



# Accreditation Council of Business Schools and Programs



## Accreditation Training Seminar

organized by ACBSP, Professional  
Education Department of Ministry of  
Education Culture and Science of Mongolia  
and MNCEA

Ulaanbaatar, Mongolia

February 8-9, 2012

# Extending appreciation

- ACBSP wishes to extend our appreciation for the opportunity to come to Ulaanbaatar and for your assistance in organizing this seminar, your wonderful hospitality.
- We would particularly like to thank Ms. Saruul Bat-Ulzii, Officer for External Relations and Program Accreditation, for assisting with the development of the schedule and travel logistics.

# Welcome to the Accreditation Training Seminar

INTRODUCTIONS

of

ACBSP Staff Present

ACBSP Mentors Present

Peregrine Academic Services

Representatives of Institutions in Candidacy

Representatives of MNCEA and MECS

# INTRODUCTIONS

ACBSP Representatives Present:

Mr. Douglas Viehland

ACBSP Executive Director



Ms. Diana Hallerud

ACBSP Assistant Director of  
Accreditation



# ACBSP Mentors present:

Annette Craven, Ph.D.  
Professor, School of Business  
University of the Incarnate Word  
& Immediate Past President of ACBSP Board of  
Directors



Serving as mentor for small, private institutions

# ACBSP Mentors present:

- John Shoemaker, Ph.D.  
Professor of  
City University at Seattle  
President of American Informatics,  
Inc.



Serving as mentor for large, private institutions

# ACBSP Mentors present:

Paul Stumb, Ph.D.

Dean & Professor, Labry School of  
Business & Technology  
Cumberland University



Serving as mentor for Public Universities

# Accreditation Training Seminar

Learning objectives:

- **To** Provide **an** understanding of the ACBSP accreditation process
- **To provide** knowledge of documents and forms used for the accreditation process
- **Understanding** the role of the mentor in the accreditation process
- **Understanding the** purpose of the site visit



# Learning objectives, continued:

- Review of the Standards and Criteria with a focus on the criterion within each standard that typically present the most difficulty for institutions in candidacy.
- Provide discussion opportunities to further develop your understanding of what is expected in the self-study document.
- Provide opportunities to meet with your mentor and inform the mentor of specific areas you may need assistance.

# Representing Peregrine Academic Services:

Olin O. Oedekoven, Ph.D.

President & CEO

Peregrine Academic Services™, LLC



Alimaa Jamiyansuren, M.A.

Mongolian University Liaison

Peregrine Academic Services™, LLC

# Wednesday, 2012-02-08

The following topics will be covered today:

- Introductions and Overview of Arrangements
- Moving through the Accreditation Process
- Documents and Forms for Accreditation
- Working with a mentor
- Site team visits
- Standard One – Leadership
- Standard Two – Strategic Planning
- Standard Three – Students and Stakeholder Satisfaction
- Discussion, questions and answer period
- Appointments with mentors

# Accreditation Process Flow

## Information Only

- Join as institutional education Member
- Apply for candidacy for accreditation
- Assign a mentor
- Assign a commissioner for  
Baccalaureate/Graduate Programs
- Send preliminary questionnaire to champion

# Accreditation Process Flow

- Champion completes preliminary questionnaire and sends it to the mentor
- Mentor evaluates the preliminary questionnaire and conducts a gap analysis
- Mentor notifies the champion of the results of the gap analysis

# Accreditation Process Flow

- Mentor and champion develop an action plan to close any gaps
- Mentor reports progress to ACBSP each September through the annual mentor report
- Champion reports progress to ACBSP each September through the annual candidacy report

# Accreditation Process Flow

- Mentor notifies ACBSP that the school is ready to conduct the self-study
- ACBSP notifies the champion to start their self-study to include:
  - Self-study academic year
  - Date the self-study is due at the ACBSP office
  - The time frame for the site-visit
- Institution completes Intent to Submit Self-study Form

# Accreditation Process Flow

- The champion completes the self-study and send to ACBSP:
  - Five hard copies
  - One electronic copy
- ACBSP selects the site-visit team
- Site-visit material is sent to the team approximately four weeks prior to the visit



# Accreditation Process Flow

- Each team member and the assigned commissioner reviews the self-study and documents their evaluation in the evaluators workbook
- Chair of the team schedules a consensus conference call with the team and the commissioner assigned

# Accreditation Process Flow

- Team chair conducts the consensus conference call to cover:
  - Consensus scoring for Baccalaureate/Graduate Programs
  - Strengths
  - Opportunities for improvement
  - Site-visit issues
- Team chair coordinates site-visit issues and logistics with the school site-visit coordinator

# Accreditation Process Flow

- Team chair coordinates site-visit logistics with the team
- The site-visit is conducted
- Each team member provides the chair his or her work from the evaluators workbook

# Accreditation Process Flow

- Team chair will consolidate the teams work into the ACBSP feedback report template to include
  - Overview
  - Executive summary
  - Table of contents
  - Standards and criteria
    - Strengths
    - Opportunities for improvement (OFI)

# Accreditation Process Flow

- Team Chair forwards the ACBSP feedback report to the ACBSP office
- ACBSP sends the team report to the school champion for evaluation and comments
- The President (or equivalent) of the institution responds to the site-visit feedback report

# Accreditation Process Flow

- ACBSP sends the complete accreditation package to the assigned commissioner/team to include:
  - Self-study
  - ACBSP team feedback report
  - Presidents response
- Commissioner evaluates the material and makes a recommendation to the Board of Commissioners

# Accreditation Process Flow

- Board of Commissioners make an accreditation decision
- ACBSP notifies the school champion of the accreditation decision
- Member of the institution attend the ACBSP annual conference for the award celebration and the accreditation banquet (if accredited)

# Accreditation Process

## Reaffirmation of Accreditation

- Accreditation period is ten years
- Institutions with “conditional accreditation” will work with the Executive Liaison or the assigned commissioner while implementing actions required to meet the standards.
- Membership dues for accredited schools is \$1,950. The only costs in reaffirmation is site visit expenses, no fees.



# Forms and Documents:

- Application for Candidacy
- Preliminary Visit Questionnaire
- ACBSP Standards and Criteria
- ACBSP Obtaining Accreditation Manual
- Self-study Template

# Application for Candidacy



## APPLICATION FOR CANDIDACY STATUS FOR BACCALAUREATE/GRADUATE DEGREE INSTITUTIONS

NAME OF INSTITUTION: \_\_\_\_\_

INSTITUTION TYPE: ☐ Public ☐ Private ☐ Multi-Campus\*

\*Please provide in separate documentation a list of campuses proposed to be accredited. If any campuses are to be excluded, please list and justify the exclusions. Only campuses listed in this application will be considered for accredited status.

AFFILIATION: ☐ Propriety ☐ Faith Based ☐ Other

Business School Enrollment: (# of Students) \_\_\_\_\_

Business Programs Offered: (i.e., B.S. in Accounting, M.S. in Accounting)

_____	<input type="checkbox"/> undergraduate	<input type="checkbox"/> graduate
_____	<input type="checkbox"/> undergraduate	<input type="checkbox"/> graduate
_____	<input type="checkbox"/> undergraduate	<input type="checkbox"/> graduate
_____	<input type="checkbox"/> undergraduate	<input type="checkbox"/> graduate
_____	<input type="checkbox"/> undergraduate	<input type="checkbox"/> graduate
_____	<input type="checkbox"/> undergraduate	<input type="checkbox"/> graduate

### PRIMARY CONTACT FOR ACCREDITATION:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City, State/Province, Zip/Postal Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_ Email: \_\_\_\_\_

### ALTERNATE CONTACT FOR ACCREDITATION:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City, State/Province, Zip/Postal Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_ Email: \_\_\_\_\_

Example of a Letter of Application for Candidacy Status of only the Business Unit  
This must be submitted on Letterhead from the Institution

(date)

Mr. Steve Parscale  
Director of Accreditation  
Accreditation Council for Business School and Programs  
11520 West 119th St.  
Overland Park, KS 66213

Dear Mr. Parscale:

This letter is to notify you that, as a member in good standing with ACBSP, our institution is applying for candidacy Status with ACBSP. The required Application for Candidacy status is enclosed.

We certify:

1. Our institution is accredited by one of the six regional accrediting bodies and it is currently in good standing with that body or, if located outside the United States, we are providing documentation issues by a government authority that our institution has met the requirements necessary to offer degrees.
2. Our institution has offered (a) degree(s) in business for at least two years and has the necessary approval from appropriate state, provincial, national or other governing bodies to confer the degree(s).
3. Our institution has a publicly stated mission appropriate to a college or university and the mission has been approved by the institution's governing body (e.g. Regents, Trustees, etc.).
4. Our institution has reviewed ACBSP's accreditation standards and criteria and is desirous of meeting those standards.
5. Our institution is enclosing or has previously provided payment in the amount of \$1,250 which represents one-half of the application fee. (Note: For schools outside the United States, this will be \$1,000).
6. Upon receiving candidacy status, we understand that our institution will reimburse ACBSP for the travel expenses incurred by the mentor in conducting the site visit necessary to complete this process. We understand this will be done with our prior approval of the budgeted amount.
7. Upon submission of the completed self-study, the \$1,250 remaining balance of the application fee will be provided to complete the process and move from candidacy status to site visit towards accreditation. (Note: For schools outside the United States, this will be \$1,000).

It is understood that our institution will comply with the information contained in The Process for Obtaining Accreditation: Baccalaureate/Graduate Degree Schools and Programs.

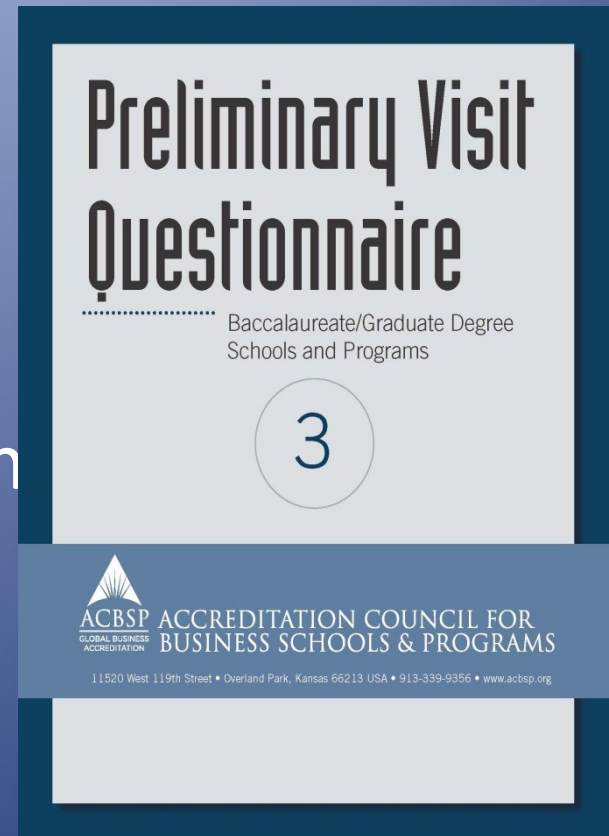
Sincerely,

(typed name of President, Chancellor, Executive Director, Rector, or Equivalent)  
(title)

# Preliminary Visit Questionnaire

The questionnaire covers most, but not all of the criteria within each standard.

- Provides information for gap analysis and information can be used for the self-study document.



# Preliminary Visit Questionnaire

- STANDARD #1. Leadership
- 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.

- CRITERIA

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

- 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.**

# ACBSP Standards & Criteria

- Modeled after the Baldrige Performance Excellence Program

## Standards and Criteria

For Demonstrating Excellence

..... Baccalaureate/Graduate Degree  
Schools and Programs

2



ACCREDITATION COUNCIL FOR  
BUSINESS SCHOOLS & PROGRAMS

11520 West 119th Street • Overland Park, Kansas 66213 USA • 913-339-9356 • [www.acbsp.org](http://www.acbsp.org)

For Institutions Seeking  
Initial and Reaffirmation of Accreditation

# ACBSP Obtaining Accreditation Manual

- Explains ACBSP accreditation processes and policies.
- Contains application for candidacy
- Most recent revision in January 2011

## Obtaining Accreditation

..... Baccalaureate/Graduate Degree  
Schools and Programs

1



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A Process Book For Institutions Seeking  
Initial Accreditation

# ACBSP Maintaining Accreditation Manual

- Explains ACBSP accreditation processes and policies for accredited institutions.

Most recent revision in  
January 2011

## Maintaining Accreditation

..... Baccalaureate/Graduate Degree  
Schools and Programs

1



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A Process Book For Institutions Seeking  
Reaffirmation of Accreditation



# Self-study Template

:

**Self-Study Template  
for  
Name of University/College  
Name of the Business Unit**

**Respectfully  
Submitted to  
The**

**ACCREDITATION COUNCIL FOR BUSINESS  
SCHOOLS AND PROGRAMS (ACBSP)**

**11520 West 119th Street**

**Overland Park, KS 66213 U.S.A.**

**Phone: 913-339-9356**

**FAX: 913-339-6226**

**[info@acbsp.org](mailto:info@acbsp.org)**



## INSTITUTIONAL OVERVIEW

The contents of the self-study begin with completing and submitting information about the institution in general and the business program specifically.

The intent of the overview is to address what is most important to the business schools or programs, the key factors that influence how the business schools or programs operate, and where the business schools or programs are headed.

### 1. Contact Information

Name of institution:

Name of business school or program:

Name/title of president/chancellor:

Name/title of chief academic officer:

Name/title of business unit head:

Academic year covered by the self-study:

The institution's self-study coordinator contact information:

Name:

Title:

Campus Address:

Country:

City

State/Province:

Zip/Postal Code:

Phone:

FAX:

E-mail:

Date of submission of this self-study:

# Intent to Submit Self-Study Form

This form must be submitted prior to the Self-Study submittal due date to allow sufficient time to schedule a site visit and assign a site visit team.

## Intent to Submit a Self-Study for Initial ACBSP Accreditation

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There are two times during the year in which a school or program may submit a self-study. A self-study can be submitted on or before January 15 or August 15. This form should be received by October 1 of previous year to submit self-study by January 15. This form should be received by April 1 to submit self-study by August 15.

For this form to be considered complete, you must be able to respond yes to the following four criteria.

1. ☐ Yes - Our mentor advised ACBSP that we meet sufficient standards and criteria to start writing the self-study
2. ☐ Yes - The Director of Accreditation advised us that we could proceed to the self-study step of the accreditation process.
3. ☐ Yes - We have a minimum of three cycles of results to be able to report trend data in Standard #4 Student Learning Outcome Assessment in the self-study that will be submitted.
4. ☐ Yes - We have made improvements to our educational processes based on what we learned from assessment data results in Standard #4.

This is to establish that \_\_\_\_\_ (name of school) has met all of the required criteria above and we have made sufficient enough progress in completing the self-study to indicate our intent to submit the self-study by:

☐ January 15, (year)

☐ August 15, (year)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name and Title (signed by dean or champion)

# Working with a mentor

- **Contact information is shared** with the mentor and the designated person (institutional contact) specified in the application for candidacy.
- The mentor and the institutional contact person communicate as soon as possible about **expectations on timing to complete the preliminary questionnaire and any support the business unit requires** from the mentor.
- **Approximately once a month**, mentor and institutional contact person **communicate** to determine the requirements needed to assist with the accreditation process and monitor the progress along the suggested timeline.

# Working with a mentor

- The institutional contact person **forwards preliminary questionnaire** to the mentor and ACBSP.
- Mentor **reviews information and provides feedback** to the business unit. (normally done within one month after receipt of the questionnaire)
- The mentor and the institutional contact person **discuss the feedback and prepare a timeline** and an **action plan** to improve any processes.
- At **least once a month**, the mentor and the institutional contact person should communicate to determine the progress on the action plan.

# Working with a mentor

- If mentor believes the action plan has progressed sufficiently to allow the business unit to conduct a self-study that can meet the ACBSP standards, the mentor will notify ACBSP.
- Please note that the Baccalaureate/Graduate Degree Board of Commissioners expects to see **a minimum of three-to-five data points for the assessment results and some evidence of improvements made based on the results.**
- If the institution **does not have the necessary three-to-five data points or no evidence of improvements**, the mentor and ACBSP staff **will not authorize** the business unit to move forward with the self-study.

# Working with a mentor

- ACBSP staff will notify the institutional contact person with the timelines for submittal of the self-study after receiving approval from the mentor.
- The institutional contact person will **complete the Intent to Submit a Self-Study Form** and send it to ACBSP.
- The **business unit should send the mentor each section of the self-study to review after the section is completed.**
- **Feedback will be provided to the business unit.**  
Suggested improvements include providing sufficient data and information to show evidence of closing the loop.

# Working with a mentor

- Mentor is **invited to participate in the consensus call** with the site-visit team and the commissioner.
- The business unit **can also invite the mentor to be present during the site visit to participate as a liaison** between the business unit and the site-visit team.
- **Business unit is responsible for all expenses incurred by the mentor** if invited to participate in the site visit.

# Working with a mentor

Costs related to having the mentor:

- includes a **consulting fee of \$400 per day** and **reimbursement of travel expenses**.
- During the first year, if a visit to the school is not required and work is done via e-mail and phone, the mentor is paid an honorarium of \$400 for desk time upon completion and submittal of the required plan of action.
- Mentor is **not paid for desk time in subsequent years, only for visits** to the campus.
- Mentor submits documentation of expenses to ACBSP. ACBSP takes responsibility to provide payment to the mentor and the business unit takes responsibility to reimburse ACBSP in a timely manner.



# Working with a mentor

The mentor serves as a resource to:

- Conduct a gap analysis
- Assist in developing time line and improvement plan
- Provides approval to submit the self-study
- Reviews each standard of the self-study and provides feedback prior to submitting to ACBSP.
- **The role of the mentor does not include the actual writing of the self-study document.**

# Break

- Refreshments served in Bayangol Restaurant
- Please return in **fifteen (15) minutes.**

# Site Visits

A site visit is **scheduled after**

- the mentor recommends to ACBSP the readiness to proceed with the self-study.
- the mentor reviews the self-study for completeness in addressing the standards.
- the institution has completed an Intent to Submit a Self-study form.

# Site Visits

- If a Self-Study is submitted by **January 15<sup>th</sup>**, a site visit is usually scheduled during the **last week of February or during the first two weeks of March**.
- If a Self-Study is submitted by **August 15<sup>th</sup>**, a site visit is usually scheduled during the **last week of September or during the first two weeks of October**.

# Typical Site Visit

- Consists of **three team members** – the chair, an experienced team member, and a first time evaluator. Teams may be larger if the institution is very large or has multiple campus locations.
- The team **arrives on Sunday afternoon** and meetings on-campus are held on Monday, Tuesday, and end with the **exit interview on Wednesday morning**.

# Purpose of the Site Visit

- The primary purpose of the site visit is to verify and clarify the information presented in the self-study document.
- Team members do not have the authority to make the accreditation decision.

# Site Visits

- On Monday and Tuesday, team members will meet with the President or Chancellor, Vice President of Academic Affairs (Provost), Faculty, Students, Alumni, Advisory Boards, Assessment or Institutional Research Officer, Admissions, Office of the Registrar and others.
- The team will also review student transcripts and faculty files to verify faculty qualifications.
- The team will hold interviews to clarify any information that may not be clear in the Self-Study document.

# Site Visits

- Tuesday afternoon and evening, the team members will complete their individual workbooks and submit all work to the **chair who will compile the final report.**
- On Wednesday morning, the team will meet with university representatives and present the **Executive Summary report to identify the most significant strengths and opportunities for improvement.**
- The institution **should receive a copy of the team report within ten to fourteen days** following the site visit.



# Standards and Criteria Overview

- The overview
- Very important part of the self-study because the overview is linked to all the standards
- and it provides the:
- Description of academic activities
- Organizational structure
- Mission of the Institution and Business Unit
- Organizational Profile

# Overview

## Organizational Profile

- A. Organizational Description:
  - Organizational Environment  
Culture, vision, values, faculty and staff profile, major technologies, etc.
  - Organizational Relationships  
Key student segments and stakeholders  
Key partnering relationships ,  
communication mechanisms

# Overview

## Organizational Profile, continued

- B. Organizational Challenges
  - Competitive Environment
    - Competitive position and principal factor
  - Strategic Challenges
  - Performance Improvement System

## STANDARDS AND CRITERIA

### STANDARD #1. Leadership

**Standard**



**Description of the Standard**



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.

**Criteria Heading**



#### CRITERIA

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

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

**Criteria**



**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.

**Supporting Information**



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

**Criteria**



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

**Supporting Information**



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

# Standard One - Leadership

- **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.**

# Standard One: Example 1

**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.

**The business unit should respond by stating key actions of the leader of the business unit that promote compliance.**

**Example:**

The Dean of the College of Business at XYZ University is held accountable for the development, execution and considers continuous improvement to be very important. The College of Business is compliant with the ACBSP Standards and Criteria.

# Standard One: Examples

**Business unit should respond by stating key actions of the leader of the business unit that promote compliance.**

**Did the College of Business adequately address Criterion 1.1?**

**The Dean of the College of Business at XYZ University is held accountable for the development, execution and considers continuous improvement to be very important. The College of Business is compliant with the ACBSP Standards and Criteria.**

# Standard One: Example 1

**Did the College of Business adequately address Criterion 1.1?**

**No, this is a poor response. No key actions were identified and there were no examples provided to show how these actions show how the College of Business is meeting the Criteria.**



# Standard One: Example 2

The business unit should respond by stating key actions of the leader of the business unit that promote compliance.

The Dean of the College of Business at XYZ University is held accountable for the development, execution and considers continuous improvement to be very important. Accountability is accomplished through the dean's participation at meetings of all the faculty in the College of Business held in August, December, January and April. Survey Results and assessment results are discussed and areas of improvement are identified.

# Standard One: Example 2, cont.

The business unit should respond by stating key actions of the leader of the business unit that promote compliance.

If dissatisfaction in a particular process such as student advisement is identified, possible solutions are identified and persons responsible for implementing changes are identified. These changes are then reviewed after implementation and satisfaction results are reviewed to determine if improvement took place.

In addition, if scores on assessment instruments have declined, possible reasons for the decline are discussed. Solutions and individuals responsible for making improvements in the program are identified. This includes the development of a timeline to measure the effectiveness of the improvements. The dean reviews the progress in all areas at the end of each semester.

# Standard One: Example 2

The business unit should respond by stating key actions of the leader of the business unit that promote compliance. **Did the College of Business adequately address this criteria?**

The Dean of the College of Business at XYZ University is held accountable for the development, execution and considers continuous improvement to be very important. Accountability is accomplished through the dean's participation at meetings of all the faculty in the school of business held in August, December, January and April. Survey Results and assessment results are discussed and areas of improvement are identified.

# Standard One: Example 2, cont.

The business unit should respond by stating key actions of the leader of the business unit that promote compliance.

If dissatisfaction in a particular process such as student advisement is identified, possible solutions are identified and persons responsible for implementing changes are identified. These changes are then reviewed after implementation and satisfaction results are reviewed to determine if improvement took place.

In addition, if scores on assessment instruments have declined, possible reasons for the decline are discussed. Solutions and individuals responsible for making improvements in the program are identified. This includes the development of a timeline to measure the effectiveness of the improvements. The dean reviews the progress in all areas at the end of each semester.

# Standard One: Example 2

**This is a better response to the criteria because:**

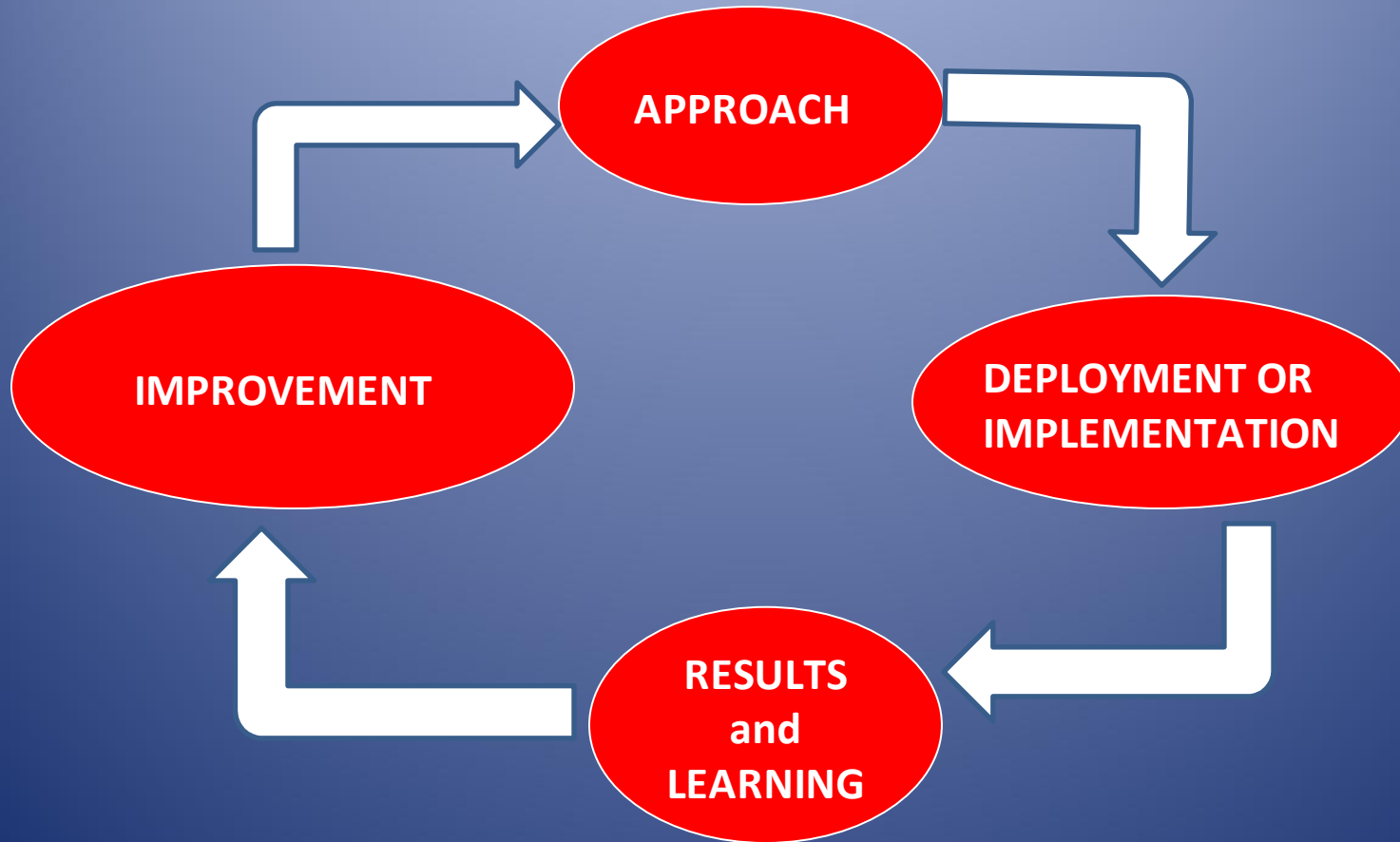
- **The leadership of the College of Business has demonstrated that the Dean plays an active role and has a process in place that involves at least two stakeholders (faculty and students). The description shows that survey and assessment results are reviewed and areas of improvement are identified. The College of Business takes the next step by identifying individuals responsible for making changes and the Dean reviews the progress on a regular basis.**

# Standard One: Example 2

The example could be further improved by providing a specific example such as:

During the December 2010 College of Business meeting, it was observed that students ratings for academic advisement had declined as student enrollment increased. The Dean approved the recommendation that one additional faculty member be hired for each program to increase the time needed by faculty for academic advisement. Survey results showed a 10% increase satisfaction in December 2011.

# MANAGING THE PROCESSES



# Standard Two – Strategic Planning

- 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.**



# Standard Two – Strategic Planning

**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.**

# Standard Two – Strategic Planning

## Example 1

**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.**

The College of Business at XYZ University is small with eight full-time faculty. The strategic planning process for the College of Business consists of ideas being discussed during faculty meetings. We decide if we want to implement an objective this year or next year and discuss from time to time at later meetings.

# Standard Two – Strategic Planning

## Example 1

Is the description below considered to be a formal process?

The College of Business at XYZ University is small with eight full-time faculty. The strategic planning process for the College of Business consists of ideas being discussed during faculty meetings. We decide if we want to implement an objective this year or next year and discuss from time to time at later meetings. Because our college is so small, a written plan is not needed and we do not record minutes during meetings.

# Standard Two – Strategic Planning

## Example 1

Is the description below considered to be a formal process?

This response would not be considered a formal process. The size of the school of business does not mean that a formal plan should not be developed. The College of Business can not provide documentation without a written plan and clearly identified action plans. Without minutes from meetings, there is no documentation that action plans have been completed.

# Standard Two – Strategic Planning

## Example 2

**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.

While the College of Business at XYZ University is small, a strategic planning process is in place. A two day retreat is held prior to the beginning of the fall semester. All full-time faculty and a student representative participate. The strategic objectives and goals from the previous year are reviewed .

# Standard Two – Strategic Planning

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 in an Appendix, and summarize it using a table (such as Figure 2.1).

Figure 2.1  
Example of a Table for Strategic Direction

Please list your business school or program's strategies and most important goals for the current period in a table similar to this:

Key Strategic Objectives	Goals	Timetable	

# Standard Two – Strategic Planning: Example One

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 in an Appendix, and summarize it using a table (such as Figure 2.1).

Figure 2.1  
Example of a Table for Strategic Direction

Please list your business school or program's **strategies** and **most important goals** for the current period in a table similar to this:

Key Strategic Objectives	Goals	Timetable
To improve the Graduation rates for students enrolled in the College of Business.	College of Business graduation rates should be higher than the other colleges within the University.	Accomplish goal in three years time.

# Standard Two – Strategic Planning: Example One

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**.

**What are the measurements being used in the example below? Can you determine if the goal is being met?**

Figure 2.1  
Example of a Table for Strategic Direction

Please list your business school or program's **strategies** and **most important goals** for the current period in a table similar to this:

Key Strategic Objectives	Goals	Timetable
To improve the Graduation rates for students enrolled in the College of Business.	College of Business graduation rates should be higher than the other colleges within the University.	Accomplish goal in three years time.



# Standard Two – Strategic Planning:

## Example One

**Based on the information provided, how will you know if this objective has been accomplished?**

**The objective and goal identified are not clearly identified and will be hard to determine if they have actually been achieved. The key objective does not indicate the total number of student satisfaction measurements or the desired level of increase. In addition, the goal does not provide a goal that is quantified.**

Figure 2.1  
Example of a Table for Strategic Direction

Please list your business school or program's **strategies** and **most important goals** for the current period in a table similar to this:

Key Strategic Objectives	Goals	Timetable
To increase at least one of the satisfaction rates for students enrolled in the College of Business.	College of Business students should be more satisfied than the other colleges within the University.	Accomplish goal in three years time.

# Standard Two – Strategic Planning: Example One

**Based on the information provided, how will you know if this objective has been accomplished?**

**The objective and goal identified could be improved by including the following Information in the tables for the self-study document.**

Figure 2.1  
Example of a Table for Strategic Direction

Please list your business school or program's **strategies** and **most important goals** for the current period in a table similar to this:

Key Strategic Objectives	Goals	Timetable	
To increase the academic advisement satisfaction rates for students enrolled in the College of Business.	College of Business students should be at least 5% more satisfied than the other colleges within the University.	Accomplish goal by 2015	

# Standard Two – Strategic Planning:

## Example Two

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 in an Appendix, and summarize it using a table (such as Figure 2.1).

Figure 2.1  
Example of a Table for Strategic Direction

Please list your business school or program's **strategies** and **most important goals** for the current period in a table similar to this:

Key Strategic Objectives	Goals	Timetable
To increase Graduation rates for students enrolled in the College of Business.	Increase the College of Business graduation rates from 73% to 85% .	Increase the College of Business graduation rates 4% per year from 2013 to reach 85% by the year 2020.

## Standard Three – Student and Stakeholder Focus

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.

# Standard Three – Student and Stakeholder Focus

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

# Standard Three – Student and Stakeholder Focus – Example One:

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

XYZ University conducts surveys when needed to determine if our stakeholders are satisfied and analyze the results.

# Standard Three – Student and Stakeholder Focus – Example One:

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

**Does this response adequately address the criterion?**

XYZ University conducts surveys when needed to determine if our stakeholders are satisfied and analyze the results.

# Standard Three – Student and Stakeholder Focus – Example One:

**Does this response adequately address the criterion 3.7?**

XYZ University conducts surveys when needed to determine if our stakeholders are satisfied and analyze the results.

**The key stakeholders are not identified, the method and frequency of the survey instrument are not identified, and we do not know how the analysis is shared.**



# Standard Three – Student and Stakeholder

## Focus – Example Two:

- XYZ University has identified the key stakeholders as current students, alumni, and employers.
- An annual survey is administered to freshmen, sophomores, juniors and to graduating seniors six months after graduation. In addition, employers who have participated in our internship program or hire graduates are surveyed annually to determine the level of satisfaction regarding the overall skills of the students and knowledge of the program area.
- The students and employers identify the academic program and results are provided to the business school.
- The results are reviewed during the August meeting and areas of dissatisfaction or downward trends are identified and discussed.

# Standard Three – Student and Stakeholder Focus – Example Two:

## **Does this response adequately address Criterion 3.7?**

XYZ University has identified the key stakeholders as current students, alumni, and employers. An annual survey is administered to freshmen, sophomores, juniors and to graduating seniors six months after graduation. In addition, employers who have participated in our internship program or hire graduates are surveyed annually to determine the level of satisfaction regarding the overall skills of the students and knowledge of the program area. The students and employers identify the academic program and results are provided to the business school. The results are reviewed during the August meeting and areas of dissatisfaction or downward trends are identified and discussed.

# Standard Three – Student and Stakeholder

## Focus – Example Two:

**Does this response adequately address Criterion 3.7?**

XYZ University has identified the key stakeholders as current students, alumni, and employers. An annual survey is administered to freshmen, sophomores, juniors and to graduating seniors six months after graduation. In addition, employers who have participated in our internship program or hire graduates are surveyed annually to determine the level of satisfaction regarding the overall skills of the students and knowledge of the program area.

The students and employers identify the academic program and results are provided to the business school. The results are reviewed during the August meeting and areas of dissatisfaction or downward trends are identified and

# Standard Three – Student and Stakeholder Focus – Example Two:

**Does this response adequately address Criterion 3.7?**

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

Example Two adequately addresses Criterion 3.7 because XYZ University

- has identified the key stakeholders as current students, alumni, and employers.
- the example explains how surveys are conducted annually,
- the results are provided for the college of business,
- the results are discussed at annual meetings and
- areas of dissatisfaction are identified.

## Standard Four – Measurement and Analysis of Student Learning and Performance:

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.

## Standard Four – Measurement and Analysis of Student Learning and Performance:

To receive accreditation from ACBSP, your business programs must have the following processes in place:

- Outcomes assessment program – A formal process should be in place to assess student performance. We will review the types of assessment in the next few slides.
- Results with documentation
- Evidence of using results to make improvements.

# Standard Four – Measurement and Analysis of Student Learning and Performance:

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

- State the learning objectives for each program to be accredited.
- Describe your learning outcomes assessment process for each program;
- Identify internal learning outcomes assessment information and data you gather and analyze; and
- Identify external learning outcomes assessment information and data you gather and analyze.
- Identify formative and summative learning outcome assessment information you gather and analyze.

# Standard 4 Measurement and Analysis of Student Learning and Performance

Direct Assessment

Indirect Assessment

Formative Assessment

Summative Assessment

Comparison

Internal Assessment

External Assessment



# Standard 4 Measurement and Analysis of Student Learning and Performance

## Direct Assessment

- Pre-test Post-test
- Capstone Course
- Instrument developed by Peregrine Academic Services or Major Field Test in Business
- Assessment of critical accounting course

# Standard 4 Measurement and Analysis of Student Learning and Performance

## Indirect Assessment

- Evaluation of Internship
- Licensure passage
- Survey of learning

# Standard 4 Measurement and Analysis of Student Learning and Performance

## Formative Assessment

During the students educational career

# Standard 4 Measurement and Analysis of Student Learning and Performance

## Summative Assessment

At the end of the students program of education

# Standard 4 Measurement and Analysis of Student Learning and Performance

## Comparison

Compare results from one program to another program

Compare from one campus to another campus

Compare from traditional students to non-traditional students

# Standard 4 Measurement and Analysis of Student Learning and Performance

- Comparison
  - Cengage
  - ETS
  - Ivy Software
  - Livetext
  - **Peregrine Academic Services** – brief discussion of tools available

# Standard 4 Measurement and Analysis of Student Learning and Performance

## Internal Assessment

Assessment utilizing internally developed instruments:

Capstone

Pre Post-Test

# Standard 4 Measurement and Analysis of Student Learning and Performance

## External Assessment

Assessment using an externally developed instrument

Cengage

Ivy Software

ETS MFTB

Livetest

Peregrine Academic Services - (see information)

A partner institution



# If an assessment process is new:

- ACBSP will not expect to see assessment processes that include internal, external, direct, indirect, formative, and summative learning outcomes for every program. As your assessment process matures, all types of assessment will be included.
- Your business programs should be able to provide at least one of these for every program seeking accreditation in the self-study.

# Peregrine Academic Services

## Reports and Data Analysis that Meet Your Accreditation Requirements

- Reports Overview
- Our signature capability resides within the nature, content, and structure of our **very detailed and comprehensive reports** that we provide to you at the end of an examination period. No other vendor can provide you with the level of detail and analysis that we provide—at no additional charge.
- Our reports are **designed** to give you **the data you need for continuous improvement of your education program**. The reports can also be included in your accreditation reports.

# Peregrine Academic Services

## The Testing Method

The preferred method of testing is for all students to **take the exam twice** in their academic program. Students **take the exam at the start** of their business program, called the **inbound** exam. Student again **take the exam at the end** of their program, called the **outbound** exam. The comparisons of inbound result to outbound results is your INTERNAL BENCHMARK. The comparison of outbound scores with other international universities is your EXTERNAL BENCHMARK.

# Peregrine Academic Services

## **Internal Benchmarking Section includes:**

- An Excel file with all the data for each exam.
- Summary and descriptive statistics of the entire data set in a format that is easy to understand and apply.
- Side-by-side and statistical comparisons of the inbound exam and outbound exam results.
- Frequency of questions missed for all evaluated subject areas, approximately 4-6 per topic.

# Peregrine Academic Services

## **External Benchmarking provides you with:**

- Direct comparison of the outbound exam results with other international universities.
- The percent change from inbound to outbound of your student results compared to the averages from other international universities.

# Peregrine Academic Services

## **Cohort Analysis:**

If we **segregate** the student population based on your input (for example, by campus location or degree specialization), then we can also **perform cohort level analysis**. The results from different student cohorts, or sub-populations, can then be statistically compared.

# Standard Four, Criterion 4.1. a

## – Example One: MBA Program

- **Demonstrate a basic knowledge of areas of business.**
- Employ written and oral presentation skills to communicate well.
- Appraise and examine business issues.
- Select a personal framework for ethical decision making.
- Demonstrate a work ethic which includes social networking and collaboration skills (teamwork).

# MBA Program Outcomes

## Learning Outcome: 1. Demonstrate a basic knowledge of areas of business

Performance Outcome		Analysis of Results		Data																									
Performance Measure (competency)	Description of Instrument	Areas of Success	Analysis & Action Taken	Results of Actions	Trending Data																								
Knowledge of foundation areas	Summative, External, Comparative data derived from Business MFT	A goal of 150 was set as a benchmark with an average score of 152 during 2010	Evaluation of all course learning outcomes for consistency , more oral presentations, and more written assignments	Increased use of Blackboard platform to support course. Uploaded syllabi, videos, documents, etc.	<p>MFT Knowledge of Foundation Areas</p> <table><thead><tr><th>Term</th><th>Score</th><th>Benchmark</th></tr></thead><tbody><tr><td>Fall 07</td><td>146</td><td>150</td></tr><tr><td>Spring 07</td><td>151</td><td>150</td></tr><tr><td>Fall 08</td><td>140</td><td>150</td></tr><tr><td>Spring 08</td><td>146</td><td>150</td></tr><tr><td>Fall 09</td><td>146</td><td>150</td></tr><tr><td>Spring 09</td><td>147</td><td>150</td></tr><tr><td>Spring 10</td><td>152</td><td>150</td></tr></tbody></table>	Term	Score	Benchmark	Fall 07	146	150	Spring 07	151	150	Fall 08	140	150	Spring 08	146	150	Fall 09	146	150	Spring 09	147	150	Spring 10	152	150
Term	Score	Benchmark																											
Fall 07	146	150																											
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Spring 08	146	150																											
Fall 09	146	150																											
Spring 09	147	150																											
Spring 10	152	150																											
Knowledge of foundation areas-Macro-economics	Summative, External, Comparative data derived from TUCE	A goal of above the national average was set as a benchmark with an average score of 17.4 for 2010	Implemented use of MyEcon Lab, Connect Economics, homework sets, and study groups.	Consistently rank above the national average.	<p>TUCE</p> <table><thead><tr><th>Term</th><th>CU</th><th>National</th></tr></thead><tbody><tr><td>SP 08</td><td>16.71</td><td>14</td></tr><tr><td>FA 08</td><td>16.22</td><td>14</td></tr><tr><td>SP 09</td><td>17.38</td><td>14</td></tr><tr><td>FA 09</td><td>12.58</td><td>14</td></tr><tr><td>SP 10</td><td>17.4</td><td>14</td></tr></tbody></table>	Term	CU	National	SP 08	16.71	14	FA 08	16.22	14	SP 09	17.38	14	FA 09	12.58	14	SP 10	17.4	14						
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SP 10	17.4	14																											



# Standard Four, Criterion 4.1

## – Example Two:

Learning outcomes assessment process for the MBA Program:

The business school assesses the learning outcomes for the MBA program using several ways including summative and external assessments. Data is then gathered and analyzed.

# Standard Four, Criterion 4.2

## Example Two

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

The business school at XYZ University analyzes the summative and external assessments for the MBA program. Since the assessment program is new, only one data point is available at this time.

# Standard Four, Criterion 4.3

## Example Two

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

The business school at XYZ University has compared the results of the single data point for the MBA program to institutions of a similar size and to the national average. We are satisfied with our performance.

# Standard Four, Criterion 4.4

## Example Two

Criterion 4.4. The business unit shall **make use** of the learning outcomes **assessment results** 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**.

The business school at XYZ University is satisfied with the results of the single data point and therefore, does not feel it is necessary to make improvements.

# Standard Four, Criterion 4.1

## – Example Two:

Learning outcomes assessment process for the MBA Program:

**Is this description sufficient to meet Criterion 4.1?**

The business school assesses the learning outcomes for the MBA program using several ways including summative and external assessments. Data is then gathered and analyzed.

# Standard Four, Criterion 4.2

## Example Two

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

**Does this example meet Criterion 4.2?**

The business school at XYZ University analyzes the summative and external assessments for the MBA program. Since the assessment program is new, only one data point is available at this time.

# Standard Four, Criterion 4.3

## Example Two

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

Does this example adequately address Criterion 4.3?

The business school at XYZ University has compared the results of the single data point for the MBA program to institutions of a similar size and to the national average. We are satisfied with our performance.

# Standard Four, Criterion 4.4

## Example Two

Criterion 4.4. The business unit shall **make use** of the learning outcomes **assessment results** 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**.

**Does this example meet Criterion 4.4?**

The business school at XYZ University is satisfied with the results of the single data point and therefore, does not feel it is necessary to make improvements.



# Standard Four, Criterion 4.1

## – Example Two:

Is this description sufficient to meet Criterion 4.1?

The business school assesses the learning outcomes for the MBA program using several ways including summative and external assessments. Data is then gathered and analyzed.

More information is needed. No learning objectives were identified and is not clear what data is available or how it is gathered and

# Standard Four, Criterion 4.2

## Example Two

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

**Does this example meet Criterion 4.2?**

The business school at XYZ University analyzes the summative and external assessments for the MBA program. Since the assessment program is new, only one data point is available at this time.

**With only one data point , this criterion is not met.**

# Standard Four, Criterion 4.3

## Example Two

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

**Does this example adequately address Criterion 4.3?**

The business school at XYZ University has compared the results of the single data point for the MBA program to institutions of a similar size and to the national average. We are satisfied with our performance.

**No, one data point does not comprise data over time and the comparative data was not provided.**

# Standard Four, Criterion 4.4

## Example Two

Does this example meet Criterion 4.4?

The business school at XYZ University is satisfied with the results of the single data point and therefore, does not feel it is necessary to make improvements.

No, there is no evidence of improvements made and no specific examples were identified.

# Standard Four, Criterion 4.1

## – Example Three:

- In the 2007-2008 AY, the College of Business launched the Learning Outcomes Assessment Plan for 2007-2008 to 2011-2012. It includes **comprehensive assessment of student learning outcomes in the four Business Administration Program majors** (Accounting, Human Resources, International Business, and Management). Following the guidelines established by the Institution, ACBSP requirements, and BAP faculty and stakeholder input, the **Learning Outcomes Assessment Plan** was developed to:
  - **measure the effectiveness** of student learning in the program and its four majors.
  - use assessment information **to improve student learning** through changes in teaching strategies, program courses, student support services, and others.

# Standard Four, Criterion 4.1

## – Example Three:

The BAP Assessment Plan **is based** on the **following key elements**:

BAP **vision, mission, and values** (Standards 1 and 2)

BAP **educational goals and learning objectives** (listed below)

**Learning objectives and outcomes of BAP majors** (Table 4.1)

**Alignment of the Common Professional Component (CPC)** and other institutional competencies with the University System and BAP goals and BAP learning objectives and outcomes (Tables 4.2, 4.3)

# Standard Four, Criterion 4.1

## – Example Three:

### **BAP Educational Goals:**

- Consider ethical, legal and social responsibility aspects in decision making in the profession and in society.
- Use technology effectively.
- Analyze and solve problems in Business Administration applying appropriate major theories, concepts and techniques.
- Apply the business and entrepreneur knowledge from a local and international perspective and value cultural diversity.
- Use information and research skills appropriately.

# Standard Four, Criterion 4.2

## -Example Three:

### Business Administration Program Self-Study 2010-2011

#### Accounting CPC

Learning outcome: Students will apply accounting principles to identify and record transactions and prepare financial statements.

Method or Strategy	Performance Indicator	Direct or Indirect	Student Level	Results (%)						Analysis & Improvement	
				2007-2008	2008-2009	2009-2010	1 <sup>st</sup> Sem 2010-2011	2 <sup>nd</sup> Sem 2010-2011	1 <sup>st</sup> Sem 2011-2012		2 <sup>nd</sup> Sem 2011-2012
Standardized Test: 40 Multiple-choice questions administered to measure general knowledge and understanding of accounting.	Students will achieve an average score of 20% or more in the accounting questions of the Standardized Test.	Direct Internal	Freshman	27	22	11					<u>Analysis:</u> <ul style="list-style-type: none"><li>Freshmen performance exceeded established assessment criteria at the freshman level in both standardized tests, except in the 2009-2010 AY for the 40-question Standardized Test.</li><li>Seniors' performance did not achieve the goal in the 40-question Standardized Test nor in the 100- question Standardized Test. Even though seniors did not achieve the performance indicator, we observed a knowledge added value of more than 30% since the freshman year.</li><li>Students achieve the average assessment score in the MFT in all instances.</li></ul> <u>Improvement:</u> <ul style="list-style-type: none"><li>The 100-question Standardized Test will be</li></ul>
	Students will achieve an average score of 70% or more in the accounting questions of the Standardized Test.		Senior (90 credits or more)					58	59		
	Students will achieve an										



# Standard Four, Criterion 4.2

## -Example Three:

Table 4.10

Tracking of Overall Performance by CPC: Major Field Test Results\*

Common Professional Component	US National Average (2010-2011)	System-Wide Business Units Average	1st Semester 2010-2011	2nd Semester 2010-2011	1st Semester 2011-2012	This Campus Average	Performance Indicator
Information Systems	48.2	42.5	36	40	41	39	38
Management	57.3	35.8	40	33	34	35.7	36
Accounting	44	41.5	37	36	41	38	36
Global (International Issues)	52.7	34	41	34	37	37.3	34
Statistics /Quantitative Techniques	40.5	33.8	38	34	35	35.7	34
Marketing	55.1	35.3	28	31	31	30	30
Business Legal & Social Environment	55.7	29.8	30	28	28	28.7	30
Business Finance	42.8	36.8	40	32	40	37.3	36
Economics	44.5	33.5	32	30	31	31	34
Ethics	45.8	N/A	30	28	28	28.7	30

# Standard Four, Criterion 4.3

## -Example Three: Comparative Data

Table 4.10

Tracking of Overall Performance by CPC: Major Field Test Results\*

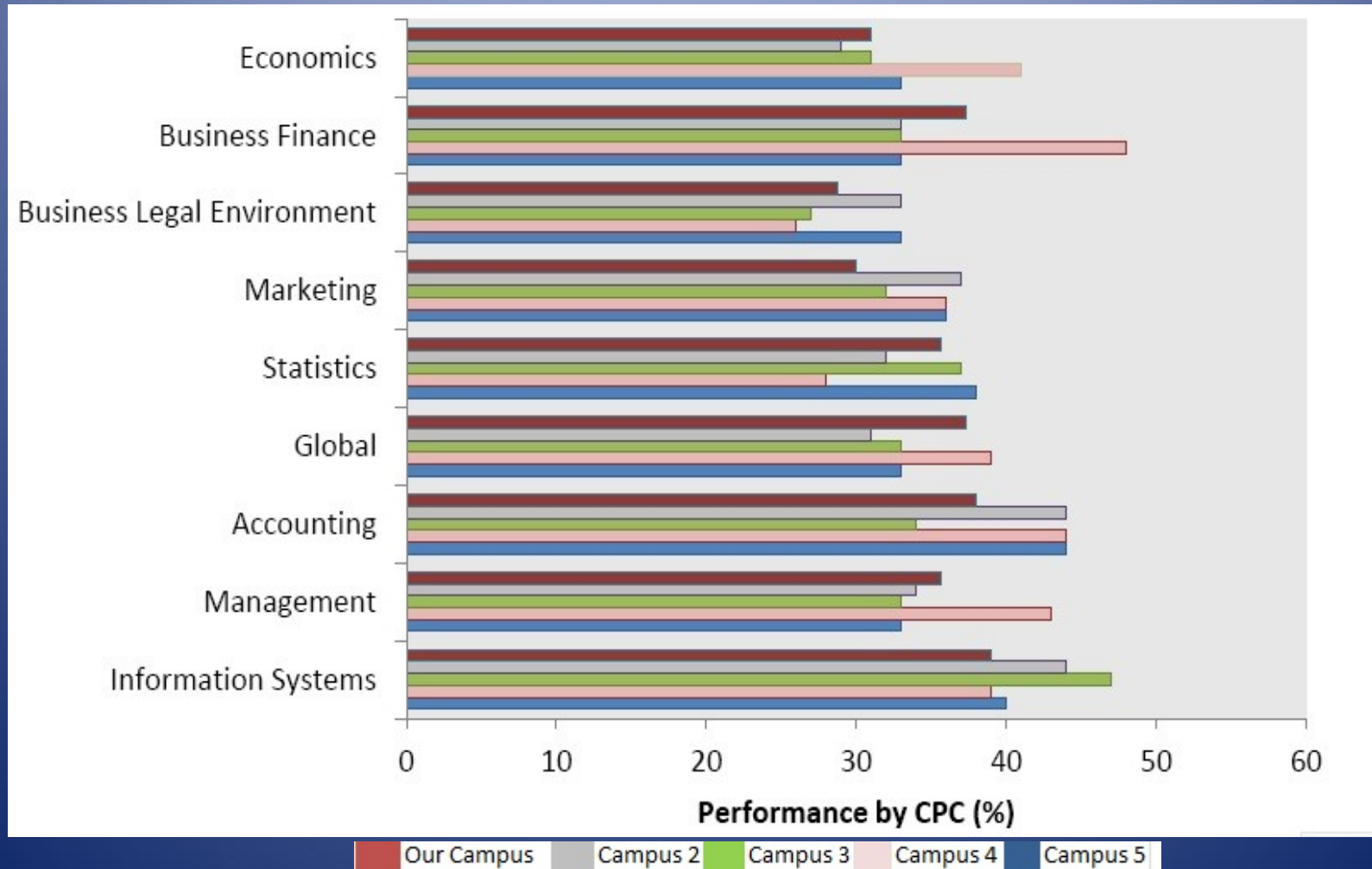
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Information Systems	48.2	42.5	36	40	41	39	38
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Accounting	44	41.5	37	36	41	38	36
Global (International Issues)	52.7	34	41	34	37	37.3	34
Statistics /Quantitative Techniques	40.5	33.8	38	34	35	35.7	34
Marketing	55.1	35.3	28	31	31	30	30
Business Legal & Social Environment	55.7	29.8	30	28	28	28.7	30
Business Finance	42.8	36.8	40	32	40	37.3	36
Economics	44.5	33.5	32	30	31	31	34
Ethics	45.8	N/A	30	28	28	28.7	30

\*Institutional Assessment Indicator Mean Score: includes seniors from Domestic Institution (Sept 2010 to June 2011). The System Wide Business Units included in the average the four of the campuses: Campus #1, Campus #2, Campus #3 and Campus #4. In December 2010, 24 out of 49 graduation candidates took the MFT for a 30% response rate. In December 2011, 46 out of 90 graduation candidates took the MFT for a 51.1% response rate.

# Standard Four, Criterion 4.3

## Example Three – Comparative Data

Figure 4. 14. Major Field Test Performance by CPC:  
Our Campus and System Business Unit Average



# Standard Four, Criterion 4.4

## Example Three: Improvements

One of the improvements made in the assessment process was the development of the Standardized Tests. The first test consists of 40 multiple-choice questions which assess twelve Professional Areas and two open questions which assess English and Spanish Writing Communication.

One of the weaknesses of this test was that it did not adequately assess multiple competencies with few items for each area. For example, Research Skill had only one question and Economics and International Business had two questions.

# Standard Four, Criterion 4.4

## Example Three: Improvements

To address this weakness, the BAP developed a new standardized test. Questions were written by experts of each professional area evaluated and presently the test includes 100 multiple-choice questions, and 10 questions for each CPC. It was validated with a sample of students with the same characteristics of the population. The test has been administered to the freshmen and seniors since 2010-2011 AY.

# Standard Four, Criterion 4.4

## Example Three: Improvements

Table 4.19  
*Summary of Evaluation Results by CPC and Others: Changes and Improvement*

CPC	Learning Outcomes	Method or Strategy	Specific Improvements
Ethics	Students will demonstrate ethical knowledge and professionalism when making business decisions, recognizing the impact on stakeholders.	Standardized Test: 100 Multiple-choice questions administered to measure general knowledge and understanding of ethics.	The 100 questions standardized test will be revised every two years. It will be administered at the end of the last semester to ensure that students have taken most of the Ethics course before the test.
		Course Embedded Case Study with Rubric: Set of specific and fundamental criteria for evaluating the learning knowledge and competence achieved by the student in an ethic case study.	The Ethics Rubric was revised to consider the ethical and legal decisions for the professions and society (Case Study) and to strengthen the performance in the Standardized Test. The following modifications were made in the rubric emphasizing ethical issues such as: (a) identify the constituents involved and affected in the situation, (b) analyze the way these constituents are affected, (c) make recommendations to improve the ethical culture in the organization, (d) develop strategies to monitor the effectiveness of recommendations. The rubric for written work will include these new elements.
		Major Field Test: Multiple-choice tests prepared by Educational Testing Services that measure the common body of knowledge in business areas.	The Ethics content guideline of the MFT was distributed among Ethics professors to identify topics and concepts that need to be emphasized in class discussions.  Professors will reinforce the business ethics concepts in English in classroom in order to improve the language deficiencies.
	Students will able to apply modern software systems (spreadsheets	Standardized Test: 100 Multiple-choice questions administered to measure general knowledge and understanding of information systems	The results and topics related to information systems needed to be reinforced in the courses. Test will be administered at the end of the last semester to ensure that students have taken the Business Computer Tools course before the test.

# Standard Five: Faculty and Staff Focus

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:

- Develop and implement policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives;
  - Evaluate the faculty based on defined criteria and objectives;
  - Provide opportunities for faculty development to ensure scholarly plans and program objectives; and
- 4) Foster an atmosphere conducive to superior teaching.



# Standard Five: Faculty and Staff Focus

Although there are multiple criterion in Standard Five, we will focus our discussions on:

- **Section 5.3 Faculty Qualifications, Workload, and Coverage**
- **Section 5.5 Faculty Size and Load**
- **Section 5.8: Scholarship**



## Standard Five, 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.

# Figure 5.1

## Example of a Table for Faculty Qualifications

Table 5.4  
Faculty Profile, 2010-2011 AY

Faculty Member	Initial Appointment	Highest Degree		Assigned Teaching Discipline(s)	Prof. Cert.	Qualification	Tenure
		Type	Discipline				
Full-Time							
1. Last, First	1977	Juris Doctor MLL	Law Labor Law	Business Law Labor Law Labor Management Relations	Juris Doctor	Doctoral Doctoral Doctoral	Yes
2.	1986	MBA	Quantitative Methods	Statistics		Professional	Yes
3.	1980	Juris Doctor	Law	Business Law Accounting	Juris Doctor	Doctoral Professional	Yes
4.	1997	PhD	Economics and Financial Accounting	Economics Statistics Microeconomics Macroeconomics		Doctoral Doctoral Doctoral Doctoral	Yes
5.	1986	MBA	Marketing	Marketing Business Theory Introduction to Business		Doctoral Professional Professional	Yes
6.	1993	PhD	Educational Instruction	Information Systems Statistics Investigation in Intl Business Use of Electronic Resources		Doctoral Doctoral Doctoral Doctoral	Yes
7.	1986	MBA	Business Administration	Accounting	CPA	Professional	Yes
8.	1979	MBA	Accounting	Accounting		Professional	Yes
9.	2006	MBA	Management	Organizational Behavior Human Resources Business Theory Introduction to Business Business Ethics Industrial Safety		Professional Professional Professional Professional Professional Professional	No
10.	1992	PhD	Management	Decisional Process Operations Management Quality Control Investigation in Intl Business Use of Electronic Resources		Professional Professional Professional Doctoral Doctoral	Yes
11.	2007	MBA	Accounting	Accounting	CPA	Professional	No

# Example of Figure 5.2 – Table for Faculty Credit Hour Production

Table 5.5a  
*Faculty Credit Hour Production or Equivalent, 2010-2011 AY*

Faculty Members	Fall Semester			Spring Semester		Qualification Level Undergraduate		
	UG	Grad	Grad	UG	Grad	Doct.	Prof.	Other
FULL-TIME								
Last Name, First	180			0		180	0	0
	225			225		0	450	0
	180			180		360	0	0
	225			225		450	0	0
	180			180		0	360	0
	255			180		435	0	0
	240			240		0	480	0
	180			180		0	360	0
	270			135		0	405	0

# Standard Five, Criterion 5.3

## Example of Table for Faculty Coverage Summary

Table 5.6  
*Faculty Coverage Summary*

	Undergraduate Level Credit Hours
Total Student Credit Hours in BAP taught by faculty members in the Business Unit	13,365
Total Credit Hours Taught by Doctoral and Professionally Qualified Faculty Members	13,365
Total Credit Hours Taught by Doctoral and Professionally Qualified Faculty Members (%)	100%
Total Credit Hours Taught by Doctoral Qualified Faculty Members	2,760
Total Credit Hours Taught by Doctoral Qualified Faculty Members (%)	20%

## Standard Five, 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.

# Standard Five, Criterion 5.5

- ACBSP Considers the following functions to be essential responsibilities of the faculty and staff:
- Classroom teaching assignments
- Student advising and counseling services
- Scholarly and professional activities
- Administrative activities
- Business and industry interaction

# Standard Five, Criterion 5.5

- 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

# Standard Five, Criterion 5.5

Table 5.11  
*Faculty Duties and Functions*

Minimum Required Hours Per Week	Duties and Functions
12	Regular teaching workload
6	Faculty office hours
15	Preparation for courses, test preparation and evaluation, research, and related work
4.5	Attendance to committee meetings and related academic activities
37.5	Total hours required by By-Laws, Article 64, Section 1



# Standard Five, Criterion 5.8

## Scholarly and Professional Activities

- Criterion 5.8.1 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**.

# Standard Five, Criterion 5.8

- Based on the Boyer Model:
  - A = Scholarship of Teaching
  - B = Scholarship of Discovery
  - C = Scholarship of Integration
  - D = Scholarship of Application

See Criterion 5.8.1, page 37 of Standards and Criteria

# Example of Figure 5.6

## Scholarly and Professional Activities

Table 5.15  
BAP Faculty Scholarly and Professional Activities

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities				Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Services	Professional Conferences/ Workshop	Professional Meetings	Professional Memberships	
Last, First	Juris Doctor MLL									1	
	MBA			B=1	D=1	D=3	1	3	3	3	1
	Juris Doctor									1	
	PhD			B=1	A=1 B=2 D=1	A=2 D=2	8	32	8	3	
	MBA	Marketing International Business		A=5	A=1 D=1	D=2	1	1		4	
	Ph.D.; Post-Doctoral Studies	AACSB AQ Certified (through 2016), Marketing, Management	A=4	B=5							
	MBA	CPA International Business Certificate			C=2 D=1	D=2	4	2	4	1	
	MBA							2	3	1	
	MBA DBA Candidate	ASQ IRB	B=7	C=3	B=2 C=1 D=1	D=9	1	8	1	4	
	DBA	Professional Engineering	B=6 C=2	C=2	B=5 C=2 D=3	C=1	5	11	1	4	3
	MBA DBA Candidate	CPA		B=1	D=1 D=1			16		1	

## Standard Six, Criterion 6.1.3

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 as prescribed by the ACBSP.

## Standard Six, Criterion 6.1.3

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 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 Baccalaureate/Graduate Degree

- **Functional Areas**
  - a. Marketing
  - b. Business Finance
  - c. Accounting
  - d. Management

# Undergraduate Common Professional Component Baccalaureate/Graduate Degree

- **The Business Environment**
  - e. Legal Environment of Business
  - f. Economics
  - g. Business Ethics
  - h. Global Dimensions of Business

# Undergraduate Common Professional Component Baccalaureate/Graduate Degree

- **Technical Skills**
  - i. Information Systems
  - J. Quantitative  
Techniques/Statistics



# Undergraduate Common Professional Component Baccalaureate/Graduate Degree

- **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 from an organizational perspective.

# Standard 6.1.3 Undergraduate Common Professional Component - Example

Table 6.4  
Common Professional Component (CPC) Compliance  
International Business Major

CORE COURSES	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	IS	STAT	PB/COMP	TOTAL
ECON 3155						45.0		5		5		55.0
ECON 3165		5				45		2.5		5		57.5
SICI 3115	3				0.5		1	3	30	3	3	43.5
ADMI 3005				45			3	2				50.0
CONT 3005			60				4	4				68.0
CONT 3006			60				4	4				68.0
ESTA 3041									15	45		60.0
ESTA 3042									15	45		60.0
MERC 3115	45			5	2	1	5	5				63.0
GEOP 3005	1	1	1	45		1		1.5		10.5	6.5	67.5
FINA 4105		60					4	4				68.0
ADMI 3205							7	45				52.0
COIN 3405							5.5				45	50.5
COIN 4307					45		12.5	2				59.5
COIN 4405/4406											45	45.0
<b>TOTAL</b>	<b>49.0</b>	<b>66.0</b>	<b>121.0</b>	<b>95.0</b>	<b>47.5</b>	<b>92.0</b>	<b>46.0</b>	<b>78.0</b>	<b>60.0</b>	<b>113.5</b>	<b>99.5</b>	

## Standard Six, Criterion 6.1.3

The previous chart does not have to be completed for graduate level programs. If you have graduate programs **you must show:**

**A process to determine graduate students are competent in the undergraduate CPC concepts.**

## Standard Six, Criterion 6.1.3

- Non-business major must receive or have sufficient knowledge of the undergraduate CPC's to be successful in these areas at the graduate level.

# Standard Six, Criterion 6.1.3

Some ways to meet the requirement that non-business students are sufficiently prepared at the graduate level:

- require the non-business students to take prerequisite courses
- use standardized tests to assess students knowledge.
- Other programs build additional courses

# Standard Six, Criterion 6.1.3

- Evaluation of work experience
- Evaluation of life learning experience
- Evaluation of educational transcripts from other institutions

## Standard Six, 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.

## Standard Six, Criterion 6.2

### Excerpt from Example

To provide appropriate academic counseling for our students, the BAP chair requested budget resources for faculty advisors. Four faculty academic advisors provided 7.5 hours a week and one faculty advisor provided academic advising during the evenings.



Standard Six, Criterion 6.2  
Excerpt from Example, continued.

However, due to budgetary constraints, the faculty compensation for academic advising was eliminated in the second semester of the 2010-2011 AY. In spite of this, several faculty members have continued providing academic advising in the BAP Students Affairs Office without pay.

The evaluation of support processes is part of the institutional assessment plan.

# Questions and Discussion:

On behalf of ACBSP, we sincerely  
appreciate your attendance  
at this training seminar.

Thank you!