Accreditation Council of Business Schools and Programs

Accreditation Training Seminar

CHINGGIS KHAAN

organized by ACBSP, Professional Education
Department of Ministry of Education Culture
and Science of Mongolia and MNCEA
Ulaanbaatar, Mongolia
March 14, 2013

Extending appreciation

‣ ACBSP wishes to extend our appreciation for the opportunity to come to Ulaanbaatar, your assistance in organizing this seminar, and for 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
Representatives of Institutions in Candidacy
Representatives of MNCEA and MECS

INTRODUCTIONS

ACBSP Representatives Present:

Mr. Douglas Viehland
ACBSP Executive Director
dviehland@acbsp.org

Ms. Diana Hallerud
ACBSP Assistant Director of Accreditation
dianahallerud@acbsp.org

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

ACBSP Mentor not present:

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

Serving as mentor for small, private institutions

ACBSP Mentor not present:

Diane Bandow, Ph.D.
Professor and Associate Chair of
Management, Sorrell College of
Business, Troy University

Serving as mentor for small, private institutions

ACBSP Mentor not present:

Sujata Mangaraj, Ph.D.
Dean, Management Studies
Regional College of Management
Autonomous

Serving as mentor for small, private institutions

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

Accreditation Training Seminar

Learning objectives:
- Provide an understanding of the ACBSP accreditation process
- 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 Standards and Criteria with a focus on the criterion 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.
- Mentors/evaluators will explain what information should be included in the self-study document.

Thursday, 2013-03-14

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
- Standards One – Six
- Site team visits
- Discussion, question and answer period

Accreditation Process Flow

- 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

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Accreditation Process Flow
(Champion/Mentor Interaction)

- 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

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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

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Accreditation Process Flow
(Self-study Readiness)

- Mentor notifies ACBSP that the school is ready to conduct the self-study
- ACBSP notifies the champion to start the school's 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

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Accreditation Process Flow
(Self-study → Completion)

- The champion completes the self-study and send to ACBSP:
  ◦ Five hard copies
  ◦ One electronic copy
  ◦ **Effective January 2014 – no printed copies needed**
- ACBSP selects the site-visit team
- Site-visit material is sent to the team approximately four weeks prior to the visit

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Accreditation Process Flow
(Self-study Review)

- Each team member and assigned commissioner reviews the self-study and documents their evaluation in evaluator workbook

- Chair of the team schedules a consensus conference call with team and assigned commissioner.

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Accreditation Process Flow
(Site Visit)

- 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

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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

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Accreditation Process Flow
(Site visit feedback)

- Team chair will consolidate the teams work into the ACBSP feedback report template to include

  ◦ Executive summary

  ◦ Standards and criteria
    · Strengths
    · Opportunities for improvement (OFI)

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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

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Accreditation Process Flow
(Board Review/recommendation)

- 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

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Accreditation Process Flow
(Notification/Decision)
- 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)

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Accreditation Process
Reaffirmation of Accreditation

- Accreditation period is 10 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 cost for reaffirmation is site visit expenses.

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Forms and Documents:

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

ACBSP
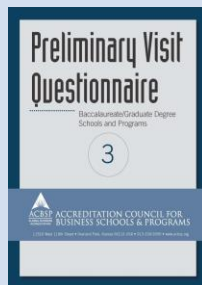GLOBAL BUSINESS
ACCREDITATION

Application for Candidacy

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
Baccalaureate/Graduate Degree Schools and Programs
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ACBSP ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS & PROGRAMS

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.
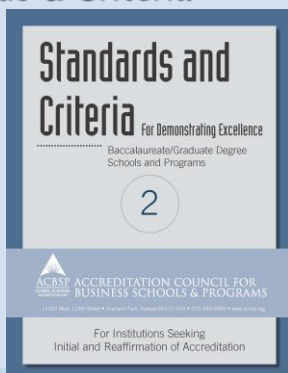- **Criterion 1.1.a.** Administrators and faculty must set, communicate, and deploy business school or program values and performance expectations.
  - State key actions of administrators and faculty pertinent to this criterion.
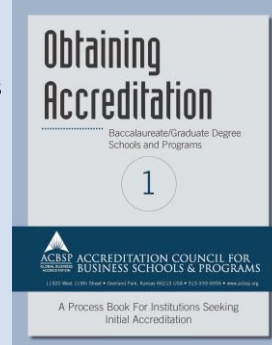
ACBSP Standards & Criteria

- Modeled after the Baldrige Performance Excellence Program

Last revision: November 2012

Standards and Criteria For Demonstrating Excellence
Baccalaureate/Graduate Degree Schools and Programs

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ACBSP ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS & PROGRAMS

For Institutions Seeking Initial and Reaffirmation of Accreditation

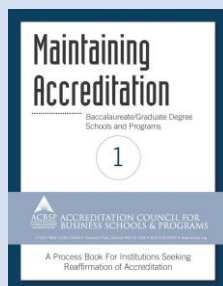## ACBSP Obtaining Accreditation Manual

- Explains ACBSP accreditation processes and policies.

- Contains application for candidacy

- Most recent revision in January 2013

Obtaining Accreditation
Baccalaureate/Graduate Degree Schools and Programs

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ACBSP ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS & PROGRAMS

A Process Book For Institutions Seeking Initial Accreditation

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

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ACBSP ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS & PROGRAMS

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

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:
  City   State/Province: Country:
  Phone: FAX: E-mail:
Date of submission of this self-study:

Intent to Submit Self-Study Form

Submit 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

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.
- 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 communicate.

Working with a mentor

- If mentor believes the action plan has progressed sufficiently to meet the ACBSP standards, the mentor will notifies ACBSP.
- 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 institution will complete the Intent to Submit a Self-Study Form and send it to ACBSP.

Working with a mentor

- 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 **consulting fee of $400 per day** and **reimbursement of travel expenses**.

‣ During the first year if **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 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.

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 15th**, 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 15th**, 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 reviews student transcripts and faculty files to verify faculty qualifications.

- The team holds interviews to clarify any information in the Self-Study document.

Site Visits

- Tuesday afternoon and evening, the team members will complete their individual work and submit all work to the chair who prepares 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 receives a copy of the team report within 10 to 14 days following the site visit.

Standards and Criteria – Overview

- The overview is:
- 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.

Overview
Organizational Profile

- A. Organizational Description:

  ◦ Organizational Relationships
    Key student segments and
    Key stakeholders
    Key partnering relationships
    and
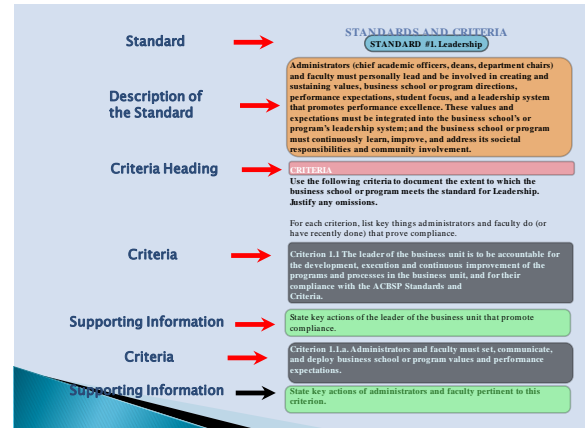   Communication mechanisms

Overview
Organizational Profile, continued

- B. Organizational Challenges

  ◦ Competitive Environment
    • Competitive position and principal factor
  ◦ Strategic Challenges
  ◦ Performance Improvement System

Break

▶ Refreshments served in

▶ Please return in thirty minutes.

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.

Standard One – Leadership

▶ 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 One

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.

Standard One: Example One

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.

Did the College of Business adequately address Criterion 1.1?

Business unit should respond by <u>stating key actions of the leader</u> <u>of the business unit that promote compliance</u>.

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 One

Did the College of Business adequately address Criterion 1.1?

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

Standard One: Example Two

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

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 Two, cont.

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

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.

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

Did the College of Business adequately address this criteria?

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

Standard One: Example Two

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 Two

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

During the December 2010 College of Business meeting, it was <u>observed</u> that students <u>ratings for academic advisement had declined</u> as student enrollment increased.

The Dean approved the recommendation that one <u>additional faculty member be hired for each program</u> to increase the time needed by faculty <u>for academic advisement.</u> Survey results showed a 10% increase satisfaction in December 2011.

MANAGING THE PROCESSES

APPROACH

DEPLOYMENT OR IMPLEMENTATION

RESULTS and LEARNING
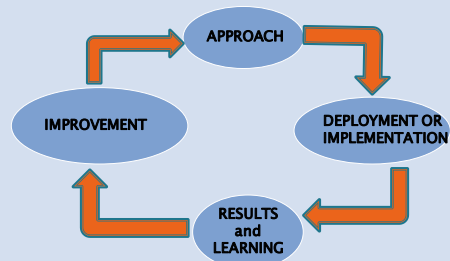
IMPROVEMENT

What is a systematic process?

A systematic process (often referred to as formal process) is:

- Documented
- Repeated
- Evaluated
- Improved

Standard Two – Strategic Planning

- The business school or program **must have a <u>process</u>** for setting <u>strategic directions</u> to better <u>address key student and program performance requirements</u>.

Standard Two – Strategic Planning

- **The strategy development process should lead to an action plan for deploying and aligning key plan performance requirements.**

Standard Two – Strategic Planning

- It should also <u>create an environment</u> that <u>encourages and recognizes innovation</u> and <u>creativity.</u>

Innovation

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 One

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.

Is example one 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 acted on or 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. Each year, a two day retreat is held prior to the beginning of the fall semester. All full-time faculty and a student representative participate in reviewing the written document. The strategic objectives and goals from the previous year are reviewed.

Does example two demonstrate that a formal process is in place?

Based on the information provided, there is evidence that some aspects of a formal process is in place.

The plan is documented
It is reviewed at the same time each year
Faculty and students participate in discussions.
Previous goals are reviewed.

What is missing?

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
Increase student enrollment through increased marketing efforts and increase retention in the business programs.	Increase student enrollment by 3% each year and retention by 10% over the next two years.	2012–2013 Academic Year through 2015–2016 Academic Year

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

Standard Two – Strategic Planning: Example One

Criterion 2.1.b. The strategic plan should identify the business school' 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 accomplished?

The objective and goal identified could be further improved by includin 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' program's key strategic objectives and the timetable for the current planning period.

Present your current strategic plan in an Appendix, and summarize it u 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.

LUNCH BREAK:

Lunch will be served in

Please return in one hour.

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 will analyze the results.

Standard Three –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 will 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 will 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.

Standard Three – Student and Stakeholder Focus – Example Two:

- 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.

Standard Three – Student and Stakeholder Focus – Example Two:

Does this response adequately address Criterion 3.7?

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?

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

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

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

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

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

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

a. <u>State the</u> <u>learning objectives</u> for each <u>program</u> to be accredited.
b. <u>Describe</u> your learning outcomes assessment <u>process for each program;</u>

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

c. Identify <u>internal</u> learning outcomes assessment information and data you <u>gather and analyze</u>; and
d. Identify <u>external</u> learning outcomes assessment information and data you <u>gather and analyze.</u>
e. Identify <u>formative and summative</u> learning outcome assessment information you <u>gather and analyze.</u>

Standard 4 Measurement and Analysis of Student Learning and Performance

Direct Assessment
Indirect Assessment
Formative Assessment
Summative Assessment
Comparison
Internal Assessment
External Assessment
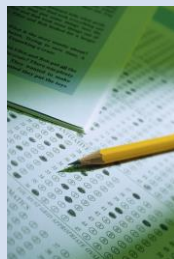
10
1

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

10
2

Standard 4 Measurement and Analysis of Student Learning and Performance

Indirect Assessment
- Evaluation of Internship
- Licensure passage
- Survey of learning
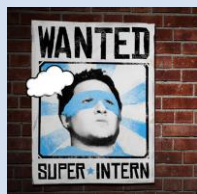
10
3

Standard 4 Measurement and Analysis of Student Learning and Performance

Formative Assessment
   During the students educational career

10
4

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

10
6

Standard 4 Measurement and Analysis of Student Learning and Performance

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

10
7

Standard 4 Measurement and Analysis of Student Learning and Performance

Internal Assessment
   Assessment utilizing internally developed instruments:
      Capstone
      Pre Post-Test
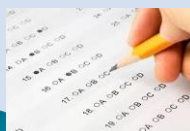
0
8

Standard 4 Measurement and Analysis of Student Learning and Performance

External Assessment
  Assessment using an externally developed instrument
      Cengage
      Ivy Software
      ETS MFTB
      Livetext
      Peregrine Academic Services – (see information)
      A partner institution

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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.

To meet Standard Four, Criterion 4.2, you will need to:

In tables and graphs, **provide 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.

Standard Four, Criterion 4.2, continued:

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.

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. Students 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

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 <u>make use</u> of the learning outcomes <u>assessment results</u> to <u>improve</u> its educational processes in the interest of <u>continuously improving student learning outcomes.</u> The business unit must <u>describe specific improvements</u> it has made to its programs <u>based</u> on <u>information obtained</u> from its learning outcomes assessment <u>results</u>.

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 analyzed.

Standard Four, Criterion 4.2 – Example Two

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

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 <u>designed</u> to <u>yield comparative information</u> and <u>data</u> both <u>over time</u> and with respect to <u>benchmarks.</u>

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 <u>comprehensive assessment of student learning outcomes in the four Business Administration Program majors</u> (Accounting, Human Resources, International Business, and Management).

Standard Four, Criterion 4.1
– Example Three:

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.

Standard Four, Criterion 4.1
– Example Three:

BAP Educational Goals:

- 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:

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*

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

*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 underlined 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

Example Four – MBA Program Outcomes

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:

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;

Standard Five: Faculty and Staff Focus

2) Evaluate the faculty based on defined criteria and objectives;

3) 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

FULLTIME FACULTY

Faculty Member	Initial Appt.	Type Highest Degree	Discipline	Assigned Teaching Disciplines	Prof. Cert.	Qualification	Tenure
Bourret, R.	2009	Ph.D.	Accounting	Accounting		Doctoral	Tenure Track
Breyley, J	2009	Ph.D.	Management	Accounting Finance Management		Doctoral[1]	Tenure Track
Goddard, K[2]	1992	Ed.D.	Education	Accounting Management Org Leadership		Professional Doctoral Doctoral[3]	Yes
Gustafson, J	1998	Ph.D.	Mathematics	Personal Finance		Minimal/ Doctoral[4]	Yes
Jungman, F	1981	Ph.D.	Ag Economics	Economics		Doctoral	Yes
Palmer, S	2009	J.D.	Law	Law/Ethics Management Marketing	Law Nebraska	Doctoral[5]	Yes
Reddy, B.	2003	M.B.A.	Gen Mgmt	Management Marketing		Professional[6]	No
Roark, D	2007	M.Ed.	Business Education	Accounting	CPA in Oklahoma	Professional	No
Sneary, K	2006	M.Ed.	Business Education	Personal Finance Leadership Business Research		Professional[7]	No
Tucker, G.	2008	M.B.A.	General Management	Accounting Management Marketing		Professional[8]	No

Example of Figure 5.2 – Table for Faculty Credit Hour Production

Figure 5.8
Faculty Load, Full-Time Faculty Members

Faculty Member	Hrs Taught	Preps/ Year	Number Disciplines Fall	Number Disciplines Spr	Number Advisees	Scholarly Activity	Prof Activities	Number Committees	Community Service	Admin Duties	Bus/Ind Interaction	Spec Proj	Travel[1]
Bourret, Ralph	24	6	1	1	8	Yes	Yes	3	No	No	No	No	No
Breyley, Jim	24	5	2	2	11	Yes	Yes	2	Yes	No	Yes	No	Yes
Goddard, Kathy	24	6	1	2	43	Yes	Yes	4	Yes	Yes[2]	No	No	No
Gustafson, Jerry	24	3	2	1	10	Yes	Yes	4	Yes	No	No	No	No
Jungman, Fred	18	3	2	2	5	Yes	Yes	1	Yes	No	No	No	No
Palmer, Steve	15	3	2	1	47	Yes	Yes	5	Yes	Division Chair	Yes	Yes	Yes
Reddy, Bhanu	24	6	2	2	0	Yes	Yes	1	Yes	No	No	No	No
Roark, Dana	24	4	1	1	32	Yes	Yes	5	Yes	No	No	No	No
Sneary, Karen	18	3	2	2	50	Yes	Yes	5	Yes	No	No	Yes	No
Tucker, Gary	24	5	2	2	70	Yes	Yes	2	Yes	No	Yes	No	No

[1] Regarding travel, all faculty members may have traveled on occasions to remote sites but their teaching assignment was basically from the campus at which he/she was based. The only exception was Dr. Breyley who taught an Alva only class in the Fall 2010 semester despite Dr. Breyley being based on the Enid campus. Dr. Breyley made the trip two days a week during the Fall 2010 semester. As division chair, Dr. Palmer on occasion would travel to remote campuses for meetings or other events.

[2] Dr. Goddard is the NWOSU representative to the nine-university Reach Higher consortium (Bachelor of Organizational Leadership program).

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

Figure 5.8
Faculty Load, Full-Time Faculty Members

Faculty Member	Hrs Taught	Preps/ Year	Number Disciplines Fall	Number Disciplines Spr	Number Advisees	Scholarly Activity	Prof Activities	Number Committees	Community Service	Admin Duties	Bus/Ind Interaction	Spec Proj	Travel[1]
Bourret, Ralph	24	6	1	1	8	Yes	Yes	3	No	No	No	No	No
Breyley, Jim	24	5	2	2	11	Yes	Yes	2	Yes	No	Yes	No	Yes
Goddard, Kathy	24	6	1	2	43	Yes	Yes	4	Yes	Yes[2]	No	No	No
Gustafson, Jerry	24	3	2	1	10	Yes	Yes	4	Yes	No	No	No	No
Jungman, Fred	18	3	2	2	5	Yes	Yes	1	Yes	No	No	No	No
Palmer, Steve	15	3	2	1	47	Yes	Yes	5	Yes	Division Chair	Yes	Yes	Yes
Reddy, Bhanu	24	6	2	2	0	Yes	Yes	1	Yes	No	No	No	No
Roark, Dana	24	4	1	1	32	Yes	Yes	5	Yes	No	No	No	No
Sneary, Karen	18	3	2	2	50	Yes	Yes	5	Yes	No	No	Yes	No
Tucker, Gary	24	5	2	2	70	Yes	Yes	2	Yes	No	Yes	No	No

[1] Regarding travel, all faculty members may have traveled on occasion to remote sites but their teaching assignment was basically from the campus at which he/she was based. The only exception was Dr. Breyley who taught an Alva only class in the Fall 2010 semester despite Dr. Breyley being based on the Enid campus. Dr. Breyley made the trip two days a week during the Fall 2010 semester. As division chair, Dr. Palmer on occasion would travel to remote campuses for meetings or other events.

[2] Dr. Goddard is the NWOSU representative to the nine-university Reach Higher consortium (Bachelor of Organizational Leadership program).

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.
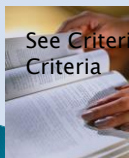
Standard Five, Criterion 5.8

▸ 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

Figure 5.6
Scholarly and Professional Activities – Fulltime Faculty

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.

How the 30 coverage hours are calculated:

In the United States, typically a student receives three hours of credit for one course taken during a semester.

A semester is usually 15 weeks in length.

The class usually meets for three hours a week.

This is a total of 45 hours for the semester.

While your students are completing the undergraduate program, they should be receiving at least 30 coverage hours for each CPC area.

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.
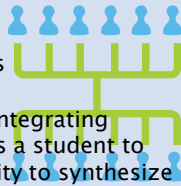
Standard 6.1.3 Undergraduate Common Professional Component – Accounting Major Example

Core Course	A MRKT	b FIN	c ACCT	d MGMT	e LAW	f ECON	g Ethics	h Global	i IS	j QM STAT	k/l Pol/Com P	Total
FOUNDATION CORE												
ACCT 2123 Financial Accounting	0	5	45	0	3	0	5	0	0	0	0	58
ACCT 2123 Managerial Accounting	1	1	45	10	3	4	4	0	0	0	0	68
ECON 1113 Macroeconomics	1	3	1	1	0	45	0	7	0	1	1	60
ECON 2123 Microeconomics	3	3	3	1	0	45	0	5	3	1	0	64
GBUS 2903 Legal Environment	4	3	0	8	45	0	5	3	3	0	0	71
MATH 1313 Statistics	0	0	0	0	0	0	0	0	0	45	0	45
BUSINESS CORE	0	0	0	0	0	0	0	0	0	0	0	0
FIN 3163 Business Finance	1	45	10	3	1	6	6	1	0	3	0	76
GBUS 3953 Business, Society & Government	1	1	0	18	23	0	32	4	0	0	0	79
MGMT 3063 Prin. Of Management	0	0	0	45	15	0.25	7.5	3.75	2	0	2	75.5
MGMT 4343 Cross-Cultural Management	0	0	0	26	4	0	9	9	1	0	0	49
MRKT 3043 Prin. Of Marketing	45	0	0	9	3	3	3	3	0	3	0	69
MIS 3413 Management Info. Sys.	2	2	2	10	2	0	5	3	45	0	0	71
GBUS 3753 Business Research	2	3	3	35	2	3	5	5	4	4	0	66
MGMT 4433 Business Policy	2	12	2	20	3	2	6	6	0	0	45	98
Minor Requirement	0	0	0	0	0	0	0	0	0	0	0	0
International Class	0	0	0	0	0	0	0	45	0	0	0	45
TOTAL	62	78	111	186	104	108.25	87.5	94.75	58	57	48	994.5

Standard Six, Criterion 6.1.6

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 6.1.6

- 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 6.1.6

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 into graduate programs

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 designed, managed, and improved how they are, 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.

Standard Six, Criterion 6.2
Excerpt from Example, continued.

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.

Discussion and Questions:

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

Thank you!