

Standards and Criteria for Demonstrating Excellence in *BACCALAUREATE/GRADUATE* *DEGREE PROGRAMS*

World Headquarters • 11520 West 119th Street • Overland Park, KS 66213 USA
USA • Belgium • Perú

acbsp.org • info@acbsp.org     



ACBSP STANDARDS AND CRITERIA FOR DEMONSTRATING EXCELLENCE IN BACCALAUREATE/GRADUATE DEGREE SCHOOLS AND PROGRAMS

**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**

CONTENTS

General Information

Introduction	4
Qualitative Scoring Band Tables	5
Mission Statement	7
Core Values and Concepts	8
Policies on Accreditation	10

Institutional Overview

Contact Information	11
Identification of Individuals Who Helped Prepare the Self-Study	12
Review of All Academic Activities	12
Organizational Charts	13
Conditions of Accreditation	14
Business Programs Organizational Profile	16

Standards and Criteria

1. Leadership	19
2. Strategic Planning	21
3. Student and Stakeholder Focus	23
4. Measurement and Analysis of Student Learning and Performance	25
4.1 Learning Outcomes Assessment Program	26
4.2 Reporting Results and Trends	27
4.3 Selection and Use of Comparative Information Data	29
4.4 Continuous Process Improvement	29
5. Faculty and Staff Focus	30
5.1 Human Resource Planning	30
5.2 Employment Practices	30
5.3 Faculty Qualifications, Work Load, and Coverage	31
5.4 Faculty Deployment	34
5.5 Faculty Size and Load	35
5.6 Faculty Evaluation	38
5.7 Faculty Operational Procedures, Policies, Practices and Development	39
5.8 Scholarly and Professional Activities	40
6. Educational and Business Process Management	44
6.1 Education Design and Delivery	45
6.2 Management of Educational Support Service Processes and Business Operation Processes	55
6.3 Enrollment Management	58
Appendix A - Glossary of Terms	61
Appendix B - Faculty Credentials Committee	76
Appendix C - Vita Suggested Format	77

GENERAL INFORMATION

Introduction

This document presents the criteria by which ACBSP member institutions may demonstrate compliance with the accreditation standards of the Baccalaureate/Graduate Degree Commission. The standards have been approved by vote of the membership of the commission. The criteria have been developed and approved by the Board of Commissioners.

The Board of Commissioners is elected by the members of the Baccalaureate/Graduate Degree Commission and has the responsibility for administering all accreditation activities for the Baccalaureate/Graduate degree-granting institutions, including developing and interpreting the standards, and making final decisions pertaining to accreditation.

The accreditation process begins with determining that the institution meets the eligibility requirements, budgets for anticipated costs on the timetable established to complete the process, and files an Application for Candidacy Status. To access the process book for obtaining accreditation select this hyperlink: [Accreditation Process Book](#)

The ACBSP accreditation philosophy is based on a mission-driven systematic approach to continuously advance academic quality. Promoting access and inclusiveness that recognizes the diversity of institutional missions, worldwide, is an ACBSP guiding principle. The ACBSP standards and criteria present historically validated, leading-edge practices that business schools and programs can use to evaluate, plan, perform, and measure results.

Qualitative Scoring Band Tables

The following process tables provide the user with information about qualitative scoring bands. These bands are used by peer review evaluators and members of the Board of Commissioners when evaluating a member's self-study report and/or site visit data to determine the approximate degree to which a business unit meets the ACBSP accreditation Standards and Criteria for Educational Performance Excellence.

Table O1 Qualitative Process Scoring Band

Qualitative Score	Approach	Deployment	Learning	Integration
Best in Class	An <u>effective, systematic approach</u> , <u>fully responsive</u> to the overall requirements of the standards and criteria, is evident.	The approach is <u>fully deployed without significant weaknesses or gaps</u> in any areas or work units.	<u>Fact-based, systematic evaluation and improvement and organizational learning</u> are key organization-wide tools; <u>refinement and innovation, backed by analysis and sharing</u> , are evident throughout the organization.	The approach is <u>well integrated</u> with organizational needs identified in response to the other standards.
Very Good to Excellent	An <u>effective, systematic approach</u> , responsive to the <u>overall requirements</u> of the standards and criteria, is evident.	The approach is <u>well deployed</u> , with no significant gaps.	<u>Fact-based, systematic evaluation and improvement and organizational learning</u> are key management tools; there is clear evidence of <u>refinement and innovation</u> as a result of organizational-level analysis and sharing.	The approach is <u>integrated</u> with organizational needs identified in response to the other standards.
Very Good	An <u>effective, systematic approach</u> , responsive to the <u>overall requirements</u> of the standards and criteria, is evident.	The approach is <u>well deployed</u> , although deployment <u>may vary</u> in some areas.	A <u>fact-based, systematic evaluation and improvement process</u> and some organizational learning are in place for improving the efficiency and effectiveness of key processes.	The approach is <u>aligned with organizational needs</u> identified in response to the other standards.
Good	An <u>effective, systematic approach</u> , responsive to the <u>basic requirements</u> of the standards is evident.	The <u>approach is deployed</u> , although <u>some areas</u> are in <u>early stages</u> of deployment.	The <u>beginning</u> of a <u>systematic approach</u> to evaluation and improvement of key processes is evident.	The approach is in <u>early stages of alignment</u> with <u>basic organizational needs</u> identified in response to the other criteria.
Improvements Needed	The <u>beginning</u> of a systematic approach to the <u>basic requirements</u> of the standards is evident.	The <u>approach is in the early stages of deployment</u> in most areas inhibiting progress in achieving the basic requirements of the standard.	<u>Early stages</u> of a transition from reacting to problems to a general improvement orientation are evident.	The approach is <u>aligned</u> with other areas or work units largely through <u>joint problem solving</u> .
Major Improvements Needed	<u>No systematic approach</u> is evident; information is anecdotal.	<u>Little or no deployment</u> of an approach is evident.	An <u>improvement orientation is not evident</u> ; improvement is achieved through reacting to problems.	<u>No organizational alignment</u> is evident; individual areas or work units operate independently.

Table O2 Qualitative Results Scoring Band

Qualitative Score	Levels	Trends	Comparisons	Linkages
Best in Class	Current performance is <u>excellent</u> in most areas of importance to the criteria.	<u>Excellent</u> improvement trends and/or <u>sustained excellent performance levels</u> are reported in most criteria.	Evidence of <u>industry and benchmark leadership</u> is demonstrated in many criteria.	Results <u>fully address</u> key customer, market, process, and <u>action plan requirements</u> .
Very Good to Excellent	Current performance is <u>good to excellent</u> in most areas of importance to the criteria.	<u>Most</u> improvement trends and/or current performance levels are <u>sustained</u> .	<u>Many to most reported trends and/or current performance levels</u> , evaluated against <u>relevant comparisons</u> and/or <u>benchmarks</u> , show areas of <u>leadership</u> and very good relative performance.	Results address <u>most</u> key customer, market, process, and <u>action plan requirements</u> .
Very Good	Improvement trends and/or good performance levels are reported for <u>most areas addressed</u> in the criteria.	<u>No pattern of adverse trends</u> and <u>no poor performance levels</u> are evident in areas of importance to your organization's key business requirements.	<u>Some trends and/or current performance levels</u> , evaluated against <u>relevant comparisons</u> and/or <u>benchmarks</u> , show areas of <u>good to very good</u> relative performance.	Results address <u>most</u> key customer, market, and process requirements.
Good	Improvements and/or good performance levels are <u>reported</u> in <u>many areas</u> addressed in the criteria.	<u>Early stages</u> of developing trends are evident.	<u>Early stages</u> of obtaining comparative information are evident.	Results are <u>reported for many areas of importance</u> to your organization's key business requirements.
Improvements Needed	A <u>few</u> business results are reported; there are <u>some improvements</u> and/or <u>early good performance levels</u> in a few areas in criteria reported.	<u>Little</u> or <u>no</u> trend data are reported.	<u>Little</u> or <u>no</u> comparative information is reported.	Results are <u>reported</u> for a <u>few areas of importance</u> to your organization's key business requirements.
Major Improvements Needed	There are <u>no</u> results or <u>poor</u> results in criteria reported.	Trend data are either <u>not reported</u> or show mainly <u>adverse trends</u> .	Comparative information is <u>not reported</u> .	Results are <u>not reported</u> for <u>any areas of importance</u> to the organization's key business requirements.

Mission Statement

"ACBSP promotes continuous improvement and recognizes excellence in the accreditation of business education programs around the world."

ACBSP fulfills its mission by establishing, promoting, and recognizing educational practices that contribute to the continuous improvement of business education and by accrediting business programs that adhere to these teaching and learning practices of excellence. ACBSP provides mission-based accreditation and quality assurance services to associate, baccalaureate, masters, and doctorate degrees for business programs throughout the United States and the world. It is the only association that offers specialized business accreditation for all four levels of degree programs.

Guiding principles of the association that are inherent in the adoption of standards and criteria leading to teaching excellence have been a part of ACBSP from the beginning. These principles are:

- ACBSP embraces the virtues of teaching excellence, emphasizing to students that it is essential "to learn how to learn."
- ACBSP views research as a tool to facilitate improved teaching. Institutions are strongly encouraged to pursue a reasonable, mutually beneficial balance between teaching and research.
- ACBSP emphasizes the importance of high-quality classroom performance and of faculty involvement within the contemporary business world.
- ACBSP encourages creative approaches to teaching and the use of advanced technology.
- ACBSP focuses on providing leadership to develop global alliances for improving business curricula throughout the world.
- ACBSP continually pursues its quest to implement student outcomes assessment programs necessary to further enhance the quality of business education.
- ACBSP continually develops new services and activities to support the attainment of the organization's strategic vision and mission.

The mission, core values and concepts, and guiding principles are ACBSP's foundation. Nevertheless, ACBSP is dedicated to the continued revision and updating of criteria in order to fulfill the standards that lead to teaching excellence.

Core Values and Concepts

The ACBSP standards and criteria draw heavily from the Malcolm Baldrige National Quality Award Performance Excellence in Education Criteria, the Excellence in Missouri Foundation and the Kansas Center for Performance Excellence award programs, and historically proven ACBSP standards and criteria. Permission from both state organizations to utilize their criteria is acknowledged and is greatly appreciated.

These criteria are built upon a set of core values and concepts. These values and concepts are the foundation for developing and integrating all requirements.

These core values and concepts are:

Learning-Centered Education

The focus of education is on learning and the needs of learners. Business programs need to focus on students' active learning and development of problem-solving skills.

Leadership

Administrators and leadership ensure the development of the strategies, systems, and methods for achieving excellence and the creation of clear and visible directions and high expectations.

Continuous Improvement and Organizational Learning

Business programs should pursue regular cycles of planning, execution and evaluation of every process and system. Ongoing improvement of these processes and systems leads to ever higher quality and student/stakeholder satisfaction.

Faculty and Staff Participation and Development

Success in improving performance depends critically upon the capabilities, skills, and motivation of the faculty and staff. Faculty and staff success depends upon having meaningful opportunities to develop and practice new knowledge and skills. Business programs should invest in faculty member and staff development efforts.

Partnership Development

Business programs should seek to build internal partnerships (those that promote cooperation among the faculty, staff and student groups) and external partnerships (those with other schools, businesses, business associations, and the community) to better accomplish overall goals.

Design Quality

Design of educational programs, curricula, and learning environments should include clear learning objectives, taking into account student needs, and an effective means for gauging student progress.

Management by Fact

Measurement information, data, and analysis are critical to sound planning and improvement. Business programs should put systems in place to collect, analyze, and utilize accurate and timely data.

Long-Range View

Business programs must be willing to make a long-term commitment to students and all stakeholders. This includes anticipating changes and creating an assessment system focused on learning.

Public Responsibility and Citizenship

Business programs should understand the importance of serving as a role model in their operation as an institution. They should also recognize the need to lead and support publicly important purposes within reasonable limits of their resources.

Fast Response

An important measure of institutional effectiveness is fast and flexible response to the needs of students/stakeholders. Such an emphasis can help simplify work systems and processes.

Results Orientation

The performance system of the business programs should focus on results that reflect and balance the needs and interests of students and all stakeholders.

Policies on Accreditation

ACBSP will realize its vision by being committed to mission-based accreditation, which serves the dual role of promoting accountability (i.e., assuring multiple audiences that member programs are meeting acceptable standards of excellence, academic quality, and integrity) and promoting continuous academic improvements (i.e., assisting institutions to improve the quality of education and services).

In performing the dual role of accreditation for its members, ACBSP will adhere to and be governed by the following principles:

1. Creating a link between criteria and standards and institutional/program mission.
2. Allowing flexibility in defining quality.
3. Linking the assessment process to outcomes instead of input measures.
4. Creating an environment that supports innovation and experimentation.
5. Encouraging broad consultation in the development of standards.
6. Emphasizing student assessment in accreditation.
7. Coordinating accreditation with institutional planning.
8. Coordinating accreditation visits with regional accreditors to reduce cost and duplication.
9. Eliminating excessive and irrelevant data requests.
10. Developing a minimal baseline database.
11. Decreasing the costs of accreditation.
12. Lengthening the time cycle between reviews, when appropriate.
13. Maintaining and strengthening confidentiality in reporting.
14. Increasing the consistency of comments and recommendations from different reviewers at different institutions.
15. Separating accreditation from advocacy for more resources.
16. Recognizing the broader institutional goals.
17. Stating accreditation requirements clearly.
18. Ensuring that accreditation does not dictate program curriculum.
19. Assuring a continual review process of all standards and criteria.
20. Compressing the timeline of any self-study from initiation through conclusion, when appropriate.

Unwavering adherence to these policies will enhance the usefulness of ACBSP's specialized accreditation for business programs.

INSTITUTIONAL OVERVIEW

The contents of the self-study begin with completing and submitting information about the institution in general, and business programs specifically in the ACBSP online reporting portal (request access from ACBSP accreditation staff if access has not already been provided). Following is an outline that may be used to create the overview.

The intent of the overview is to address what is most important to the business programs, the key factors that influence how business programs operate, and where the business programs are headed. The information provided here establishes the foundation to evaluate to the standards and criteria.

1. Contact Information

Name of institution:

Name of business school or program:

Name/title of president/chancellor:

Address of president (if different from primary contact address below):

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:

The primary institutional contact information during the accreditation site visit:

Name:

Title:

Campus Address:

Country:

City

State/Province:

Zip/Postal Code:

Phone:

FAX:

E-mail:

Proposed date of accreditation site visit:

2. Identification of Individuals Who Helped Prepare the Self-study

Name	Title

3. Review of All Academic Activities

a. Business Courses Offered by Business Unit. ACBSP accredits degree programs in business and business-related fields. The ACBSP accreditation process takes into account the traditional specializations in business, including accounting, business administration, finance, marketing, and management. Any of these specialized programs offered by the business unit seeking accreditation must be included in the self-study to be considered for accreditation.

b. Business Degrees Offered by Business Unit. The accreditation process includes a review of all academic activities associated with the business programs. In other words, if an institution offers business degrees at the associate, bachelor, master, and doctorate levels, the accreditation process embraces all of these in the self-study.

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

c. Business Content Courses Not Offered by Business Unit. At the institution's written request, other business-related programs may be either included or excluded from the accreditation process. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited.

d. Branch Campuses/Extension Centers. If an institution has a branch campus or campuses or if there are extension centers or other types of auxiliary operations where business courses are taught, then the accreditation process will include all of these locations in the self-study. On a case-by-case basis, such entities may be excluded.

If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited. There also must be sufficient distinction between accredited degrees and those degrees offered by excluded segments, to justify their exclusion. An institution may ask in advance of conducting the self-study for a determination of inclusion or exclusion from the self-study.

TABLE 1 Review of all Academic Activities

Column A: List all business or business-related programs (including those with designations in the degree or major title such as "business," "industrial," "administration," "management," or "organizational").

Column B: Indicate with "yes" or "no" whether the business unit administers the program.

Column C: Indicate with "yes" or "no" whether the program is to be accredited by ACBSP.

If no, provide justification explaining why the program should be excluded from the accreditation process and how you will communicate with the public what is and what is not accredited.

Column D: Indicate number of degrees conferred during self-study year

[illegible]

4. Organizational Charts

Place in an Appendix of the self-study a copy of:

- 1) the institution's organizational chart; and
- 2) business program's organizational chart

Identify here the Appendix number: _____

5. Conditions of Accreditation

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

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

Changes:

b. Statement of Mission—Institution. Provide the approved statement of mission for the institution and state whether it is listed in the institution's catalog or program offerings bulletin (see subsection d).

Statement of Mission:

c. Statement of Mission—Business Unit's. The business unit will be evaluated to the ACBSP Standards and Criteria within the framework of institutional and business unit mission. Business programs must have a mission consistent with that of ACBSP. State the mission of the business programs and whether the mission is listed in the catalog or program offerings bulletin (see subsection d).

Statement of Mission:

d. Public Information (See 5g below for additional requirement). An electronic copy or website link to the catalog or bulletin and an electronic copy of the completed self-study should be submitted to ACBSP using the ACBSP online reporting system. Access to the online system will be available once candidacy status has been established.

Please state the catalog page number(s) where each of the following is located:

- 1) listing of the business degree programs - page number(s) _____
- 2) the academic credentials of all faculty members - page number(s) _____
- 3) the academic policies affecting students, along with a clear description of the tuition and fees charged the students - page number(s) _____
- 4) the statement of mission of the institution - page number(s) _____
- 5) the statement of mission of the business unit or Program - page number(s) _____

e. Accreditation of Doctoral Programs. Accreditation of doctoral programs requires meeting the following requirements:

- 1) Institution must have ACBSP accredited programs at the baccalaureate and/or master's level;
- 2) Institution must perform a self-study addressing the six general standards and criteria and related subcategories to the extent appropriate;
- 3) Program must be authorized by the appropriate regional accrediting organization and/or the appropriate governmental agency; and
- 4) Accreditation can only be awarded after individuals have graduated from the program.

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

f. Please list below all campuses of your institution where a student can earn a business degree.

g. The business unit must routinely provide reliable information to the public on its performance, including student achievement, such as assessment results.

To demonstrate compliance with this criterion:

Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement. **A direct link to aggregate business student results should be placed on your business page website.** The following items must be available to the public for accreditation.

1. Student Learning Outcome Assessment Results: Such as what you report in standard #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc. **A link to results such Figure 4.2 should be placed on your website.**
2. Program Results for Business Students: Such as graduation rates, retention rates, job placement, etc. How do you make the results public? **A link to results such Figure 6.10 should be placed on your website.** Ensure the link goes directly to business students' results such as the example on the ACBSP website located under baccalaureate/graduate degree accreditation.

6. Business Program's Organizational Profile

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

The importance of Beginning with Organizational Profile. Your Organizational Profile is critically important because:

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

Submit your responses to both the Organizational Description and the Organization Challenges on documents included within the self-study as an Appendix, or immediately following these pages. Limit the response to the Organizational Profile to not more than five pages.

a. Organizational Description

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

Within your response, include answers to the following:

- 1) Organizational Environment
 - a) What delivery mechanisms are used to provide your education programs, offerings, and services to students?
 - b) What is your organizational context/culture?
 - c) What is your stated vision?
 - d) What are your stated values?
 - e) What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, and use of contract employees?
 - f) What are your major technologies, equipment, and facilities?
- 2) Organizational Relationships
 - a) What are your key student segments and stakeholder groups? What are their key requirements and expectations for your programs and services? What are the differences in these requirements and expectations among students and stakeholder groups?
 - b) What are your key partnering relationships and communication mechanisms?

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

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

b. Organizational Challenges

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

Within your response, include answers to the following questions:

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

- 2) Strategic Challenges
What are your key strategic challenges? Include education and learning, operational, human resource, and community challenges, as appropriate.
- 3) Performance Improvement System
How do you maintain an organizational focus on performance improvement? Include your approach to systematic evaluation and improvement of key processes and to fostering organizational learning and knowledge sharing.

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

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

STANDARDS AND CRITERIA

STANDARD #1. Leadership

Administrators (chief academic officers, deans, department chairs) and the faculty must personally lead and be involved in creating and sustaining values, business program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. These values and expectations must be integrated into the business program's leadership system; and the business programs must continuously learn, improve, and address societal responsibilities and community involvement.

CRITERIA

Use the following criteria to document the extent to which the business programs meet the standard for Leadership. Justify any omissions.

For each criterion, list key things administrators and the 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 the faculty must set, communicate, and deploy business programs values and performance expectations.

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

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

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

Criterion 1.1.c. Business programs must have processes in place for evaluating the performance of both administrators and the faculty.

Explain how the performances of administrators and the faculty are evaluated.

Criterion 1.2 Social Responsibility

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

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

Criterion 1.2.b. Business programs should address the impacts on society of its program offerings, services, and operations.

Explain how societal impacts are addressed and measured.

Criterion 1.2.c. Business programs should ensure ethical business and academic practices in all student and stakeholder transactions and interactions.

Explain how ethical business practices are ensured.

Explain how ethical academic practices are ensured.

Criterion 1.2.d. Business programs should have processes in place for monitoring regulatory and legal compliance.

Explain how regulatory and legal compliance are ensured.

Note: Many examples of tables are provided throughout the criteria to help organize data and information. These tables are examples that may be modified to fit the institution's needs.

Figure 1.1
Example - Table for Impact on Society

	Societal Requirements	Key Compliance Process	Measures
Programs			
Services			
Operations			

Figure 1.2
Example - Table for Ethical Behavior

Key Process for Measuring/Monitoring Ethical Behavior		Measures or Indicators	Frequency of Measure
Within your Business programs			
With your Key Partners			
In your Governance Structure			

STANDARD #2. Strategic Planning

Business programs 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.

CRITERIA

Use the following criteria to document the extent to which the business programs meet the standard for Strategic Planning. Justify any omissions.

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

Describe your formal process for strategic planning.

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

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

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

Present your current strategic plan in an appendix, and summarize it using a table (such as Figure 2.1).

Figure 2.1 Example - Table for Strategic Direction		
Please list your business programs' strategies and most important goals for the current period (such as 2013-2018) in a table similar to this:		
Key Strategic Objectives	Goals	Timetable

Criterion 2.2 Strategy Deployment

Criterion 2.2.a. Strategic action plans should address both short- and long-term objectives.

Summarize your short- and long-term action plans and objectives (as in Figure 2.2).

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

Figure 2.2
Example - Table for Action Plans

Current year action plans:
Long-term action plans:

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

Identify the performance measure(s) pertaining to each action item in your strategic plan (See Figure 2.3).

Figure 2.3
Example - Table for Action Plan Measurement

List the Key Measures for your Action Plans in a table similar to this:	
Short-Term Action Plans	Key Measures
Long-Term Action Plans	

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

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

STANDARD #3. Student and Stakeholder Focus

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

CRITERIA

Use the following criteria to document the extent to which the business programs meet the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.1 Business programs must determine (or target) the **student segments its educational programs will address.**

State targeted and served student segments.

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

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

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

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

Describe your periodic review processes pertinent to this criterion.

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

Describe your processes pertinent to this criterion. (See Figure 3.1.)

Figure 3.1
Example - Table for Student and Stakeholder Groups

List your key student and stakeholder groups identified above and/or in the Organizational Profile, their requirements, and the features of your educational program that meet their requirements (a table is the most effective way to display this information as in the example below).		
Student/Stakeholder Group	Student/Stakeholder Requirement	Educational Program Addressing Requirement

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

Define and describe your processes pertinent to this criterion.

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

Describe processes pertinent to this criterion.

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

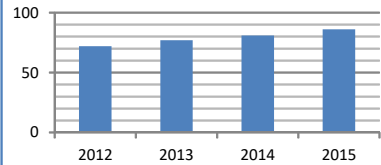
Describe your system of assessing student and stakeholder satisfaction or dissatisfaction. (See Figure 3.2.)

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

Figure 3.2
Example - Table for Student and Stakeholder Satisfaction

Briefly describe the measures/indicators used to monitor student and stakeholder satisfaction and dissatisfaction in a table similar to this:		
Student/Stakeholder Group	Satisfaction Measure	Dissatisfaction Measure

Figure 3.3
Student and Stakeholder Focused Results

Figure 3.3 - Standard Three: Student- and Stakeholder-Focused Results - Criterion 3.8															
<p>Use this format to respond to Criterion 3.8. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.</p> <p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.</p> <p>Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.</p>															
<p>Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.</p>															
<p>Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.</p> <p>Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.</p>															
Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)										
(Example) Alumni Satisfaction for business programs will be at or above 80%	Annual alumni survey	Three years of positive trend data exceeding goal	Overall satisfaction exceeded the goal, but students requested additional internships & job placement assistance.	Increased the opportunities for internships and assistance with job placement.	<div style="text-align: center;"> Alumni Satisfaction Results  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Alumni Satisfaction Data</caption> <thead> <tr> <th>Year</th> <th>Satisfaction (%)</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>75</td> </tr> <tr> <td>2013</td> <td>80</td> </tr> <tr> <td>2014</td> <td>85</td> </tr> <tr> <td>2015</td> <td>90</td> </tr> </tbody> </table> </div>	Year	Satisfaction (%)	2012	75	2013	80	2014	85	2015	90
Year	Satisfaction (%)														
2012	75														
2013	80														
2014	85														
2015	90														

STANDARD #4. 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 program is responsible for developing its own outcomes assessment program.

CRITERIA

Use the following criteria to document the extent to which the business programs meet the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

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

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

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

To demonstrate compliance with this criterion:

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

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

- b. Describe your learning outcomes assessment process for each program;

- c. Identify *internal* learning outcomes assessment information and data you gather and analyze; (See Figure 4.1.)
- d. Identify *external* learning outcomes assessment information and data you gather and analyze; (See Figure 4.1.) and
- e. Identify *formative and summative* learning outcome assessment information and data you gather and analyze. (See Figure 4.1.)

Figure 4.1
Example - Table for Student Learning Outcomes Assessment Data

To summarize for c. and d., above, you might list your internal and external data and information in a table similar to this:		
Degree Program	Internal Data and Information	External Data and Information
	Summative Data and Information	Formative Data and Information

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

To demonstrate compliance with this criterion:

In tables and graphs using Figure 4.2, provide **three to five** consecutive sets of assessment results for almost all of your programs as defined in the note below. Do not use course grades or grade point averages.

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

Describe how these assessment results are made systematically available to the 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.*

Figure 4.2
Measurement and Analysis of Student Learning and Performance

Figure 4.2 - Standard #4 Measurement and Analysis of Student Learning and Performance															
Use this table to supply data for Criterion 4.2.															
Performance Indicator	Definition														
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.														
		Analysis of Results													
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2		Identified in Criterion 4.4	Identified in Criterion 4.2										
	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)										
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?											
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative														
(Example) Knowledge of foundation areas for MBA program will score 150 and above	Summative, External, Comparative data derived from Business MFT	A goal of 150 was set as a benchmark with an average score of 152 in 2013	Evaluation of all course learning outcomes for consistency, more oral presentations and more written assignments were added.	Increased use of Blackboard platform to support course. Uploaded syllabi, videos, documents, etc.	<div><p>MFT Knowledge of Foundation Areas</p><table><caption>MFT Knowledge of Foundation Areas Data</caption><tr><th>Category</th><th>Score</th></tr><tr><td>Category 1</td><td>155</td></tr><tr><td>Category 2</td><td>155</td></tr><tr><td>Category 3</td><td>155</td></tr><tr><td>Category 4</td><td>155</td></tr></table></div>	Category	Score	Category 1	155	Category 2	155	Category 3	155	Category 4	155
Category	Score														
Category 1	155														
Category 2	155														
Category 3	155														
Category 4	155														

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

Report your comparative assessment results. (See Figure 4.3.)

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

Figure 4.3
Example - Table for Comparative Information and Data

You may summarize by listing your targets/performance improvements in a table similar to this:		
Comparative Information and Data	Targets/Performance Improvements	Results

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

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

To demonstrate compliance with this criterion:

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

STANDARD #5. Faculty and Staff Focus

The ability of business programs to fulfill the mission of the department or unit the business programs are in and meet its objectives depends on the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business programs must:

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

CRITERIA

Use the following criteria to document the extent to which the business programs meet the standard for Faculty and Staff Focus. Justify any omissions.

Section 5.1 Human Resource Planning

Criterion 5.1 The business unit will have a human resource plan that supports its strategic plan.

- a. In an appendix, present your current human resource (HR) plan.
- b. In a brief statement here, explain your HR plan's relationship to your strategic goals.

Section 5.2 Employment Practices

Criterion 5.2.1 The business programs must show how the composition of the full-time and part-time faculty (in terms of their practical experience and academic credentials) matches program objectives.

In doing so, you may address:

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

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

Explain or describe:

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

Section 5.3. Faculty Qualifications, Workload, and Coverage

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

To demonstrate compliance with Criterion 5.3.1, please:

- a. Present your faculty qualifications in a table such as Figure 5.1.

Figure 5.1
Example of a Table for Faculty Qualifications

Faculty Member	Year of Initial Appointment	Highest Degree		Assigned Teaching Discipline(s)	Prof. Cert.	Level of Qualification	Tenure
		Type	Discipline				
Brown, K	1981	MA	Accounting	Accounting	CPA	Prof	No
Fritz, R	1984	DBA	MIS, Finance	Accounting MIS	CPA	AQ AQ	Yes
Link, Y	1978	PhD	Economics	Economics Finance	Minor	AQ AQ	Yes
True, D	1978	EdD	Bus Educ	Bus Educ Marketing	Note 1	AQ AQ	Yes
Worhall, E	1992	MBA	Gen Mgmt	Management		Min	No
Zilche, K	1989	JD	Law	Bus Law Accounting	CPA	AQ AQ	Yes

Note 1. Dr. True is considered academically qualified to teach marketing at the undergraduate level because she has taken five graduate-level marketing courses, has 10 years as CEO with XYZ Publishing Company, and has successful teaching

experience in the field. (See portfolio containing complete transcripts and vita, with detailed description of professional experience.)

- b. Provide credit-hour production data by faculty member, separating full-time and part-time faculty. (See Figure 5.2)

Figure 5.2
Example - Table for Faculty Credit-Hour Production or Equivalent

Faculty Members	Total Student Credit Hours (or equivalent) in Business Program									
	Fall Semester		Spring Semester		Qualification Level Undergraduate			Qualification Level Graduate		
FULL-TIME	UG	Grad	UG	Grad	AQ	Prof.	Other	AQ	Prof.	Other
Brown, K	490		300			790				
Fritz, R	207		183	84	390			84		
Link, Y ⁽¹⁾	267	66	246	87	513			153		
True, D	213		381		81	513				
Worhall E	378		258				636			
Zilche, K	300	99	336	75	636			99	75	
PART-TIME										
Baker, C ⁽²⁾	48		69				117			
Thomas, T	141		120	81		261			81	
TOTALS	2044	165	1893	327	1620	1564	753	336	156	0

Note (1). Dr. Link also taught a statistics course for the math department, but since this is a service course for non-business majors, it is not considered a part of the business program and, therefore, not included in this table.

- c. Present your coverage of programs by academically- and/or professionally-qualified faculty members in a table such as Figure 5.3

Figure 5.3
Example - Table for Faculty Coverage Summary

	Under-grad Level	Graduate Level
During the Self-Study Year:		
Total Student Credit Hours in Business Program Taught by Faculty Members in the Business Unit	3,937	492
Total Credit Hours Taught by Academically- and Professionally-Qualified Faculty Members	3,184	492
Percent of Total Credit Hours Taught by Academically- and Professionally-Qualified Faculty Members	80.9	100
Total Credit Hours Taught by Academically-Qualified Faculty Members	1,620	336
Percent of Total Credit Hours Taught by Academically-Qualified Faculty Members	41.1	68.3

Criterion 5.3.2.a

Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.

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

Criterion 5.3.2.b.

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

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

If your faculty qualifications as presented in Figure 5.3 meet these historically acceptable levels, you may consider this section complete, and proceed to Section 5.4.

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

Section 5.4 Faculty Deployment

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

To demonstrate compliance, present your deployment pattern in a table such as Figure 5.4

Figure 5.4
Example - Table for Deployment of Faculty by Program

Faculty Member	Number of Classes/Sections Taught in the Business Program									
	Fall Semester				Spring Semester				FTE	
	Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate	Graduate
	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.		
FULL-TIME										
Brown, K	3	1			4				1	
Fritz, R	3				2			1	.625	.125
Link, Y	3			1	1	1		2	.625	.375
PART-TIME										
Baker, C		1			1				.25	
Thomas, T	1	1			1	1		1	.50	.125
TOTAL									3.00	.625

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

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

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

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

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

Section 5.5 Faculty Size and Load

The number of faculty members in the business programs should be sufficient to effectively fulfill its mission of excellence in educating business students.

Provide a table such as Figure 5.5 to summarize your faculty loads.

Figure 5.5
Example - Table for Faculty Load

FACULTY LOAD, FULL-TIME FACULTY MEMBERS

Full-Time Faculty Members	Semester (Quarter) Hours Taught/ Academic Year	Number of Preps./ Year	Number of Disciplines/ Semester (Qtr.)		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community Service	Administrative Duties	Business and Industry Interaction	Special Projects	Travel to Off-Campus Locations	Number Theses Supervised
			Fall	Spr										
Baker, C	24	4	1	1	27	Yes	No	2	Yes	No	Yes	Yes	No	0
Thomas	18	3	2	2	43	No	Yes	3	Yes	MBA Dir.	Yes	No	No	0

Criterion 5.5.1.

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

- **classroom teaching assignments**
- **student advising and counseling activities**
- **scholarly and professional activities**
- **community and college service activities**
- **administrative activities**
- **business and industry interaction**
- **special research programs and projects**
- **thesis and dissertation supervision and direction, if applicable**
- **travel to off-campus locations and/or non-traditional teaching, if applicable**

Teaching Loads:

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

With regard to Criterion 5.5.1, please address:

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

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

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

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

Section 5.6 Faculty Evaluation

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

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

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

Section 5.7 Faculty and Staff Operational Procedures, Policies and Practices, and Development

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

- A. Present in an appendix a copy of your faculty handbook, or equivalent, and here explain how it is disseminated in your institution. If this appendix does not address these bulleted items, please explain why not.
- faculty development, including eligibility criteria
 - tenure and promotion policies
 - evaluation procedures and criteria
 - workload policies
 - service policies
 - professional expectations
 - scholarly expectations
 - termination policies
- B. Explain how your institution improves these procedures, policies, and practices.

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

In addressing Criterion 5.7.2, please describe or explain:

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

Section 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.

5.8.1 Scholarship:

To demonstrate compliance with Criterion 5.8.1, describe or explain:

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

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

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

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

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

The scholarship of application moves toward the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. Note that this is not to be a catch-all category. The scholarship of application does not include regular service activities or routine consulting. (These are considered professional activities and are discussed below.) The scholarship of application must be tied directly to one's field of knowledge and relate to, and flow directly out of, creative professional activity. The engagement in applied research and/or development may take the form of contract research, consultation, technical assistance, policy analysis, or program evaluation--if these are meaningful intellectual activities. This kind of scholarship requires creativity and critical thought in analyzing real problems. These activities must be documented and should include an evaluation from those receiving these services.

5.8.2 Professional Activities:

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

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

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

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

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

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

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

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

A. To demonstrate compliance with Criterion 5.8.2, please describe or explain:

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

B. Summarize each faculty member's scholarly and professional activities for the last three years in a table similar to Figure 5.6.

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

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

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

Figure 5.6
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 Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
Smith, Mary	Ph.D.		B = 2 C = 1 D = 1	A = 1 B = 2 D = 1	B = 1	D = 1	C = 2	3	2	3	
Most Recent Year											
Year 2			A = 2	A = 1 C = 1	B = 2 C = 1	2	C = 1 D = 1	1	2	3	
etc.											

Codes to Use for Scholarly Activities

- A = Scholarship of Teaching
- B = Scholarship of Discovery
- C = Scholarship of Integration
- D = Scholarship of Application

Criterion 5.8.3 Scholarship for Doctoral Programs:

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

STANDARD #6. Educational and Business Process Management

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

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

Thus, business students share common professional requirements. Common subjects such as the Common Professional Component (CPC) and areas of specialization are expected to be covered in baccalaureate degree programs in business.

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

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

Business programs must have policies and procedures addressing the areas of recruiting, admitting and retaining its students.

CRITERIA

Use the following criteria to document the extent to which the business programs meet the standard for Educational and Business Process Management. Justify any omissions.

Section 6.1 Education Design and Delivery

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

Criterion 6.1.1 Educational Design

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

To fulfill this criterion, provide a narrative statement and a table such as Figure 6.1.

Figure 6.1
Example - Table for Educational Design

You could develop a table similar to this:			
	Curricular Changes	Student/Stakeholder Input	Measures
Programs			
Marketing	Added a class MK303 International Marketing	Input from the business advisory committee	Capstone class international presentation
Management			

Criterion 6.1.2 Degree Program Delivery

Describe the degree program delivery for each degree program to be accredited.

To fulfill this criterion, you must provide the following information:

- the length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on-average);
- the program delivery methods employed in each program (classroom, competency based, independent study, online, etc.);
- the number of contact (coverage hours or equivalent) hours required to earn three (3) semester hours (four (4) quarter hours) of credit or equivalent; and

- d. **if your unit confers nontraditional business degrees, such as accelerated, competency based, executive, etc.**, specially designed to meet the needs of specific stakeholders other than traditional college students, etc., describe how:

1. nontraditional degrees support and/or relate to the business school or program's mission and objectives;

2. credits are earned in these programs;

3. you assess their academic merit; and

4. you provide trend data of results comparing traditional to nontraditional students SLOs as required in Criteria 4.2 and 4.3.

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

To fulfill Criterion 6.1.2, provide both a narrative statement and a table, such as Figure 6.2.

Figure 6.2
Example of a Table for Degree Programs

You could develop a table similar to this:			
	Time to Degree	Delivery Methods	Coverage Hours/3 Semester Hours or equivalent
Programs:			
Executive MBA			
Accelerated Organizational Leadership and Management (OLM)			
Etc.			

Criterion 6.1.3 Undergraduate Common Professional Component (CPC)

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

UNDERGRADUATE COMMON PROFESSIONAL COMPONENT

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

Có thể 1 trong 2

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

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

To demonstrate compliance with Criterion 6.1.3, identify where the topical areas of the CPC are covered in the required course offerings by completing Figure 6.3, entitled Abbreviated Course Syllabus, for each undergraduate required course taught in the business core. An example of a completed course syllabus is provided in

Figure 6.4. Then, summarize the CPC content of your required undergraduate courses in a table such as Figure 6.5.

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

Figure 6.3
Abbreviated Course Syllabus

Course Number: _____ Course Title: _____

List all faculty members who taught this course during the self-study year:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

List all textbooks and required supplementary readings used:

_____	_____
(Author)	(Title)

(Publisher)	

Provide a brief course description (relate course description to undergraduate CPC topics where appropriate):

List the course outline (topics/chapters) and class sessions

Summarize the undergraduate CPC coverage in terms of hours

Figure 6.4
Example - Completed Abbreviated Course Syllabus

Course Number: Marketing 3723

Course Name: Principles of Marketing

Instructors: Brown, Smith and True

Required Text: McCarthy, Perreault: BASIC MARKETING, Irwin

Course Description: A description and analysis of business activities designed to plan, price, promote, and distribute products and services to customers. Topics studied include the marketing environment, consumer buying habits and motives, types of intermediaries, marketing institutions and changes, government regulations, advertising and current marketing practices.

<u>Topic Outline:</u>	<u>Hours/Minutes</u> <u>(or %t of a 3-hour course)</u>
I. Introduction to Principles	9
A. Environmental Factors	
B. Market Segmentation, Sales Forecasting	
C. Buyer Behavior	
D. Market Research and Marketing Information Systems	
II. Product Variable	3
A. Classification, Branding, Packaging, and Labeling	
B. Product Mix, Product Assortments, Product Positioning	
III. Place/Distribution Decisions	9
A. Channels of Distribution	
B. Wholesaling	
C. Retailing	
D. Physical Distribution/Logistics	
IV. Promotion Decisions	7 1/2
A. Advertising and Publicity	
B. Personal Selling	
V. Pricing Decisions	6
A. Pricing Concepts	
B. Setting Prices	

VI. Uncontrollable Variables	3
VII. Selected Applications	7 1/2
A. Marketing Management	
B. Industrial Marketing	
C. International Marketing	
D. Non-business Marketing	

Total Sessions (coverage hours)	45
---------------------------------	----

	Hours/Minutes
<u>Summary of Undergraduate CPC Topics Covered in this Course:</u>	<u>(or % of a 3-hour course*)</u>

a. Marketing	45
d. Management	4
e. Legal environment of Business	1
f. Economics	2
g. Business Ethics	1
h. Global Dimensions of Business	2
i. Quantitative Techniques and Statistics	2
j. Comprehensive or Integrating Experience	<u>1</u>
Total Estimated CPC Coverage Hours	58

[End of Example Abbreviated Syllabus]

Figure 6.5
Example - Table of Undergraduate Common Professional Component (CPC) Compliance

CORE COURSES	Hour Class Sessions by CPC Topic											Total
	a. MKT	b. FIN	c. ACC	d. MGT	e. LAW	f. ECON	g. ETH	h. GLO	i. IS	j. QM STAT	k. l. POL/COMP	
MATH 1203		6								45		51
ACCT 2143			45		2		7		2			51
ACCT 2243	8	2	45	15			7					72
BUAD 2153			3						45	2		50
BUAD 2203									5	45		50
ECON 2333			2		3	45	3	9		2	10	69
ECON 2433	2	1	2	9	2	45	1	9		1	1	68
MGMT 3013		1	1	45	4	1	4	9	3	1	2	66
MGMT 3113	3	2	3	8	1	1	2	2	45			67
BUAD 3233					45		6					51
MKTG 3723	45			4	1	2	1	2		2		58
FINC 3733		40	8		2	10	1		7			68
MGMT 4853	3	3	8	10	3	2	3	4	9	5	45	95
TOTALS	61	55	117	91	63	106	35	35	116	103	58	

*Note: **The totals that are less than 30 on this table would require additional coverage.** The substance of this requirement also applies to schools measuring coverage by percentage of a three credit-hour course.*

Criterion 6.1.4.a. Curriculum Design Beyond CPC

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

Use Figure 6.6 to support your presentations for Criteria 6.1.4.a.

Criterion 6.1.4.b. Curriculum Design for General Education

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

Use Figure 6.6 to support your presentations for Criteria 6.1.4.b.

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

Figure 6.6
Example of a Table of Baccalaureate Curriculum Credits

MAJOR	Minimum Credit Hours in General Education	Business			General Electives Credit Hours	Total Credit Hours Required for Graduation
		Core Requirements	Requirements Beyond Core	Business Electives		
ACCOUNTING	55	39	15	9	10	128
ECONOMICS	55	39	15	9	10	128
FINANCE	55	39	15	12	7	128
GENERAL BUSINESS	55	39	15	9	10	128
MANAGEMENT	55	39	15	9	10	128
MANAGEMENT SCIENCE	55	39	15	9	10	128
MARKETING	55	39	15	12	7	128

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

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

Criterion 6.1.5 Other Business-related Programs

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

In your narrative regarding this criterion, use the information from Figure 6.6 for each “other business-related program” to compute and report the percentage of the undergraduate or graduate curriculum devoted to business. Also, report the hours of CPC coverage for undergraduate degrees, or CPC competency for a graduate degree. Explain how that coverage meets the long-term needs of students and other stakeholders, given the objectives of the program.

Criterion 6.1.6 Curriculum Design in Graduate Programs

Master’s degree programs in business should require at least 30 semester credit hours or 45 quarter hours (or equivalent) of graduate level work in business coverage beyond the basic undergraduate Common Professional Component (CPC). The undergraduate CPC (excluding the comprehensive or integrating experience) may be determined through a competency based evaluation or by completing undergraduate or graduate courses. The 30 semester credit hours (45 quarter hours) of graduate-level work beyond the CPC topics normally should be in courses reserved for graduate students.

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

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

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

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

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

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

6.1.7 Education (Design and Delivery) Evaluation

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

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

A table such as Figure 6.8 should be included.

Figure 6.8
Example - Table for Education Evaluation

Develop a table similar to this			
	Student Evaluation of Course/Instructor	Dropout Rates	Observations by School and/or Program Leaders
Programs			
Marketing			
Management			

Section 6.2 Management of Educational Support Service Processes and Business Operation Processes

Criterion 6.2.1 Education Support Processes

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

In addressing Criterion 6.2.1, present both a brief narrative and a table such as Figure 6.9.

Figure 6.9
Example - Table for Education Support Processes

Develop a table similar to this:			
	Usage Rates	Success Rates	Student and Stakeholder Feedback
Counseling			
Advising			
Placement			
Library			
Computer Facilities			
Office Space			

Suggested topics for the narrative;

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

Criterion 6.2.2 Business Operation Processes

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

In addressing Criterion 6.2.2., use a table such as Figure 6.10. for all educational locations and the Internet. Explain or describe:

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

Figure 6.10
Example of a Table for Business Operation Processes

Standard #6 - Organizational Performance Results, Figure 6.10

Complete the following table

Figure 6.10 Standard 6, Criterion 6.2.2 - Business Program Performance Results													
Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention , student academic success , and other characteristics reflecting students' performance. Key indicators may include: graduation rates , enrollment, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program , and what you report to governing boards and administrative units.												
		Analysis of Results											
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)								
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?									
What is your goal?													
(Example) Increase retention for Business programs from 80% to 90% by 2020	Retention rates as reported to the VPAA every January	85% in 2014	In a positive trend for the last three years	Increased number of meetings to three meetings a year with business students regarding continued education and completion plans	<div>Retention of Business Program Students</div> <table><thead><tr><th>Year</th><th>Retention (%)</th></tr></thead><tbody><tr><td>2012</td><td>81</td></tr><tr><td>2013</td><td>83</td></tr><tr><td>2014</td><td>85</td></tr></tbody></table>	Year	Retention (%)	2012	81	2013	83	2014	85
Year	Retention (%)												
2012	81												
2013	83												
2014	85												

Section 6.3 Enrollment Management

Criterion 6.3.1. Admissions Policies and Procedures

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

In addressing Criterion 6.3.1 you should provide:

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

Criterion 6.3.2. External Articulation Process

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

For the purpose of satisfying Criterion 6.3.2, use a table such as Figure 6.11, and to explain or describe any articulation and/or course transfer arrangements you have with other institutions, and report on the following areas as appropriate for your institution:

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

Figure 6.11
Example - Table for External Articulation

Develop a table similar to this:			
	University U	Great College	Internal
Agreement in Place			
Business Unit Process			
Institution Process			

Criterion 6.3.3 Graduate Program Articulation & Admissions Policy

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

In addressing this criterion, report and explain or describe:

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

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

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

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

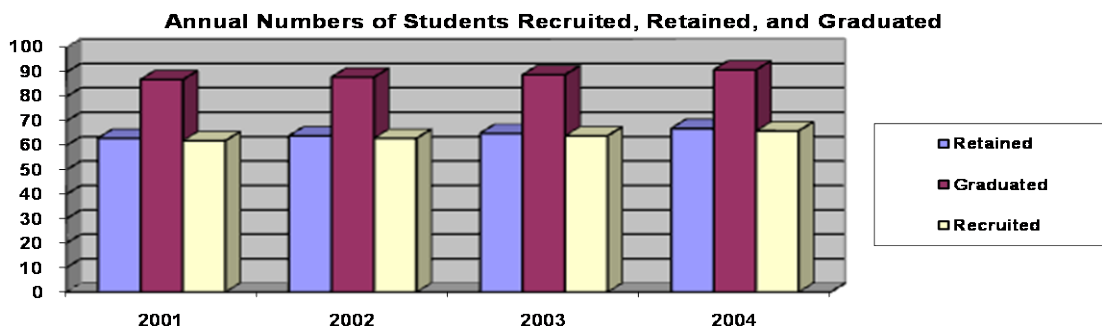
Describe the academic policies used by the business unit for recruiting students; admitting students; and retaining students.

Criterion 6.3.6. Results of Enrollment Management will be reported.

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

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

Figure 6.12
Example - Graph for Enrollment Management



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

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

Appendix A Glossary of Terms

This Glossary of Key Terms defines and briefly describes terms used throughout the Education Criteria booklet that are important to performance management.

Academic Quality

Achieving quality in higher education is a complex, mission-driven relationship of systems and processes effectively linked to provide positive results. Leadership, strategic planning, students, faculty members, and other stakeholders set the strategic direction. Measurement, analysis, and knowledge management form a composite of results from student outcomes, customer outcomes, and faculty outcomes. Results serve as a learning fulcrum for continuous improvement to advance academic quality.

Academically Qualified

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

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

8. Hold an out of field doctorate,

- (a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by significant consulting activity.

9. Hold an out of field doctorate,

- (a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.

10. Hold an out of field doctorate,

- (a) Master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.

11. Hold an out of field doctorate,

- (a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.

12. Hold an out of field doctorate,

- (a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.

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

1. Hold a Juris Doctor (JD) and hold a business related master's degree with a specialization in the area of teaching responsibility.

2. Hold a Juris Doctor (JD) and hold professional certification and teach in the area of the certification.

3. Hold a Juris Doctor (JD) and have five (5) or more years of professional and management experience directly related to the area of teaching responsibility.

4. Hold an out of field doctorate,

- (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.

5. Hold an out of field doctorate,

- (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.

6. Hold an out of field doctorate,

- (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.

7. Hold an out of field doctorate,

- (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.

8. Hold an out of field doctorate,

- (a) Have completed a special post-graduate educational program (AVBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.

9. Hold an out of field doctorate,

- (a) Have completed a special post-graduate educational program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.

10. Hold an out of field doctorate,

- (a) Have completed a special post-graduate educational program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement professional organizations related to the teaching field.

11. Hold an out of field doctorate,

- (a) Have completed a special post-graduate education program (ACBSP approved) especially designed to improve the faculty member's knowledge

and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.

NOTE: The intent is that for faculty members with out of field doctorates to be academically qualified, they must demonstrate content knowledge, teaching effectiveness, and scholarly productivity or successful professional practice. The credentials committee will review those portfolios of faculty members who meet the general criteria in alternative ways or where the degree of meeting stated criteria is unclear. Credential review is at the request of an individual institution rather than the individual faculty member.

Action Plans

The term “action plans” refers to specific actions that respond to short- and longer-term strategic objectives. Action plans include details of resource commitments and time horizons for accomplishment. Action plan development represents the critical stage in planning when strategic objectives and goals are made specific so that effective, organization-wide understanding and deployment are possible. In the Criteria, deployment of action plans includes creating aligned measures for work units. Deployment might also require specialized training for some faculty and staff or recruitment of personnel. An example of a strategic objective for an education organization might be to achieve student performance in the top quartile of the state’s schools on a normalized test that is given annually. Action plans could entail determining in which subjects students have had the lowest scores, understanding skill deficiencies in those subjects, and developing curricula that enable students to master those skills. Deployment might include faculty training in instructional and assessment methods. Organizational-level analysis and review likely would emphasize student learning, budgetary performance, and student and stakeholder satisfaction.

Active Learning

The term “active learning” refers to interactive instructional techniques that engage students in such higher-order thinking tasks as analysis, synthesis, and evaluation. Students engaged in active learning might use resources beyond the faculty, such as libraries, Web sites, interviews, or focus groups, to obtain information. They may demonstrate their abilities to analyze, synthesize, and evaluate through projects, presentations, experiments, simulations, internships, practicums, independent study projects, peer teaching, role playing, or written documents. Students involved in active learning often organize their work, research information, discuss and explain ideas, observe demonstrations or phenomena, solve problems, and formulate questions of their own. Active learning is often combined with cooperative or collaborative learning in which students work interactively in teams that promote interdependence and individual accountability to accomplish a common goal. In addition, active learning may address multiple intelligences.

Alignment

The term “alignment” refers to consistency of plans, processes, information, resource decisions, actions, results, and analysis to support key organization-wide goals.

Effective alignment requires a common understanding of purposes and goals. It also requires the use of complementary measures and information for planning, tracking, analysis, and improvement at three levels: the organizational level/senior leader level; the key process level; and the program, school, class, or individual level.

Analysis

The term “analysis” refers to an examination of facts and data to provide a basis for effective decisions. Analysis often involves the determination of cause-effect relationships. Overall organizational analysis guides process management toward achieving key organizational results and toward attaining strategic objectives.

Despite their importance, individual facts and data do not usually provide an effective basis for actions or setting priorities. Effective actions depend on an understanding of relationships, derived from analysis of facts and data.

Anecdotal

The term “anecdotal” refers to process information that lacks specific methods, measures, deployment mechanisms, and evaluation/improvement/learning factors. Anecdotal information frequently uses examples and describes individual activities, rather than systematic processes. An anecdotal response to how senior leaders deploy performance expectations might describe a specific occasion when a senior leader visited all of the organization’s facilities. On the other hand, a systematic process might describe the communication methods used by all senior leaders to deliver performance expectations on a regular basis to all faculty members and staff, the measures used to assess effectiveness of the methods, and the tools and techniques used to evaluate and improve the communication methods.

Approach

The term “approach” refers to the methods used by an organization to address the criteria requirements. Approach includes the appropriateness of the methods to the requirements and the effectiveness of their use.

Benchmarks

The term “benchmarks” refers to processes and results that represent best practices and performance for similar activities, inside or outside the education community. Organizations engage in benchmarking as an approach to understand the current dimensions of world-class performance and to achieve discontinuous (non-incremental) or breakthrough improvement.

Benchmarks are one form of comparative data. Other comparative data organizations might use/include appropriate data collected by a third party (frequently averages for other organizations), data on performance of comparable education organizations and competitors, and comparisons with similar organizations in the same geographic area.

Criteria

The criteria are used within each of the six standards to help evaluate and communicate how the standards are met. All of the criteria do not have to be met to meet the intent of the standards. The criteria are identified in each of the six standards by sub-numbers and letters such as in STANDARD #4. Measurement and

Analysis of Student Learning and Performance - Criterion 4.1. The business unit shall have a learning outcomes assessment program.

Cycle Time

The term “cycle time” refers to the time required to fulfill commitments or to complete tasks. Time measurements play a major role in the criteria because of the great importance of responsiveness and of time performance to improving competitiveness. “Cycle time” refers to all aspects of time performance. Cycle time improvement might include time to respond to changing student and stakeholder needs, design time for new programs and processes, and other key measures of time.

Deployment

The term “deployment” refers to the extent to which an approach is applied in addressing the requirements of criteria. Deployment is evaluated on the basis of the breadth and depth of application of the approach to relevant work units throughout the organization.

Education Delivery

The term “education delivery” refers to the deployment of instructional approaches—modes of teaching and organizing activities and experiences so that effective learning takes place. Education delivery may include active learning, cooperative or collaborative learning, distance education, distributed learning, online tutorials, guided discussion lists, video streaming, teleconferencing, or self-paced learning.

Effective

The term “effective” refers to how well a process or a measure addresses its intended purpose. Determining effectiveness requires the evaluation of how well a need is met by the approach taken and its deployment or by the measure used.

Empowerment

The term “empowerment” refers to giving faculty members and staff the authority and responsibility to make decisions and take actions. Empowerment results in decisions being made closest to students and stakeholders, where work-related knowledge and understanding reside. Empowerment is aimed at enabling faculty members and staff to respond to students’ educational needs, to improve processes, and to improve student learning and organizational performance results. Empowered faculty members and staff require information to make appropriate decisions; thus, an organizational requirement is to provide that information in a timely and useful way.

Ethical Behavior

The term “ethical behavior” refers to how an organization ensures that all its decisions, actions, and stakeholder interactions conform to the organization’s moral and professional principles. These principles are the foundation for the organization’s culture and values and define “right” and “wrong.” Senior leaders should act as role models for these principles of behavior. The principles apply to all individuals involved in the organization, from faculty members and staff to members of the governing board, and need to be communicated and reinforced on a regular basis. Although there is no universal model for ethical behavior, senior leaders should ensure that the organization’s mission and vision are aligned with its ethical

principles. Ethical behavior should be practiced with all students and stakeholders, faculty members and staff, partners, suppliers, and the organization's local community. While some organizations may view their ethical principles as boundary conditions restricting behavior, well-designed and clearly articulated ethical principles should empower people to make effective decisions with great confidence.

Formative Assessment

The term "formative assessment" refers to frequent or ongoing evaluation during courses, programs, or learning experiences that gives an early indication of what students are learning, as well as their strengths and weaknesses. Formative assessment is often used as a diagnostic tool for students and faculty members, providing information with which to make real-time improvements in instructional methods, materials, activities, techniques, and approaches. Approaches to formative assessment might include daily, weekly, or midterm projects, portfolios, journals, observations of the learning process and learning outcomes, discussion groups, performances, self-assessments, or examinations that occur during courses, when students and faculty members can benefit from the information and improve.

Goals

The term "goals" refers to a future condition or performance level that one intends to attain. Goals can be both short term and longer term. Goals are ends that guide actions. Quantitative goals frequently referred to as "targets," include a numerical point or range. Targets might be projections based on comparative and/or competitive data. The term "stretch goals" refers to desired major, discontinuous (non-incremental) or breakthrough improvements, usually in areas most critical to your organization's future success. Goals can serve many purposes, including: clarifying strategic objectives and action plans to indicate how success will be measured, fostering teamwork by focusing on a common end, encouraging "out-of-the-box" thinking to achieve a stretch goal, and/or providing a basis for measuring and accelerating progress

Governance

The term "governance" refers to the system of management and controls exercised in the stewardship of your organization. It includes the responsibilities of your governing body, e.g., board of education, board of trustees/overseers, and the senior leaders of your organization; in some private education institutions, it may also include owners/shareholders. A combination of federal, state, and municipal regulations, charters, by-laws, and policies documents the rights and responsibilities of each of the parties and describes how an organization will be directed and controlled to ensure: (1) accountability to stakeholders; (2) transparency of operations; and (3) fair treatment of all stakeholders. Governance processes may include approving strategic direction, creating and enforcing policy, monitoring and evaluating senior leaders' performance, succession planning, financial auditing, establishing senior leaders' compensation and benefits, and managing risk. Ensuring effective governance is important to stakeholders' and the larger society's trust and to organizational effectiveness.

High-Performance Work

The term "high-performance work" refers to work processes used to systematically pursue ever-higher levels of overall organizational and individual performance, including quality, productivity, innovation rate, and cycle time performance. High-

performance work results in improved programs and services for students and stakeholders. Approaches to high-performance work vary in form, function, and incentive systems. High-performance work frequently includes cooperation among senior leaders, administrators, faculty members, and staff. This kind of cooperation may involve: workforce bargaining units; cooperation among work units, often involving teams; self-directed responsibility/faculty and staff empowerment; faculty and staff input to planning; individual and organizational skill building and learning; learning from other organizations; flexibility in job design and work assignments; a flattened organizational structure where decision making is decentralized and decisions are made closest to the students and stakeholders; and effective use of performance measures, including comparisons. Many high-performance work systems use monetary and nonmonetary incentives based on factors such as organizational performance, team and/or individual contributions, and skill building. Also, high-performance work processes usually seek to align the organization's structure, work, jobs, faculty and staff development, and incentives.

Innovation

The term "innovation" refers to making meaningful change to improve programs, services, and processes and to create new value for students and stakeholders. Innovation involves the adoption of an idea, process, technology, or product that is either new or new to its proposed application.

Successful organizational innovation is a multi-step process that involves development and knowledge sharing, a decision to implement, implementation, evaluation, and learning. Although innovation is often associated with technological innovation, it is applicable to all key organizational processes that would benefit from change, whether through breakthrough improvement or change in approach or output.

Integration

The term "integration" refers to the harmonization of plans, processes, information, resource decisions, actions, results, and analysis to support key organization-wide goals. Effective integration goes beyond alignment and is achieved when the individual components of a performance management system operate as a fully interconnected unit.

Knowledge Assets

The term "knowledge assets" refers to the accumulated intellectual resources of your organization. It is the knowledge possessed by an organization and its faculty members and staff in the form of information, ideas, learning, understanding, memory, insights, cognitive and technical skills, and capabilities. Faculty members and staff, curricula, software, databases, documents, guides, and policies and procedures are repositories of an organization's knowledge assets. Knowledge assets are held not only by an organization, but also reside within its students and stakeholders, suppliers, and partners as well.

Knowledge assets are the “know how” that your organization has available to use, to invest, and to grow. Building and managing its knowledge assets are key components for the organization to create value for its students and stakeholders and to help sustain competitive advantage.

Leadership System

The term “leadership system” refers to how leadership is exercised, formally and informally, throughout the organization—the basis for and the way that key decisions are made, communicated, and carried out. It includes structures and mechanisms for decision making; selection and development of senior leaders, administrators, department heads, and faculty leaders; and reinforcement of values, directions, and performance expectations. An effective leadership system respects the capabilities and requirements of the faculty and staff and other stakeholders, and it sets high expectations for performance and performance improvement. It builds loyalties and teamwork based on the organization’s values and the pursuit of shared goals. It encourages and supports initiative and appropriate risk taking, subordinates organization structure to purpose and function, and avoids chains of command that require long decision paths. An effective leadership system includes mechanisms for the leaders to conduct self-examination, receive feedback, and improve.

Learning

The term “learning” refers to new knowledge or skills acquired through evaluation, study, experience, and innovation. In addition to their focus on student learning, the criteria address two other kinds of learning: organizational and personal. Organizational learning is achieved through research and development; evaluation and improvement cycles; ideas and input from the faculty, staff, students, and other stakeholders; best practice sharing; and benchmarking. Personal learning (pertaining to faculty members and staff) is achieved through education, training, and developmental opportunities that continue individual growth. To be effective, these types of learning should be embedded in the way an organization operates. In addition, they contribute to a competitive advantage for the organization and its faculty and staff.

Levels

The term “levels” refers to numerical information that places or positions an organization’s results and performance on a meaningful measurement scale. Performance levels permit evaluation relative to past performance, projections, goals, and appropriate comparisons.

Measures and Indicators

The term “measures and indicators” refers to numerical information that quantifies input, output, and performance dimensions of programs, offerings, processes, services, and the overall organization (outcomes). Measures and indicators might be simple (derived from one measurement) or composite. The criteria do not make a distinction between measures and indicators. However, some users of these terms prefer the term “indicator” (1) when the measurement relates to performance, but is not a direct measure of such performance (e.g., the number of complaints is an indicator of dissatisfaction but not a direct measure of it) and (2) when the measurement is a predictor (“leading indicator”) of some more significant performance (e.g., a gain in student performance or satisfaction might be a leading indicator of student persistence).

Mission

The term “mission” refers to the overall function of an organization. The mission answers the question, “What is this organization attempting to accomplish?” The mission might define students, stakeholders, or markets served; distinctive competencies; or technologies used.

Partners

The term “partners” refers to other schools, employers and workplaces, social service organizations, private foundations, and parents, as appropriate, with which your organization has cooperative relationships for purposes of ensuring that effective learning occurs for students. Partners might include schools with which “feeder” relationships exist, into or out of your school. Partnerships with social service organizations might involve helping students make effective transitions. Private foundations might support targeted or comprehensive reform efforts through a partnership with the school.

Performance

The term “performance” refers to output results and their outcomes obtained from processes and services that permit evaluation and comparison relative to goals, standards, past results, and other organizations. Performance might be expressed in nonfinancial and financial terms. The criteria address four types of performance: (1) student- and stakeholder-related; (2) program and service; (3) budgetary, financial, and market; and (4) operational. “Student- and stakeholder-related performance” refers to performance relative to measures and indicators of student and stakeholder perceptions, reactions, and behaviors. Examples include admissions, retention, complaints, and survey results. Student- and stakeholder-related performance generally relates to the organization as a whole. “Program and service performance” refers to performance relative to measures and indicators of program and service characteristics important to students and stakeholders. Examples include the effectiveness of curriculum and instruction, assessment of student learning, participation in professional development opportunities, and student placement following program completion. “Budgetary, financial, and market performance” refers to performance relative to measures of cost containment, budget utilization, and market share. Examples include instructional and general administration expenditures per student; income, expenses, reserves, endowments, and annual grants/awards; program expenditures as a percentage of budget; annual budget increases or decreases; resources redirected to education from other areas; scholarship growth; the percentage of budget for research; and the budget for public service. “Operational performance” refers to the faculty and staff, organizational, and ethical performance relative to effectiveness, efficiency, and accountability measures and indicators. Examples include cycle time, productivity, accreditation, faculty and staff turnover, faculty and staff cross-training rates, regulatory compliance, fiscal accountability, and community involvement. Operational performance might be measured at the organizational/senior leader level; the key process level; and the program, school, class, or individual level.

Performance Excellence

The term “performance excellence” refers to an integrated approach to organizational performance management that results in (1) delivery of ever-improving value to students and stakeholders, contributing to improved education

quality; (2) improvement of overall organizational effectiveness and capabilities; and (3) organizational and personal learning.

Performance Projections

The term “performance projections” refers to estimates of future performance. Projections may be inferred from past performance; may be based on the performance of comparable or competitive organizations that must be met or exceeded; may be predicted based on changes in a dynamic education market; or may be goals for future performance. Projections integrate estimates of your organization’s rate of improvement and change, and they may be used to indicate where breakthrough improvement or change is needed. Thus, performance projections serve as a key management planning tool.

Persistence

The term “persistence” refers to the continued attendance by students (from term-to-term, semester-to-semester, grade-to-grade, or class-to-class) toward the completion of an educational goal or training objective.

Program

A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student’s transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

Process

The term “process” refers to linked activities with the purpose of producing a program or service for students and/or stakeholders within or outside the organization. Generally, processes involve combinations of people, machines, tools, techniques, and materials in a defined series of steps or actions. In some situations, processes might require adherence to a specific sequence of steps, with documentation (sometimes formal) of procedures and requirements, including well-defined measurement and control steps. In service situations such as education, particularly when those served are directly involved in the service, process is used in a more general way, i.e., to spell out what must be done, possibly including a preferred or expected sequence. If a sequence is critical, the service needs to include information to help those served understand and follow the sequence. Such service processes also require guidance to the providers of those services on handling contingencies related to possible actions or behaviors of those served. In knowledge work such as teaching, strategic planning, research, development, and analysis, process does not necessarily imply formal sequences of steps. Rather, process implies general understandings regarding competent performance such as timing, options to be included, evaluation, and reporting. Sequences might arise as part of these understandings.

Productivity

The term “productivity” refers to measures of the efficiency of resource use. Although the term often is applied to single factors such as staffing, machines, materials, and capital, the productivity concept applies, as well, to the total resources used in meeting the organization’s objectives. The use of an aggregate measure of overall productivity allows a determination of whether the net effect of overall changes in a process—possibly involving resource tradeoffs—is beneficial.

Professionally Qualified

To be considered professionally qualified a faculty member must:

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

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

Purpose

The term "purpose" refers to the fundamental reason that an organization exists. The primary role of purpose is to inspire an organization and guide its setting of values. Purpose is generally broad and enduring. Two organizations providing different educational services could have similar purposes, and two organizations providing similar educational services could have different purposes.

Quality

The term "quality" refers to educational systems and processes that meet or exceed the needs of students and stakeholders and are continuously improved over time.

Results

The term "results" refers to outputs and outcomes achieved by an organization in addressing the requirements of the criteria. Results are evaluated on the basis of

current performance; performance relative to appropriate comparisons; the rate, breadth, and importance of performance improvements; and the relationship of results measures to key organizational performance requirements.

Segment

The term “segment” refers to a part of an organization’s overall base related to students; stakeholders; markets; programs, offerings, and services; or the faculty and staff. Segments typically have common characteristics that can be logically grouped. In Results Items, the term refers to disaggregating results data in a way that allows for meaningful analysis of an organization’s performance. It is up to each organization to determine the specific factors that it uses for segmentation.

Understanding segments is critical to identifying the distinct needs and expectations of different student, stakeholder, market, faculty, and staff groups and to tailoring programs, offerings, and services to meet their needs and expectations. Student segmentation might reflect such factors as the educational service delivery (e.g., classroom or Web-based) or students’ career interests, learning styles, living status (e.g., residential versus commuter), mobility, or special needs. Faculty and staff segmentation might be based on geography, skills, needs, work assignments, or job classifications.

Senior Leaders

The term “senior leaders” refers to those with the main responsibility for managing the overall organization. Senior leaders might include administrators, chair or department heads, and/or faculty leaders. In many organizations, senior leaders include the head of the organization and his or her direct reports.

Stakeholders

The term “stakeholders” refers to all groups that are or might be affected by an organization’s actions and success. Examples of key stakeholders include parents, parent organizations, faculty members, staff, governing boards, alumni, employers, other schools, funding entities, and local/professional communities. Although students are commonly thought of as stakeholders, for purposes of emphasis and clarity, the criteria may refer to students and stakeholders.

Standards

There are six ACBSP standards that must be met to achieve ACBSP accreditation. The standards are identified by numbers such as STANDARD #4. Measurement and Analysis of Student Learning and Performance.

Strategic Challenges

The term “strategic challenges” refers to those pressures that exert a decisive influence on an organization’s likelihood of future success. These challenges frequently are driven by an organization’s future competitive position relative to other providers of similar programs, services, or offerings. While not exclusively so, strategic challenges generally are externally driven. However, in responding to externally driven strategic challenges, an organization may face internal strategic challenges. External strategic challenges may relate to student, stakeholder, or market needs or expectations; changes in educational programs or offerings; technological changes; or budgetary, financial, societal, and other risks. Internal strategic challenges may relate to an organization’s capabilities or its faculty, staff, and other resources.

Strategic Objectives

The term “strategic objectives” refers to an organization’s articulated aims or responses to address major change and improvement, competitiveness issues, and/or education advantages. Strategic objectives generally are focused externally and relate to significant student, stakeholder, market, program, service, or technological opportunities and challenges (strategic challenges). Broadly stated, they are what an organization must achieve to remain or become competitive. Strategic objectives set an organization’s longer-term directions and guide resource allocations and redistribution.

Summative Assessment

The term “summative assessment” refers to longitudinal analysis of the learning and performance of students and alumni. Summative assessments tend to be formal and comprehensive, and they often cover global subject matter. Such assessments may be conducted at the conclusion of a course or program and could be compared to the results of pre-testing to determine gains and to clarify the causal connections between educational practices and student learning. They may be used for purposes of determining final grades, placement, and promotion, as well as for licensure or certification.

Systematic

The term “systematic” refers to approaches that are repeatable and use data and information so learning is possible. In other words, approaches are systematic if they build in the opportunity for evaluation, improvement, and sharing, thereby permitting a gain in maturity.

Trends

The term “trends” refers to numerical information that shows the direction and rate of change for an organization’s results. Trends provide a time sequence of organizational performance. A minimum of three data points, generally, is needed to begin to ascertain a trend. The time period for a trend is determined by the cycle time of the process being measured. Shorter cycle times demand more frequent measurement, while longer cycle times might require longer periods before meaningful trends can be determined. Examples of trends called for by the criteria include student learning results; student, stakeholder, faculty, and staff satisfaction and dissatisfaction results; education design and delivery and student service performance; budgetary, financial, and market performance; and operational performance, such as cycle time, support process, supplier/partner, and safety performance.

Value

The term “value” refers to the perceived worth of a program, service, process, asset, or function relative to cost and possible alternatives. Organizations frequently use value considerations to determine the benefits of various options relative to their costs, such as the value of various educational offerings and service combinations to students or stakeholders. Organizations need to understand what different student and stakeholder group’s value and then deliver value to each group. This frequently requires balancing value for students and stakeholders, such as businesses, faculty members, staff, and the community.

Value Creation

The term “value creation” refers to processes that produce benefit for students and stakeholders and for the organization. They are the processes most important to “running your organization”—those that involve the majority of faculty and staff and generate programs, services, and offerings, as well as positive organizational results for students and key stakeholders.

Values

The term “values” refers to the guiding principles and behaviors that embody how your organization and its people are expected to operate. Values reflect and reinforce the desired culture of an organization. Values support and guide the decision making of all faculty members and staff, helping the organization to accomplish its mission and attain its vision in an appropriate manner.

Vision

The term “vision” refers to the desired future state of your organization. The vision describes where the organization is headed, what it intends to be, or how it wishes to be perceived in the future.

Work Systems

The term “work systems” refers to how your faculty and staff are organized into formal or informal units to accomplish your mission and your strategic objectives; how job responsibilities are managed; and your processes for compensation, faculty and staff performance management, recognition, communication, hiring, and succession planning. Organizations design work systems to align their components to enable and encourage all faculty members and staff to contribute effectively and to the best of their ability.

Appendix B Faculty Credentials Committee

For an out-of-field doctorate (i.e., an earned doctorate conferred by a school other than a college or school of business administration), the institution must provide the evaluation team with a "portfolio" on the qualifications of the out-of-field doctorate.

The administration may request a review by the credentials committee for faculty members that do not clearly meet the descriptions provided in the ACBSP Standards and Criteria glossary of terms. Complete the spreadsheet from the following link and submit it to the credentials committee. [Request for Faculty Qualifications Review](#)

A portfolio consists of:

1. Current curriculum vitae (see format in Appendix C).
2. Transcripts of all graduate work. Graduate courses that relate to the discipline(s) in which the faculty member is teaching should be highlighted and separately identified. The listing of these courses should be presented in a manner that allows the reader to evaluate the content of the course (e.g., course description).
3. A descriptive statement of the teaching experience of the faculty member, including an analysis of the quality of teaching that is performed (e.g., peer evaluations, student evaluations, etc.).
4. A descriptive statement of the professional experience a faculty member has performed as it relates to the enhancement of teaching in the discipline(s) taught within the business unit.
5. A descriptive statement of the consulting experience a faculty member has performed as it relates to the enhancement of teaching in the discipline(s) taught within the business unit.
6. Scholarly and professional activities in which a faculty member has been involved, as listed on the current curriculum vitae and recorded in Figure 6, located in 5.9, Scholarly and Professional Activities on page 34. A succinct, descriptive narrative statement should be developed for each of the four categories of Scholarly and Professional Activities and included in the statements should be a reference to the codes used in Figure 6, located in 5.9, Scholarly and Professional Activities. In other words, Figure 6 summarizes the activities of each faculty member and the descriptive statements should be included in each faculty member's curriculum vitae describing the activities in more detail (e.g., title of paper presented, where or for whom the consulting was done, and what the assignment was).

There should be one portfolio submitted for each faculty member being reviewed. In compiling the portfolio, substance in the narrative is more important than length.

Please submit electronically.

APPENDIX C
VITA

I. Name:

Rank:

Tenure/Nontenure

Department or Division:

Year Joined the Institution:

Teaching Experience:

Areas of Involvement (in teaching)

II. Education Background (include fields of specialization)

III. Prior Experience not in Education

IV. Professional Memberships (include offices held)

V. Professional Meetings Attended (include dates)

VI. Papers Presented (include dates)

VII. Publications

VIII. Other Research Activity

IX. Consulting

X. Professional Growth Activities

XI. Seminars, Training Programs, etc., Conducted for Business and Industry

XII. Professional Presentations, Speeches, etc.

XIII. Institutional Services Performed

XIV. Recognition and Honors

XV. Professionally-Related Community Activities



ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS & PROGRAMS

World Headquarters • 11520 West 119th Street • Overland Park, KS 66213 USA
USA • Belgium • Perú

acbsp.org • info@acbsp.org     