HLC Ref.	Academic Standard & Context	Evidence List
1.A1 & 1.A5	Provide the department's mission statement and explain how it fits within the context of our institution. Provide evidence that the mission is clearly articulated through public information, such as purpose, vision, values, goals, plans or priorities. The programs offered by the Business Department at Central Christian College of Kansas are consistent with the stated mission of the College, namely "Christ-Centered Education for Character." [Link1] The department's mission is, "Our departmental philosophy is to fully integrate and articulate Christian values into our business courses while developing strong business acumen and understanding among our students. [Link1&2] The business world, both nationally and internationally, is also in need of strong Christian business men and women who are grounded in their faith, who possess the knowledge and skills needed to be successful in their respective business ventures, and who have a high regard for ethical issues and principles." The department mission and goals are stated on the website and course catalog along in syllabi that are scaffold between the mission, core four, departmental goals, and course goals and assignments and verified through the syllabi audit. [Link3 &4] In keeping with the mission of the College, each outcome is mapped to one or more of the Core Four outcomes. In addition, the department has developed a curriculum map to illustrate how each course and its objectives are linked to the core four Curriculum Map). Courses link individual course objectives to departmental goals and link assignments to course objectives. The business department clearly articulates its missions through the online catalog. The departmental section of the website. The business departmental statement of purpose is found in the College catalog and also is found in the Advisor syllabus.	Link 1: CCCK Catalog - Departmental Page Link 2: Department's Website: Overview Syllabi Syllabi Audit AD03a: Executive Summary (Year 1) AD03a: Executive Summary (Year 2) AD03a: Executive Summary (Year 3) AD03a: Executive Summary (Year 4)
	Provide evidence of actions and decisions that demonstrate the department and related program's service to the public, not solely the institution or any superordinate entity.	Link 1 CLub

1.B1	The department uses surveys given to the student body to gauge their satisfaction levels with their academic experience, campus life, athletic opportunities, etc, and the results of these surveys can be found on our department's website [LINK 3] and the most recent edition of the Data Book [LINK 4]. It is the expectation of our department and the institution that the production of these graduates will serve the public. While on campus students are given opportunites to work with clubs like PBL that raises funds for the March of Dimes and has networking opportunities with the public. [Link 1]	Link 3 Department's Website: Opportunities AD03a: Executive Summary (Year 2) AD03a: Executive Summary (Year 3) Link 4 AD03a: Executive Summary (Year 4)
1.C1	Provide evidence that the department and related programs encourage curricular or co-curricular activities that prepare students for informed citizenship and workplace success.	Link 1 Curriculum: Internships
	[1.C1] The deparment demonstrates in mutiple classes the core heart model and course objectives with the emphasis of workplace success and working within a citizenship environment. [Link 2] The department also enocourages co-curricular experiences like internships and practicums that	Link 3 NSSE Report Link 4 PBL Link 2Syllabi: Course Objectives
1.C3	Provide evidence that the department and related programs foster a climate of respect among all students and faculty from a range of diverse backgrounds, ideas and perspectives.	Link 1 Syllabus template
	All courses are required to include a freedom of expression section in each course that sets the tone for discussion and argumentation on various topics. [Link 1] Department chairs make sure all courses have the freedom of expression statement. [Link 2] Beyond writing and research to compose effective policy, mutiple courses evaluate fair debate and respectful arguements to allow learning from peers from mutiple backgrounds and perspectives. [Link 3] One major co-curricular activities is the PBL business club. Students are allowed to network across the contry with other like-minded young business professionals and major associations to the field. The club allows students to compete in events, debates, scenerios, and knowledge based competitions to test their classroom and practical learning experiences against other collegues in the field. The Student led organization are encouraged to raise funds for their communities like through the March of dimes, network with local business owners, and apply their various business skills in fundrasing, recruting, and other business activities [link 4]	Link 2 Syllabi Audit

			Link 3..\Artifacts\New folder\Ethical Debate Scoring.docx
2.A2	Provide evidence that the department and related programs ensure operational integrity in regards to its financial, academic, human resources and auxiliary functions. As a small institution, financial integreity is key for survival. The deparment must complete annual budget reports that are compared to the AD03 the next year. Link 1 &2] Addtionally, all academic creadition must developed with considerations of financial, academic, auxiliary, and hr needs. Link 2 Finally, all aspect of the deparment are assessed annually through other policy and procdures like budget procedures, acadmic class evalautions by the dean and peers, and human resource needs found in the faculty handbook. Link 3		Link 1: Budget Link 2: A01-A06 Forms Link 3: ..\..\..\Faculty Handbooks
2.B1	Provide evidence that the department and related programs are presented clearly and completely to its students and the public with regard to its programs, requirements, faculty and staff, costs to students, and accreditation relationships. The business department clearly articulates its mission concerning its programs, requirements, faculty, and staff, student costs, and accreditation relationships, as evidenced through the website and the catalog (Link 1 & 2). Faculty credentials can be found on the website. The list of majors is found under academics on the website. The specific degree programs for each major can be found on the business department website (Link 1).		Link1: Department's Website Link 2: CCCK Catalog
2.D	Provide evidence of the department and related programs' commitment to academic freedom and freedom of expression in the pursuit of truth in teaching and learning. The Business Department is committed to freedom of expression and the pursuit of truth in teaching and learning. Statements found in the departmental syllabi provide evidence that the departmental faculty take the idea of freedom of expression seriously (Link 1 & 2). The advisor syllabus also speaks to freedom of expression (Link 3). Also, all upper level business level courses require mutiple forms of expressions through writing, presentations, and class discussion.		Link 1: Syllabi Link 2: Syllabi Audit

	When reviewing the departmental TIGER scores for the fall 2017 for Ferrell, Miller, Hagen and Whitehouse, when answering the question "encouraged students to express comments," the faculty scores were 4.76, 4.78, 4.9, and 4.76 respectfully as compared to the average faculty score of 4.65. The departmental scores were favorable on an absolute scale with five as a high and the departmental scores also compared favorably to the average faculty score on a relative scale.	Link 3: Advising Syllabus
2.E2	Provide evidence that the department and related programs provide effective support services to ensure the integrity of research and scholarly practice conducted by their faculty, staff, and students. The Business Department's policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff. Professional development is strongly encouraged as a standard, ongoing departmental activity. [Link 4] These professional activities, achievements, and services are reported to the Dean of Academics when submitting Form AD03: Annual Report (Link 4). Campus professional development activities are also encouraged and attended. Students are guided in their research studies in the classroom and through classes specifically designed for proper research and writing techniques. Also, case studies and projects are in all upper-level courses (Link 1). All courses provide outside tools to aid in scholarly research like the Success Center and online tools tutor.com.	CCCK Catalog Link 1: Syllabus Student Success Tutoring Tutor.com Link 4:'Annual Report 4'!A1
	Provide evidence that the department and related programs provide students with guidance in the ethics of research and use of informational resources. Students are regularly encouraged to use the resources of the Success Center for workshops and one-on-one tutoring. Library personnel also assist in guiding students in proper research and	Link 2 Strat Man Syllabus

2.E3	writing techniques. Library personnel explains to Strategic Management students about the availability of the library databases, how to navigate them, and precisely what is available. In the classroom, students are required to follow proper procedures when completing research and case analysis (Link1), individual case work such as Strategic Management and group case work (Link 2). In Advanced Professional Communications (APC) students choose topics to conduct an oral speech, develop resumes, and research their career field. [Link 3]	Link 3: APC Syllabus Link 1: Case rubric
2.E4	Provide evidence that the department and related programs enforces the institution's policies on academic honesty and integrity. The business department teaches and enforces policies regarding academic honesty and integrity. The department requires statements in departmental syllabi as is evidenced by statements found in the Strategic Management syllabus regarding proper testing protocol, academic integrity, cheating and plagiarism [Link 1]. The business department is committed to helping students understand honesty, integrity and proper ethics. As evidence of this, a required course for all majors is Professional Ethics. Students learn to operate in the gray areas of ethical choices (Link 2). In addition, most courses such as Human Resource Management, Marketing, Management, Entrepreneurship, Finance, etc., cover ethics chapters in their respective course material. The advising syllabus speaks to academic honesty and integrity. (Link 3) The department regularly uses Turnitin.com for research papers, cases and other academic work. The faculty regularly set up their Turnitin.com accounts through the canvas learning management system to allow students to get immediate feedback. Faculty use this to determine proper in-text citations among other issues. Other teachable moment opportunities avail themselves in and out of the classroom. In classroom situations, as the professor recognizes the opportunity, important integral truths can be illustrated and seized upon as discussions ebb and flow. Other organizations within the department such as Phi Beta Lambda and Sigma Beta Delta require students to make ethical commitment in	Link 1: Syllabus Link 3: advising syllabus Link 4: Faculty handbook Link 5: National Expectations

	representation of the national organization. [Link 5] The College programs and purpose lead to teaching honesty and integrity throughout the academic and extra-curricular curriculum. When a student is found in violation of the policy, the department follows the arbitration procedures as outlined in the Faculty Handbook. [Link 4]	Link 2: Ethics Syllabus
3.A1	Provide evidence that courses and programs within the department and related programs are current and require levels of student performance appropriate to the credential awarded. The business department regularly monitors and reviews curriculum requirements for each major. As the opportunities arise, possible changes are discussed, and changes are made. With the adoption of the sports managment program, courses have been revised to provide a better experience like event planning to a more practicum set-up. [Link 1] After reviewing best practice degree more changes will be develop for the sports management program and will be an action point for the next four years. [Link 2] Feedback from committees like AAAC and other groups are also discussed in deparmental meetings to improve the program. [Link3]	Link 1: Event Planning Link 3: Departmental Meetings Link 2: Best Practice Degree Matrix
	Provide evidence that the department and related programs ensure program quality and learning goals are consistent across all modes of delivery and all locations (main campus, online, and dual credit). Most of the online curriculum is under the umbrella of the business department. The Chair is charged with overseeing both the SPE and the SAS business department curriculum. The Chair is actively involved in the SAS business curriculum and SPE curriculum. The Chair can say with certainty that all online coursework that has been submitted for approval has been signed off and approved. Other changes in the online curriculum are dealt with when it comes up in the rotation. Generally, the Chair has confidence in the work done in the School of	Best Practice Degree Matrix Syllabi: Assignment Examples and Rubrics

3.A3	SPE, and the Chair works along with the expertise and integrity of the SPE administration. For example, the director of SPE does audits of the curriculum on a regular basis and brings any irregularities to the deparment chairs attention between SPE and SAS. Currently in the summer of 22, all business core curriculum and objectives and general education were reviewed and any differences were flagged by the director and decisions for corrections were determined by the department chair. [See syllabi audit] Both programs have the same objectives, and the department chair must approve all subject matter experts. In the past year, all syllabi between the two programs have been verified with the same subject only one course is our of compliance, computer applications, and will be adjusted for the following fall. In terms of dual credit, as far as the Chair understands from the dual credit director, there have been no business courses taught within the dual credit curriculum at any cooperating high schools over the past several years. Because of this, there has been limited contact between the dual credit director and the business department chair.	Syllabi Matrix Syllabi Audit	
	Provide evidence that the department and related programs offer programs to engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.	Link 1 AD01:	

3.B	The business department had adequate representation during the process, while the chair sits on the General education committee. Currently, there are no business sponsored courses on the the general education requirements. The department continues to require Psychology, Statistics, APA, and College Algebra or higher rated as part of our requirements that not all departments follow. Also, Advanced Professional Communication serves as the department's upper level writing intensive course and allows other departments to use this same course as their upper level writing intensive course.The Business Department uses a case study approach in Strategic Management, the department's capstone course. Besides doing individual cases on the material assigned by the professor, each student is also in groups where the students have the latitude to study a company of their choice. These students follow a nine-step case study approach starting with the company's history, then an internal scan, an environmental scan, a SWOT analysis, corporate strategies, business strategies, functional strategies, organizational structure and control, and recommendations. The professor requires these sections to be submitted throughout the semester, where they are scored and returned. The students take these sections and submit a final copy at the end of the semester. Students also are required to present their case to the class orally. College personnel is invited to attend the oral presentations (Link 2). Also, faculty annualy review courses in a close-loop format to the following year to analyze courses impact on the student body. [Link 1]	Link 2: Strat Man course
3.B1	Provide evidence that the general education program appropriately supports your department and related programs' purposes, content and intended learning outcomes. All departments have representation on the general education committee. [Link 1] This allows insight and suggestions to program to aid indvidual departments. As you see in the degree matrix, the foundational courses are provided in best practice format. Link 2	Link 1: Faculty Handbook Link2 Best Practices
	Provide evidence of the department and related programs' education recognizing diversity and providing students with growth opportunities and lifelong skills to live and work in a multicultural world.	Department's Website: Offering Link 2: Ethics

3.B3	The business department curriculum includes study in diversity subjects. In management, a chapter is dedicated to diversity. [Link 1] Ethics debates allow students to explore different topics in diversity (Link 2). The demographics describing the student body at Central has changed over the years. The College has become more diverse in terms of ethnic, racial and citizenship. This would filter down to the department as well. The department is comprised of a very diverse group of students from an ethnic, racial, gender, age, lifestyle, social-economic, etc. standpoint. Each student is encouraged to represent themselves and their people groups in the classroom through discussions and projects. Having more diversity in the classroom brings enrichment and learning through the experiences of others. After researching this criterion, it is evident that diversity is being discussed and reviewed informally and with limited assignments; however, it will need to action point to pursue with more focus, like embedding diversity assignments throughout the business core and in the capstone course, to encourage a more overall learning experience and reflect the continuing changing business market.	Link 1 : Management
3.B4	Provide evidence of the department and related programs' faculty and students contributing to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission. Although the faculty do not conduct original research tied to business-oriented topics in the traditional sense, both members are working on their respective Ph.D. programs. Mr. Heath Whitehouse is pursuing a Ph.D. in Human Capital, and Mr. Enrique Barreiro has completed a Ph.D. in Business Administration in Management and Organizations. His research has been accepted by the Academy of Achiervers. [Link 1}This offers the opportunity to present new ideas and concepts in their classrooms. This intellectual stimulation brings excitement and edginess to the student discussion and encourages the motivated student to think about their potential graduate work. Students also conduct secondary research when completing research papers and producing case studies. Students in Strategic Management conduct a semester group case study on a business firm following a structured set of guidelines and present their case to the class and interested visitors (Link 2)	Curriculum: Examples of Diversity Assignments or Experiences Department's Website: Overview and Opportunities Link 1: Curriculum: Articles, Research Reports, Referred Contributions, Presentations. AD01: Student Engagement Link 2: Strat man assignment Link 3: Promotions class

	visitors (Link 2). There have been an occasion when students have had the opportunity to conduct original research through phone or paper surveys for an interested outside party. A case in point is the Marketing class in the spring of 2020, in which one marketing group did a promotion assignment for local businesses. [Link3]. The summary of accomplishments are also recorded annually in the AD03 forms.	AD03a: Summary of accomplishments (Year 1) AD03a: Summary of accomplishments (Year 2)
3.C1	Provide evidence that the department and related programs strive to ensure the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves. With limited numbers of only one full-time faculty member last year in the department, it is difficult to showcase diversity in staffing; however, the schools policy and procedure encourages diversity and title 9 complient practices to encourage diversity as the program staff numbers grow [Link 1 & 2]. Historically over the last four years, the faculty has represented different generational groups, races, national origins, and genders. (AD03a) The department will need to make actionable goals to encourage diversity to reflect the student body. In working with the Human Resource Department, recruiting and advertising job opening within the department to websites and job recruitment sites that attract minority canidates. Also, the department can strategies in deparmental meetings about bringing in diverse guest speakers and lectures within the classroom and BG products lectures series.	AD03a: Summary of accomplishments (Year 3) AD03a: Summary of accomplishments (Year 4) link 1: CCCK Catalog Link 2: ..\..\..\Faculty Handbooks AD03a: Departmental Profile (Year 1) AD03a: Departmental Profile (Year 2) AD03a: Departmental Profile (Year 3) AD03a: Departmental Profile (Year 4)
3.C2	Provide evidence that the department and related programs have sufficient numbers and continuity of faculty member to carry out both the classroom and non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff. Mr. Heath Whitehouse has been at Central teaching in the department since 2010 and has completed his MBA, while currently pursuing advance studies in human capital. Mr. Enrique Barreiro has been at Central since 2012, teaching in several departments, including the business department, where plans are underway to incorporate him closer to the department as it aligns with the grauate studies program. He is also completed his Ph.D. and chairs a number of doctoral canidates for Trident University. Currently, the staffing are not at the previous levels and improvements should be made in the next cycle; however, our online and adjunct database is	AD03a: Departmental Profile (Year 1) AD03a: Departmental Profile (Year 2) AD03a: Departmental Profile (Year 3) AD03a: Departmental Profile (Year 4) Link 1: Triennial/Quadrennial Reports CCCK Catalog

	robust and has allowed for the department to run effectively with minimal MFT scores dropping. [AD03 year 4]. Twelve hours of teaching per semester, 30+ advisees, Chair of multiple committees, significant role as department chair (i.e., maintaining the data book, the department budget, the on-ground curriculum, the physical surroundings, etc.), somewhat minor role as PBL assistant advisor (including major fund-raising needed to send students to national events because of an inadequate budget), the leadership of the insurance program and chief liaison with Farmers Alliance and all that entails, there is not a lot of room for additional load. The department chair can meet the Provost's expectations in fulfilling his duties in overseeing the online business program. The department chair can adequately approve academic credentials for SPE instructional staff. The Chair relies on the expertise of administrators overseeing the SPE	
3.C3	Provide evidence that all instructors within the department and related programs are appropriately qualified, including those in dual credit, contractual, and consortial programs The department chair recently approved departmental instructional staff files by reviewing their assigned instructional load and comparing this with their official transcripts. This includes both LAS and SPE faculty. [Link1] Signatures can be found in their files. [Academic office] As of this time, we have no business instructors in the dual credit program per information obtained by contacting the dual credit director. Departmental faculty resumes are kept on file in the Academic office. The last deparmental reports encouraged 3 full-time faculty members under the department.	Vita/Resumes AD01: Professional Development & Section II: Institutional Assessment (Year 1-4)
3.C4	Provide evidence of the department and related programs' instructors being regularly evaluated in accordance with established institutional policies and procedures. The Peer Observation Form, Form F02, D01, F01 will be utilized to observe departmental faculty. The results of TIGER surveys are regularly disseminated and reviewed upon receipt with the department's instructors (Tigers). Members of the department and the department chair submit annual reports to the office of the Provost. These include the Form AD01: Annual Report – Instructor and the Form AD03: Annual report: Academic Department (Tag AD01 and AD03). In addition to this, department chair assessing the individual faculty and the departmental faculty assessing the department chair will begin to occur with the inclusions of additional faculty members and scheduling times for assesment and deadlines to ecnourage completion.	Institutional Assessment Plan TIGERS Form F02: Peer Classroom Observation Form D01: Evaluation of the Department Chair by Faculty Form F01: Evaluation by the Department Chair AD01: Professional Development #2 and 4, Institutional Service #2 (Year 1)

		AD01: Professional Development #2 and 4, Institutional Service #2 (Year 2)
	Provide evidence that the department and related programs have processes and resources for assuring that instructors are current in their discipline and adept in their teaching roles, and how the department supports their professional development.	AD01: Professional Development #2 and 4, Institutional Service #2 (Year 3)
3.C5	Department faculty are selected based on their degrees and teaching experience. Some are involved in their professional development, as evidenced by their annual reports. The department chair briefly reviews these annual reports and is satisfied with the department faculties' involvement (AD01]. Besides professional organizations, business faculty are teaching new classes, working on advanced degrees, using new teaching methods as found with the textbook publisher, webinars, lecture series, presenting at various conferences, Phi Beta Lambda workshops, members and chairs of various committees, attendance at national conferences, College based professional development opportunities and community involvement. Departmental faculty have earned insurance designations through The Institutes in Malvern, PA by completing nine online exams within three courses: Introduction to Insurance, Personal Insurance and Commercial Insurance. Per 3C3, the department chair will spend time in the classroom with departmental faculty using the Peer Observation Form to assure that instructors are current in their disciplines and adept in their teaching roles. If department faculty are not part of a professional organization, they are encouraged to become involved. Per 3C2, departmental faculty resumes and transcripts are on file in the Office of the Provost.	AD01: Professional Development #2 and 4, Institutional Service #2 (Year 4)
3.C6	Provide evidence that the department's instructor's are accessible for student inquiry. All syllbi and canvas LMS have the faculties contact phone, e-mail, and office location. It is required of all full-time faculty to have several office hours that is posted outside of their door and referred in their course documents.	..\..\..\Syllabus Template

3.D1	Provide evidence that the institution provides student support service that are suited to meet the needs of students within the department and related programs. The College's success center regularly conducts workshops for our students, and department faculty announce these opportunities in multiple class periods. These are not workshops students are required to attend; thus, it only helps those who choose to attend. The Success Center also provides tutors for various departmental courses, such as Statistics. The College also provides an electronic tool through our LMS systems to report student risk situations identified by the department instructor based on low test scores, poor attendance, and other risk factors. This information is disseminated to academic advisors, college coaches, resident directors, and other college personnel that can assist in making sure the student academically succeeds. Departmental syllabi also include statements regarding Academic Accommodations for documented learning or physical disability. Additional electronic tools like tutor.com, grammarly, turnitin, and other internal resources are provided in all syllabi.	..\..\..\Syllabus Template Student Success (Online and On-ground)
3.D3	Provide evidence that the department and related programs provide academic advising that is tailored to meet your students' needs. The business department does an excellent job advising students even though two of the faculty average nearly 30 advisees. A file is maintained in the respective advisor's office. The department advisors now create this file. Student risk reports come through regularly on respective advisees. Advisors work diligently to contact students about what they are doing to improve their reported shortcomings. An advising syllabus is maintained, updated, and utilized each fall semester (Link 1). Considerable time and effort are spent teaching and encouraging advisees to take responsibility for their degree advancement. Advisors work to ensure each student graduates on time, gets the courses they need to fulfill their degree audit requirements, and even work with students to graduate early if the opportunity avails itself (Link 2). Departmental advisors are in regular contact with the academic registrar to ensure the advisor's records match the official records of the registrar. The department's unofficial goal is "no surprises."	Office Hours link 1: Advising Syllabi Link 2 : degree audit Student Success AD03a: Budget Analysis (Year 1) AD03a: Budget Analysis (Year 2)

	goals. No surprises. The College also offers institutional tools such as a student portal, a copy of their degree audit, schedule, unofficial transcripts, etc. The Registrar's Office is an essential resource for our students needing answers to academic and degree questions.	AD03a: Budget Analysis (Year 3) AD03a: Budget Analysis (Year 4)
3.D4	Provide evidence that the institution has provided the necessary resources and infrastructure to support the department and related programs' faculty and students' effective teaching and learning. Within the institutional budget constraints, the department has semi-adequate funds to carry out its goals, and each department is allowed to do additional fundraising like for the Phi Beta Lambda national trip. These additional expenses that are not within the current budget can be planned for and made aware to the administration through annual budget request forms (Budget request form). The Archer Center serves the department as a place for PBL meetings, meeting prospective students, and a meeting place for the general college population. Nearly every semester, at least one academic class meets around the table in a seminar room. It has been recently overhauled to meet more demands of remote learning and funds were procured through alumni and donor support. [AD03 year 4]	Department Inventory Budget Request Form (Year 1) Budget Request Form (Year 2) Budget Request Form (Year 3) Budget Request Form (Year 4) Payment Requests
4.A1	Provide evidence that the department and related programs maintain a practice of regular program reviews and acts upon its findings. Under the new administration, annual review and deparment review has become an essentional part of the CCCk's drive towards excellence. [AD03 forms] The deparment has went through two comprehensive reviews as a program. [Link 1] The deparment also holds meetings every semester among the members in the program. Link 2] Finally, action points develop during the triennial and quadrennial reports are followed up in the A0 forms annually. [AD03]	AD03 Link 1: Triennial/Quadrennial Reports Departmental meeting..\Artifacts\New folder\New folder

4.A4	Provide evidence of the department and related programs maintaining and exercising authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs. Provide evidence that the department ensures its dual credit programs are equivalent in learning outcomes and levels of achievement to its higher education curriculum. The College catalog provides evidence of departmental prerequisites. Departmental faculty understand, as academic advisors, course prerequisites and properly advise students accordingly. Occasionally, in Statistics, other institutional faculty do not follow the requirements for this class (College Algebra). So the business professor must ensure students are adequately prepared for this class by making sure students have had College Algebra. As stated in earlier criteria, all syllabi (online, on ground, dual credit) must have the same program objectives an are revied in the syllabi audit and by other program director as well. The syllabi matrix also gives insight if all deparmental objectives are being met. Results from the matrix will make the department investigate further about the number of objectives for the program. Academic rigor adapts to the level of the course number. Grading is a bit more relaxed for 100 and 200-level courses, such as counting attendance as a part of the overall grade. Expectations are much higher in 300 and 400-level courses in terms of grading, amount of meaningful work, level of difficulty, and just general higher expectations. Curriculum changes are germinated at the departmental level and must be approved by the departmental faculty before proceeding. The Business Department properly submits all curriculum changes to the Academic Office for the proper approval of the various academic committees	Syllabi Audit Syllabi Matrix CCCK Catalog
4.A5	Provide evidence that the department and related programs maintain specialized accreditation for its programs as appropriate to its educational purposes. At this time, no specialized accreditation has been obtained for the Business Department.	Department's Website: Learning Outcomes
	Provide evidence that the department and related programs evaluate the success of its graduates. Cite indicators that the department considers to be appropriate measures (employment rates, admission rates to advanced degree programs, internships, etc.). A survey of one-year alumni is also conducted via email. Five years' worth of data has been	Accreditation Certificates and Documentation AD03 reports AD01: Students Engagement #4 (Year 1-4) AD03a: Graduate Placement (Year 1)

4.A6	A survey of one-year alumni is also conducted via email. Five years' worth of data has been collected. This data is compiled and recorded in the AD03 as well. Departmental decisions are influenced by the student's/alumni responses. If the student has started an advanced degree by the time the one-year out survey is conducted, this data is collected. A running list of all alumni graduating within the last six years is regularly updated as to their a) employment title, b) employing company and c) city/state located. The annual data book records employment rates of graduating seniors and one-year-out alumni.Each spring, the senior business students, as part of their annual senior assessment, participate in the Major Field Test in Business, offered nationally by the Education Testing Service (ETS), the same organization that sponsors other tests such as the TOEFL. Many success stories are collected in the AD03 forms of alumni success like a student attending a pretigious law school and becoming president of the student law body, while others become head coaches and other leadership positions within their field. The department can further track these types of sucess stories with partnering with the foundation team who keep of with alumni. Beyond individual successes, the deparment has kept a job placement rate well above 90% on average every year.	AD03a: Graduate Placement (Year 2) AD03a: Graduate Placement (Year 3) AD03a: Graduate Placement (Year 4)
4.B1	Provide evidence that the department and related programs have effective processes for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings. The department has 12 departmental goals as listed. They are supposed to be tied, in course syllabi, to the individual course objectives. A task is to tie the departmental goals to all the course objectives for all departmental syllabi. Another task is to assess all 12 departmental goals to determine what changes need made, if any. Each major in the business department is aligned with these departmental objectives. Currently, 12 departmental objectives seem to be too large and are not relevent to all the course objectives. [Syllabi Matrix] To better align with the core four objectives and to provide more relevance, reliability and availability of data, the department will look to align more like other deparments like the graduate program with four major deparmental objectives that will address each aspect of the core four. [Link 1] As reviewed previously, senior and alumni departmental surveys and Tiger Surveys are used to assess teaching methods, course objectives and anything relative to the quality of the courses/program. Course reviews completed as part of the AD01 process by faculty at regular	AD03a: Assessment Summary #2 (Year 1) AD03a: Assessment Summary #2 (Year 2) AD03a: Assessment Summary #2 (Year 3) AD03a: Assessment Summary #2 (Year 4) Link 1 AD01: Section II: Course Level Assessment (Year 1) AD01: Section II: Course Level Assessment (Year 2) AD01: Section II: Course Level Assessment (Year 3) AD01: Section II: Course Level Assessment (Year 4) AD03a: Assessment Summary (Year 1) AD03a: Assessment Summary (Year 2) AD03a: Assessment Summary (Year 3)

	departmental meetings where curriculum changes are introduced and discussed also provide relevant data-driven matters.	AD03a: Assessment Summary (Year 4)
4.B2	Provide evidence that the department and related programs use information gained from assessment to improve student learning. Information gained from assessment to improve student learning can be found in departmental minutes. To this writer, assessment is anything that may lead to change including conversations with experts in the field through adjuncts and community members. For example, the AD suggested that a sports law course should be introduced to the sport management degree in conjuction with best practices section the course will be taught spring 2023. Reviewing the curriculum made it apparent that the department could start a marketing major with virtually no additional courses. Thus, the marketing major was created by repackaging courses the College already offered, both within the department and outside of the department. There are two courses the department would like to add in the future as the student demand allows, namely, Consumer Behavior and a distribution course. These intial research findings were comfirmed by the best practice matrix that all three other institutional curriculum incled a consumer behavior/relation course and a distribution/logistics course. The basic Tiger Survey's and other institutional tools are also utilized to improve student learning.	Department Minutes TIGERS A01-6 Forms Course Level Assessment AD01: Section II: Course Level Assessment AD01: Institutional Assessment (Year 1-4)
	Provide evidence that the department and related programs' processes and methodologies used to assess student learning reflect good practice.	

4.B3	The business department's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. The Chair's approach to curriculum changes and development, to departmental governance, etc. tends to be collegial in nature, involving all needed and interested parties, namely Mr. Whitehouse and, when necessary, other adjunct instructors. This is evidenced by asking for involvement in the reporting processes, the development of curriculum process, etc. Besides formal meetings with minutes, the two department members constantly discuss issues, whether or not they get formally recorded.	Minutes: Departmental Goals
4.C	Provide evidence that the department and related programs pursue educational improvement through goals and strategies that improve retention, persistence, and completion rates within the department. The department works on retention and persistence and takes steps toward improving completion rates. There are students in the department that we encourage to move on to other majors due to their inability to make it in the business curriculum academically. In terms of retention and persistence, unfortunately, our graduation rates are influenced by many non-academic factors like the student's athletic experience at Central Christian. The reason for students leaving is kept and recorded by the student development office, and faculty can request this paperwork for departmental review. They can have good knowledge in the business department and a poor experience athletically. The data book has tracked retention and completion rates for the past six years. Over time, strategies can be implemented based on the data.	A01-A06 Forms AD03a: Student Persistence & Grad. Rate (Year 1) AD03a: Student Persistence & Grad. Rate (Year 2) AD03a: Student Persistence & Grad. Rate (Year 3) AD03a: Student Persistence & Grad. Rate (Year 4)
5.A2	Provide evidence that the department's leadership uses data to reach informed decisions that are in the best interest of the department? For any major changes to a course and program, the change must be proven data driven that then is reviewed by AAAC. [Link1] Also, the department takes data collected by the institutional research team that analysis students, grades, and other statistical data like persistance rates. [Link 2]	Link 1: AD0 Link 2: Institutional research

5.A3	Provide evidence that the department's faculty, and when appropriate, students are involved in setting academic requirements, policy and processes through effective collaborative structures. The Business department sets academic requirements, policies, and processes. The department faculty has representation on the Academic Affairs and Assessment Committee (AAAC), the Business Department Chair recently chaired the Strategic Planning and Oversight Committee (SPOC), and the department faculty are all members of the Faculty group. The department/faculty oversee our classrooms as set by the syllabus. The Dean of Academics and faculty president represents the needs and views of the faculty on the college council; thus, our department is represented there. The administration is involved in the SPE curriculum and setting budgets. Student voices are heard on TIGER surveys, senior surveys, and alumni surveys. Students also have committee voices through the student body president on several academic co-curricular activity committees.	A01-A06 Forms Minutes: Departmental, Faculty, & AAAC Minutes AD01: Institutional Assessment (Year 1-4)
	Provide evidence that the department and related programs have a well-developed process in place for budgeting and for monitoring its finances. The department submits its annual budget request at the appropriate time when asked (budget request). There does not appear to be any difference in what is asked for each year since the department receives what has been received in the past. An unofficial listing of expenses and a running total kept by the department chair alleviates some of the current system's shortcomings in communicating budget spending. There are several safeguards for overspending, like purchases	Budget Request Form (Year 1) Budget Request Form (Year 2) Budget Request Form (Year 3) Budget Request Form (Year 4) Payment Request Forms AD03a: Budget Analysis (Year 1) AD03a: Budget Analysis (Year 2) AD03a: Budget Analysis (Year 3)

5.B3	over $100 must be signed off by the department chair, dean of academics, and purchasing department. The Chair also maintains two restrictive accounts: Phi Beta Lambda Trips (03-014-0050-024) and Insurance Testing Expenses (03-014-0050-058). These two restrictive accounts do not sunset and roll over to the next year because of the restrictive dollar's nature and purpose. One other departmental restrictive account does sunset with any funds still in the account on June 30 and is applied back to any departmental expenses exceeding the budget. If not, they roll into the general fund.	AD03a: Budget Analysis (Year 4)
5.C	Provide evidence that the department and related programs engage in systematic and integrated planning and improvement (resource allocation, operations evaluation, institutional mission, external effects, student outcomes). The department develops and documents evidence of the performance in operations as evidenced by departmental minutes. Further evidence is found in faculty annual reports [AD01], department reports [AD03], and the department data book, which is not included in the AD03. The department learns from its operational experience and applies that learning to improve institutional effectiveness and departmental effectiveness. This is evidenced by the evidence provided in 1A2, 2E1, 3A3, 3B2, 3B3, 3C3, 4A1, 4A3, 4B2, 4C, 5B3, and 5D1	Department's Minutes Budget Request Form (Year 1) Budget Request Form (Year 2) Budget Request Form (Year 3) AD03 Budget Request Form (Year 4)
Additional	Confirm that the department has completed assessment of all AO forms.	A0 Assessment Data is completed.

Action Points		
In the space below, list the actions that still need to be completed in order to be compliant with the standards of this review.		
HLC Ref.	Necessary Actions	Possible Evidence
3C1/3B2	Looked to increase emphasis and appreciation for diversity in formal settings with goals	Limited diversity assignments with no emphasis at the capstone level
3 C 2	Looked to increase staff for the department	Previous years and reviews suggest more faculty and large advising loads
4A5	Review accredidation options to enhance the deparment	no individaul accreditation requirements to answer criterion

4B1	Look to streamline deparmental objectives with more relevance, measures across curriculum, and best practices	Best Practice Degree Matrix