

## I - Business and Business Related Programs

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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

### Self-Study

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

#### Assigned To

Not Assigned

### Institution Response

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This is located in the Evidence File Spreadsheet in the Overview Tab.

### Sources

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*There are no sources.*

## II - Overview and Organizational Profile for Accreditation

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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.

### Self-Study

Status: Not Started | Due Date: Not Set

Assigned To  
Not Assigned

## Institution Response

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**Self-Study Preparers:** Carol Ricke

**Self-Study Purpose:** Reaffirmation of Accreditation

**Self-Study Timeline:** 2013-2014 year

**Regional Accrediting Body:** Kansas State Department of Education and the Higher Learning Commission of the North Central Association of Colleges and Schools

Enclose a copy of the letter of affirmation or reaffirmation of regional accreditation.

**Profile of the Institution:** PCC is a two-year public, comprehensive community college and an area vocational school. While the average daily attendance on campus averages 500-600 students, we service more than 3,000 students annually. These students consist of full-time, part-time, on and off-campus and online. More information about PCC can be found at the following website: <http://www.prattcc.edu/department/about-pcc>

The business department consists of approximately 50-70 declared majors in Accounting, Business, and our technical programs in any given semester. For more information about the Accounting and Business Department, visit this website: <http://prattcc.edu/department/accounting-and-business>

PCC has a seven-county service area. More information about our service area can be found at: <http://prattcc.edu/college-start-college-credit-high-school-students/pcc-college-start-service-area-high-schools>

### Organizational Chart:

The Business Department organizational chart can be found in the evidence file. The PCC organizational chart can be found in the .pdf document located at this website: <http://prattcc.edu/about-pcc/organizational-chart>

**Legal Authorization:** KSA 71-120, in 1965 granted the legal authority for Pratt Community College to exist. Pratt Community College is designated as a community college authorized to operate under the laws of the State of Kansas. The State Statute for KS Community Colleges can be found at the following web site: [http://kslegislature.org/li/b2013\\_14/statute/071\\_000\\_0000\\_chapter/071\\_001\\_0000\\_article/071\\_001\\_0020\\_section/071\\_001\\_0020\\_k/](http://kslegislature.org/li/b2013_14/statute/071_000_0000_chapter/071_001_0000_article/071_001_0020_section/071_001_0020_k/)

**Governing Board:** PCC is governed by the Board of Trustees. Information about the Board of Trustees is located at the following website including minutes of the meetings, Board Policies, and a list of members on the Board. <http://prattcc.edu/department/board-trustees>

**Institution Mission:** The mission of Pratt Community College is maximum student learning, individual and workforce development, high quality instruction and service, and community enrichment. The Mission Statement and Statement of Institutional Purpose can be found at the following website: <http://prattcc.edu/board-trustees/mission-statement-and-statement-institutional-purpose>

### Business Unit Mission:

The Accounting and Business Department of Pratt Community College has a mission of providing students educational experiences and opportunities to meet their diverse and changing needs. The Accounting and Business Department offers courses that enable the student to transfer to a four-year college or university or to prepare for and obtain employment. It also provides continuous training and education, which allows professionals to update their skills and remain competitive in the job market.

The Accounting and Business Department mission statement along with Departmental Learning Outcomes is also located at the following website: <http://www.prattcc.edu/department/accounting-and-business>.

The mission statement of the Accounting and Business department is in direct alignment with the mission of the college.

### Business Programs & Academic Degrees:

Associate in Science - Accounting  
Associate in Science- Business Administration  
Certificate & Associate in Applied Science - Business Administrative Technology  
Concentration: Medical Office Assistant  
Certificate & Associate in Applied Science - Business Administration & Management  
Associate in General Studies - Business

**Class Time:**

Classes are delivered on a traditional 15-week semester. Three-credit hour courses typically meet 55 minutes, 3 times per week on a fifteen-week semester schedule for a total of 45 hours with an additional final time scheduled. Tuesday/Thursday classes typically meet 85 minutes per session, two times a week for a total of 45 hours. We have classes that meet in varying time frames, such as late start, night classes, online, video based, and hybrid, but all face-to-face classes meet the required 15 hours per credit hour.

**Course Delivery:**

The business department offers traditional face-to-face day and night, hybrid, online, and concurrent classes. The same syllabus and content is required in all classes. One credit hour means 15 contact hours for face-to-face classes. Online classes are totally online, and hybrid classes are a mix of face-to-face and online, which at least 50% of the class periods are face-to-face. The Business Department typically does not offer classes via Interactive Television, but those classes have the same requirements as the face-to-face classes or possibly hybrid (if they are offered that way).

**Credit Hours:**

All AS and AAS degrees require 64 credit hours for graduation. Students are encouraged to take approximately 16 credits per semester to earn the degree in two years or four semesters time.

**Student Communication:**

Business Program requirements, tuition and fees, student policies, and academic credentials are located in the Course Catalog available online at the following website:  
<http://prattcc.edu/about-pcc/college-catalog>

They are also available on the [www.prattcc.edu](http://www.prattcc.edu) website in various locations.

## Sources

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*There are no sources.*

## 1 - Standard 1: Leadership

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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.

### Self-Study

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

#### Assigned To

Not Assigned

### Institution Response

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Although small, the business faculty are involved in many aspects of the college and the surrounding communities. We provide a good variety of opportunities to our students. For more specific information regarding our involvement, continue reading the Standard 1: Leadership sections.

### Sources

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*There are no sources.*

## 1.1 - Criterion 1.1 Leadership Strategies

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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.

### Self-Study

Status: Not Started | Due Date: Not Set

#### Assigned To

Not Assigned

### Institution Response

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The Social Science, Business, and HPER department meets at least twice a year during in-service to discuss a variety of concerns. Junnae Landry collects data from concurrent instructors and sends out, collects, and records transfer-student surveys yearly. Carol Ricke compiles state data, follow-up forms, and other related data. All the data collected is compiled and discussed by the full-time faculty and is included in the Bi-annual ACBSP report, and disseminated to part-time and concurrent faculty. Data related to the Graduate Profile is submitted annually to the Faculty Assessment Learning Committee (FALC). FALC meets three to four times per semester and coordinates all the outcomes assessment activities for the college, and recommendations concerning outcomes are made to Instructional Council and/or President's Council. Curriculum issues and decisions are discussed at Instructional Council meetings, which are held monthly throughout the school year. The chairs of all the departments are representatives to Instructional Council, which is chaired by the Vice President of Instruction. The business department has direct communication with both FALC and Instructional Council.

The Business Department Advisory Meeting is held each semester to discuss a variety of issues including curriculum. Full-time faculty and community representatives are members on this committee.

### Sources

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*There are no sources.*

## 1.2 - Criterion 1.2 Leadership Measures of Performance

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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.

### Self-Study

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

#### Assigned To

Not Assigned

### Institution Response

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All the outcomes assessment data is collected, compiled, and discussed yearly by the full-time faculty and is included in the Bi-annual ACBSP report. Junnae Landry disseminates the results to part-time and concurrent faculty. Data related the Graduate Profile is submitted annually to the Faculty Assessment Learning Committee (FALC), who presents the information to the Board of Trustees. Recommendations from FALC are presented back to departments who are not meeting their outcome goals, and strategies for improvement are implemented.

### Sources

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*There are no sources.*

## 1.3 - Criterion 1.3 Leadership and Community

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

### Self-Study

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

#### Assigned To

Not Assigned

### Institution Response

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The business faculty have a direct link to the community through the advisory committee. Meetings are held once each semester where a variety of topics are discussed.

Each spring, the business department sponsors an Executive-in-Residence event where a local community business leader is honored with a luncheon, and is invited to speak to our students.

Kappa Beta Delta honor society is available for our students; they recycle toner cartridges throughout the year, and donate the used cartridges to the local humane society who uses the cartridges as a fund raiser. The honor society started the paper recycling effort on campus several years ago where we collected used paper from all the computer labs and took it to the local recycling center. The college has now taken over that effort and recycles paper from all offices on campus. There are now recycle bins in the labs, and the custodians take the paper to the recycling center.

Full-time faculty provide tours for various different classes including the Greensburg green initiative and business incubator. Other tours include Grant Thornton Accounting firm, Cessna, Koch Industries, CPI Qualified Plan Consultants, Underground Vaults and Storage, and Farm Services. Some of these tours have been made available with the cooperation of advisory members. Mock Interviews are provided in the spring semester, and students have access to Internships through the Occupational Work Experience classes.

One full-time faculty is a member of four USD advisory committees, which provides good communication with faculty who teach concurrently through PCC.

Full-time faculty have been and are also involved in the local USDs, churches, and other community activities.

### Sources

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*There are no sources.*



## 1.S - Summary of Standard 1 - Leadership

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

### Self-Study

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

#### Assigned To

Not Assigned

### Institution Summary

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Since we are a small department with only two full-time faculty and one part-time faculty, it is easy for us to visit daily and communicate regularly. We have a good relationship with our advisory committee members who provide support in several ways, and we communicate with concurrent instructors via e-mail.

Overall, I think we provide a good variety of opportunities to our students, are involved in the college in many ways, and are also involved in community activities in various ways.

Although our communication with concurrent instructors is adequate, I think we could improve some in this area. We have had concurrent instructors come to campus in the past, but haven't done that in the last several years. The FALC committee has considered recommending to Instructional Council that we have concurrent instructors come to campus once a year or once every other year so we can visit face to face about topics such as outcomes.

### Sources

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*There are no sources.*

## 2 - Standard 2 Strategic Planning

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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.

### Self-Study

Status: Not Started | Due Date: Not Set

**Assigned To**  
Not Assigned

### Institution Response

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Faculty and department meetings are held at the beginning of each semester during in-service, and advisory meetings are held each semester. Assessment data is looked at yearly by full-time business instructors who determine what action should be taken to improve student learning. Currently, we are in the process of making changes to our computer competency test to make it a little more challenging. Since we are small, sometimes we visit informally with each other over the course of the semester or year.

Each year, the business unit submits a five-year equipment plan. The plan allows for new computers to be purchased in the labs on a three-year rotation. Printers, scanners, and other equipment are also listed on the five-year plan, but of course, we do not always get everything on our list. We have been fortunate to keep our computers up to date, and currently we have the newest all-in-one touch screen, Windows 8 computers in rooms 32 & 34 where many of business classes are held. Room 438 is a relatively new classroom with pretty up-to-date computers too.

We have not be fortunate enough to get new calculators to use in our Accounting classes.

Lab Classroom space has been at a premium in the past several years, and this has caused the business department some issues, as some of our classes have been help in Nursing/Art building or the Agriculture building. A new lab was creating this year (2014-2015), which will help alleviate some of those issues.

The college plans the budget for the following year in the spring with the Board of Trustees and the Administration present. The budget is dependent upon tuition costs, enrollment numbers, local, state, and federal funding available.

### Sources

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*There are no sources.*

## 2.1 - Criterion 2.1 Strategic Planning Process

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- 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.

### Self-Study

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

**Assigned To**  
Not Assigned

### Institution Response

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The business department goals include collecting and analyzing follow-up data for AAS students who obtain a job after graduation, collecting and analyzing feedback from our survey of AS students who have transferred to a four-year university, and collecting and analyzing other assessment data. Data from the surveys are collected and looked at each year by the business department to determine if changes need to be made. So far surveys have been positive, so no changes have needed to be made.

Lisa Kolm, our Data Coordinator, and Cathy Blasi, Administrative Assistant to the VP of Instruction deal directly with state requirements of our curriculum, and they communicate directly with the business department to make changes as required at the state level. Curriculum is looked at pretty much each year in the spring to determine if it is meeting the necessary requirements. Any changes in curriculum must go through Instructional Council for approval, and then, if necessary, is submitted to the state for approval. Changes are then submitted to Cathy Blasi for updates to the Catalog.

### Sources

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*There are no sources.*

## 2.2 - Criterion 2.2 Current Strategic Plan

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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.

### Self-Study

Status: Not Started | Due Date: Not Set

Assigned To  
Not Assigned

### Institution Response

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The business department's key objectives are:

- Students in the required computer class will demonstrate 80 percent of the computer competencies.
- Associate of Science business graduates will successfully transfer to a four-year college or university.
- Students completing an Associate of Applied Science degree desiring to enter the world of work will find employment in their field.

The college has a general education computer requirement for all students on campus. Most students are required to take Microcomputer Office Apps I (3 cr), but some of the AAS degrees require the Intro to Word Processing (1 cr). Our graduate profiles states that all graduates will have computer skills.

The business department goals include collecting and analyzing follow-up data for AAS students who obtain a job after graduation, collecting and analyzing feedback from our survey of AS students who have transferred to a four-year university, and collecting and analyzing other assessment data. Data from the surveys are collected and looked at each year by the business department to determine if changes need to be made. So far surveys have been positive, so no changes have needed to be made.

Lisa Kolm, our Data Coordinator, and Cathy Blasi, Administrative Assistant to the VP of Instruction deal directly with state requirements of our curriculum, and they communicate directly with the business department to make changes as required at the state level. Curriculum is looked at pretty much each year in the spring to determine if it is meeting the necessary requirements. Any changes in curriculum must go through Instructional Council for approval, and then, if necessary, is submitted to the state for approval. Changes are then submitted to Cathy Blasi for updates to the Catalog.

### Sources

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*There are no sources.*

## 2.3 - Criterion 2.3 Finances

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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.

### Self-Study

Status: Not Started | Due Date: Not Set

Assigned To  
Not Assigned

### Institution Response

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Each year, the business unit submits a five-year equipment plan. The plan allows for new computers to be purchased in the labs on a three-year rotation. Printers, scanners, and other equipment are also listed on the five-year plan, but of course, we do not always get everything on our list. We have been fortunate to keep our computers up to date, and currently we have the newest all-in-one touch screen, Windows 8 computers in rooms 32 & 34 where many of business classes are held. Room 438 is a relatively new classroom with pretty up-to-date computers too. We have not been fortunate enough to get new calculators to use in our Accounting classes.

Even though budgets have been tight for several years now, the business department has been able to purchase new computers every three years, which keeps our computer labs up to date. Most other needs in our department are taken care of. There are a few items that we have struggled to keep up to date, which include our calculators in room 34. For the most part, we are not denied equipment and supplies when we need them.

### Sources

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*There are no sources.*

## 2.4 - Criterion 2.4 Facilities

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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.

### Self-Study

Status: Not Started | Due Date: Not Set

Assigned To  
Not Assigned

### Institution Response

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Classroom space at Pratt Community College is sometimes an issue during the primetime morning classes especially in the computer labs. Traditionally rooms 32 & 34 have been identified as business classrooms, but a few years ago a new computer lab with 40 computers was built in the nursing building, and our general education computer class was moved into that computer lab, which allowed for larger class sizes for those classes. About that time frame, the English department decided that they wanted to utilize the computer labs for their Composition classes; consequently, our classrooms were changed to multiple rooms throughout campus. This year, the college was able to purchase 24 new computers to equip a new computer lab in the ITV room, which helped alleviate the demand for classrooms with computers in them.

Room 34 still remains predominately a business classroom, and the Intro to Accounting course is offered in room 32. Room 438 is still used for the general education class, and other business classes are taught in a variety of classrooms based on class sizes.

Individual offices are provided for full-time faculty, and part-time faculty have access to office space when any is available. Currently, John Patton, part-time faculty has an office in area 8.

### Sources

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*There are no sources.*

## 2.5 - Criterion 2.5 Equipment

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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.

### Self-Study

Status: Not Started | Due Date: Not Set

Assigned To  
Not Assigned

### Institution Response

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Each year, the business unit submits a five-year equipment plan. The plan allows for new computers to be purchased in the labs on a three-year rotation. Printers, scanners, and other equipment are also listed on the five-year plan, but of course, we do not always get everything on our list. We have been fortunate to keep our computers up to date, and currently we have the newest all-in-one touch screen, Windows 8 computers in rooms 32 & 34 where many of business classes are held. Room 438 is a relatively new classroom with pretty up-to-date computers too. We have not be fortunate enough to get new calculators to use in our Accounting classes.

The college has a license with Microsoft, which allows us to update our software as soon as the new software comes out. In spring 2014, Carol Ricke taught Windows 8 and Office 2013 virtually on our computers in room 34 in the Microcomputer Office Apps II class. Other classes in that classroom were still able to use the Windows XP and Office 2010, which was the software loaded on those machines. This allowed us to try out the new software for one semester before moving all classes to that software, plus give students a look at how a virtual desktop works.

In 2013-2014, Junnae and I were fortunate enough to request from Title III funds for a purchase of a tablet and an Ultrabook to help make the transition to the new technology easier. Full-time faculty also had the option of updating our laptops to the new Office 8 touchscreen technology.

In the spring of 2015, we will be migrating all computers on campus to Windows 8 and Office 2013, which will allow all students to have Office 2013 on five devices and 1 terabyte of free storage in the cloud. This will be a great benefit to students!

### Sources

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*There are no sources.*

## 2.S - Summary of Standard 2 - Strategic Planning

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

### Self-Study

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

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**Assigned To**  
Not Assigned

### Institution Summary

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The business department has been fortunate to be able to keep up to date with technology, hardware, and software in the computer labs.

Although we have nice classrooms with good technology and up-to-date software, the business department sometimes has to fight for computer classroom space. At the moment, Lab Room 34 seems to be designated for business classes, but some of our classes are offered in the Nursing/Art building or the Agriculture building.

Although most items are updated on a regular basis, the calculating machines, scanner, and printers in the various labs have not been kept on our rotating schedule.

### Sources

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*There are no sources.*



### 3 - Standard 3 Student, Stakeholder, and Market Focus

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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.

#### Self-Study

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

**Assigned To**  
Not Assigned

#### Sources

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*There are no sources.*

## 3.1 - Criterion 3.1 Stakeholders

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A. List the business unit's key stakeholders.

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

### Self-Study

Status: Not Started | Due Date: Not Set

#### Assigned To

Not Assigned

### Institution Response

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Key stakeholders for the business department include:

- Current Students
- Business Graduates
- Business and Computer Technology Advisory Committee Members
- Employers of our Graduates
- Surrounding Communities
- The State of Kansas

The business department successfully prepares AAS students for jobs, and prepares AS students for successful transfer to the University. The PCC Graduate Profile states that students will be qualified in a variety of ways. Upon graduation, AS graduates take the CAAP test in four areas, and AAS graduates take the Work Keys tests in four areas. This data is looked at each year in both FALC and Instructional Council, and determinations are made based on the data. For instance, we have implemented reading and critical thinking activities in various classes to help increase scores.

Graduates are also surveyed about their quality and experience of their education while here at PCC. Data from Employer Follow-Up forms are collected each year to determine that our students are providing the needs of the employers. Data from the Universities is sent to PCC to see how our transfer students are doing compared to other students on campus. This data is looked at each year by the business department, and determinations are made based on the data. So far, results have been positive, so no changes have needed to be made.

The advisory committee looks at a variety of topics including curriculum. Members provide input into curriculum needs and offers ideas to help make the business department better. For example, the advisory committee offered suggestions about social media, and Junnae Landry has now started a Facebook page for the business department.

### Sources

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*There are no sources.*

## 3.2 - Criterion 3.2 Stakeholder Satisfaction

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- 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.

### Self-Study

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

**Assigned To**  
Not Assigned

### Institution Response

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PCC has full-time and part-time recruiters that recruit across much of the state of Kansas. We also have athletic coaches that recruit for their specific sport. We hold an Academic Olympics event in the spring each year where we invite surrounding high school to come compete against each other in a variety of academic testing situations. We hold other events throughout the year such as the Technical Day where students come to campus and participate in rotation sessions on all our technical programs. Technical faculty have also attended high schools for various reasons to encourage students to attend. Folders, brochures, pens, etc. are sent out to all interested students. We will be sending out 20-40 business department mouse pads this semester to area high schools with advertising materials about our programs.

The business department at PCC has been able to maintain a decent selection of our core business classes, but because of few full-time faculty, we aren't able to offer as many course options as we would like. We are putting a couple classes back on the schedule this coming fall that haven't been offered for quite some time now, so that is good start to building back our marketing/management program titled Associate of Applied Science in Business Administration.

Graduate Surveys are sent to business graduates who have transferred to four-year schools, and Employer Follow-Up Surveys are sent to employers of recent graduates. Data is collected and analyzed each year to determine if changes should be made. This data is available in the Evidence Files Spreadsheet.

Advisory Committee meetings are held each semester, and input is given to the business department. Our advisory committee has been active and very helpful over the years. We haven't had too much turnover of our members, but at the end of last semester, we lost one member because she moved to Colorado, and we may lose another one as she took a different job.

### Sources

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*There are no sources.*

### 3.3 - Criterion 3.3 Student Support

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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.

#### Self-Study

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

**Assigned To**  
Not Assigned

#### Institution Response

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Pratt Community College has an Admission office, a Financial Aid office, and a Student Success office that are close in proximity, which creates a one-stop shop. The Registrar office is located within the Admissions office. All of these offices are easily accessible to students, and are open M-F from 8:00 a.m. to 5:00 p.m.

Students can apply for admission, scholarships, and graduation online, and they can also request transcripts and degree audits online. Links to these services are available online at: <http://prattcc.edu/departments/student-services>.

There are also Key Services links and Quick Links that show up on all pages of our website so students can easily find important information. Financial Aid, Linda Hunt Memorial Library, Student Success Center, Advising, Admissions, Bookstore, eLearning, along with others are available in the Key Services list. Quick Links include a print and/or online version of the Class Schedule, College Catalog, final exam schedule, student handbook, learning calendar, student activity calendar, along with other important student services already mentioned. Over the years of having our website, these are the links that students use most, and in the past, have had trouble finding.

Linda Hunt Memorial Library is open M-Th from 8:00 a.m. to 9:00 p.m. and on Fridays from 8:00 a.m. to 5:00 p.m. There are 26 computer workstations with free WiFi along with free tutoring, casual reading area, snacks, and print/copy access. Online resources include a Interlibrary loans, databases, job and career websites, newspapers, literature, etc. Links to these resources is available at: <http://prattcc.edu/node/2115>.

The Student Success Center provides services including Testing Services, Counseling-related Services and Referrals, Academic Advising, Classroom Support and Related Services, Accommodations for Students with Disabilities, and Career Development Services. The Student Success Center advises at-risk students before assigning them a faculty advisor to be able to keep track of their success better. Once the student is no longer determined to be at risk, then the student is assigned an academic advisor who advises the student throughout the rest of their time at PCC. The Student Success Center is proactive, and very effective in their dealings with students. Services and links to Student Success Center services are available at: <http://prattcc.edu/departments/student-success-center>

In addition to free tutoring, Pratt Community College has a PASS program. The PASS program was implemented in 2011 and is required of all athletes. It addresses Orientation, Study Hall, and Career Building to help students become successful. Implementation and changes to our attendance policy have been made because of the Pass Program. This helps with retention from semester to semester, and from year to year.

Students who have a specific issue are usually asked to visit directly with the instructor of the class they are having an issue with and/or their advisor. They can also go directly to the Assistant VP of Instruction or the VP of Instruction. Both the Assistant VP and VP of Instruction are conveniently located and are available for student questions and concerns. If necessary, the faculty person involved will be asked to visit with the VP of Instruction and possibly the student to try to resolve the issue. The student has a right to appeal any decision made by the college. Appeal processes are located in the Student Handbook, which is located at the beginning of the College Catalog. The College Catalog is updated yearly, and the last ten catalogs are available online at: <http://prattcc.edu/about-pcc/college-catalog>.

## Sources

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*There are no sources.*

## 3.4 - Criterion 3.4 Stakeholder Results

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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

### Self-Study

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

#### Assigned To

Not Assigned

### Institution Response

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The business department collects data from Graduate Surveys and Employer Follow-Up Surveys. The Noel Levitz survey is given to current students every two to three years, and the Business Advisory Committee meets twice a year to discuss curriculum and other business department issues.

Data and graphs for this criterion are located in the Evidence File spreadsheet.

### Sources

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*There are no sources.*

## 3.5 - Criterion 3.5 Business/Industry Relations

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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.

### Self-Study

Status: Not Started | Due Date: Not Set

Assigned To  
Not Assigned

### Institution Response

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The Business Department meets with advisory community members each semester in the Business Advisory Committee meetings. The advisory committee looks at a variety of topics including curriculum. Members provide input into curriculum needs and offers ideas to help make the business department better.

Topics typically discussed at advisory meetings include:

- Curriculum
- Outcomes Assessment
- ACBSP Site visit
- Executive-in-Residence Award
- Kappa Beta Delta
- Work Keys Results
- Recruiting
- Perkins Audit
- Tours
- Annual Awards
- Conferences
- Other

Meetings are always open for discussion, and advisory members are free to offer advice. The table is also open at the end of each meeting for advisory members to bring up new topics of concern. Minutes are printed and are available in the resource room.

The business department offers an Executive-in-Residence each year in the spring semester where the business department gives an award to a deserving business in the community. A President's coffee is held in the morning for attendees and anyone on campus that would like to visit or congratulate the winner, the winner speaks at a convocation for business students and any other student/faculty/staff on campus that would like to attend, then a luncheon is held for the winner, their families, close friends, past award winners, business faculty, and administration.

Brenda Kaiser, an advisory member from Great Bend, provides Mock Interviews each spring for our students.

Our students take tours of several business including the following:

- CPI Qualified Plan Consultants
- Koch Industries
- Grant Thornton Accounting Firm
- Farm Services
- Underground Vaults and Storage
- Greensburg Incubator and Green Initiatives with Schools and Community
- Cessna
- Other tours as available

Kappa Beta Delta business honor society collects toner cartridges across campus and students deliver them to the local humane society who uses these as a fund raiser for their local chapter.

Many of our students are involved in sports and other activities, and each sport/activity is involved in the community in a variety of ways. Students who have Above and Beyond scholarships are expected to participate in community service as part of their scholarship activities.

Any time we can utilize outside sources for our students, I think they benefit greatly.

## Sources

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*There are no sources.*



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

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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.

### Self-Study

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

#### Assigned To

Not Assigned

### Institution Summary

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For as small of a community college as we are, and only having 2 1/2 full-time faculty, I believe the Business Department provides students with a good variety of outside activities.

One challenge is getting past students to respond. Students who do respond are favorable about their education experience at Pratt Community College.

Since our program was put on hold a few years ago, we haven't had been able to build our enrollment up to the size we would like. This affects the amount of data we can collect from Employers, we haven't had any problems with employers responding favorably about our student's job performance.

### Sources

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*There are no sources.*

## 4 - Standard 4 Measurement, Analysis, and Knowledge Management

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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.

### Self-Study

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

#### Assigned To

Not Assigned

### Sources

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*There are no sources.*

## 4.1 - Criterion 4.1 Student Learning Outcomes Assessment

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A. Describe the current student learning outcomes assessment plan.

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

- What student learning data is collected and why
- How the business unit uses student-learning data to improve the business program and enhance student learning
- How comparative or benchmark data is used to enhance and improve of student learning
- 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. Attach a completed Table 2 (Student Learning Results - found under the Evidence File tab above), to the end of this section, for each program seeking initial accreditation or re-affirmation.

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

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.

### Self-Study

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

**Assigned To**  
Not Assigned

### Institution Response

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The business department assessment plan is directly related to the college assessment plan. The college has a Graduate Profile Matrix that assesses 16 competencies with nationally normed, national assessments, and embedded assessments. The business department is responsible for one of the competencies (#6 - Utilize modern computer technology to process information.) This particular assessment is given to all students in the Intro to Word Processing or Microcomputer Office Apps I course, which all students (except nurses) are required to take for graduation. The Faculty Assessment Learning Committee (FALC) meets several times a semester to implement/update assessment plans on a rotational basis, and looks at the data to see which competencies are/are not meeting their benchmarks. This data is presented yearly to the Board of Trustees. Action may/may not be required based on the outcomes of the data.

The business department has several other assessments that are embedded directly into our courses including: Intro to Business, Macroeconomics, Microeconomics, and Accounting I. We feel that this represents a good sampling of our courses, and most/all business students will take at least one or all of these courses prior to graduating.

The full-time faculty in the business department look at the data each year and determine if changes should be made. Our computer competency was changed this year because of the data we have collected. Data is also shared with the Business Advisory Committee each year.

Student Learner Outcomes for the Associate of Science majors are as follows:

- Associate of Science business graduates will successfully transfer to a four-year college or university.
- Students will utilize modern computer technology to process information.

- Students will read, comprehend, and analyze written materials.
- Students will express oneself in grammatically correct and logically written English.
- Students will performs quantitative mathematical computations.
- Students will acquire, interpret, and evaluate information and data and solve problems.
- Students will satisfy the other requirements of the Graduate Profile Matrix through our general education assessment plan.
- Students will develop the skills necessary to understand basic accounting concepts.
- Students will learn concepts and theories of basic macroeconomics and microeconomics.
- Students will develop skills to create a Marketing Plan.

Student Learner Outcomes for the Associate of Applied Science majors are as follows:

- Students completing an Associate of Applied Science degree desiring to enter the world of work will find employment in their field.
- Students will utilize modern computer technology to process information.
- Students will read, comprehend, and analyze written materials.
- Students will express oneself in grammatically correct and logically written English.
- Students will performs quantitative mathematical computations.
- Students will acquire, interpret, and evaluate information and data and solve problems.
- Students will develop the skills necessary to understand basic accounting concepts.
- Students will learn concepts and theories of either basic macroeconomics or microeconomics.
- Students will develop skills to create a Marketing Plan.

Trend data is available in the Evidence File Spreadsheet.

## Sources

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*There are no sources.*

## 4.2 - Criterion 4.2 Program Evaluation

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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.

### Self-Study

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

**Assigned To**  
Not Assigned

### Institution Response

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The college has a three-year rotational program review that was recently updated. The business department has been waived from this review sometimes because of our Accreditation with ACBSP. We send in our Bi-annual reports to ACBSP, submit our outcomes data to FALC each year, which is evaluated by FALC, and presented to the Board of Trustees. We prepare state reports on a yearly basis, and have Perkins audits every three years.

Faculty are very involved in the process of data collecting. Junnae Landry gathers information from transfer students and from concurrent instructors, and has recently created an embedded course assessment in the Intro to Business class. Dr. Hunter collects data and reports it for the economic courses, all teachers of our Microcomputer Office Apps I course collect and submits data to Junnae L, and Carol Ricke collects data for the Accounting assessment, prepares the bi-annual report, submits data to FALC, submits information for both state and federal reports, and is compiling this Accreditation report.

Outcomes data is available on our website for the public to view, and is also given to our advisory committee members for review. Outcomes specific to the business department is located at the following website:

<http://prattcc.edu/department/accounting-and-business>

The following link takes you to the page About PCC, which has several links for accreditation:

<http://prattcc.edu/department/about-pcc>

The Gainful Employment link has information specific to the business department.

This following link has reports for Graduate Profile, CAAP assessment, and Work Keys assessment.

Our outcomes assessment data is all provided in the Evidence File Spreadsheet.

## Sources

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*There are no sources.*

## 4.3 - Criterion 4.3 Student Assessment

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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.

E. Attach a completed Table 3 (Organizational Performance Results - found under the Evidence File tab above). For each business program report results tracked by the business unit such as enrollment patterns, student retention, graduation rates, student placement, academic success, and/or other characteristics reflecting student performance and degree satisfaction (items suggested herein are intended to be suggestive, not prescriptive, although the business unit should document student performance and degree satisfaction using several key indicators). Results should be illustrated by graphs, tables, or figures. Provide three to five years of trend data —two to four years plus the self-study year. (Candidates with less than three years of data are eligible for accreditation with conditions.)

F. Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results, graduation rates, retention, job placement, etc.

### Self-Study

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

**Assigned To**  
Not Assigned

### Institution Response

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New degree-seeking students to PCC are required to have placements scores. Students can use their ACT scores, or they can opt to take the Asset or Compass test. Based on these scores, students are placed in remedial (developmental) reading, writing, and/or math. Any student that qualifies for two developmental courses, is placed into the Bridge Program. These students have a set group of classes to take prior to taking other courses, and these students are advised by the Student Success Center. Once these students pass their developmental classes, then they can switch advisees to a faculty advisor, and are free to take higher-level courses. A copy of the Placement Scores is available in the resource room.

These same placement scores can place a student into the level of math they are ready for, which could include College Algebra, Trigonometry, and Calculus. Many of the advanced students come to PCC having already taken Composition I and/or Composition II along with other general education courses, so they are now ready to take the next course in the sequence.

Much of the assessment data is available in Lisa Kolm, Data Coordinator's, Office and is also available on the following website: <http://prattcc.edu/departments/about-pcc>

A community report is created annually and disseminated to the public. It is undergoing a cycle shift from calendar year to academic year. To finish last year out, they created a scaled back 2014 calendar year report in digital form only which has been posted to social media, linked on the website, referenced in admissions postcards, and emailed to newsletter subscribers.

The official 2014-2015 community report will be published in early June. That one will likely be printed hard copy and distributed by mail and in community offices. The report can be located at the following website:  
<http://prattcc.edu/about-pcc/community-report>

## Sources

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*There are no sources.*



## 4.S - Summary of Standard 4 - Measurement, Analysis, and Knowledge Management

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

### Self-Study

Status: Not Started | Due Date: Not Set

**Assigned To**  
Not Assigned

### Institution Summary

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The Business Department at PCC has spent the last ten years building a comprehensive Outcomes Assessment program. We feel we have a good variety of assessments that we are collecting data on and have been able to collect at least three data points on our assessments.

The Business Department has met or exceeded most of our outcomes, and because of that, we recently changed our computer assessment to be more demanding.

Because we are a small community college, some of the data we collect is from small numbers of students. Survey information is hard to collect from past students. The trend data does help us to see a more aggregate amount of information.

### Sources

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*There are no sources.*

## 5 - Standard 5 Faculty and Staff Focus

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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.

### Self-Study

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

#### Assigned To

Not Assigned

### Sources

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*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.

### Self-Study

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

#### Assigned To

Not Assigned

### Institution Response

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Pratt Community College advertises for faculty positions in a variety of ways depending on the position. Following is a list of the advertising resources we use. The Vice President and Committee Chair of the search committee helps determine where we will advertise.

All positions are advertised with AA/EOE. Our employment application contains our non-discrimination statement as well as an Equal Employment Opportunity Commission Information Form (completion of this form is voluntary and is not required for consideration).

PCC Website  
 Careerbuilder  
 Chronicle of Higher Education  
 Higher Ed Jobs  
 HRePartners (Kansas cities, counties, colleges, etc.)  
 Kansas Teaching Jobs (Kansas Education Employment Board) /SchoolSpring.com, Indeed)  
 KansasWorks (Job Seeker)  
 KansasWorks (Employer)  
 NCAA  
 NJCAA  
 University Consortium (posts to WSU, KSU, Emporia, KU, FHSU, Pittsburg, Washburn)  
 Hutchinson News  
 Pratt Tribune/Monster  
 Wichita Eagle  
 Nursing Newsletter (Arthur Davis Publishing)  
 LinkedIn  
 NATA (National Athletic Trainers Assoc.)  
 Job Dig  
 Dice  
 Military Times  
 ACAP (Army Career & Alumni)  
 Winfield Courier  
 Ark City Traveler  
 West Side Story (Free newspaper, monthly delivered  
 Weeklies: Times-Sentinel, Haysville Sun-Times, Conway Springs Star & Argonia Argosy)

PCC works hard to attract qualified individuals to meet North Central, state, and ACBSP standards. It is difficult for PCC

to attract qualified faculty since we are a small, rural community college.

The Pratt Higher Education Association (PHEA) at PCC is the local chapter of Kansas National Education Association (KNEA), which is the state chapter of National Education Association (NEA). All full-time and regular part-time professional employees have the opportunity to be members of PHEA. The PHEA negotiating team negotiates contracts on a one-, two-, or three-year contract basis. Most often, a three-year contract is agreed upon. Tenure is given for faculty who have taught over three years at PCC or two years at PCC with previous tenure. The current contract provides a step (pay raise) and an additional increase in the base pay with a few other pay incentives. Pay increases are guaranteed for more education levels. The PHEA contract provides incentives for faculty to stay at the college. Two full-time instructors have been officers of PHEA and one instructor has been on the negotiating team many times. The PHEA Agreement is available in the resource room and on the i:\ (common drive for PCC employees)

PCC faculty are required to teach 30 credit hours per year for a full-time equivalency. This is based on a 180-day contract. Faculty who teach over 10 credits per semester are considered regular part-time faculty, and they fall under the PHEA contract. Overload and summer pay is in additional to regular pay. Additional duties such as some committee work and various other credit-hour equivalencies are provided to faculty for additional pay. This allows faculty to increase their pay in a variety of ways. This provides incentives for faculty to remain employed at PCC.

PCC faculty have the freedom to design courses and teach those courses as they deem fit. Approval to change curriculum or make major design changes to courses must go through Instructional Council for approval. The business department is represented at Instructional council as Chair, Social Science, Business, and HPER. This provides stability in the business department curriculum and courses.

The business department are encouraged to participate in professional organizations and attend professional conferences. PCC has encouraged and supported the business department to stay accredited and to attend the regional and national conferences most years. Most years when full-time business faculty request to attend a conference, we are approved. This keeps faculty up to date on new technology and new ideas in our field.

Since we are a small, rural community college, most faculty know all the other faculty on campus. Faculty in different disciplines work together on projects; many committees are formed across disciplines trying to get an academic person, a technical person, and a few staff employees on the committee. This provides committees to see all sides of a situation before making recommendations for decisions.

The Faculty Handbook is available in the resource room and is located at <http://www.prattcc.edu/departments/about-pcc>

## Sources

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*There are no sources.*

## 5.2 - Criterion 5.2 Faculty Qualifications

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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.*

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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.

## Self-Study

Status: Not Started | Due Date: Not Set

Assigned To  
Not Assigned

## Institution Response

Since we are a small rural community college, it is difficult to attract qualified faculty; however, I would say that most faculty here are all quality faculty, and have stayed at PCC for years, so retention of faculty is good.

This table is available in the Evidence File in the two Standard 5 tabs.

## Sources

*There are no sources.*

## 5.3 - Criterion 5.3 Faculty Composition

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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.

### Self-Study

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

**Assigned To**  
Not Assigned

### Institution Response

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This information is found in the Evidence File in the two Standard 5 tabs.

### Sources

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*There are no sources.*

## 5.4 - Criterion 5.4 Faculty Deployment

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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.

### Self-Study

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

#### Assigned To

Not Assigned

### Institution Response

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Currently we have two full-time faculty members with one part-time faculty member teaching on our campus. We also have adjunct and concurrent business instructors that teach either here at PCC or at the local high schools. Our main campus is the only place where a student can earn a degree, and all of our regular classes are taught by one of the two full-time faculty or the one part-time faculty person except for the evening Intro to Word Processing class, which is taught by an adjunct faculty person. Some of our classes are taught by other full-time faculty members, who are also qualified to teach business classes. Example: Dr. Bill Hunter is an Ag instructor, but has his MBA, so also teaches our economic courses. Human Relations is taught by qualified faculty in the social science area.

We currently have two Associate of Applied Science degrees, and I am the coordinator for both programs. One of the programs draws very little enrollment, and the Vice President of Instruction and I have had several conversations concerning this. Either we need to let that program go, or make changes to it and advertise those changes. Part of the issue with that program, is that students must take some of the classes online, and students don't always like to do that, plus there isn't a full-time coordinator for that program.

Our part-time instructor, John Patton, has permission to teach several more classes this coming fall with the hopes that he could possibly move into a full-time position. Since he will be teaching the classes face-to-face on our campus, I think it will help attract students into the program. Possibly in the future, he could become the coordinator of that program.

The business department ordered 500 mouse pads and new pens, updated our recruiting materials this year, have been sending interested students folders with pens, and plan to send out an updated packet with 20-40 mouse pads to each area high school. We hope this will help draw attention to our two programs, and more students will enroll.

### Sources

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*There are no sources.*



## 5.5 - Criterion 5.5 Faculty Load

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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.

### Self-Study

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

#### Assigned To

Not Assigned

### Institution Response

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Full-time loads for faculty consist of teaching 30 credit hours per year with a 175-day flexible schedule. There are also 200- and 225-day contracts that include teaching summer classes. Additional pay is allotted for overload paid at the overload rate according the current contract. Online classes are also paid as overload at the online rate, but can be used toward the 30 credit hour requirement if the faculty member cannot fill his/her load with other classes. There are no upper limits as to how many classes a faculty member can teach.

The PHEA agreement has a salary schedule built into it for movement both for years of teaching and for obtaining further education.

Additional compensation is provided for some committee work, although all faculty are supposed to be on a committee as part of the full-time employment. Additional pay is also provided for things such as Video Tape courses, sponsoring a club, first-time ITV classes, and developing new online classes.

PCC provides credit hour equivalencies for such things as Department Chair, assessment duties, and Self-Serve help coordinator to faculty.

The PHEA Agreement is available to faculty on our common (I:\) drive, and is available in the resource room.

Further expectations of faculty are also available in the Faculty Handbook located on the common drive, in the resource

room, and at this link:

<http://prattcc.edu/about-pcc/faculty-handbook-0>

## Sources

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*There are no sources.*

## 5.6 - Criterion 5.6 Faculty Evaluation

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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.

### Self-Study

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

**Assigned To**  
Not Assigned

### Institution Response

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Each semester, all faculty are required to have a student evaluation in one class chosen by either the faculty member or the administration. Faculty can opt to have more than one class evaluated. Faculty also have a classroom visit and an overall evaluation of their performance once every three years. Probationary faculty have a classroom visit and overall evaluation each semester. The evaluation process is formally defined in the PHEA Agreement on page 19, which is located on the common drive for faculty, and in the resource room.

Student evaluations are disseminated to faculty the following semester for their review, and faculty are expected to sign a copy of the report and send it back to the administration. These reports are kept on file in the Personnel office. If the administration sees issues with performance, then the Vice President of Instruction or the Assistant to the Vice President of Instruction will visit with the faculty member about the performance.

After a classroom visit and overall evaluation, then the Vice President or Assistant to the Vice President meets with the faculty member to discuss the results.

The NOEL Levitz has also been given to students on a two- to three-year basis to determine if students are satisfied with all areas of the college.

### Sources

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*There are no sources.*

## 5.7 - Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

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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.

### Self-Study

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

**Assigned To**  
Not Assigned

### Institution Response

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The faculty at PCC have the opportunity to get paid for up to three credits of course work for two semester each year for a total of six credits per year. This is an incentive for faculty to further their education. There are also steps on the salary schedule for each 15 credit hours faculty take.

Faculty have the option each year of filling out a Faculty appraisal form if they wish to be discussed with the administration to determine if the faculty person is taking on too much responsibilities. This form is placed into the faculty members personnel file. A copy of that notification form is located in the resource room.

Faculty also fill out a Faculty Development plan each year, which lists development activities we would like to attend, and if/when we attended or accomplished these conferences/activities.

Sabbaticals are guaranteed if a faculty member works eight summers in a row; currently we have one faculty member taking advantage of that this semester.

Faculty are always encouraged to attend workshops and conferences. Junnae and I have been able to attend the NBEA national conference several times over the last decade, and we have been able to attend almost all of the ACBSP regional meetings. I have been fortunate to attend the National ACBSP conference, and we both have attended local and regional conferences. As long as there are funds available, we are rarely denied attendance. Faculty are typically guaranteed to be able to attend a conference if they haven't attended one in three years.

Both full-time faculty have been able to hire a work-study student to help grade papers, etc. for up to five hours per week. This student can either be paid through scholarship or work study funds, whichever works best for the student.

More information is provided in the Evidence File spreadsheet.

## Sources

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*There are no sources.*

## 5.8 - Criterion 5.8 Faculty Instructional Development

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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.

### Self-Study

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

**Assigned To**  
Not Assigned

### Institution Response

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Attendance at conferences is very helpful for our business faculty to keep up to date on the latest technology. Business faculty have been able to attend conferences that allow us to obtain skills necessary for use in the classroom. We are typically the first faculty on campus to get new computers when computers are replaced and we were fortunate enough to obtain a new Net Book and a Tablet last year to help us learn the Windows 8 environment since we didn't have access to Windows 8 on our office laptops. This year, we were given the opportunity to get new laptops with the Windows 8 environment, and we both took advantage of that.

Business faculty have had the opportunity to teach online classes, and full-time, part-time, and adjunct faculty teach online. Because of the Title III grant, faculty had opportunities to work with an Instructional Designer to help create our courses. The Instructional Designer was available mostly to build new classes, so existing instructors of the online classes could not always utilize the help of the Instructional Designer. Business faculty had online classes created prior to this time frame. Title III ended this past year, and PCC was able to retain one Instructional Designer, but this person is committed to help mostly with creating new nursing classes.

Through the EduKan consortium, support is also available for online EduKan courses. Several of the faculty were able to attend some workshops at Essdack in Hutchinson specifically for learning how to create classes on Blackboard. Business faculty came back and several times taught other faculty on our campus how to create online courses. Business faculty were also able to take a class learning how to create online classes.

PCC provides in-service activities at the beginning of each semester, which sometimes involves a speaker and always involves training for new faculty on technology. I usually present at least once each semester to the new faculty on how other new or existing topics that arise. All faculty are invited to attend these sessions, and many times they do. Sometimes these sessions are mandatory when new changes are adopted.

### Sources

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*There are no sources.*

## 5.9 - Criterion 5.9 Faculty Operational Policies, Procedures, and Practices

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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.)

### Self-Study

Status: Not Started | Due Date: Not Set

**Assigned To**  
Not Assigned

### Institution Response

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Faculty and administration have an agreement called the Pratt Higher Education Association Agreement (PHEA). This agreement is available to all faculty on our common drive and in the resource room. There is also a Faculty Handbook, which is available on the common drive, in the resource room, and on the website at the following link:  
<http://prattcc.edu/about-pcc/faculty-handbook-0>

All of the bulleted items listed above are found in one or both of these documents and most of them have been described previously in this report.

All new faculty and staff are required to go through a half-day in-service program to familiarize themselves with the job and policies at PCC. This involves meeting key people at the college, going over policies with personnel and other key people, getting passwords and logins to e-mail, necessary software, Self-Serve, and Nolij. New faculty are usually assigned a mentor, which is usually a person in the same department, sometimes the department chair. Since we are a small community college, other faculty are always willing to help new faculty when they need it.

### Sources

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*There are no sources.*

## 5.S - Summary of Standard 5 – Faculty and Staff Focus

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

### Self-Study

Status: Not Started | Due Date: Not Set

**Assigned To**  
Not Assigned

### Institution Summary

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Business faculty at Pratt Community College have opportunities to attend a variety of conferences to help keep our skills up to date, and to help us learn new skills.

Business faculty have opportunities to take six credit hours of coursework per year that can be counted as part of our full-time load. Overload is paid for taking these credits if the faculty person is at load.

Because we are a small rural community college, it is hard to attract qualified faculty to our institution.

The faculty in the Business Department has been shrinking at a slow rate. Due to budget cuts, when a faculty member retires, then classes are cut from the schedule, and current faculty are expected to fill the void in other duties and/or workload. The Business Department was able to add four classes back to our schedule next year, so this might be a good start toward building the business program.

Business faculty have taken on larger workloads since the retirement of two of our full-time faculty, and numbers of business majors have decreased since that time. Not all business majors are advised by full-time business faculty since there are only two of us.

### Sources

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*There are no sources.*



## 6 - Standard 6 Process Management

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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.

### Self-Study

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

#### Assigned To

Not Assigned

### Sources

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*There are no sources.*

## 6.1 - Criterion 6.1 Curriculum

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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.

### Self-Study

Status: Not Started | Due Date: Not Set

Assigned To  
Not Assigned

### Institution Response

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On campus courses are taught primarily by a full-time instructor, with each course being offered only once a semester or once a year. The same instructor teaches the course each time it is taught, so there is consistency in our course delivery. Some courses are taught as a night class, a hybrid course, during the summer time frame, or online through the Internet. These courses are primarily taught by the same instructor as the regular face-to-face class. Instructors are expected to teach the same material no matter what method of course delivery is used.

Concurrent high school classes are the exception to the rule, since high school teachers teach those courses. High schools must submit a request to offer a class, and the instructor is evaluated for qualifications, and the course is looked at to see if it meets our course qualifications. High schools must use our syllabus and cover all the material that we are covering, but they can choose to cover more material if they have time to do that. In most cases, they try to use the same textbook as our on campus courses, but with software changing so rapidly, they can't always keep up with the most current software, but they are still teaching the same outcomes. Our Microcomputer Office Apps I class is the most taught concurrent course, and students in this course are assessed both through our ACBSP outcomes and through our Graduate Profile. Data is tracked for each class to make sure that students are achieving the benchmarks. The Microcomputer Office Apps I and Intro to Word Processing classes are taught by a full-time instructor and adjunct on our campus, and they are required to use the same textbook that we use and use the same syllabus. They are also required to give the same assessment that all instructors use for the Microcomputer Office Apps I class, which of course, data is tracked both through our ACBSP outcomes and the Graduate Profile.

Students can take courses online through EduKan, which is an online consortium consisting of six community college, two of which are ACBSP accredited. EduKan is accredited independently through North Central, and there are processes in place to ensure the classes are meeting the requirements of all six community colleges. When a new course is developed, faculty that teach that same course on the campuses evaluate the course to make sure they are meeting the competencies needed. EduKan has Content Reviews to make sure that faculty include necessary content in the course. Peer Reviews and self-reviews are done every two years to make sure the online content meets the needs of the course. The Learning Manager at EduKan reviews the Content, Peer, and Self Evaluation Reviews, discusses the results with the instructor, and changes are made as needed to the course. New faculty are reviewed each semester. Each course is put on an assessment cycle for two to three years until the benchmarks are consistently met. This is the first year that all courses are required to create an assessment and track benchmarks. This would mean that some courses are on the official cycle, and some are on an unofficial cycle.

### Sources

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*There are no sources.*

## 6.2 - Criterion 6.2 Professional Component

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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.

### Self-Study

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

#### Assigned To

Not Assigned

### Institution Response

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Data for this criterion is located in the Evidence Excel File.

### Sources

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*There are no sources.*

## 6.3 - Criterion 6.3 General Education Component

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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.

### Self-Study

Status: Not Started | Due Date: Not Set

Assigned To  
Not Assigned

### Institution Response

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Data for this criterion is located in the Evidence Excel File.

### Sources

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*There are no sources.*

## 6.4 - Criterion 6.4 Business Major Component

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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.

### Self-Study

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

#### Assigned To

Not Assigned

### Institution Response

---

Data for this criterion is located in the Evidence Excel File.

### Sources

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*There are no sources.*

## 6.5 - Criterion 6.5 Off-Campus Operations and Unique Items

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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).

### Self-Study

Status: Not Started | Due Date: Not Set

Assigned To  
Not Assigned

### Institution Response

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Students cannot earn a business degree at any branch campus.

EduKan is an online consortium of six community college, two of whom are accredited. A student cannot earn an AAS degree or certificate solely through EduKan, as they don't offer all the classes necessary for those certificates/degrees. A student could technically complete an AS degree in Business solely with online classes through eduKan, but to date no students have actually done that. Business students enroll through Pratt Community College, work with a PCC advisor, and take classes online or in the classroom.

### Sources

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*There are no sources.*

## 6.6 - Criterion 6.6 Minimum Grade Requirement

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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.

### Self-Study

Status: Not Started | Due Date: Not Set

Assigned To  
Not Assigned

### Institution Response

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The college catalog states, "Students must have a minimum of 2.00 cumulative grade point average for graduation. Cumulative grade point average is calculated only for those credit hours taken through PCC." college catalog is found on our website at the following link and <http://prattcc.edu/about-pcc/college-catalog>, and this information is found on page 28.

On page 24 of the college catalog, it also states, "Candidates for graduation must have earned at least 15 credit hours from PCC."

### Sources

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*There are no sources.*

## 6.7 - Criterion 6.7 Learning and Academic Resources

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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.)

### Self-Study

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

**Assigned To**  
Not Assigned

### Institution Response

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Faculty can request for specific books and/or periodicals be acquired by the Linda Hunt Memorial Library/Learning Resource Center (library), and the library is very receptive to these requests. The library sends out requests throughout the semester asking for input from faculty. The library director also sends out various e-mails throughout the semester about opportunities within the library or through Starlink.

The PCC library offers the following services to students:

26 computer work-stations + free Wi-Fi  
On-Line Book Catalog --- KanFind Database --- Interlibrary Loan  
Laptop checkout service \* see PCC Library Staff  
Print --- Copier ---- Fax machine --- Scanner  
Free Tutoring  
Casual reading area  
Meeting room for 10  
Hot and Cold Beverages + Snacks

PCC also has online resources available to students located at the following web addresses:  
<http://prattcc.edu/departments/linda-hunt-memorial-library> and  
<http://prattcc.edu/node/2115>

Concurrent students also have their local high school libraries available to them.

PCC participates in Interlibrary loans, which allows students to request books from other libraries, and is a member of the KS Library Loan system. This allows students to get a KS library card and check out books, e-books, and audio books.

The library hosts the tutoring center, which is coordinated by English Instructor Monette DePew. There are tutor is many areas of course work, and there are computers and space available in the library for the use of the tutors and the



students being tutored. Various schedules are posted around campus so students are aware of the tutoring that is available to them.

The PASS program is available for all athletes, which provides study skills and coach led study halls. Mike Manderino is coordinator for the PASS program. Athletes are required to be in study halls at least twice a week. More information about the PASS program is printed in the data in the resource room.

During the Self-Study year, the Title III grant was still active, so we had access to several Instructional Designers to help develop and maintain online classes. Hanna Short, Instructional Designer is still employed with PCC to develop and maintain online classes.

Tony Shull is responsible for technical support with technology in the classroom including the ITV room, white boards, projects, etc. There are instructions on how to use the equipment located in each classroom with help phone numbers posted so instructors know who to call in case of difficulty using the equipment.

Carol Ricke (me), is responsible for helping faculty with Self-Serve (gradebook) software issues, and other easy to solve issues. I answer questions daily/weekly of faculty both on and off campus. I am a first-response person for computer issues for faculty. If I can't solve the problem, then IT is asked. Faculty can ask me or go directly through IT, whichever they feel is more convenient.

Our IT staff has a help desk available to all faculty and staff. When instructors have an issue with their computers, then we put in a ticket, and IT will help solve the issue. We usually have five full-time employees in IT, and sometimes a work study or part-time help.

Besides the library, there are six other decent sized labs across campus with computers in various other places including Beaver Bytes, lower commons area, dorms, etc. The bigger labs are typically closed in the evening, and printing is free in the labs for classroom use. The library charges five cents a copy for printouts.

## Sources

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*There are no sources.*

## 6.8 - Criterion 6.8 Support Services

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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.

### Self-Study

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

**Assigned To**  
Not Assigned

### Institution Response

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The business faculty each have their own office with a personal computer. John Patton, a part-time business instructor also has an office. We also have a workroom designated as the business workroom, which has a table, file cabinets, storage, a color printer, and a computer available for faculty and student use. Classroom 34 is predominately used as for business classes; however, some business classes are offered in other rooms across campus. Classroom 32 used to be designated as a business classroom, but now is being used for English classes. All classrooms have technology such as a white board or projector in them.

The business faculty has access to an Administrative Assistant that works for nine or ten faculty.

The Student Success Center is available for advising students and helping faculty with advising issues. Through the Title III grant, we were able to purchase a software called Noli, which allows us to scan student documents into the software, and the information is available to all advisors. The Title III grant also allowed the Student Success Center to put together an online training program that they use to train new advisors in the training process.

Both Junnae Landry and I have been allowed to hire a student for five hours a week to help with grading. The student can be paid through a scholarship at PCC or through work study pay.

Admissions, Registrar, Student Services, Online Coordinators, Recruiters, Institutional Research, and others are located in close proximity creating a One-Stop Shop for students and faculty. Staff are pretty helpful here, and are just a phone call or e-mail away. These services should be made evident during the initial tour of our campus.

### Sources

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*There are no sources.*

## 6.9 - Criterion 6.9 Educational Innovation

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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.

### Self-Study

Status: Not Started | Due Date: Not Set

Assigned To  
Not Assigned

### Institution Response

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Business faculty as all faculty at PCC are encouraged to be innovative or creative. I feel the business faculty are usually the ones willing to try out new things first maybe with the help of publishers. We try to stay up to date with software and textbooks in the classrooms. PCC has never discouraged us from utilizing new editions of textbooks, e-books, new software, etc. We were one of the first classrooms to utilize the projector. Junnae and I were able to purchase a tablet and Netbook to try out Windows 8 before we went to Windows 8 in the classrooms. Room 34, 438, and 32 are usually the first classrooms to get new technology, both hardware and software. We have both utilized some online textbook material such as SNAP and CengageNow. The college has been willing to allow scholarship dollars to pay for these materials for students.

Business faculty are encouraged to attend conferences are typically not denied attendance. Junnae, Carol, and John all teach online course through PCC Online and through EduKan.

Both Junnae and I provide tours for students to area places, which students seem to enjoy. We also have Kappa Beta Delta honor society and provide the Executive-in-Residence each year for students.

We have never been stifled with our innovation and creativity, but I can't say that business faculty are the most creative people.

### Sources

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*There are no sources.*

## 6.10 - Criterion 6.10 Articulation and Transfer Relationships

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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.

### Self-Study

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

#### Assigned To

Not Assigned

### Institution Response

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This information is located in the Evidence Spreadsheet in the Standard 6-Fig 6.10.1 tab.

### Sources

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*There are no sources.*

## 6.S - Summary of Standard 6 – Process Management

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

### Self-Study

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

**Assigned To**  
Not Assigned

### Institution Summary

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Curriculum at Pratt Community College meets ACBSP guidelines when possible. Because of state requirements for general education courses for the Associate of Science degree, this curriculum cannot meet the 25% professional component.

For as small as our community college is, we have a good set of support services that is pretty organized and well run. Although there are always challenges, support staff for both faculty and students are pretty efficient and organized. The one-stop shop concept for admissions, advising, and registrar makes it easy for students to find the services they need.

Policies are reviewed regularly and kept up to date, which keeps our college running smoothly.

The college and the Business department have articulation agreements with other state community- and four-year colleges, and with many private schools in Kansas and some outside of Kansas.

Although communication with adjunct and concurrent instructors isn't bad, it can be improved by having those instructors attend an in-service at PCC once a year or every other year.

### Sources

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*There are no sources.*

## S - SELF-STUDY SUMMARY

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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.

### Self-Study

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

**Assigned To**  
Not Assigned

### Institution Summary

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Because of state requirements for general education courses for the Associate of Science degree, our AS curriculum cannot meet the 25% professional component as defined by ACBSP standards.

The Pratt Community College home page is available at the following link: <http://www.prattcc.edu>

The Accounting and Business Department home page is available at the following link:  
<http://prattcc.edu/departments/accounting-and-business>

The About PCC link provides lots of information regarding Board policies, Student Learning Assessment, Faculty Handbook, and other: <http://prattcc.edu/departments/about-pcc>

Key Services and Quick Links can be found on most of the webpages in our website.

### Sources

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*There are no sources.*