

## I - Review of All Academic Activities - Institution Comments

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Please complete Table 1, Review of All Academic Activities, found under the Evidence File tab (ACBSP Documents folder) above, referencing the information below.

- a. Business Courses Offered by Business Unit. ACBSP accredits degree programs in business and business-related fields. The ACBSP accreditation process takes into account the traditional specializations in business, including accounting, business administration, finance, marketing, and management. Any of these specialized programs offered by the business unit seeking accreditation must be included in the self-study to be considered for accreditation.
- b. Business Degrees Offered by Business Unit. The accreditation process includes a review of all academic activities in a business school or program. In other words, if an institution offers associate degrees, bachelor's degrees, and graduate (masters and doctorate) degrees in the business school or business program, the accreditation process embraces all of these in the self-study.

If an institution has only a bachelor's or master's degree program at the time of accreditation, but adds the bachelor's or the master's degree at some later date, the institution will have a maximum of five years from the date of the program's inception to achieve accreditation. When a new degree program in business is added after an institution has been accredited, it must be referred to in the institution's annual report to ACBSP. The new degree program needs to be operational, with enrolled students, for at least two years and have graduates before it can be considered for accreditation.

- c. Business Content Courses Not Offered by Business Unit. At the institution's written request, other business-related programs may be either included or excluded from the accreditation process. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited.
- d. Branch Campuses/Extension Centers. If an institution has a branch campus or campuses, or if there are extension centers or other types of auxiliary operations where business courses are taught, then the accreditation process will include all of these locations in the self-study. On a case-by-case basis, such entities may be excluded. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited, and there must be sufficient distinction between accredited degrees and those degrees offered by excluded segments to justify their exclusion. An institution may ask in advance of conducting the self-study for a determination of inclusion or exclusion from the self-study.

### Review: Institution Comments

Status: Completed | Due Date: Not Set

#### Assigned To

Tim Griesdorn

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*

## II - Organizational Charts - Institution Comments

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Attach as a source document in the Evidence File:

1. The institution's organizational chart
2. The business school or program's organizational chart

### Review: Institution Comments

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

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#### Assigned To

*There are no users assigned.*

#### Strengths

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*There are no strengths.*

#### Opportunities for Improvement (OFI)

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*There are no OFI's.*

#### Institution Comment Sources

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*There are no sources.*

### III - Conditions of Accreditation - Institution Comments

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- a. Institutional Accreditation. Institutions operating in the United States must be accredited by their regional body. Non-U.S. institutions must have equivalent accreditation or recognition as appropriate. For non-U.S. institutions, this is typically a copy in an Appendix of a certified translation of an official document from an appropriate government organization in their respective countries stating recognition, accreditation, and/or their right to grant degrees.

Membership in ACBSP requires regional accreditation or the filing of the official document by non-U.S. institutions. It is not necessary to provide these documents unless ACBSP staff cannot verify this information or there have been changes in the status. If this cannot be verified or is questioned, the institution will be required to provide documentation before the process can continue. Please note below any changes in regional or national accreditation status.

- b. Statement of Mission—Institution. Provide the approved statement of mission for the institution and state whether it is listed in the institution's catalog or program offerings bulletin (see subsection d).
- c. Statement of Mission—Business School or Program. The business unit will be evaluated to the ACBSP Standards and Criteria within the framework of institutional and business unit mission. Schools and programs must have a mission consistent with that of ACBSP. State the mission of the business school or program and whether the mission is listed in the institution's catalog or program offerings bulletin (see subsection d).
- d. Public Information. An electronic copy or website link for the catalog or bulletin must be provided in the Evidence File. Printed copies of the catalog and self-study are no longer needed. State the catalog page number(s) where each of the following is located:
1. Listing of the business degree programs
  2. The academic credentials of all faculty members
  3. The academic policies affecting students along with a clear description of the tuition and fees charged to the students
  4. The statement of mission of the institution
  5. The statement of mission of the business school or program
- e. Accreditation of Doctoral Programs. Accreditation of doctoral programs must meet the following requirements:
1. Institution must have ACBSP accrediting programs at the baccalaureate and/or master's level.
  2. Institution must perform a self-study addressing the six general standards and criteria and related subcategories to the extent appropriate.
  3. Program must be authorized by the appropriate regional accrediting organization and/or the appropriate governmental agency.
  4. Accreditation can only be awarded after individuals have graduated from the program.

If the self-study includes accreditation of a doctoral program, please indicate below, with attached documents as required, that you have met these requirements or you intend to meet these requirements.

- f. Please list below all campuses at your institution at which a student can earn a business degree.
- g. **Business programs must routinely provide reliable information to the public on its performance, including student achievement, such as assessment results.**

To demonstrate compliance with this criterion:

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.

## **Review: Institution Comments**

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

### **Assigned To**

*There are no users assigned.*

### **Strengths**

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*There are no strengths.*

### **Opportunities for Improvement (OFI)**

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*There are no OFI's.*

### **Institution Comment Sources**

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*There are no sources.*

## IV - Organizational Description - Institution Comments

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The Organizational Profile is a snapshot of your business school or program, the key influences on how you operate, and the key challenges you face. It consists of two parts: Organizational Description and Organizational Challenges.

Importance of Beginning with your Organizational Profile. Your Organizational Profile is critically important because:

- it is the most appropriate starting point for self-assessment;
- it helps the institution identify potential gaps in key information and focus on key performance requirements and organizational performance results;
- it is used by ACBSP in all stages of review, including the site visit, to understand your organization and what you consider important;
- it also may be used by itself for an initial self-assessment; and
- if you identify topics for which conflicting, little, or no information is available, you can use these topics for goal-setting and action-planning.

Submit your responses to both the Organizational Description that follows and the Organization Challenges on the next page as documents and attach under the Evidence File tab above. Limit the response to the entire Organizational Profile to not more than five printed pages.

### **a. Organizational Description**

Describe your organization's environment and key relationships with students and other stakeholders.

Within your response, include answers to the following:

#### 1) Organizational Environment

- a. What are the delivery mechanisms used to provide your education programs, offerings, and services to students?
- b. What is the organizational context/culture?
- c. What is your stated vision?
- d. What are your stated values?
- e. What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, use of contract employees.
- f. What are your major technologies, equipment, and facilities?

#### 2) Organizational Relationships

- a. What are your key student segments and stakeholder groups? What are their key requirements and expectations for your programs and services? What are the differences in these requirements and expectations among students and stakeholder groups?
- b. What are your key partnering relationships and communication mechanisms?

*Notes: Student segment and stakeholder group requirements might include special accommodation, customized curricula, reduced class size, customized degree requirements, student advising, dropout recovery programs, and electronic communication.*

*Communication mechanisms should be two-way and might be in person, electronic, by telephone, and/or written. For many organizations, these mechanisms might be changing.*

## Review: Institution Comments

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Status: Completed | Due Date: Not Set

### Assigned To

*There are no users assigned.*

## Strengths

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- Strong industry connections with the Business Unit provide for meaningful student projects (e.g. capstone projects) and networking events.

**Categories:** Approach

### Institution Comment

*There is no Institution comment.*

- The state-of-the-art finance lab provides valuable experiences for finance majors and is a useful tool for recruiting. Enrollment in the finance major has increased dramatically since the finance lab was established.

**Categories:** Approach

### Institution Comment

*There is no Institution comment.*

## Opportunities for Improvement (OFI)

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*There are no OFI's.*

## Institution Comment Sources

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*There are no sources.*

## V - Organizational Challenges - Institution Comments

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Describe your organization's competitive environment, your key strategic challenges, and your system for performance improvement.

Within your response, include answers to the following questions:

1. Competitive Environment

- a. What is your competitive position? Include your relative size and growth in the education sector and the number and type of competitors.
- b. What are the factors that determine your success relative to that of your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.

2. Strategic Challenges

- a. What are your key strategic challenges? As appropriate, include education and learning, operational, human resources, and community challenges.

3. Performance Improvement System

- a. How do you maintain an organizational focus on performance improvement? Include your approach to systematic evaluation and improvement of key processes and to fostering organizational learning and knowledge sharing.

*Notes: Factors might include differentiators such as program leadership, services, e-services, geographic proximity, and program options.*

*Challenges might include electronic communication with key stakeholders, reduced educational program introduction cycle times, student transitions, entry into new markets or segments, changing demographics and competition, student persistence, and faculty/staff retention.*

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

#### Strengths

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*There are no strengths.*

#### Opportunities for Improvement (OFI)

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- The self-study correctly identifies space for classrooms, meeting places, and faculty offices as a constraint that could limit future growth for the business unit's traditional programs. Interviews with faculty and students suggested a frustration with a lack of space for community building within the business unit (e.g. no study/networking space for students and business faculty offices divided between buildings) inadequate space for offices (office sharing, no office space for adjunct faculty, etc.) and inconvenient class times and/or lack of multiple sections of a course due to limited class space.

**Categories:** Approach

**Institution Comment**

We recognize that our growth is constrained by facilities and we are working on ways to free up classroom space by offering on-line classes, hybrid classes, and investing in additional buildings as a campus.

## **Institution Comment Sources**

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*There are no sources.*

## 1 - Standard 1: Leadership - Institution Comments

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Administrators (chief academic officers, deans, department chairs) and faculty must personally 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. These values and expectations must be integrated into the business school's or program's leadership system; and the business school or program must continuously learn, improve, and address its societal responsibilities and community involvement.

Use the criteria on the following pages to document the extent to which the business school or program meets the standard for Leadership. Justify any omissions.

For each criterion on the pages that follow, list key things administrators and faculty do (or have recently done) that prove compliance.

### Review: Institution Comments

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

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#### Assigned To

*There are no users assigned.*

### Strengths

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- The business dean is providing strong leadership to the school. He has been able to achieve broad faculty involvement in the accreditation process, has begun the strategic planning process and is getting buy-in from the faculty on the plan, and significant progress in faculty scholarship is being made.

**Categories:** Results, Improvements

#### Institution Comment

*There is no Institution comment.*

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*

## 1.1 - Criterion 1.1 - Institution Comments

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For each criterion, list key things administrators and faculty do (or have recently done) that prove compliance.

**Criterion 1.1** - The leader of the business unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the business unit, and for their compliance with the ACBSP Standards and Criteria.

*State key actions of the leader of the business unit that promote compliance.*

**Criterion 1.1.a.** - Administrators and faculty must set, communicate, and deploy business school or program values and performance expectations.

State key actions of administrators and faculty pertinent to this criterion.

**Criterion 1.1.b.** - Administrators and faculty must review business school or program performance and capabilities to assess business school or program success and your business school's or program's ability to address its changing needs.

List the key performance measures regularly reviewed by your administrators and faculty, specifying who uses which measures and for what purposes.

**Criterion 1.1.c.** - The business school or program must have processes in place for evaluating the performance of both administrators and faculty.

Explain how the performances of administrators and faculty are evaluated.

### Review: Institution Comments

Status: Completed | Due Date: Not Set

#### Assigned To

*There are no users assigned.*

### Strengths

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- The dean attends ACBSP conferences and provides leadership in the accreditation process. He has strengthened the involvement of the faculty in ACBSP. Several faculty have received ACBSP training and many of them worked on the self-study.

**Categories:** Approach

#### Institution Comment

*There is no Institution comment.*

- Performance expectations have been clarified and strengthened in recent years. This has led to improvements in faculty scholarship and teaching performance.

**Categories:** Approach, Deployment, Results, Improvements

**Institution Comment**

*There is no Institution comment.*

**Opportunities for Improvement (OFI)**

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*There are no OFI's.*

**Institution Comment Sources**

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*There are no sources.*

## 1.2 - Criterion 1.2 - Institution Comments

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For each criterion, list key things administrators and faculty do (or have recently done) that prove compliance.

### Criterion 1.2 - Social Responsibility

**Criterion 1.2.a.** Administrators and faculty must create an environment that fosters and requires legal and ethical behavior.

State key actions by administrators and faculty pertinent to this criterion.

**Criterion 1.2.b.** - The business school or program should address the impacts on society of its program offerings, services, and operations.

Explain how societal impacts are addressed and measured.

**Criterion 1.2.c.** - The business school or program should ensure ethical business and academic practices in all student and stakeholder transactions and interactions.

Explain how ethical business practices are ensured.

Explain how ethical academic practices are ensured.

**Criterion 1.2.d.** - The business school or program should have processes in place for monitoring regulatory and legal compliance.

Explain how regulatory and legal compliance are ensured.

*Note: Many examples of tables are provided throughout the criteria to help organize data and information.*

***The tables, which are found under the Evidence File tab (ACBSP documents folder) above, are examples that may be modified to fit the institution's needs.***

## Review: Institution Comments

Status: Completed | Due Date: Not Set

### Assigned To

*There are no users assigned.*

## Strengths

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- The business unit's capstone project that serves local businesses and nonprofits along with the university's service requirement for students provides for a strong societal impact on the local community.

**Categories:** Approach, Deployment, Results

### Institution Comment

*There is no Institution comment.*

## Opportunities for Improvement (OFI)

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*There are no OFI's.*

## **Institution Comment Sources**

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*There are no sources.*

## 2 - Standard 2: Strategic Planning - Institution Comments

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The business school or program must have a process for setting strategic directions to better address key student and program performance requirements. The strategy development process should lead to an action plan for deploying and aligning key plan performance requirements. It should also create an environment that encourages and recognizes innovation and creativity.

Document the extent to which the business school or program meets the standard for Strategic Planning in Criterion 2.1 and 2.2. Justify any omissions.

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

### Strengths

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- Much effort toward development of a new strategic plan has taken place. The process has involved key stakeholders, such as faculty members and businesses. The process that has been followed for developing a strategic plan has been thorough and robust, and a very good plan is emerging from this process. The resulting plan will be relevant and should be accepted by all, which will increase the likelihood of its successful implementation.

**Categories:** Approach

#### Institution Comment

*There is no Institution comment.*

### Opportunities for Improvement (OFI)

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- It is recommended that the strategic planning process be ongoing, rather than every ten years. An incremental approach to strategic planning would increase the relevance of the strategic planning process while decreasing the amount of effort necessary to develop a complete new plan every ten years.

**Categories:** Approach

#### Institution Comment

Strategic planning is an ongoing activity. The HEBSBA experienced high turnover at the dean level (3 dean's within the last 5 years), so it took a little longer to develop an updated strategic plan that was faculty led.

- Although much good effort toward developing a new strategic plan has taken place, and scores of strategic planning documents have been included in the evidence file, a complete strategic plan does not yet exist. For faculty and staff to be effectively engaged in strategic planning, having one strategic planning document that is visible to everyone would be helpful.

**Categories:** Approach

#### Institution Comment

We are in the process of creating a single document that captures the goals, tactics, and progress towards goals in one comprehensive planning document. This should provide greater visibility and structure to improve this area. To ensure engagement all faculty are jointly involved in the process of developing the

vision and mission statements that will provide a unified focus on the objectives outlined in the strategic plan.

## **Institution Comment Sources**

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*There are no sources.*

## 2.1 - Criterion 2.1 - Institution Comments

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Use the following criteria to document the extent to which the business school or program meets the standard for Strategic Planning. Justify any omissions.

**Criterion 2.1** - The business unit must have a formal process by which its strategic direction is determined, its action plans are formulated and deployed, and innovation and creativity are encouraged.

Describe your formal process for strategic planning.

**Criterion 2.1.a.** - The faculty and staff members of the business unit should have significant input into the strategic planning process.

Explain how faculty and staff members participate and/or have a voice in the strategic planning process.

**Criterion 2.1.b.** - The strategic plan should identify the business school's or program's key strategic objectives and the timetable for the current planning period.

Present your current strategic plan as a source document, and summarize it by using a table such as Figure 2.1 found under the Evidence File tab (ACBSP Documents folder) above.

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

### Strengths

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- 2.1.a - The current strategic planning process has significantly engaged all members of the faculty, and implementation work is continuing at each faculty meeting through several committees. Faculty engagement in the planning process builds commitment to the plan and its implementation.

**Categories:** Approach

#### Institution Comment

*There is no Institution comment.*

- 2.1 - The business unit, over the past three years, has followed an extensive process to develop a new strategic plan. This process has had several phases. Having a process for strategic planning ensures that strategic planning becomes an integral part of the business unit's operations.

**Categories:** Approach

#### Institution Comment

*There is no Institution comment.*

### Opportunities for Improvement (OFI)

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- Although objectives and measures have been developed, and key action steps have (in many cases) been set forth, the timetable for implementation is not clear. Having clear timetables increases the likelihood of successful implementation of the plan.

**Categories:** Deployment

**Institution Comment**

Developing timetables and tasks for each committee has been part of our faculty meetings for the past year and will continue to be a focus of our faculty. We are developing a single document that has all of our goals and objectives as well as progress towards those goals and objectives. See the attached document for our most recent version.

## **Institution Comment Sources**

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- Figure 2.1-2

## 2.2 - Criterion 2.2 - Institution Comments

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Use the following criteria to document the extent to which the business school or program meets the standard for Strategic Planning. Justify any omissions.

### Criterion 2.2 - Strategy Deployment

**Criterion 2.2.a.** - Strategic action plans should address both short- and long-term objectives as in Figure 2.2 found under the Evidence File tab (ACBSP Documents folder) above.

Summarize your short- and long-term action plans and objectives.

*Note: If you develop your key human resource plans as part of your business school or program's short- and long-term strategic objectives and action plans, please list "HR Plans (See Standard 5)" here, but describe those plans under Standard 5.*

**Criterion 2.2.b.** -The business unit shall have established performance measures for tracking progress relative to strategic action plans.

Identify the performance measure(s) pertaining to each action item in your strategic plan. See Figure 2.3 found under the Evidence File tab above.

**Criterion 2.2.c.** - The leadership of the business unit should communicate strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders, as appropriate.

Show evidence of how strategic objectives, action plans, and measurements are communicated to all faculty, staff, and stakeholders.

## Review: Institution Comments

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

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### Assigned To

*There are no users assigned.*

## Strengths

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- The strategic plan under development has both long-term and short-term goals and objectives; this allows for sustained effort toward goal accomplishment.

**Categories:** Approach, Deployment

### Institution Comment

*There is no Institution comment.*

- Numerous stakeholders have been involved in the development of the current strategic plan, including faculty members, administration, advisory board members, and businesses served by the business school. Time is provided each month at faculty meetings for the implementation committees to continue to work on the plan. These processes are positively impacting commitment to the plan.

**Categories:** Approach, Deployment

### Institution Comment

*There is no Institution comment.*

## Opportunities for Improvement (OFI)

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- At the time of the site visit, performance measures were still being developed for the strategic plan, and the plan had not yet been fully implemented. Ongoing commitment to completing and fully implementing the strategic plan is necessary to ensure its effectiveness and to realize full benefits from the process.

**Categories:** Deployment

### **Institution Comment**

Ongoing commitment is being demonstrated by the amount of time dedicated to strategic planning in our faculty meetings and by the strategic planning standing committee to whom we have dedicated the time of six full-time faculty members to. We agree that our plan is still new, but being faculty led and having the full support of both faculty and administration, we don't anticipate any problems with fully implementing the strategic plan.

## Institution Comment Sources

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*There are no sources.*

## 3 - Standard 3: Student and Stakeholder Focus - Institution Comments

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A business school or program must have a systematic procedure to determine requirements and expectations of current and future students and stakeholders, including how the business school or program enhances relationships with students and stakeholders and determines their satisfaction. Stakeholders may include parents, employers, alumni, donors, other schools, communities, etc.

Please use the criteria on the following pages to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

### Review: Institution Comments

Status: Completed | Due Date: Not Set

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#### Assigned To

*There are no users assigned.*

#### Strengths

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*There are no strengths.*

#### Opportunities for Improvement (OFI)

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*There are no OFI's.*

#### Institution Comment Sources

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*There are no sources.*

## 3.1 - Criterion 3.1 - Institution Comments

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Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

**Criterion 3.1** - The business school or program must determine (or target) the student segments its educational programs will address.

State targeted and served student segments.

### Review: Institution Comments

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

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#### Assigned To

*There are no users assigned.*

#### Strengths

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*There are no strengths.*

#### Opportunities for Improvement (OFI)

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- Although the faculty work closely with admissions in recruiting students, they do not control which segments are being targeted. The business unit is considering adding an admissions process to the business unit. If implemented, this may allow the business unit to have more control over the type of student entering its programs.

**Categories:** Approach

#### Institution Comment

Admission to major goes against the values of the school which state the university should be open to everyone who wants to better themselves. The university focuses on the San Antonio area Hispanic population which has traditionally been undeserved by higher education. While admission to major would improve the graduation rates of the incoming freshman, it creates strong feelings from the faculty who want to remain true to the tradition of open access to all. While admission to a concentration may solve this dilemma it will require consultation with the UIW administration, the Sisters of Charity, and the HEBSBA faculty and administration.

#### Institution Comment Sources

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*There are no sources.*

## 3.2 - Criterion 3.2 - Institution Comments

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Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

**Criterion 3.2** - The business unit will have identified its major stakeholders, and found methods to listen and to learn from its stakeholders in order to determine both student and stakeholder requirements and expectations.

List your business unit's major stakeholders other than your students.

Briefly describe how you gather and use relevant information from students and stakeholders.

### Review: Institution Comments

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

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#### Assigned To

*There are no users assigned.*

### Strengths

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- Evidence exists that the business unit listens to stakeholders and changes occur due to this listening when appropriate (e.g. course scheduling from student feedback, curriculum changes from advisory board feedback, etc.).

**Categories:** Improvements

#### Institution Comment

*There is no Institution comment.*

- Multiple listening devices exist (e.g. course evaluations, complaint procedure, standardized surveys for students, advisory board feedback, surveys of industry, and surveys of alumni) for the unit to hear from its stakeholders. This helps the unit understand and respond to its stakeholders' needs.

**Categories:** Deployment

#### Institution Comment

*There is no Institution comment.*

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*

## 3.3 - Criterion 3.3 - Institution Comments

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Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

**Criterion 3.3** - The business unit will periodically review listening and learning methods to keep them current with educational service needs and directions.

Describe your periodic review processes pertinent to this criterion.

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

### Strengths

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- Evidence was found during the site visit that it does review its listening methods. For example, the assessment committee has evaluated the NSSE and IBI instruments, added questions to instruments to measure spirituality, added personal emails (vs. UIW emails) to increase response rates, etc.

#### Institution Comment

*There is no Institution comment.*

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*

## 3.4 - Criterion 3.4 - Institution Comments

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Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

**Criterion 3.4** - The business unit will have a process to use the information obtained from students and stakeholders for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of other services.

Describe your processes pertinent to this criterion. See Figure 3.1 found under the Evidence File tab (ACBSP Documents folder) above.

### Review: Institution Comments

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

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#### Assigned To

*There are no users assigned.*

### Strengths

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- The Continuous Improvement and Accreditation (CIA) committee reviews data, presents its findings to the faculty, and the faculty respond by making changes when appropriate. This is an effective and efficient process that serves the institution well.

**Categories:** Deployment, Results

#### Institution Comment

*There is no Institution comment.*

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*

## 3.5 - Criterion 3.5 - Institution Comments

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Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

**Criterion 3.5** - The business unit should have processes to attract and retain students, and to build relationships with desired stakeholders.

Define and describe your processes pertinent to this criterion.

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

### Strengths

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- The business unit actively works with admissions to support recruiting efforts. The business unit also has a communication coordinator that actively manages the unit's website and social media for the purpose of communicating with potential and current students. These efforts have led to increased enrollment in the business unit.

**Categories:** Approach, Deployment, Results

#### Institution Comment

*There is no Institution comment.*

- Through Tableau reporting software, administrators are able to track retention data and look for patterns (demographic, etc.) to improve retention. The university also has a Student Success Center that assists with retention.

**Categories:** Deployment

#### Institution Comment

*There is no Institution comment.*

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*

## 3.6 - Criterion 3.6 - Institution Comments

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Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

**Criterion 3.6** - The business unit should have a process to seek information, pursue common purposes, and receive complaints from students and stakeholders.

Describe process(es).

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

### Strengths

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- The business unit has a well defined process for receiving satisfaction and complaint data from stakeholders. During the self-study period, the only student complaints recorded were grade appeals. Meetings with the students (seniors in the capstone course) indicated a high level of satisfaction with the business unit.

**Categories:** Deployment

#### Institution Comment

*There is no Institution comment.*

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*

## 3.7 - Criterion 3.7 - Institution Comments

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Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

**Criterion 3.7** - The business unit should have a system to determine student and key stakeholder satisfaction and dissatisfaction.

Describe your system of assessing student and stakeholder satisfaction or dissatisfaction. See Figure 3.2 under the Evidence file tab (ACBSP Documents folder) above.

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

### Strengths

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- The Continuous Improvement Accreditation (CIA) committee reviews stakeholder satisfaction data systematically, reports to the faculty, and the faculty respond to the data as evidenced by curriculum and program changes.

**Categories:** Approach, Deployment, Improvements

#### Institution Comment

*There is no Institution comment.*

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*

## 3.8 - Criterion 3.8 - Institution Comments

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Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

**Criterion 3.8** - The business unit should present graphs or tables of assessment results pertinent to this standard.

Attach source documents and summarize assessment results using Figure 3.2 and Figure 3.3 found in the Evidence File tab above (ACBSP Documents folder).

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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- Although three periods of data exist for some satisfaction data and there is evidence of improvements made on the basis of data review, the business unit may benefit from putting all of its data, analysis of results, and action taken from those results into a table similar to ACBSP's recommended table "Student- and Stakeholder-Focused Results - Criterion 3.8." Not only would this make it easier for reporting purposes to accrediting agencies, it may also help the business unit's assessment process.

**Categories:** Approach

#### Institution Comment

This was done and provided to the site visit team upon their arrival.

### Institution Comment Sources

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*There are no sources.*

## 4 - Standard 4: Measurement and Analysis of Student Learning and Performance - Institution Comments

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Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

ACBSP believes that the learning outcomes of the education process are of paramount importance. Student learning outcomes cover a wide range of skills, knowledge, and attitudes that can be influenced by the educational experience. Therefore, when implementing a student learning outcomes assessment program, careful consideration must be given to the learning outcomes that are most important to the missions of the institution and business school or program and the level of the degree awarded. Accordingly, a business school or program must have established a learning outcomes assessment program to indicate the effectiveness of the process, as well as new directions it might take.

The diversity of educational institutions, coupled with other characteristics unique to a given college or university, suggests that learning outcomes assessments may be conducted differently at each school. While the emphases may vary, the learning outcomes assessment plan implemented must approximate the learning outcomes assessment standard herein described.

Use the Standard 4 criteria on the following pages to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

### Review: Institution Comments

Status: Completed | Due Date: Not Set

#### Assigned To

*There are no users assigned.*

#### Strengths

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*There are no strengths.*

#### Opportunities for Improvement (OFI)

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*There are no OFI's.*

#### Institution Comment Sources

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*There are no sources.*

## 4.1 - Criterion 4.1 - Institution Comments

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Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

**Criterion 4.1** - The business unit shall have a learning outcomes assessment program.

- a. State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) to be 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.)

*Note: Include learning objectives for each program. For example, for students completing the CPC courses and then 12 or more required credit hours in accounting, international business, or human resources, there must be measurable learning outcomes for the accounting, international business, and human resources programs.*

- b. Describe your learning outcomes assessment process for each program.
- c. Identify internal learning outcomes assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) above.
- d. Identify external learning outcomes assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) above.
- e. Identify formative and summative learning outcome assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) above.

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

### Strengths

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- The business unit did provide student learning outcomes which are measured through the ETS MFT and provides comparison data at the national level. Although not evident in the self-study, the ETS MFT is also analyzed and used in assessment of concentrations.

**Categories:** Approach, Deployment, Results, Improvements

#### Institution Comment

*There is no Institution comment.*

### Opportunities for Improvement (OFI)

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- Although the unit does gather and analyze ETS MFT national results for its programs of study, the unit may want to consider selecting specific peer institutions within the ETS MFT data set for comparison purposes. This could help the unit identify additional strengths and opportunities for improvement in the context of its competitors and benchmarks.

**Categories:** Approach, Improvements

**Institution Comment**

The HEBSBA recognizes the need to benchmark student performance. It was our understanding that utilizing national data and alumni data would be sufficient for this standard. We will engage additional third party assessment services to help us to benchmark student performance to peer organizations. The peer organizations have already been identified, we just don't have access to the data for comparison at this time.

- No evidence was found reflective of formative assessment. An opportunity for improvement exists to create formative assessment data by including data gleaned from SLO specific assignments associated within each concentration with assessment based upon standardized rubrics.

**Categories:** Approach, Deployment, Results, Improvements

**Institution Comment**

The HEBSBA recognizes that we don't do a good job documenting formative assessment and will be working to correct this problem. However, to go as far as to say there is no formative assessment at the HEBSAB is an oversimplification. Formative assessment is incorporated into all of our classes as we take a majority of first generation college students with various levels of preparation and mentor them for success. Our English classes build upon the student's skills and help them become better writers. This writing ability is then assessed in 13 out of the 15 core business classes with writing assignments (see Figure 3.1b). While we don't currently utilize a standard rubric between all our courses, many courses like BFIN3321 have multiple writing assignments in which the student gets feedback on how to improve their writing for future assignments. In addition, many of our classes utilize small groups for projects and presentations and the students receive feedback from their peers on performance at both the mid-term and end of semester. The structure of our degree program also allows for multiple classes that cover the same general topic area. For example, we have two MIS classes, two accounting classes, two economics classes, three management classes, and two capstone classes in our degree program that everyone is required to take. A natural progression takes place as students go through the material in which professors get to review and evaluate concepts learned in previous classes. In our disciplines we can then take the feedback we get from our peers and the ETS tests to continue to improve and revise our courses so that our students master the basic concepts of business.

- Although not present in the self-study, the unit provided assessment plans and student learning outcomes for each concentration to the evaluation team. The unit uses the ETS MFT, and the NSSE as its assessment measures. However, not all of 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.).

**Categories:** Approach

**Institution Comment**

The HEBSBA recognizes the need to be more formal in the measurement of student learning outcomes. However, informal measures do exist that were not asked about during the site visit. For example, in our Capstone II class we receive informal feedback on each student presentation by the client whose business problem or concern was addressed. This feedback is summarized on a form that the instructor uses as a guide when grading the projects. We intend to formalize this grading rubric and provide it as a model for the other instructor to follow when teaching Capstone II. The annual review of each concentration allows the individual concentrations to monitor and adjust goals and learning objectives each year.

## Institution Comment Sources

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*There are no sources.*

## 4.2 - Criterion 4.2 - Institution Comments

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Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

**Criterion 4.2** - To identify trends, the business school or program should report, at a minimum, three successive sets of periodic assessment results.

**Use Figure 4.2 found in the Evidence File tab (ACBSP documents folder) above, present tables and graphs, providing three to five consecutive sets of assessment results. Do not use course grades or grade point averages.**

*Note: You must have learning outcome competencies that are measurable in each core business program as well as competencies in each concentration (12 or more credit hours) associated with the core. As an example, you will have measurable competencies for the MBA program and if the MBA program has a concentration in International Business (12 or more credit hours) and you have an MBA with a concentration in Finance (12 or more credit hours) then you must have a measurable competency in both concentrations as well as the core.*

Describe how these assessment results are made systematically available to faculty, administration, students, or other stakeholders, as appropriate.

*Note: Ideally, report three to five years of trend data, but at a minimum, ACBSP requires three cycles of learning outcomes measurement data.*

### Review: Institution Comments

Status: Completed | Due Date: Not Set

#### Assigned To

*There are no users assigned.*

### Strengths

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- Three successive periods of data are clearly presented through the annual ACBSP Quality Assurance Reports, NSSE Surveys, UIW Exit Surveys, and the BBA and MBA ETS-Major Field Tests.

**Categories:** Deployment, Results

#### Institution Comment

*There is no Institution comment.*

### Opportunities for Improvement (OFI)

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- No evidence was presented which measures all of the SLOs within the BBA. As one example, BBA-SOL2 *Proficiently use technology to support analysis and decision making skills* was assessed using NSSE data as an indirect, self-reported measure of the SLO. A direct measure could help with formative assessment of this SLO and similar SLOs within the concentrations.

**Categories:** Approach, Deployment, Results, Improvements

#### Institution Comment

We are looking for additional ways to measure formative assessment of student learning outcomes. We will

continue to investigate 3rd party software programs that can assist us with this. We will continue to identify and deploy better assessment tools to help us measure student learning outcomes. Clarification of the terminology in assessment from ACBSP would also be helpful. The term formative assessment is vague and open to several interpretations. The term does not appear anywhere in the AACSB standards thus it is hard to leverage off other business school best practices.

- No evidence was presented which measures all of the SLOs within the MBA. For example, MBA-SLOL2 *Demonstrate mastery in the efficient and effective use of technology to achieve organizational and professional goals* was assessed through the MBA UIW Exit Survey stating a percentage of satisfaction level regarding the availability of computers and technology. This is an assessment of satisfaction not of a student learning outcome. Including formative assessment measures for this and related SLOs could strengthen assessment of SLOs within the MBA program.

**Categories:** Approach, Improvements

**Institution Comment**

We are looking for additional ways to measure formative assessment of student learning outcomes. We will continue to investigate 3rd party software programs that can assist us with this. We will continue to identify and deploy better assessment tools to help us measure student learning outcomes.

- Reporting summative results in the 1 year and 5 year program reviews as part of the SACS accreditation processes may not provide allowance for program modifications in a timely manner. More frequent assessment reviews at the concentration level could strengthen the unit's assessment process.

**Categories:** Approach

**Institution Comment**

We recognize this as a limitation. The 1 and 5 year assessments reviews are current University assessment policies that are not controlled by the HEBSBA. However, we will investigate possible discipline specific reviews for semester by semester trend data.

- The Dean, Program Directors and Discipline Chairs/Coordinators receive a formalized ETS-MFT report every other year which allows a summative analysis of the data. This may not permit an opportunity to have a responsive reporting time frame to assess SLOs. More frequent use of the ETS-MFT may strengthen the unit's assessment efforts and lead to faster corrective action when needed.

**Categories:** Approach

**Institution Comment**

We monitor student performance each semester and have a standing curriculum committee that identifies and alters the curriculum for our undergraduate and graduate programs. The ETS-MFT is just one component of our assessment process. Annually, the dean compares student performance in all the core business classes where multiple sections are taught by more than one faculty member. He then shares the results of the average grade earned by section by faculty to ensure that there is equality among the different sections and faculty. While we do not use a common final, we do all utilize the same textbook and test banks. The common areas of difficulty have not changed in the past several years. Our students underperform in math and English. We continue to try different ways to tutor, engage, and otherwise help our students to improve and develop, but learning is an individual process that depends on a multitude of different factors. Given the static nature of the issues and concerns, additional and more frequent data may not be the best use of scarce resources to improve student performance.

## Institution Comment Sources

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*There are no sources.*

## 4.3 - Criterion 4.3 - Institution Comments

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Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

**Criterion 4.3** - Assessment plans should be designed to yield comparative information and data both over time and with respect to benchmarks and intended outcomes.

Report your comparative assessment results. **See Figure 4.3** under the Evidence File tab (ACBSP Documents folder) above.

Describe the business schools or program's selection, management, and use of benchmarking (comparing to best practices) or comparison (comparing with other business schools or programs) information and data to improve overall performance.

*Note: Results reported could be based upon a variety of assessment methods and should include current and past comparisons as developed in pursuit of Criterion 4.3. The methods used should reflect the school or program's primary improvement objectives and together represent holistic appraisals of students (i.e., appraisals with respect to quantitative skills and communication skills, ethical awareness and global awareness, etc.).*

### Review: Institution Comments

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

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#### Assigned To

*There are no users assigned.*

#### Strengths

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*There are no strengths.*

#### Opportunities for Improvement (OFI)

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- No evidence of benchmark data beyond the national level are presented for the degrees or concentrations. The use of national standards over a four-year period does not provide the level of assessment required for concentration level assessment nor does it consider specific benchmark or peer institutions. Providing assessment of SLOs within specific courses and selecting specific institutions in the ETS MFT could strengthen the unit's assessment processes.

**Categories:** Approach

#### Institution Comment

The HEBSBA recognizes the need to benchmark student performance. It was our understanding that utilizing national data and alumni data would be sufficient for this standard. We will engage additional third party assessment services to help us to benchmark student performance to peer organizations. The peer organizations have already been identified, we just don't have access to the data for comparison at this time.

#### Institution Comment Sources

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*There are no sources.*

## 4.4 - Criterion 4.4 - Institution Comments

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Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

**Criterion 4.4** - The business unit shall make use of the learning outcomes assessment results analyzed in criterion 4.2 to improve its educational processes in the interest of continuously improving student learning outcomes. The business unit must describe specific improvements it has made to its programs based on information obtained from its learning outcomes assessment results for a minimum of three improvement cycles.

To demonstrate compliance with this criterion:

Identify specific program improvements based on what the business unit has learned from analyses of assessment results.

### Review: Institution Comments

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

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#### Assigned To

*There are no users assigned.*

### Strengths

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- The designation of concentration champions for the purpose of achieving stronger performance on the ETS MFT have led to numerous changes, and the unit is moving closer to goal achievement.

**Categories:** Approach, Deployment, Results, Improvements

#### Institution Comment

*There is no Institution comment.*

### Opportunities for Improvement (OFI)

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- 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.

**Categories:** Approach, Deployment, Results, Improvements

#### Institution Comment

We agree that the self-study documentation focused too much on the use of the MFT to show student performance. We will incorporate additional items that we are already doing like writing assessments, presentations, and critical thinking exercises in the future. The annual review of each concentration provides the faculty and administration with an opportunity to evaluate our student learning outcomes and the results our of student performance that were not adequately captured in the self-study.

- No documented evidence demonstrated how the advisory board supported improvement of the educational processes in the interest of continuously improving student learning outcomes. The inclusion of the advisory board, faculty, or CIA minutes could improve the supporting documentation as to why program improvements are needed.

**Categories:** Approach, Deployment, Results, Improvements

**Institution Comment**

We agree that we need to improve the documentation of our meetings and cycles of improvement. Going forward minutes of all standing committees (including CIA and advisory board meetings) will be documented and stored by the secretary of the committee. Minutes will include any outstanding issues from previous meetings, goals, and accomplishments. We expect this action to provide ample supporting documentation of advisory board activities that support our educational processes.

- While the Dean challenged the faculty to improve the ETS MFT overall scores and the assessment indicators by 10% over the next two years, no evidence demonstrated how the faculty know which aspect(s) specifically within the *concentration* level needed to be modified. The inclusion of a course-level, objective analysis tool could provide concentration faculty the data to determine course level modification leading to program improvements.

**Categories:** Approach, Deployment, Results, Improvements

**Institution Comment**

The ETS-MFT does provide an item level analysis of what questions our students missed by subject area. In addition, the annual concentration review mentioned previously provides each discipline the opportunity to focus on key learning outcomes and objectives. The freedom to select goals by concentration allows the faculty to engage in creative experimentation about what works and what does not when assessing student retention. For example, some sections in Finance have taught the class utilizing gamification to see if this would improve student engagement and performance. While the result was an increase in student class attendance and higher course evaluations, performance did not improve. We have also experimented with "flipping the classroom" and "team-based learning" methods to find similar results of no statistical difference in student retention of the material. This is not to say these approaches should not continue, it suggests the problem is more complex than teaching or learning style. Our latest experimentation involves embedded tutors in certain sections of our principles of accounting classes. A review of the concentration specific goals and objectives for the year would identify additional analysis tools that are being used to improve student performance.

## Institution Comment Sources

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*There are no sources.*

## 5 - Standard 5: Faculty and Staff Focus - Institution Comments

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The ability of a business school or program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business school or program must:

- 1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives;
- 2) evaluate the faculty based on defined criteria and objectives;
- 3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and
- 4) foster an atmosphere conducive to superior teaching.

Use the criteria on the following pages to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

### Review: Institution Comments

Status: Completed | Due Date: Not Set

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#### Assigned To

*There are no users assigned.*

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*

## 5.1 - Criterion 5.1 - Institution Comments

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Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

**Criterion 5.1** - The business unit will have a Human Resource Plan that supports its Strategic Plan.

- a. Summarize and attach under the Evidence File tab above your current human resource (HR) plan.
- b. In a brief statement here, explain your HR plan's relationship to your strategic goals.

### Review: Institution Comments

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

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#### Assigned To

*There are no users assigned.*

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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- The self-study stated that the unit does not have a human resource plan because HR planning is within the province of the Provost's office, not the business school, and thus no human resource plan for the unit was provided. However, several objectives in the current strategic plan that is under development relate to human resources within the business school. In discussions on site, it became clear that 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.

**Categories:** Approach

#### Institution Comment

The HEBSBA will develop a human resource plan to support our strategic growth initiatives.

### Institution Comment Sources

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*There are no sources.*

## 5.2 - Criterion 5.2 - Institution Comments

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Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

### Criterion 5.2 - Employment Practices

**Criterion 5.2.1** - The business school or program must show how the composition of the full-time and part-time faculty (in terms of their practical experience and academic credentials) matches program objectives. In doing so, you may address:

- a. how the composition of your faculty provides for intellectual leadership relative to each program's objectives;
- b. how the composition of your faculty provides for required depth and breadth of theory and practical knowledge to meet your student learning outcomes.

**Criterion 5.2.2** - In your institution's use of multiple delivery systems and/or your program's use of part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems.

Explain or describe:

- a. how you develop qualified full-time and part-time faculty;
- b. how you orient new faculty to the program;
- c. how you orient new faculty to assigned course(s);
- d. how you provide opportunity for part-time and/or full-time faculty to meet with others teaching the same courses;
- e. how you provide guidance and assistance for new faculty in text selection, testing, grading, and teaching methods; and
- f. how you provide for course monitoring and evaluation.

## Review: Institution Comments

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

### Assigned To

*There are no users assigned.*

## Strengths

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- The business unit follows a process whereby part-time faculty are systematically observed and evaluated. This process allows for continuous development in teaching effectiveness by part-time faculty.

**Categories:** Deployment

### Institution Comment

*There is no Institution comment.*

- The composition of the business faculty matches well with its objectives. Almost all of the business faculty have real-world business experience, and 26 out of 30 performed consulting or professional-related service during the self-study year, contributing to the objective of business knowledge. All of the faculty are proficient in technology. All of the faculty are academically or professionally qualified, and only four full-time faculty do not have earned doctorates. At least 17 faculty members have lived or studied in another country. This contributes to the global and social awareness goals of the unit. Student learning and other objectives are

maximized when there is an appropriate fit of objectives and personnel.

**Categories:** Deployment

**Institution Comment**

*There is no Institution comment.*

## **Opportunities for Improvement (OFI)**

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*There are no OFI's.*

## **Institution Comment Sources**

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*There are no sources.*

## 5.3 - Criterion 5.3 - Institution Comments

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Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

### Criterion 5.3 - Faculty Qualifications, Workload, and Coverage

**Criterion 5.3.1** - The composition of faculty must include sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives.

To demonstrate compliance with Criterion 5.3.1, please:

- a. Present your faculty qualifications in a table such as Figure 5.1, found under the Evidence File tab above.  
*Note 1. In Figure 5.1, Dr. True is considered academically qualified to teach marketing at the undergraduate level because she has taken five graduate-level marketing courses, has ten years as CEO with XYZ Publishing Company, and has successful teaching experience in the field. (See portfolio containing complete transcripts and vita with detailed description of professional experience.)*
- b. Provide credit hour production data by faculty member, separating full-time and part-time faculty. See Figure 5.2 found under the Evidence File tab above.  
*Note (1). In Figure 5.2, Dr. Link also taught a statistics course for the Math Department, but since this is a service course for non-business majors it is not considered a part of the business program and therefore not included in this table.*
- c. Present your coverage of programs by academically and/or professionally qualified faculty in a table such as Figure 5.3 found under the Evidence File tab above.

**Criterion 5.3.2.a** - Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided in the Evidence File.

Directions: Create a sub-folder under Standard Five in the Evidence File called "Faculty Vitae" and upload a copy for all faculty teaching during the self-study academic year.

*Note: Faculty who are not a part of the business unit, but teach a course required in the core business curriculum (e.g., Mathematics, Computer Science, Communications, etc.) should not be counted as business faculty because the student credit hours produced by them are not coded as business courses. On the other hand, if a non-business faculty member teaches a required course for the business unit, and the course is coded as a business course (and therefore part of the total business student credit hours), then that faculty member would be counted in this qualifications standard. The rule here is to "count all faculty who teach courses which are under the direct administration of the business unit head and coded as business courses."*

**Criterion 5.3.2.b** - Historically, accredited programs have focused on faculty input as a basis for demonstrating quality. The following levels were considered appropriate:

- At least 80 percent of the undergraduate credit hours in business and 90 percent of the graduate credit hours in business are taught by academically or professionally qualified faculty. (See Glossary of Terms under the HELP tab for definitions of *academically and professionally qualified*.)
- At least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by academically qualified faculty.
- One hundred percent of the doctorate credit hours in business are taught by academically qualified faculty.

If your faculty qualifications as presented in Figure 5.3 (under the Evidence File tab above in the ACBSP Documents

folder) meet these historically acceptable levels, you may consider this section completed, and proceed to Section 5.4.

**If your institution does not come within five percent of these historically acceptable faculty-credentialing levels, you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.**

**The requirements for Academically Qualified and Professionally Qualified faculty are listed below:**

**Academically Qualified:**

To be considered academically qualified a faculty member must successfully complete a minimum of fifteen (15) graduate credit hours in the discipline in which she/he is teaching. In addition, the faculty member must:

1. Hold a doctorate in business with graduate level major, minor, or concentration in the area of teaching responsibility.
2. Hold a doctorate in business with professional certification in the area of teaching responsibility.
3. Hold a doctorate in business with five or more years of professional and management experience directly related to the area of teaching responsibility.
4. Hold a Juris Doctor (JD) and teach business law, legal environment of business or other area with predominantly legal content.
5. Hold an out of field doctorate,  
(a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (b) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
6. Hold an out of field doctorate,  
(a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
7. Hold an out of field doctorate,  
(a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by substantial professional or management level practice.
8. Hold an out of field doctorate,  
(a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by significant consulting activity.
9. Hold an out of field doctorate,  
(a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
10. Hold an out of field doctorate,  
(a) Master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.
11. Hold an out of field doctorate,  
(a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
12. Hold an out of field doctorate,  
(a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c)

demonstrate successful professional practice evidenced by significant consulting activity.

**In lieu of successfully completing a minimum of fifteen (15) graduate credit hours in the discipline, a faculty member may satisfy one of the following criteria:**

1. Hold a Juris Doctor (JD) and hold a business related master's degree with a specialization in the area of teaching responsibility.
2. Hold a Juris Doctor (JD) and hold professional certification and teach in the area of the certification.
3. Hold a Juris Doctor (JD) and have five (5) or more years of professional and management experience directly related to the area of teaching responsibility.
4. Hold an out of field doctorate,
  - (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
5. Hold an out of field doctorate,
  - (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.
6. Hold an out of field doctorate,
  - (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
7. Hold an out of field doctorate,
  - (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.
8. Hold an out of field doctorate,
  - (a) Have completed a special post-graduate educational program (AVBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
9. Hold an out of field doctorate,
  - (a) Have completed a special post-graduate educational program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.
10. Hold an out of field doctorate,
  - (a) Have completed a special post-graduate educational program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement professional organizations related to the teaching field.
11. Hold an out of field doctorate,
  - (a) Have completed a special post-graduate education program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.

**NOTE:** The intent is that for faculty members with out of field doctorates to be academically qualified, they must

demonstrate content knowledge, teaching effectiveness, and scholarly productivity or successful professional practice. The credentials committee will review those portfolios of faculty members who meet the general criteria in alternative ways or where the degree of meeting stated criteria is unclear. Credential review is at the request of an individual institution rather than the individual faculty member.

### **Professionally Qualified:**

To be considered professionally qualified a faculty member must:

1. Hold an MBA plus three years relevant work and/or teaching experience to be qualified to teach principle or introductory level business courses only.
2. Be ABD, (All But Dissertation, meaning the individual has completed all course work required for a Ph.D. in business or DBA and passed the general exams, but has not completed a dissertation) with a major, minor or concentration in the area of assigned teaching responsibilities.
3. Hold a master's degree in a business-related field and professional certification (e.g., CPA, CDP, CFM, CMA, PHR., etc.) appropriate to his or her assigned teaching responsibilities.
4. Hold a Master's degree and have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities, and demonstrate involvement in meaningful research directly related to the teaching discipline.
5. Hold a master's degree and have five or more years of professional and management experience in work directly related to his or her assigned teaching responsibilities.
6. Hold a master's degree and successfully complete a minimum of fifteen (15) graduate credit hours in the discipline in which she/he is teaching or have completed a special post-graduate training program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.

**Minimum Qualifications:** The minimum qualifications for a faculty member must include a master's degree in a business-related discipline. An institution may make an exception to this minimum requirement only in emergency cases or special situations where the faculty member has unique qualifications that meet a specialized need.

## **Review: Institution Comments**

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

### **Assigned To**

*There are no users assigned.*

## **Strengths**

- The business faculty are highly qualified both academically and professionally. Although the numbers were presented separately by semester for the self-study year, 79.1 percent of the credit hours at the MBA level were taught by academically-qualified faculty, and 100 percent by AQ or PQ faculty, which exceeds ACBSP requirements. At the undergraduate level, 54.9 percent of credit hours were taught by AQ faculty, and 100 percent by either AQ or PQ faculty. The faculty qualifications provide an appropriate mix of theory and practice, thus enhancing the quality of student education.

**Categories:** Deployment

### **Institution Comment**

*There is no Institution comment.*

## **Opportunities for Improvement (OFI)**

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- One faculty member is listed as AQ in management and has a PhD in Adult and Community Education. There was little scholarship in management, and an examination of the file does not appear to have 15 (or 18 for SACS) graduate hours in management.

**Categories:** Deployment

### **Institution Comment**

Please provide the name so we can verify this information. This was not provided by the site visit team.

## **Institution Comment Sources**

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*There are no sources.*

## 5.4 - Criterion 5.4 - Institution Comments

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Use the following criteria to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

**Criterion 5.4 - Faculty Deployment** - Each school or program must deploy faculty resources among the disciplines, units, courses, departments, and major fields to ensure that every student attending classes (on or off campus, day or night, or online) will have an opportunity to receive instruction from an appropriate mix of faculty to ensure consistent quality across programs and student groups. For each academic major offered, a school or program must provide sufficient academic leadership at each location where the program is offered to ensure effective service to students and other stakeholders.

To demonstrate compliance, present your deployment pattern in a table such as Figure 5.4 found under the Evidence File tab (found in ACBSP Documents folder) above.

**Criterion 5.4.1** - The business unit shall have at least one full-time academically and/or professionally qualified faculty member teaching in each academic program, major, or concentration at each location where the program is delivered.

Prepare a listing of all academic majors and concentrations at each location where a program is offered and show the name of one full-time academically and/or professionally qualified faculty member who teaches in that major field at that location. Please label this listing '**Deployment of Faculty by Major and Location.**'

**If your business programs do not meet this criterion, you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.**

**Criterion 5.4.2** - The business unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided.

Describe the leadership, advisement and assessment processes for each location at which business unit programs are delivered. A narrative or tabular format may be used.

### Review: Institution Comments

Status: Completed | Due Date: Not Set

#### Assigned To

*There are no users assigned.*

### Strengths

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- As shown in the Faculty Deployment table, the business unit has excellent faculty coverage in each major and concentration. This helps to ensure that students receive quality instruction in each major and concentration.

**Categories:** Deployment

#### Institution Comment

*There is no Institution comment.*

- The organizational structure of the University and the business unit are set up in such a way that the unit's programs are only offered on the main campus. The business school has a dean, associate dean, and program coordinators. There is sufficient leadership to meet student needs at this location.

**Categories:** Deployment

**Institution Comment**

*There is no Institution comment.*

**Opportunities for Improvement (OFI)**

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*There are no OFI's.*

**Institution Comment Sources**

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*There are no sources.*

## 5.5 - Criterion 5.5 - Institution Comments

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Use the following criteria to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

### Criterion 5.5 - Faculty Size and Load

The number of faculty in the business school or program should be sufficient to effectively fulfill its mission of excellence in educating business students.

Provide a table such as Figure 5.5, found under the Evidence File tab above, to summarize your faculty loads.

**Criterion 5.5.1** - ACBSP considers the following functions to be essential responsibilities of the faculty and staff. Though other qualified individuals may participate in these functions, the faculty must play an essential role in each of the following:

- Classroom teaching assignments
- Student advising and counseling activities
- Scholarly and professional activities
- Community and college service activities
- Administrative activities
- Business and industry interaction
- Special research programs and projects
- Thesis and dissertation supervision and direction, if applicable
- Travel to off-campus locations, and/or non-traditional teaching, if applicable

### Teaching Loads:

The appropriate teaching load for a full time faculty member at ACBSP-Accredited Baccalaureate Institutions has historically been limited to not more than 12 credit hours per semester, with appropriate release time granted for administrative duties or for graduate teaching. Overload teaching has been prohibited as a business unit policy, and has been accepted by ACBSP only under emergency circumstances.

With regard to Criterion 5.5.1, please address:

- a. how you determine the appropriate teaching load for your faculty;
- b. how you demonstrate that faculty and staff are of sufficient numbers to ensure performance of the above nine functions;
- c. the institutional policy that determines the normal teaching load of a full-time faculty member;
- d. how the combination of teaching and other responsibilities for full- and part-time faculty is consistent with fulfilling all nine functions effectively; and
- e. how your part-time faculty members participate in these essential functions.

**If your business programs do not meet this criterion, you must present your rationale for the differences and provide detailed records of student learning outcomes to demonstrate that your teaching loads support your mission and program objectives.**

**Criterion 5.5.2** - A faculty member who is extensively engaged beyond what is normally expected in any one of the nine functions (e.g., one who teaches graduate level courses, has significant administrative duties, directs multiple graduate theses and/or dissertations, or is engaged in extensive approved research) should have an appropriate reduction in other professional responsibilities.

Explain your institution's policies with respect to the granting of release time for faculty performing the sorts of exceptional duties referred to in Criterion 5.5.2.

## Review: Institution Comments

Status: Completed | Due Date: Not Set

### Assigned To

*There are no users assigned.*

## Strengths

- Although not explained in the self-study, the site visit team learned that release time is provided for the associate dean and directors. Coordinators are provided with a stipend. Providing appropriate release time for administrative duties helps to ensure smooth functioning of the business school.

**Categories:** Deployment

### Institution Comment

*There is no Institution comment.*

## Opportunities for Improvement (OFI)

- ACBSP allows overloads only in emergencies. A review of the materials indicated several faculty members that appear to be teaching overloads. Conversation on site indicates that some of these may be cross-listed courses. The unit does not count Independent Studies (IS) in load calculations nor are faculty compensated for independent studies. Interviews of the faculty indicate they prefer this approach to independent studies because it provides a disincentive to offering them, which helps to limit the use of IS.

**Categories:** Deployment

### Institution Comment

No faculty member is forced to accept independent study students. The faculty do this out of their concern for the student and like other assignments (committee work) is done so school can serve the students. We agree this practice may mask potential scheduling or manpower problems, we don't see that it needs to be changed.

## Institution Comment Sources

*There are no sources.*

## 5.6 - Criterion 5.6 - Institution Comments

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Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

### Criterion 5.6 - Faculty Evaluation

**Criterion 5.6.1** - Each business school or program must have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, as well as retention. This system must also provide processes for continuous improvement of instruction through formative evaluations.

This standard requires justification of personnel decisions based on the mission of the business school or program. The actual system of annual evaluation is within the jurisdiction of the individual school or program. The system of evaluation must provide for some measurement of instructional performance, and should consider related areas as appropriate, not limited to these topics:

- a. How you monitor/evaluate your faculty's teaching.
- b. How you monitor/evaluate your faculty's student advising and counseling
- c. How you monitor/evaluate your faculty's scholarly, professional and service activities (see glossary of terms for scholarly activities).
- d. How you monitor/evaluate your faculty's business and industry relations.
- e. How you monitor/evaluate your faculty's development activities.
- f. How you monitor/evaluate your faculty's consulting activities.
- g. How your faculty and staff demonstrate and promote a student focus.
- h. How your compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system, student performance, and learning objectives, and
- i. How you improve your faculty/staff evaluation system.

## Review: Institution Comments

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

### Assigned To

*There are no users assigned.*

## Strengths

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- The university's systems for faculty evaluation are well designed and appropriate. The system reinforces desired behaviors through a well-designed merit pay evaluation process. The process effectively differentiates between high and low performers. Having a well-designed and implemented faculty evaluation system helps to ensure high levels of faculty performance.

**Categories:** Approach, Deployment, Results

### Institution Comment

*There is no Institution comment.*

## Opportunities for Improvement (OFI)

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*There are no OFI's.*

## **Institution Comment Sources**

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*There are no sources.*

## 5.7 - Criterion 5.7 - Institution Comments

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Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

### **Criterion 5.7 - Faculty and Staff Operational Procedures, Policies and Practices, and Development**

**Criterion 5.7.1** - Each institution (school or program) must have a written system of procedures, policies, and practices for the management and development of faculty members. Written information on all of these must be available to faculty and staff members.

- a. Attach under the Evidence File tab above or link a copy of your Faculty Handbook, or equivalent, and explain here how it is disseminated in your institution. If the information you present does not address these bulleted items, please explain why not.
  - Faculty development, including eligibility criteria
  - Tenure and promotion policies
  - Evaluation procedures and criteria
  - Workload policies
  - Service policies
  - Professional expectations
  - Scholarly expectations
  - Termination policies
- b. Explain how your institution improves these procedures, policies, and practices.

**Criterion 5.7.2** - Each business school or program must provide an opportunity for faculty and staff development consistent with faculty, staff, and institutional needs and expectations. Part-time faculty should participate in appropriate faculty development activities.

In addressing Criterion 5.7.2, please describe or explain:

- a. how you determine faculty and staff development needs;
- b. what orientation and training programs are available;
- c. how you get input from the faculty and staff about their development needs;
- d. how you allocate faculty and staff development resources;
- e. how you make development activities available to part-time faculty; and
- f. whether the faculty and staff development process employs activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical, and research support, etc.

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## **Review: Institution Comments**

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

### **Assigned To**

*There are no users assigned.*

### **Strengths**

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- The process for faculty development funding is handled through university committees, but the business

dean also has some supplemental funds. In discussions with faculty members, up to \$2000 per trip is available, with one trip per year being normal. Some faculty members have received funding for multiple events in one year. The faculty development system helps to encourage and reinforce meaningful scholarship and professional activity.

**Categories:** Deployment, Results

**Institution Comment**

*There is no Institution comment.*

## Opportunities for Improvement (OFI)

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- Although there is a system for the orientation and evaluation of part-time faculty, little is being done in a systematic way to ensure the development of part-time faculty members. Involving part-time faculty members in faculty development activities and processes can lead to better teaching outcomes and commitment.

**Categories:** Approach

**Institution Comment**

We agree and have assigned Ron Washington, a member of the Continuous Improvement Committee, and newly hired full-time faculty member who served as an adjunct instructor for the past three years to lead an investigation and offer suggestions as to what additional things can be done to offer support and developmental opportunities to our part-time faculty members.

## Institution Comment Sources

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*There are no sources.*

## 5.8 - Criterion 5.8 - Institution Comments

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Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

### **Criterion 5.8 - Scholarly and Professional Activities**

#### **Criterion 5.8.1 - Scholarship**

Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole consistent with the stated institutional mission.

To demonstrate compliance with Criterion 5.8.1., describe or explain:

- the types of scholarly research in which your faculty members are involved;
- the publications in which your faculty members have recently published; and
- how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission.

Scholarship is defined to include four types of intellectual activity. They are: (1) the scholarship of teaching, (2) the scholarship of discovery, (3) the scholarship of integration, and (4) the scholarship of application. These four types of scholarship are to be equally recognized, accepted, and respected, and the overall performance of each faculty member is to be carefully assessed and held to a high standard of excellence. Each of these types of scholarship is discussed further below:

The scholarship of teaching can be the most rigorous scholarship of all. It starts with what the teacher knows—teachers must be widely read and intellectually engaged in their fields—but teaching becomes consequential only when knowledge can be conveyed and is understood by others. The scholarship of teaching has to do with understanding how students learn in different fields. To be a good teacher means not just knowing the field, but also understanding and using the most effective teaching methodologies available. This includes the development of new teaching materials, development and evaluation of new methods of instruction, and the development of techniques to evaluate the effectiveness of instruction. Each of these activities must be documented and assessed. Documentation could include publications dealing with pedagogy and/or teaching techniques, participation in workshops and seminars devoted to improving teaching skills, written evaluations of teaching materials, and the development of outcomes assessment tools.

The scholarship of discovery is the closest to what is meant by the term 'basic research.' Freedom of inquiry and freedom of scholarly investigation is an essential part of higher education. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this; however, institutions having research missions and graduate programs would be expected to have on-going research activities.

The scholarship of integration seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. The scholarship of integration is necessary in dealing with the boundaries of the human problems of today, which do not always neatly fall within defined disciplines. It is essential to integrate ideas and then apply them to the world in which we live. Comprehensive articles and monographs, participating in curricular innovation, conducting interdisciplinary seminars and textbook writing are examples of the scholarship of integration.

The scholarship of application moves toward the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. Note that this is not to be a catch-all category. The scholarship of application does

not include regular service activities or routine consulting. (These are considered professional activities and are discussed below.) The scholarship of application must be tied directly to one's field of knowledge and relate to and flow directly out of creative professional activity. The engagement in applied research and/or development may take the form of contract research, consultation, technical assistance, policy analysis, or program evaluation--if these are meaningful intellectual activities. This kind of scholarship requires creativity, and critical thought in analyzing real problems. These activities must be documented and should include an evaluation from those receiving these services.

### **Criterion 5.8.2 - Professional Activities**

The concept of 'actively involved' intentionally implies that meeting attendance, though desirable as a professional activity, is not sufficient to demonstrate active engagement in scholarship.

The concept of 'reasonable balance' indicates that all four areas of scholarship (teaching, discovery, application, and integration) and professional activities described below should be represented in the activities of the faculty as a whole. Though the extent of representation and the balance may vary from institution to institution based on mission, it is expected that students will be exposed to faculty with a full range of scholarly and professional activities.

It is also expected that each faculty member be continuously and actively engaged in scholarship and professional development activities. If adjunct faculties provide a significant portion of instruction, they must also demonstrate their contribution to the scholarship and professional development activities of the department or school.

For the purposes of this standard, **professional activities** are defined as:

- activities involving the use of professional expertise in helping solve either practical problems in the private or public sectors (e.g., professionally related consultation, policy analysis, etc.)
- activities in support of professional organizations (e.g., attending and participating in professional meetings and performing in leadership roles in professional organizations)
- professionally-related service activities directly tied to the academic discipline of the faculty member and consistent with the stated mission of the business school or program (Community and university service activities not directly related to the faculty member's discipline do not satisfy this standard.)

This category is designed to include the routine application of the faculty member's professional expertise in helping solve problems in either the private or public sectors. These may include activities for which the faculty member is paid, as well as for volunteer services. The key determination is 'professionally-related.' Community activities that are not professionally related are not to be included. For instance, general community service, such as coaching a little league soccer team or delivering meals to shut-ins, would not be considered professionally-related.

The determination of 'professionally related' depends upon the nature of the activity. For example, if a CPA conducts a men's bible class, it is not professionally-related; however, if the CPA conducts an annual audit of the church's financial affairs and prepares an opinion letter, it would be considered professionally related.

Professionally related also includes activities in support of professional organizations. This might include serving as an officer of a professional organization; it might include participation in a professional meeting as a program chairperson, paper presenter, or a discussant; or it could include participation in seminars, symposia, short courses, and/or workshops intended as professional development or enrichment activities.

**Criterion 5.8.2.a** - To demonstrate compliance with Criterion 5.8.2, please describe or explain:

- professional activities in which your faculty members are involved; and
- how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission.

**Criterion 5.8.2.b** - Summarize each faculty member's scholarly and professional activities for the last three years in **a table similar to Figure 5.6 found under the Evidence File tab** (ACBSP Documents folder) above.

*Another consideration to this example could be to add a column for classroom activities and take credit for developing case studies and exercises as scholarly activities.*

*Figure 5.6 is an example that assumes the Boyer model. If your school uses another model or process to determine scholarly activities please describe your process.*

*List the faculty member's name, highest earned degree, and any professional certificate held. Professional certificates must be the result of a written test monitored and graded by a professional organization (e.g., a Certified Public Accounting examination).*

### 5.8.3 Scholarship for Doctoral Programs

A minimum of 80 percent of the academically and/or qualified faculty members providing education to doctoral students should actively participate in the scholarship of teaching, discovery, integration, or application. If your institution deviates significantly [five percent or more] from this research participation level, you must explain your explicit rationale for the alternate requirements, and provide performance evaluation results to demonstrate that your participation level is sufficient as related to your student learning and scholarship program objectives.

## Review: Institution Comments

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

### Assigned To

*There are no users assigned.*

## Strengths

- The overall level of scholarly and professional activity by business faculty members is high, as is the overall quality of outputs. There is a strong commitment to scholarly activities. The scholarly and professional activity of the business faculty helps them to stay relevant and current in their fields.

**Categories:** Results

### Institution Comment

*There is no Institution comment.*

## Opportunities for Improvement (OFI)

- Although the overall level of scholarship is high, the distribution is uneven. Given that the self-study did not present 3-year tables by faculty member, but rather presented a series of one-year tables, it was somewhat difficult to analyze high and low performers. At least 10 percent of the faculty appear to have one or less scholarly output in the last three years. For all faculty members to remain current in their fields, it is important for everyone to be involved in scholarship.

**Categories:** Results

### Institution Comment

We will look into other ways that we can summarize this information for future reports. Our own analysis of the data indicates that 50% of our full-time faculty have published in a peer-reviewed academic journal in the last five years.

## Institution Comment Sources

*There are no sources.*

## 6 - Standard 6: Educational and Business Process Management - Institution Comments

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In order to prepare business graduates for professional careers, the curriculum must encompass not only business subjects, but also subjects dealing with the specifics of the global work place and the more general aspects of global society. Since business graduates must be equipped to interact with other members of society, adapt to societal changes, and serve as business advocates, students must be encouraged to study global topics that will prepare them for these challenges.

Given these academic demands, business schools and programs are encouraged to be innovative and to provide flexible curriculum options. Two of the major goals of the curriculum should be the development of intellectual curiosity and the creative capacity for independent thought and action. However, regardless of their major, all business graduates are expected to have received a general exposure to economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business.

Thus, business students share common professional requirements. For this reason, certain common subject matter (the Common Professional Component, or "CPC") as well as areas of specialization are expected to be covered in baccalaureate degree programs in business.

The CPC is implicit graduate requirement for graduate-level business programs as well, whether required for admission to a graduate program, or delivered within a program as added coursework above the base of graduate program credit hours.

Financial resources, physical facilities, library and other learning resources, equipment including computing hardware and software, and resources at off-campus sites must be adequate to support a strong curriculum and excellence in teaching.

Each business school or program must have policies and procedures addressing the areas of recruiting, admitting, and retraining its students.

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

#### Strengths

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*There are no strengths.*

#### Opportunities for Improvement (OFI)

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*There are no OFI's.*

#### Institution Comment Sources

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*There are no sources.*

## 6.1.1 - Criterion 6.1.1 - Institution Comments

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Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### Criterion 6.1 - Educational Design and Delivery

This section examines the key learning-centered processes that create student, stakeholder, and organizational value. Emphasis is on how processes are designed, delivered, and improved to maximize student learning and success.

#### Criterion 6.1.1. - Educational Design

The business school or program must describe and explain its approach(es) to the design of educational programs and offerings, its method(s) of making curricular changes related to the business school's or program's mission statement and strategic plan, and its use of student and stakeholder input in these processes.

To fulfill this criterion, provide a narrative statement and a table such as Figure 6.1. found under the Evidence File tab (ACBSP Documents folder) above.

## Review: Institution Comments

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

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### Assigned To

*There are no users assigned.*

## Strengths

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- Faculty are included and made a part of program modification discussions, which provide both academic and industry input to the improvement of the learning process.

**Categories:** Approach, Deployment, Results, Improvements

### Institution Comment

*There is no Institution comment.*

## Opportunities for Improvement (OFI)

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- Not all changes are well documented. The unit may want to strengthen documentation of meetings' (e.g. faculty, advisory board, etc.) minutes to support the reason for modifications of programs and concentrations. This could provide better evidence of systematic processes.

**Categories:** Approach

### Institution Comment

We agree the need for appropriate documentation needs to be improved. We have assigned each standing committee chair with the responsibility to upload meeting agendas and minutes within 7 days of meeting date. Our administrative assistant has the responsibility to ensure the committee chairs have met the deadline and will remind them if a report is missing.

## **Institution Comment Sources**

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*There are no sources.*

## 6.1.2 - Criterion 6.1.2 - Institution Comments

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Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### Criterion 6.1.2. - Degree Program Delivery

For each degree program, the business school or program must describe its degree program delivery.

To fulfill this criterion you must provide the following information:

- a. the length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on-average);
- b. the program delivery methods employed in each program (classroom, correspondence, independent study, computerized distance learning, etc.);
- c. the number of contact (or coverage) hours required to earn three (3) semester hours (four quarter hours) of credit; and
- d. If your unit confers nontraditional business degrees such as accelerated, executive, specially designed to meet the needs of specific stakeholders other than traditional college students, etc. describe how:
  1. nontraditional degrees support and/or relate to the business school or program's mission and objectives;
  2. credits are earned in these programs;
  3. you assess their academic merit; and
  4. demonstrate assessment data, their equivalence to traditional degree programs.

*Note: Historically, 45 actual classroom contact (or coverage) hours have been considered the minimum acceptable to constitute three (3) Semester Credit-Hours. This number is equivalent to 15 weeks of classes at three scheduled classroom hours per week. (In some ACBSP institutions, a "scheduled classroom hour" is somewhat fewer than 60 minutes in duration to allow time for students to go from class to class.) For any program not meeting or exceeding this minimum, the business unit must justify with course content, learning outcomes, and/or stakeholder satisfaction data that the courses in its program are equivalent to traditional semester-long three credit-hour courses.*

To fulfill Criterion 6.1.2, provide both a narrative statement and a table such as Figure 6.2. found under the Evidence File tab (ACBSP Documents folder) above.

## Review: Institution Comments

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

### Assigned To

*There are no users assigned.*

## Strengths

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- Programs of study are delivered well and are monitored to comply with expected time, delivery methods and faculty support.

**Categories:** Approach

### Institution Comment

*There is no Institution comment.*

## **Opportunities for Improvement (OFI)**

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*There are no OFI's.*

## **Institution Comment Sources**

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*There are no sources.*

## 6.1.3 - Criterion 6.1.3 - Institution Comments

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### Criterion 6.1.3. - Undergraduate Common Professional Component (CPC)

Programs that include a B.A. (with a business major), B.S. (with a business major), B.B.A., B.S.B.A., or objectives that imply general business preparation with or without a functional specialization must include coverage of the Common Professional Component (CPC) at the level prescribed by the ACBSP. The CPC as outlined below must be included in the content of the courses taught in the undergraduate programs of all accredited schools and programs. Each CPC area must receive a minimum coverage of two-thirds of a three (3) semester credit-hour course (or equivalent), or approximately 30 coverage hours.

#### UNDERGRADUATE COMMON PROFESSIONAL COMPONENT

Functional Areas	a. Marketing b. Business Finance c. Accounting d. Management, including Production and Operations Management, Organizational Behavior, and Human Resources Management
The Business Environment	e. Legal Environment of Business f. Economics g. Business Ethics h. Global Dimensions of Business
Technical Skills	i. Information Systems j. Quantitative Techniques/Statistics
Integrative Areas	k. Business Policies, or l. A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

*Note: If your institution deviates significantly from these historically proven coverage levels, you must explain your explicit rationale for the reduced requirements, and provide performance evaluation results to demonstrate that your coverage is sufficient as related to your program objectives.*

*CPC topics covered in business core courses are not mutually exclusive. The CPC hours shown in this summary total more than 45 because certain topical areas of the CPC are covered along with the primary subject of marketing. For example, a lecture on international marketing could include hours under CPC headings of both "Marketing" and "Global" dimensions.*

To demonstrate compliance with Criterion 6.1.3, identify where the topical areas of the CPC are covered in the required course offerings by completing an Abbreviated Course Syllabus for each undergraduate required course taught in the business core. (An example of a completed course syllabus is provided in Figure 6.4., found under the Evidence File tab (ACBSP Documents folder) above.) A completed example and blank template have been provided in the Excel file. Then, summarize the CPC content of your required undergraduate courses in a table such as 6.5 also found under the Evidence File tab above.

*Note: For required courses in the business core that are taught by an academic department outside of the business unit, prepare an Abbreviated Syllabus and include it with this section of the self-study (e.g., statistics taught by Math Department).*

*Note: The totals that are less than 30 on Figure 6.5 would require additional coverage. The substance of this*

*requirement also applies to schools measuring coverage by percentage of a three credit-hour course.*

## **Review: Institution Comments**

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

### **Assigned To**

*There are no users assigned.*

## **Strengths**

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- Bachelor level programs of study provide coverage of the Common Professional Component (CPC) at the level prescribed by the ACBSP.

### **Institution Comment**

*There is no Institution comment.*

## **Opportunities for Improvement (OFI)**

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*There are no OFI's.*

## **Institution Comment Sources**

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*There are no sources.*

## 6.1.4 - Criterion 6.1.4 - Institution Comments

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Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions. Curriculum Design Beyond CPC.

### **Curriculum 6.1.4.a. - Curriculum Design Beyond CPC**

For each program or major, curriculum design must provide breadth and depth beyond the Common Professional Component through advanced and specialized business courses and general education and elective courses, all aimed at meeting student and stakeholder expectations and requirements.

Use Figure 6.6 found under the Evidence File tab above to support your presentations for Criterion 6.1.4.a.

### **Curriculum 6.1.4.b. - Curriculum Design for General Education**

Schools of Business and programs should demonstrate a sufficient foundation in general education, which should generally be the equivalent of 40 percent of the hours required for the degree. Communication and critical thinking skills should be addressed.

Use Figure 6.6 found under the Evidence File tab (ACBSP Documents folder) above to support your presentations for Criterion 6.1.4.b.

In your narrative on Criteria 6.1.4.a. & 6.1.4.b., explain how your educational processes focus on students' active learning for the development of problem solving skills, intellectual curiosity, and capacity for creative and independent thought and action.

*Note: Each institution should have on file, and available for inspection by the evaluators: syllabi; curriculum sheets; degree plans; degree audit forms; or other documents that reflect deployment of the curriculum design.*

**If your business programs do not meet this criterion, you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your general education coverage supports your mission and program objectives.**

## **Review: Institution Comments**

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

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### **Assigned To**

*There are no users assigned.*

## **Strengths**

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- The business unit complies with ACBSP expectations for general education requirements and content beyond the business core.

**Categories:** Deployment

### **Institution Comment**

*There is no Institution comment.*

## **Opportunities for Improvement (OFI)**

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*There are no OFI's.*

## **Institution Comment Sources**

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*There are no sources.*

## 6.1.5 - Criterion 6.1.5 - Institution Comments

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Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions. Curriculum Design Beyond CPC. Other Business-related Programs

### **Curriculum 6.1.5. - Other Business-related Program**

Other business-related programs must include sufficient coverage of undergraduate CPC topics to meet the long-term needs of students and other stakeholders. Other business-related programs that lead to bachelors or master's degrees must have a minimum of 25 percent of the total undergraduate curriculum devoted to business. Other business-related programs might include programs such as sports management, master of science in management, hotel and motel management, computer information systems, etc.

In your narrative regarding this criterion, use the information from Figure 6.6, found under the Evidence File tab (ACBSP Documents folder) above, for each "other business-related program" to compute and report the percentage of the undergraduate curriculum devoted to business. Also report the hours of CPC coverage for undergraduate degrees, or CPC competency for a graduate degree. Explain how the coverage meets the long-term needs of students and other stakeholders, given the objectives of the program.

## **Review: Institution Comments**

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

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### **Assigned To**

*There are no users assigned.*

### **Strengths**

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*There are no strengths.*

### **Opportunities for Improvement (OFI)**

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*There are no OFI's.*

### **Institution Comment Sources**

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*There are no sources.*

## 6.1.6 - Criterion 6.1.6 - Institution Comments

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Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### **Criterion 6.1.6. - Curriculum Design in Graduate Programs**

Master's degree programs in business should require at least 30 semester credit hours or 45 quarter hours (or equivalent) of graduate level work in business coverage beyond the basic undergraduate Common Professional Component (CPC). The undergraduate CPC (excluding the comprehensive or integrating experience) may be determined through a competency based evaluation or by completing undergraduate or graduate courses. The 30 semester credit hours (45 quarter hours) of graduate-level work beyond the CPC topics normally should be in courses reserved for graduate students. The Master's degree program may be either a general degree (such as the MBA) or a specialized degree (such as a Master's in Accounting). If the institution offers a specialized master's degree in business, at least 15 credit hours should be in the area of specialization.

Doctoral programs in business should require that graduates have completed the equivalent of the undergraduate CPC, the master's level degree requirements in a business field, and doctoral courses equivalent to 30 semester hours (45 quarter hours) beyond the master's level. Doctoral program requirements will normally include courses in research methods, data analysis and statistical inference, formal academic writing and publication, as well as independent research and the preparation of a doctoral dissertation. While it is acceptable for doctoral students to take some master's-level courses in a doctoral program, a substantial percentage of the required course work should be in courses reserved for doctoral students.

*Note: If your institution deviates significantly from this curriculum design, you must explain your explicit rationale for the alternate requirements, and provide student learning performance evaluation results to demonstrate that your coverage is sufficient as related to your program objectives.*

In addressing Criterion 6.1.6., present your catalog descriptions of all your graduate programs, and tabulate here for each program:

- a. the hours of graduate level work in business coverage beyond the CPC;
- b. how you determine the appropriate number of hours of graduate level work in business coverage beyond the basic Common Professional Components topics that will provide your students with a quality business education appropriate for graduate level learning.

*Note: If your business school or program offers graduate programs (master and doctorate), the assessment requirements of Standards 3 and 4 apply to those programs. The assessment of student and stakeholder satisfaction and of learning outcomes for those programs, at that level, must be fully explained and reported in your self-study under Standards 3 & 4.*

**If your business programs do not meet this criterion you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your curriculum design in graduate programs support your mission and program objectives.**

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## **Review: Institution Comments**

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

### **Assigned To**

*There are no users assigned.*

### **Strengths**

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- The Masters programs are in compliance with expectations of at least 30 hours beyond the CPC.

**Institution Comment**

*There is no Institution comment.*

**Opportunities for Improvement (OFI)**

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*There are no OFI's.*

**Institution Comment Sources**

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*There are no sources.*

## 6.1.7 - Criterion 6.1.7 - Institution Comments

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Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### Curriculum 6.1.7. - Education (Design and Delivery) Evaluation

The school and/or program must provide evidence that ongoing educational programs and offerings are systematically tracked and regularly evaluated.

In addressing Criterion 6.1.7., report and explain your methods and processes for program evaluation. These observations and/or indicators could include such measures as: enrollment and participation figures, student evaluations of courses and instructors, success/completion rates, attendance rates, dropout rates, complaints, student feedback, and observations by school and/or program leaders. Explain whether these evaluations are internal to the business unit, or required by your institution, and in either case, how and by whom they are used in the continuous improvement of the business school or program's offerings.

A table such as Figure 6.8, found under the Evidence File tab (ACBSP Documents folder) above, should be included.

## Review: Institution Comments

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

### Assigned To

*There are no users assigned.*

## Strengths

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- The business unit carefully monitors important metrics such as enrollment, retention, and graduation rates. This is monitored both within the business unit and at the university level through Tableau reporting software and dashboard reports.

**Categories:** Approach

### Institution Comment

*There is no Institution comment.*

## Opportunities for Improvement (OFI)

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*There are no OFI's.*

## Institution Comment Sources

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*There are no sources.*

## 6.2.1 - Criterion 6.2.1 - Institution Comments

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Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### Criterion 6.2. - Management of Educational Support Service Processes and Business Operation Processes

#### Criterion 6.2.1. - Education Support Processes

Each business school or program should describe its use of education support processes (counseling, advising, placement, tutorial, computer facilities, equipment, classrooms, office space, and libraries) and explain how they are designed, managed, and improved, including those at all educational locations and on the Internet.

In addressing Criterion 6.2.1, present both a brief narrative and a table such as Figure 6.9 found under the Evidence File tab (ACBSP Documents folder) above.

Suggested topics for the narrative;

- a. how you ensure that education support processes are performing effectively;
- b. how are the following types of information used to evaluate your support processes:
  1. feedback from students, stakeholders, faculty and staff;
  2. benchmarking;
  3. peer evaluations; and
  4. data from observations and measurements

## Review: Institution Comments

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

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### Assigned To

*There are no users assigned.*

## Strengths

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- The business unit is well supported by the University's library, career services and institutional effectiveness departments to assist with the retention and matriculation of students.

**Categories:** Deployment

### Institution Comment

*There is no Institution comment.*

## Opportunities for Improvement (OFI)

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*There are no OFI's.*

## Institution Comment Sources

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*There are no sources.*

## 6.2.2 - Criterion 6.2.2 - Institution Comments

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Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### Criterion 6.2.2. - Business Operation Processes

The business school or program should ensure effective management of its key business operation processes (financial resources, secretarial and other administrative services, marketing, information services, public relations, etc.).

In addressing Criterion 6.2.2., use a table such as Figure 6.10. found under the Evidence File tab (ACBSP Documents folder) above, for all educational locations and the Internet. Explain or describe:

- a. your key business operation processes;
- b. how you determine your key customer requirements;
- c. how you set measures and/or indicators and goals;
- d. how you monitor performance;
- e. how you evaluate and improve business operation processes to achieve better performance, including cost and productivity; and
- f. how you use the following types of information to evaluate your key business operation processes:
  1. feedback from students, stakeholders, faculty and staff;
  2. benchmarking;
  3. peer evaluations; and
  4. data from observations and measurements

## Review: Institution Comments

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

### Assigned To

*There are no users assigned.*

## Strengths

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*There are no strengths.*

## Opportunities for Improvement (OFI)

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- Budget dollars have not increased at the same rate as enrollment within the business unit. The Institution could benefit from having information on the profitability of individual programs, which could lead to higher funding for the business unit leading to higher quality programs of study and delivery. The ability to retain some of the revenue that the business unit generates for the university could be used to develop new business-related programs that would further the university's mission.

**Categories:** Approach, Improvements

### Institution Comment

Budget allocations are controlled by the administration of the University of the Incarnate Word. The HEBSBA

will continue to lobby for additional budget dollars to support the needs of our students.

## **Institution Comment Sources**

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*There are no sources.*

## 6.3.1 - Criterion 6.3.1 - Institution Comments

---

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### Criterion 6.3 - Enrollment Management

#### Criterion 6.3.1. - Admissions Policies and Procedures

The business unit should include in an appendix or refer to the page in the catalog wherein are found the policies and procedures for undergraduate admission to its programs in the business unit.

In addressing Criterion 6.3.1 you should provide:

- a. the policies and procedures for admission of first-year students (freshmen); and
- b. the policies and procedures for admission of transfer of students from within the institution to the undergraduate business programs.

## Review: Institution Comments

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

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### Assigned To

*There are no users assigned.*

## Strengths

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- The business unit provides for an academically diverse student population through a quality and quantified selection process supported by the Institution.

**Categories:** Approach, Results

### Institution Comment

*There is no Institution comment.*

## Opportunities for Improvement (OFI)

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*There are no OFI's.*

## Institution Comment Sources

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*There are no sources.*

## 6.3.2 - Criterion 6.3.2 - Institution Comments

---

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### **Criterion 6.3.2. - External Articulation Process**

The business unit should include a source document that includes (or refer to the page in the catalog wherein are found) the policies and procedures for articulation with relevant two-year business programs, and admission of undergraduate transfer students from other institutions to programs in the business unit.

For the purpose of satisfying Criterion 6.3.2, explain or describe any articulation and/or course transfer arrangements you have with other institutions. Also, please report:

- a. what ongoing communication exists between the administration and faculty of the business unit and representatives of two-year institutions from which the business unit regularly receives transfer students;
- b. the principal institutions from/to which the institution receives/sends transfer students;
- c. the policies and procedures pertaining to the admission of transfer students from outside institutions into your business programs;
- d. any mechanisms in place to avoid requiring students to unnecessarily duplicate course work, and the student advisement process which counsels students as to the transferability of course work; and
- e. the policies for acceptance of transfer of credit from other institutions and the method of validating the credits for both undergraduate and graduate programs.
- f. persistency rates and other key student performance-related indicators of transfer students from ACBSP accredited institutions; and
- g. total amount of transfer credits earned at previous ACBSP accredited member institution versus total amount of credits applied toward business degree requirements at receiving institution.

See Figure 6.11 under the Evidence File tab (ACBSP Documents folder) for an example of a table for External Articulation.

## **Review: Institution Comments**

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

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### **Assigned To**

*There are no users assigned.*

## **Strengths**

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- The business unit has demonstrated an excellent alliance opportunity with the 2-year institutions in the area; providing well-placed information on its website as well as the benefit of added personal contact with their newly hired communications staff person.

**Categories:** Approach, Deployment

### **Institution Comment**

*There is no Institution comment.*

## **Opportunities for Improvement (OFI)**

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*There are no OFI's.*

## **Institution Comment Sources**

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*There are no sources.*

## 6.3.3 - Criterion 6.3.3 - Institution Comments

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Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### **Criterion 6.3.3 - Graduate Program Articulation and Admissions Policy**

A graduate program must have an admissions policy that accepts students who can reasonably be expected to succeed in a graduate business school.

In addressing this criterion, report and explain or describe:

- a. the admission policies of the business unit for each of the graduate level programs;
- b. the page numbers in the academic catalog that describe the admission policy for graduate programs in business;
- c. each type of student classification given to graduate students in the business unit (i.e., unclassified, post-baccalaureate, non-degree, provisional, conditional, probationary, etc.) and describe how these classifications are administered. (Also, give the student catalog page number as a reference.);
- d. any difference between the day and evening graduate program in business in terms of admission and classification;
- e. whether admissions requirements allow entry to students who can reasonably be expected to succeed in graduate business studies. Please explain and give reasons for this conclusion.

## **Review: Institution Comments**

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

---

### **Assigned To**

*There are no users assigned.*

## **Strengths**

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- The business unit has developed a successful working relationship with the admissions and registrar offices to establish a fluid process of application review, transcript evaluation and acceptance process.

**Categories:** Approach, Results

### **Institution Comment**

*There is no Institution comment.*

## **Opportunities for Improvement (OFI)**

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*There are no OFI's.*

## **Institution Comment Sources**

---

*There are no sources.*

## 6.3.4 - Criterion 6.3.4 - Institution Comments

---

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

**Criterion 6.3.4. - Academic Policies for Probation, Suspension, and Readmitting of students will be clearly stated.**

Describe the academic policies used by the business unit for placing students on probation, for suspending students, and for readmitting students who were suspended.

### Review: Institution Comments

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

---

#### Assigned To

*There are no users assigned.*

### Strengths

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- Polices are well defined and accessible to students online and in writing.

**Categories:** Deployment

#### Institution Comment

*There is no Institution comment.*

### Opportunities for Improvement (OFI)

---

*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*

## 6.3.5 - Criterion 6.3.5 - Institution Comments

---

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

**Criterion 6.3.5. - Academic Policies for Recruiting, Admitting, and Retaining Students will be clearly stated.**

Describe the academic policies used by the business unit for:

- a. recruiting students;
- b. admitting students; and
- c. retaining students.

### Review: Institution Comments

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

---

#### Assigned To

*There are no users assigned.*

### Strengths

---

- Policies are clearly stated and easily accessed.

#### Institution Comment

*There is no Institution comment.*

### Opportunities for Improvement (OFI)

---

*There are no OFI's.*

### Institution Comment Sources

---

*There are no sources.*

## 6.3.6 - Criterion 6.3.6 - Institution Comments

---

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### **Criterion 6.3.6. - Results of Enrollment Management will be reported.**

Summarize results for enrollment management not reported elsewhere in the report.

You could include measures/indicators that reflect effectiveness in areas such as student retention, graduation rates, recruitment, and relationships with suppliers of students. The use of graphs, such as Figure 6.12 found under the Evidence File tab above, is encouraged.

## **Review: Institution Comments**

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

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### **Assigned To**

*There are no users assigned.*

## **Strengths**

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- The business unit has secured a diverse, academically savvy student population educated to the world of business.

**Categories:** Results

### **Institution Comment**

*There is no Institution comment.*

## **Opportunities for Improvement (OFI)**

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*There are no OFI's.*

## **Institution Comment Sources**

---

*There are no sources.*

## 6.3.7 - Criterion 6.3.7 - Institution Comments

---

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

**Criterion 6.3.7. - Improvement in Enrollment Management will be pursued on a continuous basis.**

Explain how you improve the enrollment management processes, and how the improvements are deployed across the organization

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

### Strengths

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- The inclusion of tutoring within the dorms has strengthened the university's retention efforts. This inclusion within the dorms has especially helped the first-generation student which may hesitate to contact or ask for assistance outside of their immediate environment.

**Categories:** Results

#### Institution Comment

*There is no Institution comment.*

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*