#) roster and Medical Billing and Coding course description and schedule.

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

A key component of the Administrative Office Management (AOM) program is an intern requirement. The intern program allows students to gain real world experience, but just as importantly, the business unit is able to gain valuable feedback from our industry partners. This feedback allows the business unit to determine if our students are being adequately trained to meet the needs of area employers. This feedback indicated success rates---success being defined as employer being completely satisfied with the interns skills and work habits---of 75% in 2013-14; 78% in 2014-15; and 95% in 2015-16. Interestingly, in the year with the highest positive feedback, all nine industry partners were new to the intern program.

Sources

- Business Advisory Committee
- WFD Course Offering for Electronic Health Records

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

Complete Table I Student and Stakeholder-Focused Results for Standard 3 (See Excel table found in the Evidence file tab).

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

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

Self-Study

Assigned To

Not Assigned

Institution Summary

Complete Table I Student and Stakeholder-Focused Results for Standard 3 (See Excel table found in the Evidence file tab).

Standard 3, Table 1 is linked [here](#).

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

Strengths	Opportunities for Improvement
Accelerated AAS business cohort program designed to meet the needs of working adults providing the possibility to transition into surrounding four year university bachelor programs.	Improve faculty scores on IDEA student surveys.
The implementation of the ANCHOR model of intrusive advising to develop stronger student/advisor relationships.	Create and administer new business alumni survey that also captures transfer student achievement.
In the past two of three years, the business unit exceeded the 90%	Improve business graduate's employer survey to obtain more reliable program improvement opportunities.

goal of overall satisfaction of business graduates.	
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Sources

- Table 1, Standard 3

4 - 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.

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

Self-Study

Assigned To

Not Assigned

Sources

There are no sources.

4.1 - Criterion 4.1 Student Learning Outcomes Assessment

Institution Response:

A. Describe the current student learning outcomes assessment plan.

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

1. What student learning data is collected and why
2. How the business unit uses student-learning data to improve the business program and enhance student learning
3. How comparative or benchmark data is used to enhance and improve of student learning
4. How the business unit improves, refines, or enhances the student outcomes assessment process

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

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

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

- Three to five data points of trend data including the self-study year
(Candidates with less than three data points are eligible for accreditation with conditions.)

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

A. Describe the current student learning outcomes assessment plan:

The business unit's assessment plan utilizes common forms of assessments. The assessment system gathers sufficient common data which will allow conclusions drawn and at the same time leave sufficient room for each program to explore various assessments by varying means.

An annual review of each business program's Student Learning Outcome results is conducted using assessment criteria established from the prior year. The business unit's goal is to establish relevant course level, measurable results that support the program goal established.

The impacted business faculty member provides assessment results to the dean during the end-of- year faculty evaluation meeting. That data is embedded in the annual "Assessment Results" section of the program student learning outcome document, trend data reviewed and the "Use of Results" determined during the following year's faculty evaluation planning session.

When favorable trend data is achieved consistently, the faculty and dean determine alternate assessment criteria methods to track and those new measurements are planned for the upcoming year. Reference [Fall 2015 SLO Business](#) meeting agenda.

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

1. What student learning data is collected and why

A variety of student data is collected and analyzed by the business unit. Each defined student learning outcome has sub-categories of information reviewed. The following table describes some of the annual data reviewed:

Student Data Collected	Why	Program of Study
Electronic spreadsheet using what-if analysis, templates, payment and V-lookup functions	Validates SLO 1.1	AAS-AOM
Compilation of applications portfolio including various office procedural organize, Microsoft office programs mastery	Validates SLO 1.1	AAS-AOM
Demonstration fundamental concepts of economic analysis	Validates SLO 2	AAS- Mgmt
Preparation of a bank reconciliation	Validates SLO 2	AS - Busn Admin

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

The business unit uses year-over-year trend analysis to determine where course level program improvements are needed to enhance the student's educational experience. For example, the following excerpt of the accounting faculty member's evaluation plan results denoted mixed performance on several of the student learning outcome measures:

Learning Outcome Goal obtainment vs. 2014-15:

- 1. Record basic journal entries - 80.4% vs. 84.4% in 2014/15**
- 2. Prepare adjusting/closing entries— 71.8% vs 2014-15 result was 52%**
- 3. Prepare financial statements— 64.7% vs. 2014-15 result was 72.7%**
- 4. Demonstrate knowledge of accounting terminology— 74.7% vs. 2014-15 result was 72.9%**
- 5. Prepare bank reconciliation— 61.9% vs. 2014-15 result was 63.6%**
- 6. Calculate depreciation by various methods— 56.8% vs. 2014-15 result was 65.5%**

During our evaluation meeting, we'll discuss these results to determine which actions need to be reevaluated or continued.

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

The business unit tracks the student learning outcomes consistently for at least three years to validate the program goal. After achieving favorable trends, the faculty and dean determine what newer assessment criteria should be implemented. For example, it was determined after four years of consistently high results from the criteria for [AAS-Business SLOs 1.2 a. and b; 1.3 a. - e. and several of 2.1](#) were consistently meeting the goals therefore newer assessment criteria, or increased goals, should be established and tracked to further analyze the program's effectiveness.

The business unit also compares various student learning outcomes to other JSCC peers and national averages. Reference the [ETS Proficiency Profile](#) results for the business unit graduates as compared to the overall college graduates and national peer groups for 2014/15. The college previously used the CBASE exit exam to measure overall general education proficiency.

Due to the difference in reporting between the CBASE and ETS exit exam instruments, the business unit will only have two years of trend data (2014/15 and 2015/16) to review with the ACBSP site team. As of this writing, the business unit has not received the 2015/16 comparative results from the JSCC Institutional Research department.

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

As noted above, an annual review of the student learning outcomes is thoroughly conducted by the dean and reporting faculty then disseminated throughout the business unit.

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

Career Programs of Study:

AAS - Business - Administrative Office Management Student Learning Outcomes (SLO)

- 1.1 Students will demonstrate the ability to effectively integrate computer and office applications.
- 1.2 Students will demonstrate the ability to converse effectively in an office setting with people and technology.
- 1.3 Students will demonstrate the ability to analyze and evaluate the theories and practices of management including team building, marketing, accounting, economics and legal environment of business.

AAS Business - Management Student Learning Outcomes (SLO)

- 2.1 Students will demonstrate the ability to analyze and evaluate the theories and practices of various business areas.
- 2.2 Students will demonstrate the ability to converse effectively in an office setting with people and technology.
- 2.3 Students will demonstrate the ability to apply computer technology as it relates to the business environment.

Both AAS programs - Student Learning Outcome

3. The program will demonstrate consistent quality and on-going improvement by solicitation and analysis of input from all stakeholders and communities of interest.

Transfer Programs of Study:

AS Business Administration and Accounting - Student Learning Outcomes (SLO)

1. Demonstrate the knowledge of general education courses in communication, humanities, history, social science, natural science, and mathematics.
2. Recognize and apply the principles of accounting and economics (macro and micro).
3. Apply computer technology as it relates to the field of accounting.

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

See [Standard 4, Table 2](#) Evidence File for results of SLO and use of those results for program improvements.

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

The business department did not uncover any significant difference between student achievement in the traditional classroom setting as compared to online courses. However, statistics did reveal that the Business course students success rate was significantly higher for the hybrid sections.

Student Success Rates by Course Modality			
(Success = Final Earned Course A-D)			
Course Type	2013 Success Rate	2014 Success Rate	2015 Success Rate
Ground Courses			
Business	73.7%	75.7%	74.7%
College	77.5%	79.5%	80.1%
Hybrid Courses			
Business	82.0%	75.6%	85.0%
College	67.9%	73.0%	82.3%
Web Courses			
Business	73.7%	73.0%	73.3%
College	74.0%	78.3%	80.3%

Sources

- ETS Prof Profile Comparative Data.pdf
- Fall 2015 Student Learning Outcome Meetings
- SLO Consistent Goal Obtainment Chart
- Table 2 Standard 4

4.2 - 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.

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

B. Describe faculty involvement in the program evaluation process.

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

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

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

The JSCC Business unit utilizes the ACBSP accreditation cycle for the formal program review evaluation process. Historically, the business unit has provided two-year status reports to ACBSP based on the prior period's accrediting agency's opportunities for improvement suggestions. Annual data results are collected and evaluated by the division dean and shared with all business faculty/staff, advisory committee and administrators during various meetings throughout the year. Also, this two-year report allows the business unit to incorporate feedback received via the various program stakeholders (industry, students, administration and the public) for improvement opportunities.

The Tennessee Board of Regents (TBR) system periodically initiates various program reviews. For example, in 2013, TBR formed a cross state committee of business faculty to develop and implement a "common curriculum" for the AAS Business – Management program. The goal of this project was to allow students a seamless transfer within the Tennessee community college system of schools. All thirteen community college's had faculty representation to work through establishing the common curriculum needs (general education and core business classes), developing a common library of courses

to be used to meet the regional business requirements, common rubrics, course descriptions and at least two-three common course objectives. Business faculty and dean, Terri Messer represented JSCC on this statewide committee.

In 2015, the AAS Business – Administrative Office Management statewide common curriculum convened to standardize across the state this program’s offerings, rubrics, course descriptions, etc. Business faculty, Jayne Lowery represented JSCC on this statewide committee.

Also, in 2015, the AS Business transfer pathway was re-evaluated for required program updates statewide. As this degree path is designed to provide ease of transfer ability from the two-year community colleges to the four year universities, the TBR committee also included faculty representatives from the public colleges and schools in the state. Business faculty members Terry Mullins and Terri Messer co-represented Jackson State on this most recent statewide committee.

TBR further mandates regularly scheduled program reviews for programs that do not have a third party accrediting agency involved. For example, in the spring of 2016, the “Transfer Programs” at JSCC will have a system wide audit of this ‘General Education’ program. See attached information [regarding the specifics of this audit](#). Since the business unit monitors the Accounting, Business Administration, Economics and partially, the Information Systems Associate of Science degree pathways, the dean of business and industry will be involved in preparing the self-study documentation and site visit for this audit. The accounting and economics faculty will be involved in the process also by providing evidence of program outcome achievements.

B. Describe faculty involvement in the program evaluation process.

The business unit faculty are integral in the program evaluation process by providing various student learning outcome results, following through on all faculty evaluation plans and strengthening business and industry partnerships.

During the annual faculty evaluation meeting, the impacted faculty provide results for the various student learning outcome measures. The dean includes that data in a trend analysis and advises in the next academic year’s faculty planning meeting any updates needed to better measure the SLO and/or incorporate additional learning activities. Reference highlighted portion on faculty evaluation results from [T. Mullins 2015/16](#) indicating student learning outcome information.

All business unit faculty attend the annual business advisory committee meetings. Those meetings provide the venue to openly discuss the current program curriculum, results and seek input from the business professionals on improvement suggestions.

For the last three years, some of the business faculty have been instructing the internship class, AOM 294 that students take in the final semester prior to graduation for the AAS – Business, Administrative Office Management program. This course requires students to complete a 135-hour work-based learning co-op with a local business and industry partner. As part of the student’s final course grade calculation, the faculty member visits the respective placement partner to conduct a formalized evaluation of the student’s work performance and to seek suggestions for further program improvements. Having the business unit faculty engage with the intern placement employers has yielded vital insights to the areas the program excels at and those that need additional enhancements.

Prior to the last few years, the division dean personally instructed the internship class so that additional industry/business relationships could be forged and program improvement opportunities shared with faculty in a very objective process.

Through this self-study report preparation, the lead faculty for the AOM 294 internship class and the dean realized that the feedback from these intern site visits needed to be more formally shared with the entire business unit. Measures will be taken in the future to include this vital employer information as an agenda item at the division meeting held at the first of each semester.

Also, the business faculty are involved in the TBR system-wide program reviews as mentioned in section B above. Reference business faculty Mullins, Lowery and Messer’s inclusion on the various program “common curriculum” reviews.

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).

Currently, the college’s institutional research and accountability department administers the following college-wide surveys and measurement instruments
 IDEA - current student survey of course, instructor, institution. [See business unit trend analysis.](#)
[SENSE](#) – Student Entering Engagement Survey
[CCSEE](#) – Community College Survey of Student Engagement
[Graduate Survey](#) – as graduates take the required college, general education exit exam

Previously, the Jackson State Institutional Research and Accountability (IR) department also conducted periodic, alternating five-year Employer Satisfaction and Alumni Satisfaction surveys to aid with programmatic improvement areas. (See previous [Employer Satisfaction](#) and [Alumni](#) surveys). Due to changes in the Tennessee Higher Education Commission reporting/funding requirements and change in internal IR leadership, the JSCC IR department will no longer coordinate the Employer Satisfaction Survey. The business unit was only made aware of this revised process change while writing the self-study report. The next Employer Satisfaction survey would have been due in 2017, so there is still time to meet the normal timeline for consistent stakeholder feedback.

Since it is vital the business programs have continuous feedback from our graduates’ hiring partners, the business unit will internalize the coordination of an annual employer satisfaction survey. Attached is the [draft survey](#) that will be administered by the business unit, via Survey Monkey, on the following sequence:

Event	Timing	Responsible Party
Graduate Earns Degree	December or May	Academic Affairs
Graduate contacted to confirm Employer Placement and retrieve supervisor/HR contact information	Six months after graduation date	Business & Industry staff/faculty

Employer Satisfaction Survey sent after at least 6 months of employment	One year after graduation but no sooner than six months after job placement	Business & Industry staff to coordinate survey, collect results and provide feedback to division dean
Employer Comments reviewed by division and VP Academic Affairs	August	Dean to share feedback with division during fall in-service meetings each year

The Jackson State IR department has offered to continue administering the Alumni Survey for the business unit, even though this task has also been removed from the annual surveys coordinated by the IR department. The business unit is still in deliberation if this feedback instrument would also be better administered within the division to confirm consistent result obtainment.

The IR team currently receives graduate satisfaction information as students are completing their respective degree programs. The business unit will determine in the spring 2017 in-service meeting a time schedule for obtaining alumni feedback and the coordination process preferred.

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

The Business & Industry dean is the catalyst for gathering, evaluating and disbursing the program evaluation results, both internally and externally.

Inside the JSCC community, the dean formulates trend graphs/charts and shares with the business unit and vice-president of academic affairs. The trend reports provide direction on an array of integral strategic planning initiatives required by the business unit, from staffing requirements and faculty effectiveness to program budgetary needs. [See example of information shared with the VPAA](#) and the corrective action measures the business unit undertook to reverse the declining enrollment trend.

External stakeholders can locate the program data via the Business website, "[Program Information](#)" link: Business Stakeholder Web Page The dean meets with the JSCC web master annually to provide website updates and revisions.

During the annual business advisory committee meeting, programmatic results are shared with the members and troubling trends discussed. See highlighted portion of [2015/16 Business Advisory Meeting Agenda](#).

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

During the 2015/16 academic year, it was determined, in part to the business advisory committee input, that additional administrative skills are needed to meet the ever growing demands of the medical business offices in the region. The growing need for electronic medical records and billing/coding technical expertise had also been discussed in detail within the statewide AAS Business – Administrative Professional Technology common curriculum project.

Based on our business advisory committee and the statewide initiative, the business unit presented to the Jackson State curriculum committee proposals to add two new courses to the JSCC AAS Business program's library and develop a medical tract within the Administrative Office Professional concentration

beginning in the 2016/17 academic year. See curriculum request forms for [Admn 2303, CPT Coding](#) and [Admn 2304, Intro to Electronic Medical Records](#).

Some of the business program's Student Learning Outcomes showed consistent goal obtainment for the past three academic years using like measurement tools. Due to these favorable results, the faculty determined that it would be most beneficial to alter the assessment tool for the respective outcomes to glean better use of results information.

The AAS-Business, Administrative Office Management (currently titled Administrative Professional Technology) student learning outcomes, 1.2 and 1.3 had new assessment instruments launched with the results for 2015/16 being used as the initial, baseline data.

The AAS-Business, Management student learning outcome 2 also had new assessment instruments measured and the results for 2015/16 will be used as the baseline data for future periods.

Sources

- 2012 Alumni Satisfaction Report
- Admn 2303 CPT Coding class added
- Admn 2304 Intro to Electronic Health Records added
- Business Advisory Meeting Agenda 2016
- Business Graduate Survey Comparison
- Business IDEA Course Evaluation Comparison
- Business Program Enrollment Effort Sept 2015
- CCSSE Key Findings 2011
- Employer Satisfaction NEW Draft Survey for 2017
- Employer Satisfaction Survey 2012 13
- Gen Ed Curriculum Inclusion Example TBR
- Graduate Satisfaction Survey
- Mullins Eval Results Messer 2015 16
- SENSE_2015_key findings (1)

4.3 - 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.

- A. Explain the process for identifying student needs for developmental assistance.
- B. Explain the process for determining and awarding advanced placement, if applicable.
- C. Explain the student advisement process, including the use of remedial assessment information.
- D. Report data that correlates assessment scores to retention and improved academic skills as a result of developmental offerings.

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

The Jackson State Learning Support Program's (LSP) philosophy is that proper placement leads to academic success and academic success leads to retention and graduation.

All degree seeking students are required to have valid ACT/SAT or COMPASS scores to determine proper course placement. Valid ACT/SAT or COMPASS scores are those earned within three years prior

to the first day of a student's entering term. No assessment is required of any student with a valid ACT composite score of 26 or higher.

(The campus will cease using the COMPASS placement exam in December 2016 transitioning to a newer placement test program to be used statewide at all TN Board of Regents schools. The same assessment criteria expects to be used when the new placement program is instituted).

Students that test below the actual, or equivalent, ACT of 18 in English and/or 19 in Math are required to take learning support classes to help prepare them academically for the rigor of the college program. During the 2015/16 academic year, JSCC launched into a new method of offering learning support class sequencing. The "[Co-Requisite model](#)" was initiated by the Tennessee Board of Regents with the goal of expediting student's degree completion.

Some of the key features of the current LS program include:

- Degree-seeking students needing LS co-requisite courses must enroll in and satisfactorily complete those courses during their initial term of enrollment.

- Students who test into LS writing must register for ENGL 0010 and ENGL 1010.

Students who test into LS reading must register for READ 0010 and COL 1010.

Students who test into LS math must register for either MATH 0530 and MATH 1530 or MATH 0030 and MATH 1030 or MATH 0010 and MATH 1010, depending on the student's program of study. Other options may be available.

- LS courses passed at non-TBR institutions do not automatically transfer to JSCC. Placement testing may be required.

* Attendance is mandatory in both the college level and co-requisite LS course. Instructors may impose grade penalties at their discretion for students' absences.

*Persistence in Learning Support is essential. Student goals will be delayed, and there may be financial aid consequences for withdrawing from Learning Support. Students who need to drop the LS co-requisite lab must also drop the linked college level course. Students enrolled in Learning Support may not drop these classes without the approval of the appropriate Dean. Students who are withdrawing from college, that is, from all their classes, may do so by following the appropriate withdrawal procedures.

*Credit hours earned in LS classes may not be used to meet any degree requirement. These credits are institutional credit only. The grades made in LS classes become part of the academic record *Grade Assignments. Letter grades assigned to LS classes are S (Satisfactory), U (Unsatisfactory), or W (Withdraw). Students who earn a grade of C or better in the co-requisite college level course will earn an "S" in the linked LS co-requisite lab. Grades of "U" and "W" are considered as attempts. Students may not receive a "W" without permission of the appropriate Dean. Students receiving Veterans Affairs (VA) benefits cannot receive those benefits for on-line LS classes.

To further aid in LS student's success, free tutoring is made available to all JSCC students.

- Tutoring in writing is available in the Writing Center (WC), located on the first floor of the Library.

- The SMART Math Center, located in the Nelms Classroom Building, offers tutoring to students enrolled in learning support for math. The Math Lab offers tutoring in other math courses. No appointment is necessary in either lab.

- Students who need additional support in reading can find help in the Reading Lab in the Nelms Classroom Building.

- Tutoring in nearly all other academic areas is available in the Academic Assistance Center (AAC), located on the second floor of the Library. Students can schedule one-time or on-going tutoring.

Students also have access to staffed, open computer labs on any Jackson State campus.

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

Jackson State recognizes various means in which students can gain early college credit and/or advanced placement opportunities. Those areas include:

Dual Enrollment

Advanced Placement Exams

CLEP Exams

Institutional Challenge Exams

Programs of Excellence: Honors, International Studies, Service Learning and Phi Beta Kappa

Life Experience Credit

Dual Enrollment:

Jackson State has a robust early college credit program. The [Dual Enrollment program](#) allows high school students to earn college credit toward a degree or a certificate at a Tennessee public institution of higher education. The credit may also count toward a high school diploma. The dual studies program includes dual credit (courses taught at the high school by high school teachers) and dual enrollment (courses taught by faculty qualified to teach college courses that may be taught at the college, at the high school or via distance learning).

During the 2015/16 academic year, approximately 30% of the overall enrollment consisted of dual enrollment students taking Jackson State classes while still in high school.

Advanced Placement:

Jackson State also accepts various Advanced Placement (AP) Exams which are a series of tests developed by the College Board initially for AP High School courses, including 34 exams in 19 subject areas. Course credit will be granted to students presenting Advanced Placement examination grades of three or higher in [courses accepted by JSCC](#).

CLEP Exams:

JSCC supports credit acceptance of successful College Level Examination Program (CLEP) Exams. This program offers 33 exams in 5 different subject areas offered by the College Board. Most CLEP tests cover lower level and introductory knowledge of certain subjects, many of which fall within general education requirements. See [this link](#) for details on the specific CLEP exams Jackson State accepts.

Institutional Challenge Exams

Course Challenge Exams are local tests developed by JSCC to verify learning achievement for a particular course for students who feel they already have the knowledge they would gain from a particular course. This exam is often in the form of a final exam, developed by individual departments or faculty members. See link for specific exam details.

The business unit has over twenty comprehensive exams available for qualified students to challenge. See the attached [Business & Industry Challenge Exam Snapshot](#) for more details.

Programs of Excellence:

Honors Program:

The Arts and Sciences Honors Program provides mentored, advanced, scholarly, and creative enrichment opportunities for currently enrolled, academically gifted students. Students with a 3.25 GPA or an ACT score of 25 are eligible to enroll in Honors courses. Further, students who complete three Honors courses in at least two disciplines and complete an Honors Special Topics course may graduate with "Honors Program Distinction." Honors courses are offered in a variety of disciplines including History, Philosophy, Psychology, English, Art, Humanities, and Biology. These offerings typically vary by semester with more faculty becoming involved in the program.

During the Fall 2016 term, three business faculty will be participating in the honors program.

Honors Society:

Qualified students may participate in honor societies on campus such as Phi Beta Kappa. JSCC PTK Eligibility Criteria: Students with a 3.25 or higher G.P.A. and a completion of 12 college credit hours may join Phi Theta Kappa. Membership in PTK allows students access to transfer scholarships all over the nation. Locally, Union University, Bethel University, Lipscomb University (Nashville) and The University of Memphis offer PTK transfer scholarships.

Life Experience Credit:

Life Experience Credit is earned from an evaluation of a portfolio of documents or other evidence that demonstrates college-level learning through experiences of life. JSCC uses [CAEL \(The Council for Adult & Experiential Learning\)](#) as a third party vendor for assessment of this documentation and will award credit based on the ACE (American Council on Education) recommendations provided at the end of the evaluation process.

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

Every student pursuing a business program of study – just like every other student at the College – is assigned a full-time faculty advisor. The business unit relies heavily on building relationships with students by means of one-on-one advising not only to assist the student in fulfilling their educational goals, but also as a prime source of feedback on the department's programs and processes as detailed in response to Standard 3 above. As a part of the college [ANCHOR](#) initiative, business faculty utilize intrusive advising techniques emphasized through the college's quality enhancement plan.

Within the JSCC intranet system, *JWEB*, faculty advisors have access to student's transcripts, including placement scores, and thereby are able to help map out a degree completion plan based on the course pre-requisites including required writing and math requirements. Students are encouraged to meet with their assigned faculty advisor at least one time per semester and are free to contact the faculty member at any time to set up a one-on-one meeting/conversation.

To aid the faculty advisors, the college is staffed with dedicated professionals offering a full range of academic and personal support services. Counselors and staff work in conjunction with faculty to foster student growth and success. Services are available to help students clarify and establish meaningful academic, career or personal goals and help them build and implement action plans to fulfill their goals. One-on-one support, workshops, assessments, and special groups support students as they sort through competing interests and needs to achieve these goals. Some of these services available:

- Academic advising and counseling
- Career counseling and information
- College transfer
- Employment counseling and resources for full and part-time jobs and internships
- Personal counseling and development
- Referral to community agencies and resources
- Physical, psychological and special learning needs

The [Counseling Office](#) is a major resource for new students adjusting to and navigating through college. The Office focuses on academic success and developing the necessary skills and understanding for students to navigate the system effectively. Freshmen Advising Seminars ([Great Expectations - GE](#)) introduce students to the wide array of services provided by the college. The seminar includes interpretation of initial math and verbal placement scores and selection of appropriate

courses. Students are prepared for their first semester at the college and equipped with the knowledge of important tools and tips to be successful. All new, degree-seeking students are required to attend one of the GE sessions before starting their first semester.

[Non-Academic Support Counseling](#)

Counseling is available to any JSCC student who is experiencing problems with stress, academic problems, depression, financial distress, or any other factor that could interfere with their academic success. Career counseling is also available.

Mentoring

At the instructor's discretion, some classes are assigned JSCC staff members as mentors. These mentors foster an individual relationship with students assisting them with anything from study habits to classroom deadlines.

Placement

Whether a student needs a part-time job while in school or a full-time job after graduating, Placement Services works to help them find employment. Job interview and résumé writing seminars are also offered.

[Veteran's Affairs](#)

Veterans and their families are eligible for assistance through Veteran's Affairs including registration assistance and financial aid.

Disability Resource Center

The Disability Resource Center ensures that students with disabilities have every opportunity to succeed. Staff will serve a liaison between people with disabilities and JSCC faculty, staff and students to make sure all services, facilities, and training are provided.

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

The purpose of the Learning Support program is to help under prepared students pass college level courses and to graduate at the same level as better prepared students. The Learning Support Program integrates personal development and academic development into coursework and provides support services such as counseling, computer labs, and advising intervention. Learning Support has made it possible for thousands of students to succeed in their chosen field of study.

The Tennessee Board of Regents Academic Assessment and Placement Program is designed to help students succeed in their college studies. The [A100-Guidelines](#) define the required process all TBR schools must follow. All students seeking credit must meet mandatory assessment and placement requirements prior to registering for courses with placement requirements.

This program was mandated by TBR for the academic term of 2015-2016. Therefore the statistics shown indicate the [results for the 2015-2016 term](#).

As per the results, the students enrolling directly into College Level Math 1530 with no LS support had a higher success rate versus those that required LS with the MATH 1530 course.

The same results were found the English 1010. ([Refer to the Evidence File for graphical results](#))

Sources

- ANCHOR Info Schedule
- Bus Ind Challenge Exam Snapshot
- LS Math English Success Rates

4.S - 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.

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

Self-Study

Assigned To

Not Assigned

Institution Summary

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

Strengths	Opportunities for Improvement
The business unit is effective in collecting, analyzing and making program improvements using the student learning outcome, five column format.	To reverse the declining enrollment trends of recent years.
Through the strong guidelines at JSCC, the business unit a good framework for identifying students that need development assistance and advanced placement.	Revision of Supervisory Management and Marketing courses in 2016/17.
	Improve student outcomes on various accounting related measurements.

Sources

- Degrees by Academic Year
- Enrollment and Credit Hours
- Fall Enrollment Count
- Student Success Rates by Modality

5 - 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.

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

Self-Study

Assigned To

Not Assigned

Sources

There are no sources.

5.1 - Criterion 5.1 Human Resource Planning

- A. Describe the business unit's criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.
- B. Describe how the business unit's work environment, compensation, career progression, and workload assignments support recruitment of high-performance faculty.
- C. Describe how the business unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff.
- D. Report evidence of business unit faculty and staff well-being and satisfaction.

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

Self-Study

Assigned To

Not Assigned

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 institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, the business unit gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

When hiring faculty, Jackson State Community College (JSCC) abides by the SACSCOC guidelines for faculty credentials. Additionally, JSCC has in place the Faculty Recruitment and Hiring Procedures policy that is designed to ensure that all faculty are properly qualified. This policy follows Tennessee Board of Regents [\(TBR\) Policy 5:01:00:00 General Personnel Policy](#) and [TBR Guideline P-010 Personnel Transactions and Recommendation Forms](#).

All JSCC instructors are required to have one of the following credentials:

Faculty teaching associate degree courses designed for transfer and to a baccalaureate degree: doctoral or master's degree in the teaching discipline or master's degree with a minimum of 18 graduate semester hours in the teaching discipline.

Within the JSCC business unit, all faculty have earned master's degrees and most have an additional 18 graduate hours required to teach accounting, economics or information systems courses.

Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.

Jackson State Community College (JSCC) publishes policies that detail clearly the conditions of appointment, employment, and evaluation. These policies are periodically assessed and widely disseminated to all employees. In addition, JSCC's qualified faculty, staff, and administration are sufficient to maintain daily operations, achieve campus goals, and support the JSCC mission.

JSCC's hiring and employment practices are equitable and non-discriminatory. For example, JSCC is committed to the recruitment, hiring, training, and promotion of persons in all job titles without regard for any protected classification: race, color, religion, national origin, gender (except where gender is an occupational qualification), disability (where the individual is a qualified person with a disability), age or because of the individual's status as a qualified veteran with a disability or veteran of the Vietnam era

Affirmative Action monitoring is incorporated in all hiring with institutional records reviewed periodically by the TBR Affirmative Action Officer. Moreover, recruitment and selection procedures ensure fairness in employment. [TBR 5:01:01:00](#) defines employment classifications: Academic Personnel (Exempt); Executive & Administrative (Exempt); Professional Non-Faculty (Exempt); Adjunct Faculty; Clerical, Support, Technical, Maintenance and Operations Personnel (Non-exempt).

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

The College ensures promotion decisions are in accord with principles of equal employment opportunity by imposing only valid requirements for promotional opportunities and ensuring that all personnel actions, such as compensation, benefits, transfers, layoffs, return from layoff, and college sponsored training, education, tuition assistance, and social and recreation programs, will be administered without regard to any of the foregoing prohibited factors. Policies and information is made public to employees using the Work Life tab of our intranet (JWeb). Documents regarding the compensation plan, benefits, training, education, tuition assistance, etc. are contained in the Human Resources section.

The business unit at JSCC consists of faculty that have all reached the highest level of academic promotion, as well as each have earned tenure at the college. This career progression process is vital in securing and retaining top quality professional educators as described in the [Jackson State Faculty Handbook](#).

The college requires 30 on campus faculty work hours per week that include teaching and office hour commitments. It is expected that most faculty will work an additional 7.5 hours per week completing various other campus projects such as committee meetings, grading, course preparation, campus events, etc.

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.

JSCC establishes mechanisms for recognizing outstanding faculty performance and for providing feedback for performance improvement and outlines the performance evaluation processes specific to faculty appointments. These evaluations are used in decisions regarding tenure, promotion, and potential

merit raises. Formal performance evaluations for faculty are scheduled annually and conducted by the dean of the Business and Industry division.

Guidelines for faculty promotion and tenure comply with TBR policies 05:02:02:30: Guidelines for Faculty Promotion Recommendations at Tennessee Board of Regents Community Colleges and 05:02:03:70: Academic Tenure for Tennessee Board of Regents Community Colleges. See [Jackson State Faculty Handbook](#) available to the onsite team.

Supervisors are responsible for continuous evaluation of staff performance. Formal performance evaluations using college-designated forms are performed annually.

Administrators at JSCC are evaluated periodically. In accordance with TBR policy, evaluation of the President is conducted by the Chancellor of Tennessee Board of Regents TBR Policy 1:03:03:00: Selection and Retention of Presidents. Evaluation of all other administrators at JSCC is typically performed on an annual basis.

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

The business unit faculty and staff turnover can be a reflection of high employee satisfaction and commitment to the college. The Business Unit strives for a “low turnover” in faculty and staff to indicate job satisfaction. The [table](#) shows the turnover from 2012 to 2016 in the business unit. Prior to 2012, the turnover resulted only from retirement of faculty.

Sources

- Faculty Handbook First Three Pages
- P_010_Personnel_Transactions_and_Recommended_Forms
- TBR_Policy_5_01_00_00
- Turnover Rate JSCC Business

5.2 - 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.

DEFINITIONS:

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:
 1. In-field professional certification (national, regional, or state)—The institution must provide documentation.
 2. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
 3. Teaching excellence—The institution must provide documentation.
 4. In-field research and publication—The institution must provide documentation.
 5. 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:

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

5. 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 that clearly states the qualification.

Complete and attach **Table 4 – Faculty Qualifications** (found under the Evidence File tab above) 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.

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

Self-Study

Assigned To

Not Assigned

Institution Response

See Table 5.1

Sources

- Table 5.1 for 5.2

5.3 - 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).

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

B. Complete and attach Table 5 – FTE and Faculty Composition, found under the Evidence File tab above. List all full-time and part-time faculty members for the self-study year in alphabetic order.

C. Report the following:

_____ % Masters/Doctorate qualified

_____ % Professionally Qualified

_____ % Exceptions

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

One full-time faculty member teaching 30 semester credit hours in the academic year typically equals 1.0 FTE faculty. (A part-time faculty member teaching 6 semester hours equals .2 FTE faculty).

B. Complete and attach Table 5 – FTE and Faculty Composition, found under the Evidence File tab above. List all full-time and part-time faculty members for the self-study year in alphabetic order.

See Table 5 that has FTE and Faculty Composition.

C. Report the following:

100 % Masters/Doctorate qualified

___0_ % Professionally Qualified

___0_ % Exceptions

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

There were zero exceptions for business unit at JSCC.

Sources

- Table 5.2 for 5.3(2)

5.4 - 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.

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

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

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

Self-Study

Assigned To

Not Assigned

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.

Based on current enrollment trends, JSCC has ample number of full time business faculty to staff the program with full time professors. The chart below denotes a summary of the detailed [2015/16 Business Deployment Analysis](#) that indicates all business faculty teach classes during day, evening and distance education modalities of instruction.

Instructor	Number Business Sections Taught F15 & S16	On Campus Day	On Campus Night	Online	Other
Boehms	7	1	2	4	0
Lowery	8	5	1	2	0
Messer	7	1	3	1	2

Mullins	11	6	1	3	0
Tibbs	9	1	2	5	1

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

All JSCC business programs meet the full time deployment criterion expectations.

Sources

- Full Time Faculty Deployment F15 & S16

5.5 - 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 that 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

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

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

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

Self-Study

Assigned To

Not Assigned

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.

The Jackson State business unit follows the college and system requirements for the faculty weekly and semester responsibilities. As denoted in the [JSCC Faculty Handbook](#), beginning on page 19..."The college work week for teaching faculty is a minimum of 37.5 hours per week. The college operates on a

five day workweek. This requirement includes no less than 30 hours of on-campus responsibilities in the areas of classroom instruction and preparation, academic advising, committee service, scheduled office hours, faculty development activities, and other responsibilities approved by the immediate supervisor, dean, and Vice President of Academic Affairs. During peak times and for other college related activities, faculty may be required to be on campus for additional hours beyond the minimum of 30."

The [JSCC Faculty Handbook](#) also clearly outlines the faculty responsibilities beginning on page 11.

Duties of Full-time Teaching Faculty

Faculty should look to their respective direct supervisor for immediate direction in all matters relating to their duties. Faculty are the general responsibility of the Vice President of Academic Affairs through the supervision of the respective dean or supervisor.

Faculty shall:

- a. Maintain the highest possible classroom standards of instruction consistent with published course descriptions and syllabi.
- b. Meet with classes as assigned by direct supervisor.
- c. Explain to each class the policies concerning attendance, grading, make-up of assignments, and examinations.
- d. Assure compliance with the Americans with Disabilities Act (ADA) directives.
- e. Maintain up-to-date syllabi, attendance records, and grade reports.
- f. Serve as an academic advisor to each assigned advisee. Advising is a responsibility of the faculty.
- g. Serve during registration periods as assigned.
- h. Enter student grades as scheduled.
- i. Participate in curriculum development, making recommendations to the dean.
- j. Serve as a member of division and/or college committees, an advisor to student clubs or activities, and/or as a participant and/or contributor to organized activities of the college.
- k. Attend all faculty meetings, in-service programs, and other called institutional meetings. Twelve absences must be approved by the appropriate supervisor in advance of the meeting.
- l. Report problems and recommendations concerning instruction, instructional resources and materials, and student conduct to the appropriate supervisor.
- m. Report problems with security and physical safety to the Director of Environmental Health and Safety Training.
- n. Maintain a work-week of not less than 37.5 hours that will include assigned periods of classroom instruction, scheduled office hours, and/or other professional activities of not less than 30 hours per week on campus sites.
- o. Engage in an annual program of professional evaluation and faculty development.
- p. Assist the library in maintaining adequate resource materials and the collection in their discipline.
- q. Be familiar with and abide by policies and procedures contained in the Faculty Handbook.
- r. Abide by the mission of Jackson State Community College.
- s. Maintain instructional standards in compliance with external accrediting agencies.

During the 2015/16 academic year, the JSCC business unit faculty maintained adequate instructional and office hour responsibilities. Due to lower fall and spring enrollment numbers, some of the tenured business faculty taught outside the business discipline and/or had special campus assignments to meet the 30 hours of college instructional/office hour campus service required each week. See the [Fall 2015 business instructional schedule](#) attached.

Faculty Name	Fall 2015 #Hrs/Wk Business Instructional	Fall 2015 #Hrs/Wk Outside Business Instructional	Fall 2015 #Hrs/Wk Office Hours
Boehms	9	6	15
Lowery	12	9	15
Mullins	15	0	15
Tibbs	12	3	15

The following denotes the number of course preparations required by each full time faculty in the Fall 2015 term:

Faculty Name	#Course Preps in Fall 2015 Term (Different Course Rubrics)
Boehms	3
Lowery	5
Mullins	2
Tibbs	3

In the Fall 2015, two faculty members taught Col 1010, College Success, to make their full instructional load and one faculty taught Infs 1010, Computer Applications to make load and obtain overload to aid with a shortage of SACS qualified instructors in the Computer Information Systems discipline. In the Spring 2016 term, one faculty worked on special assignment in the library to complete the required 30 hours of campus instructional commitment.

All business faculty served on various campus committees with each one having approximately two committees. The campus commitment for these committees was manageable and fell within the expected campus commitments of 37.5 hours per week per faculty.

The business faculty had an average of 48.2 students to advise each. See [table for more detail](#). In order to provide a better quality advising session, the business unit program declared students were divided up between the career (AAS) and college transfer (AS) intent and specific business faculty assigned accordingly. Due to the difference in number of declared students per pathway, there was some discrepancy with an equitable number of advisees per faculty. We felt it was more productive to have the program content experts work with the relevant students on specific transfer requirements or career opportunities.

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

There was one business faculty that taught an overload (more than five course sections per term). These additional sections were not a hindrance to the faculty's performance of the remaining college expectations since the classes were all the same Infs 1010 course.

The college allows faculty to teach the equivalent of 21 credit hours per term. No business faculty exceeded that institutional maximum teaching load.

Sources

- Advisees by Faculty 2015 16
- faculty_handbook_1__September_2014 Faculty Responsibilities
- Fall 2015 Teaching Schedule

5.6 - 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.

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

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

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

Every faculty member, including full-time and part-time, at Jackson State Community College (JSCC), is evaluated annually regardless of contractual or tenured status as described in the [Faculty Handbook](#). Faculty are evaluated by students and the appropriate divisional dean under the supervision of the Vice President of Academic Affairs (VPAA).

The dean of the Business & Industry division utilizes the [Full-time Faculty Evaluation Form](#) to evaluate the full-time faculty in the categories of Teaching - Student Evaluation, Student Advising, Instruction, Student Relations/Retention, Curriculum Development; Faculty Development; and Service/Outreach. During the fall semester, the faculty member develops a plan for each of the categories and also addresses any of the categories in the previous year's evaluation that the faculty member received any "Improvement Needed" or "Unsatisfactory" ratings.

Actual 2015/16 faculty evaluation plans and results documents will be made available for the audit team during the site visit.

The dean utilizes the [Part-time Faculty Evaluation Form](#) to evaluate the part-time faculty teaching in the Business & Industry division. The dean provides ratings in the categories of subject knowledge, course preparation, instructional management, student-faculty relationship, records and management, interpersonal skills, dependability and initiative. If a faculty member receives a rating of "Improvement

Needed" or "Unsatisfactory" in any category, the dean will help the faculty member identify possible strategies to address the areas where improvements are needed.

The evaluation by the dean follows the following process:

- a. Prior to October 1, the faculty member develops an evaluation plan for the academic year using the JSCC Faculty Evaluation form. The plan addresses proposed activities in the categories of Student Evaluation, Student Advising, Instruction, Student Relations/Retention, Curriculum Development; Faculty Development; and Service/Outreach. The plan must address categories from the previous year's evaluation if the faculty member received any "Improvement Needed" or "Unsatisfactory" scores.
- b. Prior to October 15, the faculty member meets with the dean to discuss his or her plan. If the faculty member and dean cannot reach agreement on the faculty member's plan, the appeal process is initiated.
- c. Between October 15 and October 31, the VPAA reviews each faculty member's evaluation plan for growth and development and offers recommendations as needed. The faculty member, with the approval of the dean, may add to or delete from the plan throughout the academic year.
- d. Prior to April 1 (or June 1 for 12-month faculty), the dean and/or VPAA informs the faculty member in writing if there are any concerns about the faculty member's performance and progress toward being awarded tenure and/or promotion in rank. These concerns are addressed in making recommendations for advancement and growth in the next year's evaluation document.
- e. Prior to April 1 (or June 1 for 12-month faculty), the faculty member and dean meet to review the plan, discuss any areas identified where performance is not acceptable, and discuss possible activities for advancement and growth for the next year's evaluation document. If consensus of agreement cannot be made, the appeal process is initiated by the faculty member.
- f. Between April 1 and graduation (or June 1 and June 30 for 12-month faculty), the VPAA reviews each faculty member's completed evaluation document. If the vice president of academic affairs does not concur, written documentation is provided to the faculty member and dean prior to graduation (or June 30, as appropriate).

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

As noted in the above evaluation process, the faculty member develops the annual planned activities, shares the plan with the dean and an initial strategic meeting is held with the dean and faculty member to fully develop each year's expected evaluation activities.

Toward the end of the academic year, the faculty member provides a written evaluation results-to-plan report to the dean that identifies his/her progress on meeting all the stated plan objectives, etc.

The dean and faculty member then meet to discuss the evaluation plan results and formulate preliminary plans for the next academic year utilizing the current year's results.

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

Jackson State has a formal procedure for faculty to achieve promotion and/or tenure at the institution. The [JSCC Faculty Handbook](#) covers the specifics of those requirements and timelines. (See *Appendix D*).

The annual faculty evaluation process is instrumental in documenting relevant support information for determining promotion and/or tenure decisions using the Promotion and/or Tenure Portfolio submission. Eligible faculty candidates will prepare their promotion or tenure portfolios addressing promotion/tenure

criteria as outlined in college policy. Each portfolio must contain documentation of the candidate's teaching performance, service/outreach contributions, and scholarship/creative activities/research.

Promotion and Tenure criteria utilize the following ranking:

Teaching - 60%

Service/Outreach - 30%

Scholarship/Creative Activities/Research - 10%

Jackson State has not had any new business faculty members promoted or tenured in the past several years but a business faculty generally serves on the overarching Professional and Technical promotion committee (Mary Jo Boehms in 2015/16). This committee reviews the peer promotion and/or tenure portfolios and makes recommendations for or against promotion or tenure. The promotion/tenure candidate's immediate supervisor, acting independently of the promotion committee, also makes a recommendation for or against promotion or tenure to the dean.

The dean, acting independently of the promotion and tenure committee and the immediate supervisor, shall make a recommendation for or against promotion or tenure to the vice president of academic affairs. The vice president of academic affairs, acting independently of the other parties involved makes the recommendation for or against promotion or tenure to the JSCC president.

Sources

- [faculty_handbook_1__September_2014 Faculty Responsibilities](#)
- [Full_time_Faculty_Evaluation_Form](#)
- [Part_time_Faculty_Evaluation_Form](#)

5.7 - 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

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

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

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

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

Self-Study

Assigned To

Not Assigned

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.

The business unit within Jackson State Community College (JSCC) follows the Tennessee Board of Regents (TBR) [Policy 5:02:01:05](#) regarding faculty development.

JSCC regards faculty development as an integral part of the College. The section on faculty development on the college intranet states: "Faculty development is a continuous individual and institutional growth process, which promotes lifelong learning and holistic growth of individual faculty while encouraging professional interaction and positive institutional morale. This process should enhance technical and instructional skills as well as community relationships, enabling the faculty to remain current with new methodology."

Additionally, this information is displayed in the [Faculty Handbook](#), page 29.

There is a standing Faculty Development Committee with representation from all areas of the faculty. The committee has many functions that include the following:

- Develop and conduct a program of activities for continual professional growth of faculty and staff in their assigned areas of responsibility and instructional effectiveness;
- Develop and conduct programs of activities that support JSCC's college-wide effectiveness plans; expand the availability of instructional resources to faculty.

JSCC's faculty are provided opportunities for professional development as teachers, scholars, and practitioners. For example, faculty development at JSCC can involve opportunities for training in aspects of technology, or it can manifest in the form of workshops, conferences, and webinars. Faculty propose development activities each year as part of the annual faculty evaluation agreement negotiated with the dean of that instructor's division.

The business unit allocates budgeted travel funds annually to provide for faculty development activities when off campus training is desired.

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.

*The JSCC business faculty average participating in at least two professional development activities per year. (2014/15 was lower than average due to the sudden medical leave taken by one of the full time business faculty requiring additional teaching coverage by the remaining instructors.)

See the [Business Average Faculty Development Activities](#) evidence file for detail.

*The Business unit faculty also participate in scholarly activities such as accounting professor, Terry Mullins, earned certificates from taking "Managing Your Money: MBA Insights for Undergraduates" and "Intro to American Law".

*Business faculty, Jayne Lowery, serves on a local Tennessee College of Applied Technology advisory committee for their Business Technology diploma program.

*Each business faculty serves on various JSCC service committees. This service provides the business faculty the opportunity to interact with various campus personnel further developing relationships and establishing a heightened awareness of roles we all play in the success of JSCC students. Reference the [College Committees/Full Time Business Faculty](#) chart for detail.

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.

During the self-study academic year of 2015/16, the business faculty had opportunities to participate in various professional development activities that could directly impact our students. Examples of these activities in relation to the business unit's mission include:

Professional Development Activity	Support of Business Unit Mission
On-Course Workshop	To improve classroom teaching techniques and develop new methods of engaging students.
Women in Business Conference	To network and engage with other business females gaining additional communication skills to be used in the classroom.
First Friday Forums	To network and seek local business and community input surrounding various business happenings.
TBR Academic Audit Team Member	To provide auditing service to sister higher education campus glean insights as to their business unit's strengths and how those might be integrated into the JSCC program.
Maintained Certified Management Accounting status	CEUs required for maintaining this certification provides annual updates to the various accounting codes and criteria.
"Achieving the Dream" Workshops	Focus of initiative is to reach underrepresented students aiding in their success and completion.
Campus Reading of "The Other Wes Moore"	To provide all JSCC personnel the opportunity to see how life's choices can alter our student's future and how we might be the catalyst to help them make wiser decisions.

Sources

- Committee Service Summary
- Faculty Development Activity Summary

- [faculty_handbook_1__September_2014](#) Faculty Responsibilities
- [TBR_Faculty_Development_policy](#)

5.8 - 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.

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

1. Improve teaching skills that may include mentoring, orientations, in-service programs, and other activities.
2. Acquire skills in the use of alternative methods of instructional delivery.

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

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

The JSCC business unit faculty have ample opportunities to improve teaching skills each academic year. Some of the opportunities the faculty engaged in during the 2015/16 self-study year included:

Fall and Spring college in-service events.

During the [Fall 2015 In-Service](#), Dr. Terry O'Banion, one of the leading authorities in the area of academic advising and student success, led two sessions for the JSCC faculty and staff. He gave a general address on the subject of student success, followed by an address on embracing change on campus, based on his monograph titled "Community College Curmudgeons: Barriers to Change." A copy of this monograph was placed in the library's faculty reading area for those that were interested. That afternoon, he facilitated a Q/A session on academic advising, the student success agenda, and campus change.

During the [Spring 2016 In-Service](#), faculty attended a one-day On-Course Training Workshop that provided very useful instructional and student relationship building tips, etc. for the faculty to implement in the upcoming classes.

A business faculty was also Jackson State's coordinator of the TN Board of Regents initiative to promote financial literacy: "*TBR, Ed South, and EverFi Financial Wellness Initiative*".

This required specialized train the trainer training for the business faculty to then coordinate with various campus areas to include the financial literacy initiative in their courses/training.

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

During the 2015/16 academic year, business faculty engaged in additional Desire to Learn (D2L) course management system training provided by the JSCC Distance Education department. These one-on-one training sessions provided upgraded skills needed to effectively navigate the DL program.

In the Fall 2015 term, faculty teaching one of the top thirty on-line course enrollment classes at JSCC also participated in *Accessibility Audit Training* and evaluated their specific course for acceptable content required to meet ADA standards. Three of the business unit faculty participated in this training and evaluation.

Also, a business faculty trained and implemented a new third party course enhancement software. This training involved participating in numerous presentations, webinars and studying training manuals.

Several business faculty produced supplemental online lectures utilizing either the Echo or Blue Jeans technology. The faculty received personalized training from the JSCC distance education department in the efficient use of these technology tools.

All business faculty use Desire to Learn (D2L) in each class to provide students course materials, organization and additional study materials.

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

During the 2015/16 academic year, the business unit conducted a targeted research project to gain feedback from our medical community regarding inclusion of various medical office courses to the JSCC business program. Business faculty, Jayne Lowery and Workforce Development Director, Jack Laser, met with medical related business advisory members and other medical professionals in the community to evaluate the potential program additions.

It was determined there was a demand/need for two new medical courses that could be added as a tract to one of the newly developing business program concentrations. The courses are planned to be offered within the workforce development department during the 2016/17 academic year then transitioned to the credit program in the following year. Reference the Jackson State [Workforce Development course offerings roster](#) and Medical Billing and Coding course description and schedule.

Sources

- In-Service Schedule Fall 2015
- In-Service Schedule Spring 2016
- Medical Billing and Coding WFD
- WFD Course Offering for Electronic Health Records

5.9 - 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

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

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

Jackson State faculty can find the latest "*Faculty Handbook*" via the campus intranet program, JWEB. Within JWEB, Work Actions tab, Forms, List all forms/documents and Handbooks link. Within this same Work Actions tab of JWEB other additional information such as various Forms, Documents and Policies, the internal campus Work Order system, access to "Banner Self-Service" which provides Personal Information, Faculty and Advisors, Employee and possibly Finance information can be located.

The most recent handbook is dated September 19, 2014 and was approved by then President, Bruce Blanding. [See excerpt of first three pages.](#)

This policy handbook includes policies and procedures for the college's:

- *Mission Statement
- *Core Values and Beliefs
- *Organization and Governance
- *Faculty: Definition, Duties, Hiring, Appointments, and Resignation
- *Faculty Responsibilities
- *Student Grade Appeal Procedure
- *Remuneration
- *Support Services
- *General Travel Policies and Procedures and various Appendix items.

Jackson State faculty members can also access various campus policies and procedures via the internal intranet system, JWEB. Within this portal, under the "Departmental Info" tab, faculty can find current information surrounding the following campus departments: Environmental Health and Safety, Human Resources, Institutional Research, Physical Plant, Communications, Accreditation and QEP, Finance and Administrative Affairs, Student Services, Committees and the JSCC Foundation.

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.)

There will be a copy of the *Jackson State Faculty Handbook* for the evaluation team to review during the site visit.

Sources

- Faculty Handbook First Three Pages

5.S - 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.

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

Self-Study

Assigned To

Not Assigned

Institution Summary

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

Strengths	Opportunities for Improvement
All faculty are involved in the college community serving on various committees, etc.	Due to the low faculty turnover the need for recruiting has been limited. There will be opportunities to diversity the business unit faculty/staff within the next ten years.
Recruiting and selecting of all business unit faculty meet, or exceed, the Tennessee Board of Regents, SACSCOC and ACBSP standards.	The business unit faculty may participate in more professional development opportunities.
Faculty evaluations are consistent and unbiased.	Learn from peer faculty or professional development activities other methods for course delivery and teaching techniques.

Sources

There are no sources.

6 - 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.

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

Self-Study

Assigned To

Not Assigned

Sources

There are no sources.

6.1 - Criterion 6.1 Curriculum

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

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

The business program at Jackson State follows the college process that requires and receives approval of the faculty and administration as a part of the overall program development process.

The college process indicates all educational programs for which academic credit is awarded are approved by the faculty and administration, as represented by the Curriculum Committee, Academic Deans, Vice President for Academic Affairs (VPAA), President, and, when appropriate, the Tennessee Board of Regents (TBR). The [faculty handbook](#), beginning on page 8, states that the Curriculum Committee "...functions in an advisory capacity and is empowered to make recommendations on all curricular and catalog changes and to take such other action as requested by the Vice President of Academic Affairs." The [handbook, on page 21](#) of the Faculty Responsibilities section, addresses curriculum development: "The establishment and maintenance of a current and dynamic curriculum is a responsibility of the faculty in conjunction with the administration. Faculty should submit course and program proposals, course description changes, and similar requests to colleagues in the same area, immediate supervisor, and the dean for consideration and possible submission to the Vice President of Academic Affairs for action by the curriculum committee." This system provides the necessary functions of both faculty and administrative approval for all for-credit programs at JSCC. As a TBR institution, JSCC must follow [TBR policy 2:01:01:00](#) in developing and initiating new academic programs, therefore rendering the process virtually identical to all other TBR institutions.

JSCC's process for submitting, reviewing, and considering approval of proposed curriculum changes is as follows:

1. Faculty initiate a proposed change by completing a [Course or Program Change Request Form](#) and submitting it to their appropriate dean for review and approval to submit to the Curriculum Committee. Programs that maintain accreditation outside of SACSCOC also fulfill any approval processes required by their respective accrediting agency parallel with the institutional process.

2. Upon review and approval of the request, the dean submits the signed form to the Curriculum Coordinator.
3. The Curriculum Coordinator prepares an agenda outlining all of the submitted requests and sets a date for the Curriculum Committee to meet and discuss proposals. A Business and Industry division faculty is a member of the campus curriculum committee. Reference the [2015/16](#) and [2016/17](#) committee appointment rosters for the Bus and Ind division.
4. The Curriculum Committee meets to review, debate, and recommend changes to be advanced in the approval process to the VPAA, the President, and TBR (if appropriate). The Curriculum Coordinator prepares documentation of the committee's recommendations.
5. The VPAA and President review, approve, or deny the recommended changes to the College's curriculum.
6. Any institutionally approved recommendations that require TBR approval are submitted to the Board by the Curriculum Coordinator.
7. The Curriculum Coordinator implements all approved changes in the College's catalog, electronic publications, program sheets, and degree audit software. The faculty and/or division dean review the college's annually revised catalog before it is published publicly on the website and/or hard copies are produced by the campus print shop.
8. The Curriculum Coordinator provides information regarding annual curriculum changes during advisor training sessions and in small group settings as requested.

The business unit also utilizes anecdotal information from students in regards to their preferred course delivery methods and [student success rates by](#) course modality to aid in formulating the semester course schedules.

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

Each subject area in the business program has a "Lead Faculty" that coordinates the course curriculum to ensure consistent academic quality. Attached is the campus [Lead Faculty](#) roles for the professional and technical programs including the business faculty lead for Accounting, Administrative Office Management and Economics.

The Lead Faculty role is to mentor the part-time faculty in the subject matter, best practices for classroom effectiveness and to serve as a subject matter expert in the discipline.

To assure the academic consistency, the dean evaluates each full-time and part-time faculty member annually and as part of that review, an analysis of per faculty student evaluations (IDEA), grade distributions and course retention rates are analyzed. Where there are outlying results observed, the dean discusses improvement actions with the faculty. Reference economics adjunct instructor, [Nick Bergan's 2015/16 Evaluation](#) Results.

Sources

- Bergan 2015 16 Eval and IDEA Info Signed
- Bus and Ind Committee Assignments 2015 16
- Bus and Ind Committee Assignments 2016 17
- Curriculum_Change_Request_Form
- Faculty_Handbook_Curriculum_Committee_Charge
- Faculty_Handbook_Responsibility_Curriculum
- Lead_Faculty_Chart_Fall_2014_2015 Pro Tech
- Student Success Rates by Modality
- TBR_Policy_2_01_01_00_Approval_of_Academic_Programs

6.2 - 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.

A. Complete and attach the Professional Component portion of Table 6 Curriculum Summary, found under the Evidence File tab above, for each program.

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

- A. See completed [Standard 6 Curriculum Summary](#).
- B. The 25% standard is being uniformly met.

Sources

- Standard 6 Curriculum Summary Rev

6.3 - 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.

A. Complete the General Education Component portion of Table 6 Curriculum Summary for each program. List courses numbers, course titles, educational goal, and credit hours. A template for Table 6 is provided under the Evidence File tab above.

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

A.. See completed [Standard 6 Curriculum Summary](#).

B. The 25% uniform standard is being uniformly met.

Sources

- Standard 6 Curriculum Summary Rev

6.4 - Criterion 6.4 Business Major Component

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

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

Institutions offering degrees in business should have content-specific courses that build upon the professional component, have appropriate prerequisite courses, and offer students opportunities to expand knowledge in the major area of study. The curricular goals of each program/option should be reflected in the sequential arrangement of courses and the learning experiences provided to develop the competencies essential to practice in the areas of study.

A specialized business major should provide the following:

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

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

A. Complete and attach the Business Major Component portion of Table 6 Curriculum Summary, found under the Evidence File tab above, for each program.

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

- A. See completed [Standard 6 Curriculum Summary](#).
- B. The 25% standard is being uniformly met.

Sources

- Standard 6 Curriculum Summary Rev

6.5 - 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.

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

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

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

Jackson State has three satellite centers authorized to offer only the full Associates of Science in General Studies degree but neither of the business specific programs. These centers act as an extension of the main Jackson campus and offer a variety of courses included in various programs of study. In recent terms, the business unit has only utilized the off campus center enrollments within the online course sections.

[Lexington Henderson County](#)
[Savannah Hardin County](#)
[Humboldt Higher Education Center](#)

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

Not applicable to the Jackson State business unit.

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

Students can complete an Associates of Science, General Studies degree at either of the three centers linked above, but none of the business program degrees can be completed by solely attending a satellite campus.

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 to the Jackson State business unit.

Sources

There are no sources.

6.6 - Criterion 6.6 Minimum Grade Requirement

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

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

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

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

Self-Study

Assigned To

Not Assigned

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.

As a part of Jackson State's graduation requirement, all students must have a minimum 2.0 (on a four point scale) cumulative grade point average. This information is relayed publicly via the annual College Handbook, page 42, which states:

Educational Requirements

- *If the TBR placement scores indicate that you need additional preparation courses for college, you must fulfill those requirements before beginning college-level work in courses with learning support requirements.*
- *Total semester credit hours: Minimum of 60.*
- **Cumulative quality point average: Minimum of 2.00.**
- *Only grades of “D” and above will be accepted to satisfy program requirements.*

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

The business graduates and business faculty meet to prepare the "[Graduation Proposal](#)" (aka, Intent to Graduate) form, reconfirming all program and college graduation requirements have been met including success in all required courses, exit exam scheduling and minimum GPA and residency requirements compliance .

Upon completion and signature of the graduation proposals by the faculty and student, the JSCC Records team reconfirms the student has indeed met all the college requirements, denotes the final GPA at the bottom of proposal and approves via signature. From there, the Vice President of Academic Affairs validates, by signature, that the student is eligible for degree obtainment.

Students that fall below the 2.0 GPA must retake courses, replacing the lower grade classes, to boost the cumulative grade point up to the required minimum level.

Business faculty advisors encourage students to meet with them each term so any concerns with lower than desired GPA can be addressed prior to the students final semester. Furthermore, JSCC utilizes the Degree Works software program that allows students and their advisors to track degree progress. It provides an academic advising and degree audit tool that shows courses taken and courses needed for degree completion. Further, it provides "What If" scenarios that allow students to see the impact of changing academic pathways, including seeing the courses yet needed for a different major or degree.

Sources

- graduation_proposal_form

6.7 - Criterion 6.7 Learning and Academic Resources

Comprehensive and current learning resources should be available to students and faculty that 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.

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

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

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

The mission of Jackson State Community College (JSCC) is to provide "accessible learning opportunities that enhance the lives of individuals, strengthen the workforce, and empowers our diverse communities by offering traditional and contemporary associate degrees, certificates, continuing education and enrichment, and college-readiness programs. "While research is not a part of JSCC's mission, the learning resources available are sufficient for that purpose if faculty deem it necessary for professional development. Additionally, resources offered are diverse and contemporary, allowing students to access current database information from anywhere in the world via the [JSCC Library](#).

The Jackson State Library operates as an integral part of the overall college environment. It is dedicated to providing information resources to students for classwork activities, cultural pursuits and personal development, to faculty for their teaching and research needs, and to all college constituencies for various information requests. Additionally, in keeping with the community college philosophy, the JSCC Library is committed to serving members of the local community and service area in meeting their various

information needs.

The acquisition policy in the library is to serve as a guide in the selection of books and other materials that support the college's academic programs as well as research needs of faculty and students. Input from business faculty for departmental requests is encouraged each academic year. Business faculty have been active in communicating current needs to the library. Attached is an [email](#) received from the Reference Librarian concerning business books that were ordered by request for a Personal Finance Course.

More generally, library database access enhances student learning by providing students with more current sources and a wider variety of sources than the previous generation was able to utilize. The JSCC library augments student research abilities both on campus and off so that student studies are not limited to on-campus resources.

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

The library is an integral part of student learning, as well as of faculty teaching and research. It strives to be the first place where the college community looks for information."

JSCC provides and supports faculty and student access to adequate library collections, as evidenced by the following resources:

- There are more than 2,000 audio-visual materials.
- The JSCC Library subscribes to over 75 periodicals in print including academic journals in a wide range of disciplines. In addition, many older periodicals are available.
- Thousands more journals are electronically accessible through subscriptions to full-text databases,

These electronic databases give faculty, students, and staff access to many important and reliable resource materials from magazines and journals, as well as to reference sources and newspapers. These periodicals offer access to current trends in higher education along with the most cutting edge research across disciplines. In addition, the library has electronic databases that do such things as teach students foreign languages, Mango Languages and Powerspeak, provide genealogical information, Ancestry Library Edition, and help students evaluate various consumer products, Consumer Reports.

The JSCC Library also has a wealth of streaming media that can be used by faculty, staff, and students both on and off campus. These resources are interdisciplinary in content and updated weekly with the most advanced and contemporary information. All of the following streaming media sources are available 24/7 to JSCC faculty, staff, and students who can use their net-logout to access the information from any location.

The databases can be accessed from anywhere on campus, as well as at the three JSCC centers in Humboldt, Lexington, and Savannah. In addition, off-campus users can access the databases with their Net-logons. Students, faculty, and staff have used the electronic databases in great numbers as reflected in student surveys.

If library users cannot find a book or article via the main campus databases or print holdings, then they can request a book or article through the interlibrary loan services at JSCC. The JSCC Library has electronic access to the library holdings of most academic libraries in the United States.

Additionally, JSCC's Library catalog is shared with two other West Tennessee institutions--The University of Memphis and LeMoyne-Owen College in Memphis, TN. The materials have proven to be comprehensive, current, and available.

More generally, library database access enhances student learning by providing students with more current sources and a wider variety of sources than the previous generation was able to utilize. The JSCC library augments student research abilities both on campus and off so that student studies are not limited to on-campus resources.

The library also offers an "[Embedded Librarian](#)" resource to aid students taking online courses.

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

Tutorial Services:

SMARTHINKING®.com online tutorial service offers additional instruction and tutoring sessions for a variety of subjects including biology, business, chemistry, physics, writing, and all math classes. Computer lab availability in the Academic Assistance Center and more discipline-specific computer labs enhance student learning and document creation.

JSCC offers free tutoring on the main campus in the AAC, the SMART Math Center, and the college-level Math Lab and also at the three off-site centers. Tutoring includes appointments with a paraprofessional or student tutor on a long-term basis throughout the semester and appointments on a short-term or walk-in basis for students seeking tutorial help as needed or as assigned by instructors. All tutors work closely with faculty, and student tutors must be recommended by faculty; tutors must have an A or high B in the course tutored. There are tutors assigned to the SMART Math Center, which houses the Learning Support (developmental) classes, to assist students on an as-needed basis. Tutors also assist in the college-level Math Lab, where students receive help on a walk-in basis or by appointment.

Instructional Technology Support:

JSCC is committed to integrating technology into a learner-centered environment as evidenced by the utilization of various technologies in virtually every aspect of academic instruction. According to the Office of Information Technology (OIT), students have access to 1,400 computers.

The Academic Assistance Center (AAC) occupies the second floor of the Library building. The AAC offers a computer lab, free tutoring, and a large variety of multimedia materials for various disciplines as noted on the AAC homepage and flyer. The center staff administers tests for online classes, make-up tests for on-ground classes, placement tests, and college exit exams.

There are over 60 computers available to students in the AAC, but all work done in the computer lab is intended to be used for classes. Students may print one copy of their completed work at no charge. A variety of staff and student workers assist students. *The AAC also maintains a 24-computer open lab in the McWherter building for students, where many of the business unit students take classes.* There was a 77% increase as compared to the prior academic year, in the usage of the [McWherter computer lab utilization](#) for business related studies.

Distance Education:

The primary purpose of JSCC's [Distance Education Department](#) is to deliver quality, college-level instruction in the distance education environment. This includes providing for the use of technology in both the traditional classroom setting and the distance learning environment. The Distance Education Department is dedicated to providing assistance to faculty offering traditional and distance education

classes using technology and to students enrolled in these classes. The department offers on-site orientation sessions plus both online and one-on-one tutorials for students. The department also offers group and one-on-one training sessions for faculty. JSCC offers over 50% of the credit hours needed for 31 academic pathways through a variety of distance education methods, including online, video-broadcasting, and hybrid.

The Distance Education Department offers this support through four distinct components:

- Instructional Technology Training
- Online Quality Standards
- Distance Learning Television
- Mobilization Learning

The Distance Education Department provides for the development and support of the use of instructional technology in the academic programs. Support is provided through working with the Online Quality Council (ad hoc) and the Technology Access Fee (TAF) Committee in the development of new technology-based courses; through working with the Academic Assistance Center and Office of Information Technology in the implementation of the technology based classes; and by operating the Distance Education Department Help Desk to assist students.

Sources

- BUS Visits to McWherter Open Lab 2015 - 2016
- Library Request Evidence 6.7

6.8 - 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.

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

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

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.

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

Administrative:

Jackson State's business unit is housed within the Business and Industry division of the college and all business administrators, faculty and staff are located in the McWherter Center building. The dean of business and industry is the direct supervisor to all business faculty. Due to the ease of accessibility to the dean and her open door management policy, the faculty believe there is ample administrative support to meet their respective needs.

The Business and Industry division organization structure in the 2015/16 academic year was as follows:

Dean Business & Industry			
	Division Administrative Assistant		
Business Department	Industrial Technology Department	Workforce Development	Perkins IV

(4) Full time faculty	(2) Full time faculty	Small Business Dev Center	Completion Coordinator
Adjunct faculty	Adjunct faculty	Workforce Dev. Assistant	
		Rx Grant Program	

Clerical:

JSCC's business unit consists of an administrative assistant that aids with the Business and Industry division's needs. She coordinates faculty support services such as:

Data entry of term schedules into the internal system, Banner

Coordination and completes semester book orders within the electronic order system

Coordination of mail and printing needs with the campus print shop

Coordination of departmental, division and advisory committee meetings

Coordinates student adviser assignments

Coordination of freshmen orientation, Great Expectations, session materials

Coordinates all travel arrangements, travel authorizations and faculty reimbursements

Inputs all purchase requisitions into the internal, SciQuest system

Aids with the McWherter Center facility upkeep, issues maintenance and computer work orders, etc. and many other duties and special assignments.

Technical and Laboratory Support:

JSCC's [Office of Information Technology](#) (OIT) coordinates the college's computer needs for the students and faculty/staff. When faculty have any technical issues, the OIT technician assigned to the McWherter Center is very prompt on resolving the concern. There is an internal computer work order system that official requests are made through, but often a phone call to the OIT help desk is all it takes to get the technician on his way over to help. After the work order is complete, there is a satisfaction survey sent to the requester to help OIT evaluate their quality of work and customer satisfaction.

All faculty and staff office computer systems are on a computer rotation cycle with replacement units rotated out every five years. For example, business faculty Mary Jo Boehms is scheduled for a new office computer system in the fall 2016 term.

The JSCC [Academic Assistance Center](#) (AAC) coordinates an a twenty four seat open computer lab in the McWherter center, room MC241 that allows the business students ready access for working on assignments, etc. This easily accessible computer lab is of great service to the business faculty in offering support to students without adequate home personal computing equipment. Also, the off site campus centers have computer labs available for student use.

Advising Support:

The business unit faculty are assigned student advisees each semester. It is the desire of the faculty to meet with all of their assigned advisees at least once per term to confirm students are on the most efficient path to program completion and/or to aid with any roadblocks causing them to deviate from the plan. The division completion coordinator and dean can also help advise students when their assigned adviser is unavailable.

Furthermore, JSCC utilizes the *Degree Works* software program that allows students and their advisors to track degree progress. It provides an academic advising and degree audit tool that shows courses taken and courses needed for degree completion. It also provides "What If" scenarios that allow students to see the impact of changing academic pathways, including seeing the courses yet needed for a different major or degree.

JSCC has a fully staffed [Registration Center](#) than can aid students in getting registered for classes and/or changing schedules. The staff of this center are also very capable of aiding students in course selections using the annually revised program sheets - see the 2015/16 Business Administration program requirements information on page 56 of the [College Catalog](#) and the above mentioned *Degree Works* software.

This office also coordinates the required [Great Expectations](#) freshmen orientation sessions that aid students with navigating that first-time college experience.

The off-site JSCC centers also provide advising and registration services for their students.

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

The business faculty and staff heavily encourage students to utilize the open computer lab in the McWherter building and take advantage of the additional [support services](#) provided by the college's Student Services division which include [Counseling and Career Services](#), [Veterans Affairs](#), [Disability Resource Center](#), [Student Clubs](#), [Business Services](#), [Student Government Associations](#), [Placement Services](#), [Student Support and Records](#).

The business unit also suggest students that need additional academic support seek assistance from the [AAC Peer Tutoring](#) center. This service is often utilized by the business students for aid with accounting and economics courses. See the [Business students](#) use of tutor services for the past few years. There are years where it is challenging to find qualified tutors for these two subjects and the faculty members personally provide additional tutor sessions, as needed.

Sources

- Business Tutoring Summary

6.9 - Criterion 6.9 Educational Innovation

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

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

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

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

The business unit constantly strives to enhance the program, curriculum and overall level of academic achievement by various means of creativity, especially in the realms of technology resources.

All business courses utilize the *Desire to Learn* (D2L) course management system to organize the class materials. Students access their D2L course, via a secure portal, and have access to many supplemental class study aids, discussion forums, online testing options, email, power point shows, pertinent topic web links, grades, calendar timelines, video explanations and even instructor prepared video lectures.

The business faculty pride themselves in providing students course success tools by learning and implementing new third party software programs, creating video captured instructor prepared lectures, updating each semester's course with current periodicals, etc.

In the 2015/16 academic year, these are some examples of business innovation and creativity activities:

Course	Innovative Activity
Acct 1010	Instructor recorded video lectures for all ten Accounting I chapters and prepared video explanation lectures for each chapter assignment. Utilized Blue Jeans technology.

Acct 1020	Instructor recorded video lectures for chapters 11- 24 of Accounting II and prepared video explanation lectures for each chapter assignment. Utilized Blue Jeans technology.
Busn 1300	Instructor recorded video lectures for Personal Finance utilizing Echo technology.
Busn 1370	Instructor learned and implemented new, third party supplemental software program to aid with students receiving automatic assignment feedback and to provide various course study aids. Utilized Sim-Net.
Busn 1310	Revised power point presentations and recorded Echo captured lectures for all chapters of the Business Communications course.
AOM 262	Instructor implemented "Dress for Success" one day per week requirement to have students practice and organize their wardrobe for the professional business climate they would soon be entering.
Busn 1302	Utilized third party, GDP program to facilitate student's keyboarding skills.
	Three faculty members completed an Accessibility Audit of one of their online courses to help in revising the classes to meet ADA standards.
	All business faculty participated in a one day "On Course" developmental workshop aimed at providing innovative teaching methodologies for instructors to use aiding with student retention and graduation.

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

Some evidence of creative and innovative business unit activities within the 2015/16 academic year include:

Acct 1010 [Blue Jeans video lecture](#) to be used in all accounting sections.

Busn 1370 third party software, "[SimNet](#)" [Excel project example](#).

Busn 1302 (previously AOM 103) third party software, "[GDP](#)" [assignment](#).

[AOM 262 Administrative Office syllabus](#) outlining professional dress requirement and the specific elearn [Dropbox assignment](#)

[Busn 1310 Echo captured video lecture](#), along with screenshot of [Chapter 1 information within that program](#).

All business unit faculty utilize the *Desire to Learn* (D2L) system as noted in the A. section of this standard.

Sources

- Administrative Office Procedures Syllabus Spring 2016
- Business Communications Echo Lecture Example
- Keyboarding Assignment using GDP software
- Professional dress dropbox assignment
- Sim Net Excel Project Example

6.10 - Criterion 6.10 Articulation and Transfer Relationships

For the purpose of defining roles, relationships, and procedures that 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.

For the purpose of satisfying Criterion 6.10, use a table such as Figure 6.10.1 found under the Evidence File tab above to explain or describe any articulation and/or course transfer arrangements you have with other institutions, as well as report in the following areas as appropriate for your institution:

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

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

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

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

- E. Persistency rates and other key student performance-related indicators of transfer students from ACBSP accredited institutions.

- F. Total amount of transfer credits earned at previous ACBSP accredited member institution versus total amount of credits applied toward general education and/or business concentration requirements at receiving institution.

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

Self-Study

Assigned To

Not Assigned

Institution Response

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

Tennessee Higher Education Commission's *2016 Articulation and Transfer Report* indicated that "a few academic program choices were dominant among new transfer student in AY 2015-16. Three broad areas, Liberal Arts and Sciences, Health Professions and Related Services, and **Business, Management and Administrative Services**, were chosen by over half (54.2%) of all transfers into the public sector". [Reference page 30](#) of the annual report.

Receiving Transfer Students:

Per the 2015/16 Tennessee Higher Education Commission (THEC) Articulation and Transfer report, Jackson State receives transfer students mainly from two local universities and one local community college:

University of Memphis
University of Tennessee at Martin
Dyersburg State Community College

Reference page 45 of THEC report [Appendix D. Public Transfer Students by Sending Institution and Receiving Community College, AY 2015-16.](#)

Sends Transfer Students:

Per page 44 of the THEC report [Appendix C. Public Transfer Students by Sending Institution and Receiving University, AY 2015-16.](#) JSCC students transfer out mainly to two local universities and one regional college:

University of Memphis
University of Tennessee at Martin
Middle Tennessee State University

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.)

The [Tennessee Transfer Pathway \(TTP\)](#) program governed by the Tennessee Board of Regents, the University of Tennessee System, and the Tennessee Independent Colleges and Universities Association have teamed up to provide guidelines and policies for TN students to seamlessly transfer between the TN public community colleges and universities allowing the most efficient use of their coursework. Hard copies of the TTP policy will be available for the peer review team.

Attached is the [Memorandum of Understanding](#) with Trevecca University.

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

As part of the Complete College Act of 2010, Tennessee embarked upon a statewide, common course transfer path program to ensure Tennessee higher education facilities were keeping the students best interest in mind with program course requirements. The creation of the [Tennessee Transfer Pathways \(TTP\)](#) was designed, implemented and remains the current framework to avoid duplication of college course requirements.

The [TN Transfer Pathway site provides details](#) of the statewide program. " *Tennessee Transfer Pathways (TTPs) are advising tools designed to help community college students plan for transferring to a Tennessee public university or select regionally accredited, non-profit, Tennessee private colleges and*

universities to complete their baccalaureate degree. The TTPs also constitute an agreement between community colleges and four-year colleges/universities confirming that community college courses meet major preparation requirements."

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

The TTPs established statewide common course rubrics, descriptions, course learning objectives and program requirements that have aided Jackson State's advising staff and business unit faculty in directing students to the specific course work required to satisfy both the community college degree and the university transfer program. Reference the [Tennessee Transfer Pathway example pathway for Business Administration A.S. Degree](#).

The Jackson State staff utilizes up to date program sheets that specifically align the transfer program's course requirements and suggested course sequence. Reference the [A.S. Business Administration program sheet](#) found in the 2015/16 catalog, pages 56 and 57.

Furthermore, JSCC utilizes the *Degree Works* software program that allows students and their advisors to track degree progress. It provides an academic advising and degree audit tool that shows courses taken and courses needed for degree completion. Further, it provides "What If" scenarios that allow students to see the impact of changing academic pathways, including seeing the courses yet needed for a different major or degree. The Jackson State Curriculum Coordinator keeps the most current program requirements updated within this program.

E. Persistency rates and other key student performance-related indicators of transfer students from ACBSP accredited institutions.

Two years ago the Jackson State Institution Research (IR) department, through [The National Student Clearinghouse](#), gained access to a resource called [Student Tracker](#). Student Tracker will provide performance information on JSCC graduates who transfer to four year institutions.

As of this writing, the IR team has not completed a thorough analysis of the transfer student's graduation rate, overall GPA at the four year school or time to degree completion. A targeted research project on these items is scheduled for the Spring 2017 term and the IR team will use the A.S. Business Administration program graduates as the pilot market to evaluate.

We hope to have data for the peer visiting ACBSP team to review during the upcoming visit.

F. Total amount of transfer credits earned at previous ACBSP accredited member institution versus total amount of credits applied toward general education and/or business concentration requirements at receiving institution.

The following table denotes the "Public Transfer Students by Credits and Degrees Brought to Receiving Institutions, AY 2015-16" for Jackson State as the receiving institution:

<12 hrs	13-24 hrs	25-36 hrs	37-48 hrs	49-60 hrs	>60 no degree	>60 w/ degree	Total Transfer Students
---------	-----------	-----------	-----------	-----------	---------------	---------------	-------------------------

33.4%	23%	15.3%	8.7%	9.4%	8.4%	1.7%	287
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This data reflects that over 50% of the transfer students coming to JSCC have earned less than 24 college credit hours. Often these hours consist of general education courses that students may have taken as part of the dual enrollment high school program.

Jackson State does not track the exact makeup of the transfer credit course work.

However, the main transfer student sending institutions, [University of Memphis](#) and [University of TN Martin](#) have AACSP accredited business programs of study, while [Dyersburg State Community College's business program](#) is also accredited by ACBSP.

Sources

- Busn Admin Program Sheet 2015 16
- THEC Artic and Transfer Appendix C
- THEC Artic and Transfer Appendix D
- THEC Artic and Transfer Appendix E
- THEC Transfer Student Characteristics
- Trevecca Nazarene - JSCC MOA On-Site Baccalaureate Prog - 2016 Renewal (12-14-15)

6.11 and 6.S - Business Program Performance Including Student Achievement and Summary of Standard 6 – Process Management

Criterion 6.11 Business Program Performance Including Student Achievement

All business schools and programs should provide business unit performance results. Report results tracked by the business unit such as enrollment patterns, student retention, graduation rates, student placement, academic success, and/or other characteristics.

A. Complete the table for standard 4, criterion 4.2 in the evidence file—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.)

B. Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Program Results: Such as what you report in Item A. above, graduation rates, retention rates, job placement, etc. How do you make the results public? If you provide a link to aggregate business student results please ensure the link goes directly to the results such as this link:

https://go.dmac.edu/student_services/Documents/gradereport.pdf.

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.

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

Self-Study

Assigned To

Not Assigned

Institution Summary

A. Complete the table for standard 4, criterion 4.2 in the evidence file—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.)

Attached is [Standard 4 Table 2](#) that outlines the results of the Business program's student learning outcomes. Several of the program's student learning outcomes involve educational attainment of specific business skills, etc.

However, reference the AAS Business - Management SLO 3: "The program will demonstrate quality and on-going improvement by solicitation and analysis of input from all stakeholders and communities of interest." This SLO relates to student performance and program viability.

Self-study [Standard 3, Table 1](#) "Student and Stakeholder Focused Results" provides more information surrounding graduating student satisfaction, program enrollment patterns, intern placement partner's satisfaction, business exit exam results, current student's IDEA survey results and alumni satisfaction information.

B. Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

(a) The JSCC business unit's program results are made public via the Business program's web link, side information bar titled "[Program Information](#)". The dean of Business & Industry meets annually with the [JSCC webmaster](#) to update the online information with current results.

This site provides the following program performance information:

- Career fields available for graduates of the business programs
- Length of time it takes to complete the business programs and specific curriculum information
- Number of total business graduates per year (AS and AAS)
- Demographics of JSCC student population, "[Fast Facts](#)"
- AAS business students exit exam trend (academic success)
- AAS program concentrations cost information
- Placement rate of AAS graduates

(b) During the annual Business Advisory meeting, program results are shared with the committee members and trends discussed for possible improvement action steps. See attached [2016 Business Advisory Meeting Agenda and Handout](#) document.

Summary of Standard 6 - Process Management

Strengths	Opportunities for Improvement
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<p>The 25% Professional and 25% Business Major component measure is consistently met.</p>	<p>Increase the availability of qualified business subject tutors</p>
<p>Learning and academic resources are available to all business students - both on campus and at all satellite locations.</p>	<p>Complete a thorough analysis of transfer student's success at the four year universities including GPA, time to degree completion, etc.to specifically aid with improvement in the accounting and economics principle levels program courses.</p>
<p>The business unit provides many avenues for educational innovation through Desire to Learn (<i>elearn</i>) course development, video lectures and third party online software programs.</p>	<p>After increased program enrollment, the business unit will investigate offering classes at the satellite centers utilizing various forms of course delivery.</p>

Sources

- Business Advisory Meeting Agenda and Handouts 2016
- Table 1, Standard 3
- Table 2 Standard 4
- Web Master annual meeting evidence

S - SELF-STUDY SUMMARY

1. 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.

2. Explain how student achievement will be made public. Provide a direct link on your website to the required public information such as graduation rates, retention rates, etc for your business programs.

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

Self-Study

Assigned To

Not Assigned

Institution Summary

1. 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.

There are no circumstances that prevent the Jackson State business unit's compliance to the ACBSP standards.

2. Explain how student achievement will be made public. Provide a direct link on your website to the required public information such as graduation rates, retention rates, etc for your business programs.

(a) The JSCC business unit's program results are made public via the Business program's web link, **side information bar titled "[Program Information](#)".**

The dean of Business & Industry meets annually with the [JSCC webmaster](#) to update the online information with current results.

This site provides the following program and student achievement information:

-Career fields available for graduates of the business programs

-Length of time it takes to complete the business programs and specific curriculum information

-Number of total business graduates per year (AS and AAS)

-Demographics of JSCC student population, "[Fast Facts](#)"

-AAS business students exit exam trend (academic success)

-AAS program concentrations cost information

-Placement rate of AAS graduates

Sources

- Web Master annual meeting evidence