

## Overview

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**Institution Name**

University of the Incarnate Word

**Address**

4301 Broadway San Antonio, TX 78209

**Year Accredited**

1996

**Year Reaffirmed**

2016

**Years Covered by this Report**

2016 - 2016

**Date Submitted**

03/04/2019

**Completed By**

Griesdorn, Tim

**Phone**

210-283-6332

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**ACBSP Champion**

Griesdorn, Tim

**ACBSP Co-Champion**

Washington, Ronald

## I - Institutional Information

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To complete this section, first click on the Edit/Checkout button. Then copy and paste the headings into the Institutional Response box below and enter your information.

**Note: When you enter information about new administrators/faculty in this system, it does not update the databases at the ACBSP office.**

**Please contact [swilliams@acbsp.org](mailto:swilliams@acbsp.org) to make updates to personnel such as Champions, Deans, etc.**

O 4. List all accredited programs (as they appear in your catalog).

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

O 6. List all campuses where a student can earn a business degree from your institution.

O 7 Person completing report:

Person completing report Name:

Phone:

E-mail address:

ACBSP Champion name:

ACBSP Co-Champion name:

## QA Report

**Status:** Completed | **Due Date:** 6/29/2018

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### Assigned To

Tim Griesdorn

## Institution Response

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O 4. List all accredited programs (as they appear in your catalog).

Associate of Arts (AA)

Business Administration, Business Information Systems

Source: [UIW Undergraduate Course Catalog](#)

Bachelor's of Business Administration (BBA)

BBA with concentrations in: Accounting, Banking & Finance, Economics, Economics and Finance, International Economics, General Business, Hispanic Marketing, Information Systems, International Business, Management, Marketing, Professional Golf Management, and Sport Management.

Source: [UIW Undergraduate Course Catalog](#)

Master's of Business Administration (MBA)

MBA with concentrations in: Business Administration, International Business, Sport Management, Marketing, and Finance.

Source: [Graduate Catalog for UIW](#)

Master's of Science in Accounting (MSA)

M.S.A. Accounting

Source: [Graduate Catalog for UIW](#)

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

Master of Health Administration (MHA)

The MHA program has a separate accreditation. The Commission on Accreditation of Health Care Management Education (CAMHE) accredits the program and that is clearly stated on the HEBSBA graduate studies home page.

Source: [Graduate Programs at HEBSBA](#)

In addition, students can receive certificates in the following programs:

Certified Financial Planner

Social Media Communications for Non-Profits

Supervisory and Management

Source: [Certificate Programs from HEBSBA](#)

Certificates are not degree programs and do not indicate that they are included under the ACBSP accreditation.

O 6. List all campuses where a student can earn a business degree from your institution.

UIW Main Campus: 4301 Broadway Street, San Antonio, TX 78209

Source: [HEBSBA Home Page](#)

O 7. Person completing report:

Person completing report Name: Tim Griesdorn

Phone: 210-283-6332

E-mail address: griesdor@uiwtx.edu

ACBSP Champion name: Tim Griesdorn

ACBSP Co-Champion name: Ron Washington

## Sources

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*There are no sources.*

## II - Status Report on Conditions and Notes

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O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions? (If the justification for removal is lengthy consider attaching an appendix to QA report).

**If you need a table that is not in the evidence file for the following report on removing notes or conditions please contact the office.**

Remove Note:

Remove Condition:

If you are not removing a note or condition, please list the note(s) or condition(s) below and explain the progress made in removing same.

Do Not Remove Note or Condition:

### QA Report

**Status:** Completed | **Due Date:** 8/17/2018

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#### Assigned To

Tim Griesdorn

### Institution Response

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The following note was mentioned in our last self-study:

Note on Criterion 5.1-

The business school could benefit from an HR plan, as such a plan would help to plot a course toward having the human resources needed for the continued growth and development of the business school.

Institution response:

We have developed a HR plan as described below and would like to have this note removed. Significant progress has been made in the implementation of the HR plan and we feel the note is no longer needed.

5-year HR Plan for the HEBSBA (2015-2020)

The strategic goals of the HEBSBA require additional human resources to be hired (see Figure 1 below) to accomplish all the goals outlined.

As highlighted in our strategic plan (see Figure 2.1 attached source file) student success is vital to our mission. In addition, a University-wide initiative has been launched to improve undergraduate student 4-year graduation rates. Our 1st goal in the strategic plan is to "Create and foster a pathway to success for our students and graduates internally in our academic programming and externally with alumni and business community engagement." To help accomplish this goal five objectives have been established two of which relate to effective academic advising, and

one relates to student career placement. Objective A: "Increase retention rate to 80% from year 1 to year 2 for BBA students by 2020." Objective B: "Increase HEBSBA student graduation rate, from declaration of major, to 60% by 2020 and 70% by 2025." Objective D: "Develop an appropriate alumni engagement and tracking process to assess alumni success by 2018."

To support both HEBSBA student retention and improve our graduation rate, a professional advisor was hired in 2015. The advisor identified the critical path for our students was math courses and associated pre-requisites related to math. The advisor then communicated this to all incoming students during Freshman orientation and shared this with the HEBSBA faculty. The result was an increase in the number of students who were ready to take Capstone I and II courses in their senior year. HEBSBA administration believes that students and faculty would benefit from additional professional advising. To support this initiative the second professional advisor was hired for the 2018-2019 academic year, and the dean will request to the Provost that a third and final professional advisor be hired in the academic year 2019-2020. The students will benefit by having a consistent and highly knowledgeable advisor to guide them during the registration process. The faculty will benefit by having additional time for academic research and classroom preparation.

To help support our students and graduates externally in the business community we need to know what jobs they are getting upon graduation and assist with career placement. To facilitate this HEBSBA intends on hiring a placement director in 2019-2020. The placement director will assist with career fairs, student internships, and job placements upon graduation in addition to serving as a single point of contact for our alumni relations.

The second goal in our strategic plan is faculty support and development. As part of this initiative it was decided to hire a business technology and development specialist. This position has helped to increase awareness of HEBSBA activities and initiatives as well as improve our branding as a school. The specialist also assisted with the short-term activities to increase alumni communication by creating an HEBSBA Linked-In webpage (see goal 4:D in Figure 2.1)

Finally, the HEBSBA recognizes the need to have a professional assist with the on-going needs for assessment and accreditation. Therefore, the dean will request that an assessment director be hired in the academic year of 2018-2019. This position will be instrumental in establishing and monitoring our continuous improvement efforts and documenting the results for our stakeholders. We realize the increased competition that is taking place for smaller numbers of traditional college-age students. To continue to attract and retain these students we must improve the value that we offer. This will be done by providing students with professional advising, help securing a job upon graduation, and a highly skilled faculty dedicated to face to face teaching in a small classroom environment.

### **Figure 1: Human Resource Plan**

Academic Year 2015-2016

Hire Professional Advisor #1 – completed

Academic Year 2016-2017

Hire Business Technology and Development Specialist (Communications Coordinator) – completed

Academic Year 2017-2018

Hire Administrative Assistant – completed

Academic Year 2018-2019

Hire Assessment Director - completed, summer 2018

Hire Professional Advisor #2 - completed

Academic Year 2019-2020

Hire Professional Advisor #3

Hire Placement Director

The following condition was mentioned in our last self-study:

Condition on Standard 4: Measurement and Analysis of Student Learning and Performance - Numerous opportunities for improvement exist in all areas of assessment in Standard four. Some examples include: The unit uses the ETS MFT and the NSSE as its assessment measures. However, not all the SLOs as presented to the evaluation team can be captured by these instruments. Assessment of the SLOs may be strengthened through the inclusion of additional assessment measures (e.g. rubrics applied to assignments, receiving client and/or advisory board feedback on class projects, etc.). Evidence was presented which measures indirect learning of the SLOs within the BBA. Direct measures could help with formative assessment of this SLO and similar SLOs within the concentrations. No evidence demonstrated how the three evaluations (MTF, NSSE or Exit Survey) supported improvement of the educational processes beyond the goal of MFT improvement. The addition of an analysis tool providing program goal/objective analysis could strengthen assessment and address SLOs not currently captured by the MFT, NSSE and Exit Survey.

Institution Response:

We have made significant progress towards addressing the concerns raised by the site visit team with regard to Standard 4, however, the implementation of the plan has only just started and we are not requesting that the condition be removed at this point in time. Once we have had time to demonstrate the cycles of improvement in this area then we feel it will time to remove this condition.

In the summer of 2017 the HEBSBA established a special task force to establish new Program Learning Objectives and Student Learning Objectives that aligned with our strategic plan. In addition, the task force developed an assessment plan to measure each of the PLO's and SLO's. The following was developed for our Undergraduate Program.

HEBSBA Undergraduate PLO's

1. Foundation (F). Our students will have a broad-based knowledge in the functional areas of business.
2. Reasoning (R). Our students will be critical thinkers and decision makers able to use qualitative and quantitative methods.
3. Perspectives (P). Our students will consider diverse points of view and apply them toward issue resolution.
4. Social Justice (SJ). Our students will consider the ethical implications of business actions and processes, and propose socially just solutions.
5. Interaction (I). Our students will demonstrate effective oral, writing, and teamwork skills.

### HEBSBA Undergraduate SLO's

#### Foundation:

F-1: Demonstrate proficiency in the principles of key business disciplines.

#### Reasoning:

R-1: Apply relevant information to arrive at a well-reasoned conclusion.

#### Perspectives:

P-1: Identify diverse points of view when seeking resolution to business-related issues.

P-2: Assess the potential global, environmental, and socio-economic impact when seeking resolution to business-related issues.

#### Social Justice:

SJ-1: Incorporate Social Justice Principles when seeking resolution to business-related issues and offer potential alternatives and solutions.

SJ-2: Identify ethical implications of making business decisions.

#### Interaction:

I-1: Produce well-prepared oral dialogue and presentations.

I-2: Create well-written business documents.

I-3: Utilize teamwork skills to collaborate in diverse business settings.

The assessment and measurement of each of these SLOs is included in the attached table. (see file Executive Summary AoL Task Force final Aug 17, 2017)

In the fall of 2017 and spring of 2018, a separate committee was formed to review the graduate programs. Using the undergraduate PLO's and SLO's as a guide the following was developed for the graduate level.

### HEBSBA MBA PLOs

#### 1. Foundations

Our students will apply knowledge and skills to integrate concepts from various business disciplines to solve business problems.

#### 2. Reasoning

Our students will analyze and evaluate information to make strategic and innovative evidence-based decisions under uncertain conditions.



### 3. Perspectives

Our students will cultivate open minds receptive to global perspectives and diverse ways of thinking.

### 4. Catholic Social Justice

Our students will analyze the impact of decisions and actions on stakeholders, including ethical, societal, environmental, and organizational considerations.

### 5. Interaction

Our students will apply relevant business communication skills in oral, written, and team contexts.

## HEBSBA MBA SLOs

### Foundations

F-1: Students will demonstrate in-depth knowledge of current concepts and methods used in business disciplines.

F-2: Students will apply skills integrating theory and practice to solve key problems in business.

### Reasoning

R-1: Students will utilize appropriate analytical tools and technology to make relevant business decisions

### Perspectives

P-1: Students will use knowledge of global economies, institutions, and cultures to articulate approaches for promoting diversity and diverse ways of thinking in organizations.

### Catholic Social Justice

CSJ-1: Students will identify ethical and legal problems within the business context, and create and present a solution supported with the appropriate ethical rationale.

## Interaction

I-1: Students will produce cogent written outputs and oral presentations relevant to complex business scenarios.

I-2: Students will demonstrate effective interpersonal communication skills through professionalism, self-awareness, leadership, and teamwork.

## Assessment Across the Curriculum with Timeline

For the assessment timeline table please see the attachment. It does not cut and paste well into this text box. (see file MBA Task Force Final Report May 4, 2018)

## Sources

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- Executive Summary AoL Task Force final aug 17
- Figure 2.1 HEBSBA Goals and objectives
- HEBSBA Graduation and Retention Rates
- HEBSBA\_Graduation\_rates
- MBA Task Force Final Report May 4 2018

## III - Public Information

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Item III in the QA report applies to Overview Item 5g in the Baccalaureate/Graduate Degree Standards and Criteria book.

Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement.

1. Provide evidence on the main business page website, or on business program websites, that demonstrate accredited programs provide information to the public on business student achievement. For example, evidence of business student achievement may include aggregate data by accredited programs regarding some of the following business student achievement measures:

- Attrition and retention
- Graduation
- Licensure pass rates
- Job placement rates (as appropriate)
- Employment advancement (as appropriate)
- Acceptance into graduate programs
- Successful transfer of credit
- Other

Note: Website links submitted to document the implementation of this requirement must be on the business landing page, clearly identified, and lead directly to information regarding business student achievement. Provide the link in Section III of the online reporting portal.

### QA Report

**Status:** Completed | **Due Date:** 8/17/2018

#### Assigned To

Tim Griesdorn

### Institution Response

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Information on student learning objectives, goals, retention and graduation rates, and other reports provided to the ACBSP are available to the public on our website. There are direct links from our HEBSBA home page that take users directly to this website.

[Public Information on Student Performance and Accreditation](#)

## **Sources**

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*There are no sources.*

# 1 - Standard 1 Leadership

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## Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.
- b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

## QA Report

**Status:** Completed | **Due Date:** 8/17/2018

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### Assigned To

Tim Griesdorn

## Institution Response

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- a. The following organizational and administrative changes have taken place since our self-study dated July 2016:

University President: Dr. Thomas M. Evans

### Full-time Faculty New Hires

Dr. Lynn Downs, Healthcare Administration

Dr. Trish Driskill, Accounting

Dr. Forest Kim, Healthcare Administration

Dr. Yi (Jack) Liu, MIS

Dr. Carlos Martinez, Marketing

Dr. Adesegun Oyedele, International Business

Dr. Katherine Payne, MIS

Dr. Marc Piazolo, Economics

Dr. William Pugh, MIS

### Part-time Faculty New Hires

Howard Brandon, Accounting

Mario D. Martucci, MIS

William L. McCamish, Business Law

Bryon Mosier, Economics

Chukwuma Ozowalu, Accounting

Juan Rodriguez III, Accounting

Yvette Rosales, Management

Marcus Smith, Marketing

Michael Weiland, Professional Golf Management

New Hires - Administration

Gloria Ramos-Cortes, Advising Specialist

Gilbert Castillo, Director of Assessment and Accreditation

Retirements and Resignations

Dr. Dan Dominguez, Health Care Administration

Dr. Henry (Rod) Elrod, Accounting

Jim Green, Finance

Dr. Vess Johnson, MIS

Dr. Carlos Martinez

Dr. Mike McGuire, Economics

Raul Rodriguez-Barocio, Finance

Dr. Katherine Payne, MIS

Tim Porter, MIS

b. There have been no new sites added to our university where students can earn a business degree.

## Sources

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*There are no sources.*

## 2 - Standard 2 Strategic Planning

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This is an example of tables that you might use below in your institutional response.

Identify any major changes to the key strategic goals/objectives during this QA reporting period:

Key Strategic Goals/Objectives	Any Major Changes

2. Report the top 3-5 short/long term strategic goals/objectives, summarize the key measures used and progress toward achieving each objective during the current QA reporting period.

Strategic Objectives	Key Measures	Progress Toward Achievement

3. If there have been any significant changes to your strategic planning process (for example, new stakeholders, new process steps, etc.) during the QA reporting period, please report them in a table similar to this.

Strategic Planning Process Changes Summary

**QA Report**

**Status:** Completed | **Due Date:** 9/7/2018

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**Assigned To**  
Tim Griesdorn

**Institution Response**

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1.) There have been no major changes in our strategic plan. See attached evidence file for a copy of our current strategic plan. (Figure 2.1 HEBSBA Goals and objectives)

2.) Progress in the strategic plan

Please see the evidence file Standard 2 progress towards strategic goals for this information.

3.) There have been no major changes in our strategic planning process.

## Sources

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- Figure 2.1 HEBSBA Goals and objectives
- Standard 2 Progress towards strategic goals



### 3 - Standard 3 Student and Stakeholder Focus

Complete the Standard 3 - Student- and Stakeholder-Focus Results table, found under the Evidence File tab (Excel file is located in the ACBSP documents folder) above.

Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

*Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.*

*Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.*

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)												
[Example] Alumni Satisfaction for business programs will be at or above 80%	Annual alumni survey	Three years of positive trend data exceeding goal	Overall satisfaction exceeded the goal, but students requested additional internships & job placement assistance.	Increased the opportunities for internships and assistance with job placement.	<table border="1"> <caption>Alumni Satisfaction: 2009 - 2013</caption> <thead> <tr> <th>Year</th> <th>Satisfaction Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>65</td> </tr> <tr> <td>2</td> <td>70</td> </tr> <tr> <td>3</td> <td>75</td> </tr> <tr> <td>4</td> <td>80</td> </tr> <tr> <td>5</td> <td>85</td> </tr> </tbody> </table>	Year	Satisfaction Score	1	65	2	70	3	75	4	80	5	85
Year	Satisfaction Score																
1	65																
2	70																
3	75																
4	80																
5	85																

### QA Report

Status: Completed | Due Date: 9/7/2018

#### Assigned To

Tim Griesdorn

### Institution Response

See the attached evidence file for our student satisfaction data. The data for 2015 graduate students is not representative due to low survey response rates. We have implemented an exit survey as part of their capstone class to improve response rates and the satisfaction metrics are now averaging on par with previous years.

The HEBSBA has experienced a significant decrease in the number of students enrolled over the past few years. This is of increasing concern to University administrators and the school. Budget cuts are anticipated for 2018 and beyond if this trend persists. Action is being taken to increase student enrollment and to assist students in understanding the value of an HEBSBA degree including an emphasis on job placement upon graduation. Data still

needs to be collected on job placement rates and we are working to determine how to collect the data. A placement director (staff position) has been included in the HR plan to assist with placements and data collection. Continued investments in professional advising to improve retention and 4-year graduation rates are showing positive results, therefore the main source of the decline is in the number of transfer students decreasing. The trend appears to mirror decreasing enrollments in private institutions nation-wide. Of particular concern is the consistent decrease in graduate student enrollment. This has prompted the HEBSBA to launch a graduate student task force in 2017 to evaluate our graduate education programs and make suggestions to course curriculum. This is discussed more fully in the other sections of the QAR report.

#### Enrollment Trends

	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Undergraduate</b>	<b>747</b>	<b>819</b>	<b>843</b>	<b>820</b>	<b>760</b>
Graduate	351	337	318	313	276

### Sources

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- Standard 3 2018 QAR

## 4 - Standard 4 Measurement and Analysis of Student Learning and Performance

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### a. Program Outcomes.

**List outcomes by accredited programs. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.**

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

### b. Performance Results.

**Complete Table Standard 4 - Student Learning Results found under the Evidence File tab above. One example from each accredited program must be provided. If only one or two programs are accredited, provide three examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.**

## QA Report

Status: Completed | Due Date: 9/7/2018

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### Assigned To

Tim Griesdorn

## Institution Response

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a. The following are the Program Learning Outcomes for the BBA program:

HEBSBA Undergraduate PLO's

1. Foundation (F). Our students will have a broad-based knowledge in the functional areas of business.
2. Reasoning (R). Our students will be critical thinkers and decision makers able to use qualitative and quantitative methods.
3. Perspectives (P). Our students will consider diverse points of view and apply them toward issue resolution.
4. Social Justice (SJ). Our students will consider the ethical implications of business actions and processes, and propose socially just solutions.
5. Interaction (I). Our students will demonstrate effective oral, writing, and teamwork skills.

HEBSBA Undergraduate SLO's

Foundation:

F-1: Demonstrate proficiency in the principles of key business disciplines.

Reasoning:

R-1: Apply relevant information to arrive at a well-reasoned conclusion.

Perspectives:

P-1: Identify diverse points of view when seeking resolution to business-related issues.

P-2: Assess the potential global, environmental, and socio-economic impact when seeking resolution to business-related issues.

Social Justice:

SJ-1: Incorporate Social Justice Principles when seeking resolution to business-related issues and offer potential alternatives and solutions.

SJ-2: Identify ethical implications of making business decisions.

Interaction:

I-1: Produce well-prepared oral dialogue and presentations.

I-2: Create well-written business documents.

I-3: Utilize teamwork skills to collaborate in diverse business settings.

The assessment and measurement of each of these SLOs is included in the attached table. (see file Executive Summary AoL Task Force final Aug 17, 2017)

Common rubrics were created to measure the interaction SLO and have recently been implemented in the common core business classes. See source files for examples of the writing, presentation, and teamwork rubrics. Assessment of the other SLO's have been scheduled and will be conducted according to the calendar provided in the Executive Summary AOL document.

An Assurance of Learning task force has been created and will be conducting a curriculum map starting in the fall semester of 2018.

In the fall of 2017 and spring of 2018, a separate committee was formed to review the graduate programs. Using the undergraduate PLO's and SLO's as a guide the following was developed for the graduate level.

HEBSBA MBA/MSA PLOs

### 1. Foundations

Our students will apply knowledge and skills to integrate concepts from various business disciplines to solve business problems.

### 2. Reasoning

Our students will analyze and evaluate information to make strategic and innovative evidence-based decisions under uncertain conditions.

### 3. Perspectives

Our students will cultivate open minds receptive to global perspectives and diverse ways of thinking.

#### 4. Catholic Social Justice

Our students will analyze the impact of decisions and actions on stakeholders, including ethical, societal, environmental, and organizational considerations.

#### 5. Interaction

Our students will apply relevant business communication skills in oral, written, and team contexts.

### HEBSBA MBA SLOs

#### Foundations

F-1: Students will demonstrate in-depth knowledge of current concepts and methods used in business disciplines.

F-2: Students will apply skills integrating theory and practice to solve key problems in business.

#### Reasoning

R-1: Students will utilize appropriate analytical tools and technology to make relevant business decisions

#### Perspectives

P-1: Students will use knowledge of global economies, institutions, and cultures to articulate approaches for promoting diversity and diverse ways of thinking in organizations.

#### Catholic Social Justice

CSJ-1: Students will identify ethical and legal problems within the business context, and create and present a solution supported with the appropriate ethical rationale.

#### Interaction

I-1: Students will produce cogent written outputs and oral presentations relevant to complex business scenarios.

I-2: Students will demonstrate effective interpersonal communication skills through professionalism, self-awareness, leadership, and teamwork.

### Assessment Across the Curriculum with Timeline

For the assessment timeline table please see the attachment. It does not cut and paste well into this text box. (see

file MBA Task Force Final Report May 4, 2018)

b. Performance Results.

See the evidence file Standard 4 performance results for this information. Additional information will be added to this file each semester as we assess each area over the next two years.

The International business class is a common business core class that all BBA students are required to take. It was decided that teamwork would be assessed in this class utilizing the group project assignment. Copies of the assignment and the rubric are included in the evidence source files.

## Sources

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- Executive Summary AoL Task Force final aug 17
- HEBSBA Presentation Rubric Approved
- HEBSBA Writing Rubric approved
- MBA Task Force Final Report May 4 2018
- team and peer evaluation rubric
- Teamwork Assignment Assessment

## 5 - Standard 5 Faculty and Staff Focus

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### a. Faculty and Staff Focus

Complete Table 5.1 Standard 5 - **Faculty- and Staff-Focused Results** found under the Evidence File above

### b. Faculty Qualifications

Complete Table 5.2 Standard 5 - **New Full-Time and Part-Time Faculty Qualifications** and Table 5.3 Standard 5, Criterion 5.8 - **Scholarly and Professional Activities**, found under the Evidence File tab above, for **new** full-time and part-time faculty members hired since last self-study or QA report. Do not include faculty members previously reported.

## QA Report

**Status:** Completed | **Due Date:** 8/31/2018

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### Assigned To

Tim Griesdorn

## Institution Response

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### a. Faculty and Staff Focus

Table 5.1 Faculty and Staff Focused Results.

See evidence file Table 5.1 for this information.

### b. Faculty Qualifications

Table 5.2

New Full-time and Part-Time Faculty Qualifications

See evidence files Faculty Qualifications and Table 5.2 Standard 5 for this information.

Table 5.3:

See evidence file Table 5.3 AQ PQ coverage by program below for this information.

Criterion 5.8 has been completed by summarizing information from our Sedona CV system which all faculty are required to complete each year during their performance evaluation. Information from the 2016-2017 and 2017-2018 academic years has been attached in the evidence file source documents. The aggregated files show faculty publications and service as a whole while the individual Excel files break down the scholarship and service activities to the individual level. The Sedona system is new for the faculty and some have experienced delays in adding all of their information. We anticipate that reporting accuracy will improve as the system uses links to publications and as

faculty learn how to use the system.

## Sources

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- Copy of HEBSBA Faculty Books 2016-2018
- Copy of HEBSBA Faculty Presentations 2016-2018
- Copy of HEBSBA Faculty Professional Service 2016-2018
- Copy of HEBSBA Faculty Publications 2016-2018
- Copy of HEBSBA Faculty Research Grants 2016-2018
- Faculty Qualifications Fall 2016 and Spring 2017
- HEBSBA Aggregated Faculty Professional Service 2016-2018
- HEBSBA Aggregated Faculty Pubs and Presentations 2016-2018
- Table 5.1
- Table 5.3 AQ PQ Percentages by Program
- Table\_5.2\_Standard\_5\_-\_Faculty\_Qualifications Updated (GC)



## 6 - Standard 6 Educational and Business Process Management

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### a. Curriculum

List any existing accredited degree programs/curricula that have been substantially revised since your last report and, for each program, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage, found under the Evidence File tab above.

List any new degree programs that have been developed and, for each new program since your last report, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage found under the Evidence File tab above.

**If a program has met the requirements of having graduates and being in existence for at least two years, please contact ACBSP accreditation staff and request that the "Adding New Programs to ACBSP Accreditation" Project be added for your business programs.**

**Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs), and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.**

If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree. New degree programs, majors or emphases must be in effect for at least two years and have graduates before accreditation will be granted.

If the new program is determined to be substantially different from other programs offered by the institution, ACBSP, at its discretion, may direct a new visit to be conducted. If, as a result of a new program visit, ACBSP determines that the overall quality of an institution is being diminished, the institution may be scheduled for a complete reevaluation.

**b. List any accredited programs that have been terminated since your last report.**

**c. Provide three or four examples of organizational performance results.** Report what you consider to be the most important data, **using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above.** It is not necessary to provide results for every process.

## QA Report

**Status:** Completed | **Due Date:** 8/31/2018

### Assigned To

Tim Griesdorn

## Institution Response

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- There have been no significant changes in the undergraduate or graduate programs.
- No programs have been terminated since the last report.
- Organizational performance results. See attached evidence file Standard 6 results.

## Sources

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- Standard 6 results

