ACBSP

GLOBAL BUSINESS ACCREDITATION

STANDARDS AND CRITERIA

for Demonstrating Excellence in Business Degree Programs

Revision C - Published May, 2024

ACBSP Unified Standards And Criteria For Demonstrating Excellence In Business Programs

ACCREDITATION COUNCIL FOR BUSINESS
SCHOOLS AND PROGRAMS (ACBSP)
8101 College Blvd, Ste. 100
Overland Park, KS 66210 U.S.A.
Phone: 913-339-9356
info@acbsp.org
Version C
May 2024

Contents

ACBSP Unified Standards And Criteria For Demonstrating Excellence In Business Programs 1
GENERAL INFORMATION 4
Introduction 4
Qualitative Scoring Band Tables 4
Policies on Accreditation 7
Institutional Overview 8
2. Identification of Individuals Who Helped Prepare the Self-Study 9
3. Review of All Academic Activities 9
4. Organizational Charts 11
5. Conditions of Accreditation 11
6. Business Program's Organizational Profile 13
a. Organizational Description 13
b. Organizational Challenges 14
STANDARDS AND CRITERIA 15
Standard 1 - Leadership 15
Criterion 1.1 – Approach 15
Criterion 1.2 - Deployment 15
Criterion 1.3 – Results 16
Criterion 1.4 – Improvements 16
Standard 2 - Strategic Planning 17
Criterion 2.1 – Approach 17
Criterion 2.2 - Deployment 17
Criterion 2.3 - Results 18
Criterion 2.4 – Continuous Improvement Strategic Planning 18
Standard 3 - Student and Stakeholder Focus 19
Criterion 3.1 - Approach 19
Criterion 3.2 - Deployment 19
Criterion 3.3 - Results 19
Criterion 3.3: Results 19
Criterion 3.4 - Improvement 20
Standard 4 - Student Learning Assessment 21
Criterion 4.1 - Approach 21
Criterion 4.2 - Deployment 22
Criterion 4.3 - Results 22
Criterion 4.4 - Continuous Improvement 23
Standard 5 – Faculty Focus 24
Criterion 5.1 – Approach 24
Criterion 5.2 - Deployment 25

Criterion 5.3 - Results 30
Criterion 5.4 - Improvement 33
Standard 6 - Curriculum 35
Criterion 6.1 - Approach 35
Criterion 6.2 - Deployment 35
Criterion 6.3 - Associate Degree Deployment 36
Criterion 6.4 - Baccalaureate Degree Deployment 37
Criterion 6.5 - Master's Programs Only 40
Criterion 6.6 - Doctoral Programs Only 41
Standard 7 - Business Unit Performance 43
Criterion 7.1 – Approach 43
Criterion 7.2 – Deployment 43
Criterion 7.3 – Results 43
Criterion 7.4 – Continuous Improvements 44
Appendix A Glossary of Terms 46

GENERAL INFORMATION

Introduction

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

The two Boards of Commissioners are elected by the members of the Associate Degree Commission and the Baccalaureate/Graduate Degree Commission and have the responsibility for administering all accreditation activities for the Associate Degree-granting institutions and 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.

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 Bands

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

Table O2 Quantitative Results Scoring Bands

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

Policies on Accreditation

ACBSP is 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.

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. Eliminating excessive and irrelevant data requests
8. Developing a minimal baseline database
9. Decreasing the costs of accreditation
10. Lengthening the time cycle between reviews, when appropriate
11. Increasing the consistency of comments and recommendations from different reviewers at different institutions
12. Separating accreditation from advocacy for more resources
13. Recognizing the broader institutional goals
14. Stating accreditation requirements clearly
15. Ensuring that accreditation does not dictate program curriculum
16. Assuring a continual review process of all standards and criteria
17. Compressing the timeline of any self-study from initiation through conclusion, when appropriate

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. 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:

Name/title of business unit Champion:

Name/title of business unit Co-Champion:

Academic year covered by the self-study:

The institution's self-study coordinator contact information:

Name:	Title:
Campus Address:	Email:
City:	State/Province
Country:	Zip/Postal Code:
Phone:	Fax:

Date of submission of this self-study:

The primary institutional contact information during the accreditation site visit:

Name:	Title:
Campus Address:	Email:
City:	State/Province
Country:	Zip/Postal Code:
Phone:	Fax:

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 Degrees Offered by Business Unit. ACBSP accredits degree programs in business and business-related fields. The ACBSP accreditation process considers 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. 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.

b. Adding New Programs. 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 Programs 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 O.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 type of degree.

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

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

A. Business or Business Related Programs	B. Degree Type	C. Program in Business Unit	D To be Accredited by ACBSP	E. Number of Degrees Conferred During Self-Study Year

4. Organizational Charts

Place in your Evidence file 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 or institutional accreditation 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
Note: See standard 1 and standard 7 important public information requirements.

The completed self-study should be submitted to ACBSP.

Provide an electronic copy or website link to the catalog or bulletin.
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 seven standards 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.

_____

_____

_____

_____

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. 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?

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

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

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

STANDARDS AND CRITERIA

Standard 1 - Leadership

The business unit must have systematic leadership processes that promote performance excellence and continuous improvement. Values and expectations must be integrated into the business unit's leadership process to enable the business unit to address its societal responsibilities and community involvement.

Criterion 1.1 – Approach
Leadership Processes that Support Continuous Quality Improvement

Complete Table 1.1 for the following criteria.

Criterion 1.1.a - Mission and Values.
Describe the processes used by the business unit's leadership to establish its stated mission and values (as identified in the overview) with input from the members of its stakeholder groups (as identified in the overview).

Criterion 1.1.b - Performance Measurements.
Describe the business unit's key performance measurement processes for monitoring the achievement of its stated mission and values.

Criterion 1.1.c - Social and Community Responsibility.
Describe the mission-based processes used by the business unit's leaders to create and monitor an environment that fosters Diversity, or Equity, or Inclusion.

Criterion 1.1.d - Impacts on Society.
Describe the processes used by the business unit's leadership to identify and address the impact on society of its program offerings, services, and operations.

Evidence might include job description(s) for the business unit's leaders; applicable policies and procedures; agendas and minutes from meetings where processes are established; performance indicators being tracked, analyzed and met; communications from leaders to stakeholders.

Criterion 1.2 - Deployment
Provide evidence that the above-described processes are fully deployed across the business unit.

Complete Table 1.1

Evidence might include applicable policies and procedures; deployment schedules; faculty and student handbooks, codes of conduct; financial audit schedules; memos on the topics; presentations on the process deployment.

Criterion 1.3 – Results
Provide evidence of the analysis of data produced by the processes described above.

Complete Table 1.1.

Evidence might include minutes of meetings discussing the data; financial audits; survey results; charts, tables, graphs, etc.

Criterion 1.4 – Improvements
Provide evidence of key actions taken by the business unit's leaderships to improve the teaching and learning environment based on the above results.

Evidence might include a list of processes, key results, and improvements made.
Complete Table 1.5.T

Criterion 1.5 – Student Achievement.

Leaders must establish performance expectations for some of the listed student achievements identified by the Council for Higher Education Accreditation (CHEA) in the list of examples below.

You do not have to establish student achievement expectations for every item below.

Use Table 1.5.T. to establish measurable student achievement. The results of these student achievements will be reported in Standard 7 and made public on your business program web page.

These are examples of student achievement identified by CHEA.

- Attrition (e.g., Less than 40%)
- Retention (e.g., Greater than 40%)
- Graduation by program and year (e.g., 2019 Accounting 25, Marketing 31)
- Licensure pass rates (e.g., CPA 78%)
- Job placement rates (e.g., Accounting 100%, Marketing 91%)
- Employment advancement (e.g., Accounting 12, Marketing 9)
- Acceptance into graduate programs (e.g., Accounting 12, Marketing 5)
- Successful transfer of credit (e.g., Accounting 14, Marketing 7)
- Other (e.g., Hired after internship: (e.g. Accounting 2, Marketing 11)

Note: Website links must be on the business landing page, clearly identified as public information of/or student achievement and lead directly to information regarding business student achievement. Provide the link in Section III of the self-study.

Standard 2 - Strategic Planning

The business unit must have a systematic process for developing a strategic plan that leads to continuous improvement. The strategic plan must include implementation goals and progress measures.

Criterion 2.1 – Approach
Strategic Planning

Criterion 2.1.a Institutional-Business Unit Mission & Vision Alignment

Describe the systematic process for developing the strategic plan and how the business unit's program(s), budget, and strategic plan align with the institution's mission, and vision. A copy of the unit's documented strategic plan **must** be provided.

Evidence items might include Comparison table of the business unit's mission and values to that of the Institution; meeting minutes referencing mission, vision, budgeting; regional accrediting documentation referencing institutional & units' missions.

Criterion 2.1.b Stakeholder Input

Describe how faculty, staff, and stakeholders are involved in the development of the business unit's strategic plan.

Evidence might include Meeting minutes; advisory board minutes; linkage to decisions based on the analysis of data from standards 3-7; feedback data from surveys.

Criterion 2.1.c Communication Linkage

Describe how the business unit communicates the strategic plan throughout the business unit.

Evidence might include Meeting minutes; documentation from web, share point or other collaboration and documentation application.

Criterion 2.2 - Deployment
Strategic Implementation

Criterion 2.2.a. - Key Short-Term & Long-Term Strategic Objectives with Timetable

Use Table 2.4. to describe the business unit's key short-term and long-term strategic objectives to address key student, stakeholder, and

program performance requirements and the timetable for implementation and completion, including who, what, when, and how.

Note: Human resource strategic objectives and action plans should be presented under Standard 5.

Criterion 2.2.b. – Performance measures

Describe the performance measures implemented to assess and track each of the business unit's action plans.

Criterion 2.3 - Results
Performance and Process Effectiveness Results

Criterion 2.3.a. – Performance Effectiveness

In review and analysis of standards 1-7, briefly summarize and provide the results of key measures indicating the accomplishment of the business unit's strategy and action plans. Measures of accomplishment should address the business unit's strategic objectives and goals identified in Criterion 2.1 and action plan performance measures and projected performance in Criterion 2.2.

Criterion 2.3.b. – Process Effectiveness

In review and analysis of standards 1-7, briefly summarize the business unit's overall process effectiveness. Process results should relate to key organizational requirements and expectations of each standard.

Criterion 2.3.c. – Communication of Performance Results

Briefly describe how the performance results are communicated to the stakeholders.

Criterion 2.4 – Continuous Improvement
Strategic Planning

Criterion 2.4.a. – Performance and Process

Use Table 2.4 to provide evidence of meeting this criterion. Additionally, provide a summary of potential opportunities for improvement (OFI) relative to the strategic plan in review and analysis of Criterion 2.3.a, 2.3.b, and 2.3.c.

Note: *A copy of the business unit's documented strategic plan must be provided that includes strategic objectives that are measurable and have a timeline.*

Standard 3 - Student and Stakeholder Focus

The business unit must have a systematic process to determine requirements and expectations of current and future students and other key stakeholders. The process must measure stakeholder participation and satisfaction and use the results for continuous improvement.

Criterion 3.1 - Approach

Criterion 3.1 Business programs must determine the student segments its educational programs will address and other key stakeholders of the business programs.

3.1.a List the business unit's key student segments (e.g. undergraduate, graduate, online, on-ground, traditional, non-traditional, international students, competency-based, etc.).

3.1.b List the business unit's key stakeholders additional key stakeholders (e.g. parents, parent organizations, faculty members, staff, governing boards, alumni, employers, business/industry advisory board, other schools, funding entities, local/professional communities, etc.).

3.1.c Use Table 3.1 (Student and Stakeholder Groups), to describe how the business unit determines key student and stakeholder requirements and the processes used to meet those requirements.

3.1.d Describe the systematic process the business unit uses to respond to complaints from students and other key stakeholders.

Criterion 3.2 - Deployment

The business unit must provide evidence that the processes identified in Criterion 3.1.c have been fully deployed across the business unit.

Using Table 3.2 (Student and Stakeholder Groups), provide evidence, such as alumni surveys have been deployed and returned in the evidence folder.

Criterion 3.3 - Results

The business unit must provide trend data for pertinent criteria for each student and stakeholder segment listed in 3.1.a. and 3.1.b. (e.g. undergraduate, graduate, online, on-ground, traditional, non-traditional, international students, competency-based, etc.). Examples could include course evaluations, student satisfaction measures, alumni satisfaction measures, employer satisfaction measures, other student/stakeholder satisfaction measures.

Criterion 3.3: Results

Using Table 3.2 (Student and Stakeholder Focused Results), graph trend data of three to five data points for the past three to five data cycles (e.g. two years plus the self-study year), and report results.

Data Points:
A **data point** is a piece of information that describes one unit of observation, at one point in time, at the data collection level. For most schools one data point is one semester/quarter or one year. It most commonly appears as one cell in a data table or one dot/bar in a graph.

Data Cycles:

A **data cycle** is a process of acquiring **data** from an external source, manipulating it to suit the needs of the user, and then outputting the results. This process can be repeated to achieve desired results.

Criterion 3.4 - Improvement

> The business unit must have a process to use the information obtained from students and stakeholders for purposes of improving educational processes (e.g., improved curriculum, faculty development, computer lab operating hours, change office hours, etc.).

Using Table 3.2 (Student and Stakeholder Focused Results), provide evidence of continuous improvement. This table should include a sample of student segments and other stakeholders listed in 3.1.a. However, results from all student segments and stakeholders should be available to the evaluation team on site.

Standard 4 - Student Learning Assessment

The business unit must have a systematic student learning outcomes assessment process and plan that leads to continuous improvement. Student learning outcomes must be developed and implemented for each accredited program, and the results must be communicated to stakeholders.

Definitions:

- All degree programs include Associate, Bachelors, Masters or Doctorate in Business.
- A minor is defined as 12 credit hours of transcription course work in one field.
- A concentration or specialization is defined as 12-15 credit hours of transcription coursework in one field.
- An outcome is what we expect a student will know or be able to do after completing an assignment, a course, or a program of study. A competency is an applied skill or expertise that enables a student to perform work or achieve a result.
- A performance measurement activity is an identified, standardized activity based on a specific learning outcome that is completed by students to determine their degree of proficiency and competency attainment.
- Formative assessment is a way to measure performance achievement during the learning process or at regular intervals to provide timely feedback regarding student progress.
- Summative assessment is a way to measure and evaluate cumulative student performance at the conclusion of a unit of study, a course, or after a specific period of time to determine the achievement of a standard or benchmark.
- Internal assessments are created and deployed within the institution, department, or program, are used as indicators of the educational achievement of students, and which can be used in the decision-making about instruction and to report progress.
- External assessments are designed, selected, provided and/or controlled by another person or group outside the institution (such as licensing bodies, commercial assessment service providers or vendors or publishers) are used as indicators of the educational achievement of students and which can be in the decision-making about instruction and to report progress.
- Comparative assessments are a way to **compare the results of student learning** between instructional delivery methods, identified student groups, as well as other peer institutions.

Criterion 4.1 - Approach

Criterion 4.1.a - Business Unit Outcomes Assessment Plan and Process
Describe the Business Unit's student learning outcomes assessment process**.** Provide a copy of the Business Unit's formalized assessment plan.

Criterion 4.1.b - Determination of Outcomes and Performance Measurements
Provide evidence that the Business Unit's assessment process addresses how programs determine:

1. which student competencies and skill sets are measured
2. what data is collected, and why
3. that the student performance measurements are appropriate for determining the desired student achievement of the outcomes

Criterion 4.1.c - Key Stakeholder Engagement in the Assessment Process
Provide evidence that the faculty and other key stakeholders (as defined in Criterion 3.1.b) are engaged and participate in the assessment process.

Criterion 4.2 - Deployment

Criterion 4.2.a - Assessment Process Deployment
Provide evidence that the assessment process is fully and systematically deployed. (Evidence might include a process rubric, forms that document the deployment of the process, etc.)

Criterion 4.2.b – Assessment Measurement Cycles
Provide evidence that all program outcomes established for each program are assessed and measured over 3-5 data measurement cycles. (Evidence might include a copy of your assessment schedule or deployment cycle.)

Criterion 4.2 c. Program Student Learning Outcomes, Performance Measurements and Assessment Cycles
Complete Table 4.1 - Standard 4 Measurement and Analysis of Student Learning and Performance for each program seeking accreditation or re-affirmation. Include the outcome, the corresponding assessment measurement activity(ies) and the type of assessment: Internal, (I) external (X), formative (F), summative (S), comparative (C).

Notes: If programs have concentrations, specializations, etc. then at least one unique assessment performance measurement must be provided per each concentration, specialization, etc.

If programs "share" a set of common outcomes, (such as in the common business core) you may list those outcomes in one table and label accordingly.

However, each program, concentration, specialization, etc. must have unique program outcomes.

Criterion 4.3 - Results

Definitions for Criterion 4.3:

- Direct assessment is a way of measuring student learning that relies on attainment of competencies rather than credit hours or seat time. It provides tangible and measurable evidence of student learning.
- Comparative assessment is a way to compare the results of student learning between instructional delivery methods, identified student groups, as well as other peer institutions.

Criterion 4.3.a. - Collection, Analysis, and Use of Assessment Data
Report assessment performance activities deployed during the self-study year for **each** program seeking accreditation or re-affirmation. Include the current use of results by identifying the specific improvement actions taken/changes made based on data obtained from the assessment for the program outcome. Graph the actual performance results for 3-5 data collection cycles. Include only *direct measures* of student learning in Table 4.1.

If you do not assess all students, indicate your sample size/population. Provide evidence of the selection Criterion you use to ensure a representative sample. For all data reported, show sample size (n=75).

Criterion 4.3.b –-Comparative Measures
Provide evidence of the Business Unit's use of comparative measures (internal and external) to improve overall student performance. For example, internal comparative measures may include comparative data of student performance results by alternative methods of instructional delivery, location, etc. and external comparative measures may include performance on external vendor assessments.

Criterion 4.3.b.1. - <u>Use of Comparative Measures Results</u>
Report the actual results and use of the results of comparative measures by completing Table 4.1. Include all programs seeking accreditation or reaffirmation.

Criterion 4.3.c - Student Learning Results Communication
Provide evidence that student learning performance and assessment results (for each program) are systematically made available to key stakeholders.

Criterion 4.4 - Continuous Improvement

<u>Criterion 4.4.a</u>. - Results of the Re-Assessment of Program Outcomes (Closing the Loop)
Provide evidence of using the results for continuous improvement (e.g. improve curriculum, improved material, handouts, books, faculty development, change of faculty, improved contract management, records management, improving case studies, improve technology, improve interaction, innovative technology, digital classroom, etc.).

<u>Criterion 4.4.b</u> - Continuous Improvement of Assessment Process
Provide evidence that the Business Unit improves, refines, and/or enhances the assessment process and plan. Include (1) when the plan and process were last reviewed, (2) specific improvements that were deployed and (3) key stakeholder engagement in the review process. Standard 5 - Faculty Focus

<u>IMPORTANT NOTE:</u> **Do not use subjective grades or GPAs**. Assessment instruments must be objective and measure program learning objectives.

Standard 5 – Faculty Focus

The business unit must have a systematic process to ensure current and qualified faculty members by: 1) fostering teaching excellence, 2) aligning faculty credentials and skill sets with current and future program objectives, 3) evaluating faculty members based on defined criteria and objectives, and 4) ensuring faculty development including scholarly and professional activity.

Criterion 5.1 – Approach

CRITERION 5.1.a. The business unit must have a human resource plan that supports its strategic plan.

- Human Resource Plan identifies current and future human resource needs to achieve your goals. The plan must be linked to your strategic plan. Following are some suggested steps:
    - Assessing Current HR Capacity. Include all skills of each faculty member from volunteer activities, certifications, and educational degrees. This information can help to determine if a person is ready to add more responsibility or to prepare a development plan.
    - Forecasting HR Requirements. The future needs should be driven by your strategic goals. Questions to ask and answer:
        1. Which jobs will need to be filled in the upcoming period?
        2. What skill sets will people need?
        3. How many faculty will be required to meet your strategic goals?
        4. Is the economy affecting our work and who we hire?
        5. How are our teaching disciplines evolving or expected to change?
- Gap Analysis. In this step you will determine where you are currently and where you need to be in the future. Questions to ask and answer:
    1. What new positions will we need?
    2. What new skills will we need?
    3. Do our present faculty have the necessary skills?
    4. Are faculty currently aligned to their strengths?
    5. Are current HR practices adequate to meet our future goals?
- Developing HR strategies to link with Strategic Plan. Following are possibilities to consider:
    1. Reducing faculty, regrouping tasks between and among faculty, reorganizing faculty.
    2. Providing training and development needs
    3. Recruiting new hires who have skills you will need.
    4. Collaborating with other schools to learn how others do things.*

*Adapted from Human Resource Plan on Google. You may glean more information by Googling that same site.

In an appendix include a copy of your business unit(s) current human resource (HR) plan.

CRITERION 5.1.b. Explain how your HR plan is linked to your Key Objectives listed in Criterion 2.4.a; Table 2.2.a.

CRITERION 5.1.c. Provide evidence of a written system of procedures, policies, and practices for the management and professional growth of faculty members. Information must be available to faculty members concerning the system. These procedures, policies, and practices normally include

- Faculty development
- Tenure and promotion policies
- Evaluation procedures and criteria
- Workload policies
- Service policies
- Professional expectations
- Scholarly expectations
- Termination policies

1. Provide evidence that the business unit faculty have access to operational policies and procedures.
2. Provide a copy of the faculty operational policies and procedures to the peer review evaluation team in the resource room or provide instructions to access them.

Note: Bachelor's degree qualifications are only applicable to Associate Degree Program.

Criterion 5.2 - Deployment

CRITERION 5.2.a. The business unit must provide evidence that faculty are qualified to teach all the required business courses. Faculty qualifications in the business unit are defined as Bachelor's, Master's, or Doctorate Degrees.

Note: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation that clearly states the qualification.

Note: Faculty members should possess a degree higher than the degree program in which they are teaching unless it can be demonstrated that there is proper professional experience at the graduate level. **Complete Table 5.1.c. Faculty Focus**

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

- Ninety percent of the undergraduate credit hours in business are taught by Master's or Doctorate Degreed faculty. (See Glossary of Terms for definitions of *master's or doctorate qualified.*)

- At least forty percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by Doctorate Degree faculty.

- One hundred percent of the doctorate credit hours in business are taught by Doctorate Degree faculty.

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.

All faculty members who are teaching courses that are part of the CPC, business major, or a required business course for a business student to graduate, must be reported in the faculty qualifications table, Table 5.1.c. For example, this would include anyone teaching a section of a course, even if the course has an assigned "master teacher" who developed the course syllabus and supervises the teacher. It also includes faculty members who teach "Dual Credit" courses receiving credits for courses in the business unit. Dual Credit enrolls students in college courses while they are still in high school, allowing them to earn credit for both.

Criterion 5.2.a.1 Provide credit-hour production data by faculty member, separating full-time and part-time faculty. (See Table 5.2.A)

Complete Table 5.2.a.1 - Table for Faculty Coverage Summary in the self-study tables provides information on how your faculty are deployed.

Criterion 5.2.a.2.
Each school or program must provide evidence of the deployment of faculty resources among the disciplines, units, courses, departments, and major fields to ensure that every student attending classes (on campus or off campus, day or night, or online) have an opportunity to receive instruction from an appropriate mix of the faculty to ensure consistent quality across programs and student groups.

Note: The following bullet points should be considered when answering the questions that follow:

- The number of course preparations
- Administrative or coordination assignments
- Student advising and/or counseling activities
- Institutional and community program service activities
- Business and industry interaction
- Special research programs and projects, if applicable
- Thesis and dissertation supervision, if applicable
- Travel to off-campus locations and/or non-traditional teaching, if applicable

1. Present the business unit's deployment pattern in tables identical to Table 5.2.A.2.
2. For the 12-month self-study year, explain the circumstances for any faculty member in Tables 5.2.A. who exceeds the institution's maximum teaching load.
3. For the 12-month self-study year, provide records of student learning outcomes for any faculty member who exceeds the institution's maximum teaching load.

State and explain your institution’s policies for granting released time for faculty members performing any non-teaching duty listed in the bullet points above.

*Note: See Criterion 5.3.C. for explanations of the following scholarly and professional activities

- Scholarly activities
- Professional activities
- Instructional technology efforts

Present the business unit’s deployment pattern in tables in a format identical to Tables 5.2.A.2.

NOTE: YOU MAY ADD HEADINGS WITH YOUR DESIGNATED DUTIES TO INCLUDE THE 12-MONTH SELF STUDY YEAR.

5.2.b Accounting Faculty Qualifications

In degree programs with an aim of preparing graduates for careers as professionally qualified accountants (CPA, CMA, etc.), at least 50 percent of the undergraduate or graduate accounting hours should be taught by faculty with relevant professional certifications.

In degree programs with an aim of preparing graduates for careers as professionally qualified accountants (CPA, CMA, etc.), what percentage of accounting credit hours is taught by faculty with the relevant professional certification?

5.2.c. Doctorate Degree Qualified

A Doctorate Degree Qualified faculty member meets at least one of the following criteria:

1. Doctorate in teaching field
2. Juris Doctorate— qualified to teach law courses
3. Out-of-field doctorate degree with 15 semester/22 quarter graduate credit hours or equivalent of courses in field

5.2.d. Master’s Degree Qualified

A Master’s Degree Qualified faculty member meets at least one of the following criteria:

1. Master’s Degree in teaching field
2. MBA—The MBA is the qualified master's degree in the teaching field for business management and marketing degrees. The MBA is also the master’s qualification to teach any introductory or principle level business unit courses (for example, entry level accounting, economics, software applications, finance, intro to computers, etc.).
3. MED or MBE —The Master's in Education with a concentration in a business discipline is the master's degree in the teaching field for office administration.

4. Out-of-field master's degree with 15 semester/22 quarter graduate credit hours or equivalent of courses in field
5. For Associate Degree Programs the requirement is: Related or out-of-field master's or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level.

Out-of-field doctorate or master's degree faculty who do not meet the above criteria must be credentialed with documentation in two or more of the following areas:

a. In-field professional certification (national, regional, or state) – The institution must provide documentation.
b. In-field professional employment—The institution must provide a minimum of three years of documented experience from the employer; i.e., if teaching a skill, the experience must be with that skill; if teaching marketing, experience must be in marketing; if teaching management, experience must be in a management position, etc.
c. High Performing Student Learning Outcome Results—The institution must provide documentation.
d. In-field scholarship—The institution must provide documentation. See Criterion 5.9 for explanations of scholarly activity.
e. Relevant additional training equivalent to 15 semester/22 quarter credit hours of CEU's, military training, vendor training, etc. The institution must provide documentation.

5.2.e Exceptions

Minimum Qualifications for Teaching Bachelor or Master degree

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.

5.2.f. Bachelor's Degree Qualified (Associate Degree Programs)

In order to teach at the associate degree level, at least 50 percent of the full-time equivalent (FTE) faculty should be Master's or Doctorate Degree Qualified and at least 90 percent of the FTE faculty should be Master's or Doctorate Degree Qualified or be Bachelors Qualified.

A faculty member possessing a bachelor's degree in the teaching field.

The institution must provide an explanation of qualifications for faculty:

Complete Table 5.1.C – For the self-study year, provide clear evidence that the knowledge and skills of full-time and part-time faculty members match program objectives.

1. Identify all full-time and part-time faculty members who taught during the self-study year in alphabetic order. Use one line in the table for each level of qualification. For example, if Joe Smith is master's qualified in management and bachelor's qualified in accounting, then Joe Smith will be listed on two lines.

2. List courses taught during the self-study year. Do not duplicate if taught in multiple sessions but report the total number of credit hours taught for that course.
3. List the highest qualifying degree earned - state the degree as printed on the transcript, including the major field.
4. List all professional certifications and supporting areas of documentation beyond the academic credentials as defined in Criterion 5.1.C.
5. List the qualification of each faculty member – Doctorate, Master's, Bachelor's, or Exception.
6. When justifying a qualification, use column #4. Provide specific, detailed information.

Note: In the example above, justification should be given for the low percent of doctorate coverage in the undergraduate level programs.

Criterion 5.2.g.

For each academic major offered sufficient academic leadership must be provided to ensure effective service to students and other stakeholders.

Describe the leadership for each business major. A narrative or tabular format may be used.
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.

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.

Criterion 5.3 - Results

Criterion 5.3.a. Provide evidence of a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contracts, award of tenure, and/or of promotion.

Provide evidence by describing:

1. How the business unit evaluates its faculty members. (Include such things as teaching, student advising, scholarly and professional activities (see Criterion 5.B for explanations of scholarly and professional activities), and business and industry relations).
2. How the business unit's compensation and recognition processes promote faculty effectiveness.
3. How are the evaluation results shared with individual faculty members?
4. How are the evaluation results used in making decisions?

Provide evidence in Table 5.2.A.2 Faculty Focus - demonstrating faculty results such as faculty satisfaction, business and industry relations, development activities, etc.

Criterion 5.3.b. Provide evidence that your human resource management process includes policies for recruiting, training, observing, evaluating, and developing faculty for each delivery system your program's e.g., use of multiple delivery systems (face-to-face, online, hybrid, etc.) and/or your program's use of part-time (adjunct) faculty, your human resource management process. For each delivery system, provide evidence of the following:

1. recruitment of high-performance faculty members?
2. orientation of new faculty members to the program?

Criterion 5.3.c. Provide evidence that All faculty members are involved in activities that enhance depth, scope, and currency of knowledge related to their discipline and instructional effectiveness. The faculty members as a unit must demonstrate balanced participation on scholarly and professional activities.

1. For Associate Degree programs, or institutions without graduate programs, "balanced participation" means that the Scholarship of Teaching may be the predominant area of scholarship. For a university with undergraduate and graduate programs, it means that all four areas of scholarship (teaching, discovery, application, and integration) described below must be represented in the activities of the faculty.

2. Faculty members who are Doctorate Qualified must be continuously and actively engaged in scholarship and professional activities. Faculty members who are Master's or Bachelors Qualified must be continuously and actively involved in professional activities and may be involved in scholarly activities. These activities are a critical component for increasing the intellectual capital of the faculty members as a whole.

3. Scholarship is defined to include four types of intellectual activity (Boyer Model of Scholarship). They are: (A) the scholarship of teaching; (B) the scholarship of discovery; (C) the scholarship of integration; and (D) 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.

A. The **scholarship of teaching** includes:

- Developing new teaching materials (syllabi, courses, case studies, curriculum)
- Developing new teaching methods
- Techniques to evaluate the effectiveness of teaching
- Presentations about teaching at professional conferences
- Writing textbooks about pedagogy

To be considered Scholarship, each of these activities must be documented and critiqued by professional colleagues. Examples of documentation include publications dealing with pedagogy and/or teaching techniques, written evaluations of teaching materials, and the development of outcomes assessment tools.

B. **The scholarship of discovery** is the closest to what is meant by the term "basic research." Freedom of inquiry and freedom of scholarly investigation are 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. Examples include

- Presentations on the results gleaned from basic research
- Published or unpublished manuscripts of basic research
- Theses and dissertations

In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this. Institutions having research missions or graduate programs would be expected to have on-going research activities.

C. **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. It is essential to integrate ideas and then apply them to the world in which we live. Examples include

- Authoring white papers, articles, and monographs
- Conducting interdisciplinary seminars
- Authoring textbooks
- Grantsmanship (list the awarding agency and funded allocations)

D. **The scholarship of application** involves 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 must be tied directly to one's field of knowledge and relate to, and flow directly out of, creative professional activity. Examples include

- Contract research
- Consultation
- Technical assistance
- Policy analysis
- Program evaluation

The scholarship of application requires creativity and critical thought in analyzing real problems. These activities must be documented and must include an evaluation from those receiving these services.

4. A minimum of 80 percent of the faculty members providing education to doctoral students should actively participate in the scholarship of teaching, discovery, integration, or application. If an institution deviates significantly (five percent or more) from this research participation level, an explicit rationale must be explained, and performance evaluation results must be provided to demonstrate that the participation level is sufficient, as related to student learning and scholarship program objectives. Explain the balance and degree of faculty involvement in scholarly activities that support fulfillment of the institution's mission.

5. Professional activities include 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 voluntary 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. Community service that is not professionally related may be reported in Criterion 1.3.

Examples include

- 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, workshops, conferences, symposia; serving as an officer of a professional organization, as program chairperson of a professional meeting; leadership roles in professional organizations, boards, commissions, etc.)
- 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.)
- Program or institutional committees
- Guest speakers, internships, partnerships
- Learning new skills/techniques
- Involvement in accreditation processes
- Multicultural and diversity initiatives (on-campus or off-campus)
- Continuing education (classes, seminars, certifications, etc.)

Criterion 5.3.d. Provide evidence that the balance and degree of faculty members' involvement in professional and scholarly activities supports the fulfillment of the institution's mission. Provide each Doctorate Qualified, Master's and Bachelor's Qualified faculty member's scholarly and professional activities for the previous three years in a format identical to Table 5.2.A.2 Faculty Focus.

Associate Degree Programs Should complete Table 5.2.A.2. Summarize each Master's and Bachelor's Qualified faculty member's scholarly and professional activities for the previous three years in a format identical to Table 5.2.A.2 Faculty Focus

Criterion 5.3.e. 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.f.
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.

Criterion 5.4 - Improvement

Criterion 5.4.a. The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit.
Provide evidence by responding to the following:

1. The business unit determines faculty development needs.
2. Orientation and training programs are available to business faculty members.
3. The business unit allocated faculty development resources.
4. The faculty development process provides for training in alternative methods of instructional delivery.
5. The process for approving development requests and evaluating the outcome.
6. Professional development activities have led to improved teaching effectiveness.

Criterion 5.4.b. Provide opportunities for improvement that the Business Unit plans to address based on the results presented in Standard 5.

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 qualification's 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."

Standard 6 - Curriculum

The business unit must have a systematic process to ensure continuous improvement of curriculum and program delivery. The curriculum must be comprised of appropriate business and professional content to prepare graduates for success.

NOTE TO READERS:

1. Criterion 6.1-6.2 apply to All Institutions.
2. Criterion 6.3 applies to Associate Degree Institutions only.
3. Criterion 6.4 applies to Baccalaureate Institutions only.
4. Criterion 6.5 applies only to master's degree Institutions only.
5. Criterion 6.6 applies only to Doctoral Degree Institutions only.

Criterion 6.1 - 6.2 - All Institutions

Criterion 6.1 - Approach

Criterion 6.1.a. Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.

Criterion 6.1.b Describe how curricular input is secured from the unit's stakeholders.

Criterion 6.1.c. Describe how the curricular development process links with the unit's strategic plan and mission.

Criterion 6.2 - Deployment

Criterion 6.2.a. Provide evidence how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

Criterion 6.2.b. The unit must complete Table 6.4.b. template for Abbreviated Course Syllabus with information for each accredited program.

Criterion 6.2.c. Provide evidence of how business-related programs include sufficient coverage of business topics to meet the long-term needs of students and other stakeholders. Business-related programs that lead to associate or bachelors must have a minimum of 25 percent of the total curriculum devoted to business. Master's degree programs must have a minimum of 25% of the total curriculum devoted to business. Doctoral level programs must have a minimum of 25% of the total curriculum devoted to business.

Students transferring from an associate institution into a bachelor's level business-related program must meet the 25% bachelor's degree business requirement with a combination of business courses from the associate institution and the bachelor's institution as specified by the bachelor's degree granting institution.

Examples of business-related programs include majors such as sports management, hotel and tourism management, computer and information systems, health systems, cyber-security etc.

Provide evidence that the unit meets these percentage targets by completing Table 6.2.c. giving information about the curriculum of your business-related programs.

Criterion 6.2.d. Articulation and Transfer Relationships
The business unit must include the policies and procedures for transfer to and from other institutions to programs in the business unit.

For satisfying Criterion 6.2.d, use Table 6.2.d. 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. List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.
b. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.
c. Describe the student advisement process that informs students as to the transferability of coursework.

Note: Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study)

Criterion 6.3 - Associate Programs Only

Criterion 6.3 - Associate Degree Deployment

Criterion 6.3.a. least 25 percent of the business curriculum must consist of a professional component (PC) including four of the following areas of study:

A. Accounting
B. Computer information applications
C. Quantitative methods of analysis
D. Principles of economics
E. Business in society - the international environment, legal/political environment, and ethical business behavior
F. Marketing
G. Entrepreneurship/free enterprise
H. Finance
I. Management

With respect to the professional component, specific courses are not mandated, and equal time is not expected to be allocated to each area. Courses taught outside of the business unit may be used to fulfill the professional component. It is the responsibility of the business faculty to monitor such courses to ensure that they provide the competencies implicit in the professional component.

At least 25 percent of the associate degree or associate of applied science degree must be devoted to courses appropriate to the student's business major beyond the professional component.

Programs that lead to an associate degree in business must be able to demonstrate that the programs include appropriate courses to prepare students for transfer or employment.

Institutions offering degrees in business must have content-specific courses that build upon the professional component, have appropriate prerequisite courses, and offer students opportunities to expand knowledge in the major area of study. The curricular goals of each program/option must be reflected in the sequential arrangement of courses and the learning experiences provided to develop the competencies essential to practice in the areas of study.

A specialized business major must provide the following:

- Areas of specialization that build and/or organize knowledge dealing with specific aspects of business and its environment with interactions between these elements
- The ability to increase knowledge, understanding, and skills in prerequisite and concurrent courses and to integrate and apply these gains to subsequent business courses in the major
- The depth and breadth of knowledge, understanding, and skills in the content area of specialization beyond that which is in the professional component
- Application of knowledge that is utilized by internships, field experiences and cooperative education, simulations, and/or similar activities which enhance the professional education experience

Note: Transfer degrees are exempt from this criterion to meet the curriculum needs of transfer agreements.

As evidence of meeting this target, the unit will complete the Table 6.3.b with information for each of its accredited programs. Table 6.3.a gives an example of such table.

Criterion 6.3.b. Provide a description or action plan how the business unit plans to improve and meet the criterion for any program not meeting the 25 percent standards described above.

Criterion 6.4 - Baccalaureate Programs Only
Criterion 6.4 - Baccalaureate Degree Deployment

Criterion 6.4.a. - Undergraduate Common Professional Component (CPC)

Programs that include a B.A. (with a business major), B.S. (with a business major), or B.B.A., or B.S.B.A. degree with a business major that imply general business preparation with or without a functional specialization must include coverage of the Undergraduate Common Professional Component (CPC) at the level prescribed by ACBSP. Use Table 6.4.d Template for CPC Compliance to report compliance with this criterion.

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

To demonstrate compliance with Criterion 6.4.a, identify where the topical areas of the CPC are covered in the required course offerings. As evidence, complete and supply an Abbreviated Course Syllabus for each undergraduate required course taught in the business core. Summarize the CPC content of the required undergraduate courses in abbreviated syllabi such as found in Table 6.4.d. Template for CPC Compliance.

Required courses in the business core may be taught by an academic department outside of the business unit. In this case, prepare an Abbreviated Syllabus and report it with this criterion. For example, Statistics may be taught by the Math Department.

Figure 6.4
Example of 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 middlemen, marketing institutions and changes, government regulations, advertising and current marketing practices.

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

Table 6.4.b Template
Abbreviated Course Syllabus

Course Number: ____ Course Title:_____

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

1. _____ 4. _____

2. _____ 5. _____

List all textbooks and required supplementary readings used:

_____
(Author) (Title)

_____ (Publisher)

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

_____
_____

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

_____

Summarize the UG CPC Coverage in terms of hours

_____
_____

Criterion 6.5 – Master's Programs Only

Criterion 6.5 - Deployment

Criterion 6.5.a. The business unit must complete Table 6.5.a. with information for each of its accredited master's level programs.

Criterion 6.5.b. Provide evidence for each program how the program requires 30 semesters or 45 quarter credits (or equivalent) in courses beyond the basic undergraduate CPC courses. Describe how students admitted to the master's level programs without undergraduate preparation in business meet the CPC requirements. Programs with the same requirements may be grouped together in the description. Exceptions must be justified.

Criterion 6.6 - Doctoral Programs Only

Criterion 6.6 - Deployment

Criterion 6.6.a. The business unit must complete Table 6.6.a. with information for each of its accredited doctoral level programs.

Criterion 6.6.b. Doctoral programs in business should require that graduates are competent in the undergraduate CPCs. 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.

Terms

Professional Education Curriculum. The Professional Education Curriculum refers to college level courses involving content knowledge, habits of mind, and skills that prepare students for success in a particular profession.

Common Professional Component (CPC). The Common Professional Component refers to the course content that must be included in courses taught in all accredited undergraduate programs. Each accredited program must include content in twelve content areas, as follows:

Marketing
Business Finance
Accounting
Management
Legal Environment of Business
Economics
Business Ethics
Global Dimensions of Business
Business Communication
Information Systems
Quantitative Techniques/Statistics
Business Policies or Integrating Experience

It is expected that each CPC area must receive a minimum coverage of approximately 30 hours.

Business-Related Program. A business-related program is one in which at least 25% of the total curriculum at the associate and bachelor's, master's, and doctoral degree levels, respectively, consist of required courses in business. To be considered for ACBSP accreditation such a program must include sufficient coverage of CPC/PC topics to meet the long-term needs of students and other stakeholders.

Graduate Curriculum. A graduate curriculum consists of courses that are advanced beyond the upper-division undergraduate courses in the content area**.**

Standard 7 - Business Unit Performance

The business unit must have a systematic process to identify and track key student performance measures for the purpose of continuous improvement. The business unit must ensure adequate resources and services to support its programs.

Criterion 7.1 – Approach

Criterion 7.1 a. List key **Student Achievement Tracking Processes** on business student achievement such as. (e.g. attrition and retention, graduation, licensure pass rates, job placement rates, employment advancement, acceptance into graduate programs, successful transfer of credit, etc.). Table 7.1 provides examples of data to report. Replace the examples with your actual data. Use Table 7.1 Template.

Criterion 7.1.b. List key **Business Operation Processes** provided to ensure student success. (e.g. improvements in curriculum, material, handouts, books, case studies; faculty development; improved contract management and records management; enhanced communication processes; innovative technology, digital classroom, other). Use Table 7.1.b. to report.

Criterion 7.1.c . List key **Education Support Processes** provided to ensure student success (e.g. library, computer lab, tutoring, registration, book store, other). Use Table 7.1.b to report.

Criterion 7.1.d Sharing Student Achievement Results with the Public. Use Table 7.1.a. to provide links to the business programs web page.

Criterion 7.2 – Deployment

Criterion 7.2 a. The Business Unit must provide evidence of the deployment of the processes in Criterion 7.1.

Use Table 7.1. to report deployment of Student Achievement Tracking. Use Table 7.1 Template.

Criterion 7.2.b Using Table 7.1.b., provide evidence that the business unit monitors the business operation processes.

Criterion 7.2.c. Using Table 7.1.b., provide evidence that the business unit monitors the educational support services identified in 7.1.c.

Criterion 7.3 – Results

Criterion 7.3.a Provide evidence that the key student Achievement processes identified in 7.1. are tracked for each accredited program using Table 7.1. Student Achievement. Use Table 7.1 Template.

Criterion 7.3.b. Using Table 7.1.b. provide evidence of data collected to monitor business operation processes.

Criterion 7.3.c. Using Table 7.1.b. provide evidence of data collected to monitor educational support services.

Criterion 7.3.d. Provide the link and directions from the business units home page to student achievement results identified in 7.1. This data must be routinely provided to key stakeholders and the general public for each accredited program. Student Achievement (e.g. attrition, retention, completion, licensure pass rates, job placement, employment advancement, acceptance into graduate programs, successful transfer of credit, other). Use Table 7.1.a to provide the link and directions as well as a copy of the link here.

Criterion 7.4 – Continuous Improvements

Criterion 7.4.a. Explain how the Student Achievement Results identified in Standard 7 are routinely verified and kept current. Provide evidence using Table 7.1. SA Link.

Criterion7.4.b. Describe in Table 7.1.b. how the use of Business Operation Processes were improved based on the findings.

Criterion 7.4.c. Describe in Table 7.1.b how the use of Educational Support Processes were improved based on the findings.

Report the following information using Table 7.1 Template:

The results of established Achievement expectations from Standard 1 Leadership from the list of examples below must be reported and made public on the business units home page. Table 7.1.a Example provides examples. Table 7.1.b is provided as a template for your data and information. Use Table 7.1.b. or a similar table.

These are examples of student achievement identified by CHEA.

- Attrition (e.g. Less than 40%)
- Retention (e.g. Greater than 40%)
- Graduation by program and year (e.g. 2019 Accounting 25, Marketing 31)
- Licensure pass rates (e.g. CPA 78%)
- Job placement rates (e.g. Accounting 100%, Marketing 91%)
- Employment advancement (e.g. Accounting 12, Marketing 9)
- Acceptance into graduate programs (e.g. Accounting 12, Marketing 5)
- Successful transfer of credit (e.g. Accounting 14, Marketing 7)
- Other (e.g. Hired after internship: (e.g. Accounting 2, Marketing 11)

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
The results associated with teaching, learning, research and service, including the integrated way in which learning, practice and discovery are fostered by institutions and programs. Intellectual rigor, honesty and integrity, as well as the thoughtful linking of mission and goals to pathways toward achieving those goals, are critical characteristics of academic quality. Academic quality includes the nature of the expectations institutions or programs have of their students and the attention, expertise and effort those institutions and programs give to engendering student success. Definition provided by CHEA.

Accountability
The responsibility of an accrediting organization to (1) have standards, policies and procedures that require accredited institutions and programs to provide, at a minimum, readily accessible, accurate and consistent aggregate information to the public about institutional or program performance, student achievement and the reasons for accreditation decisions; and (2) make its accreditation standards, policies, processes and decision-making outcomes readily accessible to the public. Definition provided by CHEA.

Accreditation Action
The decision made by the accrediting organization, as the result of an institution or program review, to grant, reaffirm, deny, withdraw or defer accreditation or to award candidacy or pre-accreditation or to impose notice, warning, show cause, or probation status. Definition provided by CHEA.

Accreditation Status: The accreditation granted to an institution or program by the accrediting organization as a result of a review, including the period of time accreditation is expected to be in effect. Such status may include, but is not limited to, accredited or reaffirmed, candidacy or pre-accreditation, provisional accreditation, probationary accreditation or other classification defined in the accrediting organization's policy. Definition provided by CHEA.

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 subject areas 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.

Conflict of Interest
A set of circumstances that creates a risk that professional judgment or actions may be inappropriately influenced. A conflict of interest includes all significant conflicts of interest, financial and other, and is deemed to exist if reasonable observers, having knowledge of all the relevant circumstances, would conclude that the individual has an actual or apparent conflict of interest in the matter. Definition provided by CHEA.

Common Professional Components (CPC) <u>Undergraduate</u>

The Undergraduate Common Professional Components (CPC) are designed to offer students a comprehensive and structured framework for their academic journey. These components not only provide foundational knowledge but also foster critical thinking, problem-solving skills, and ethical reasoning. By outlining these components, ACBSP strives to ensure that graduates are well-prepared to navigate the complexities of the business world and make meaningful contributions to their chosen fields.

Here are the common components for each discipline:

1. Marketing
    - Overview of Marketing
    - Marketing Mix
    - Consumer Behavior
    - Market Research
    - Segmentation, Targeting, and Positioning
    - Marketing Planning and Strategy
    - Marketing Communication
    - Digital Marketing
    - Ethical and Social Responsibility
2. Business Finance
    - Financial Statements
    - Time Value of Money
    - Financial Analysis and Ratios
    - Financial Planning and Forecasting

- Capital Budgeting
- Risk and Return
- Capital Structure and Financing
- Financial Markets and Instruments
- Working Capital Management
- Corporate Governance and Ethics

3. Accounting
    - Overview of Accounting
    - Generally Accepted Accounting Principles (GAAP)
    - Financial Statements
    - Double-Entry Accounting
    - Recording Transactions
    - Adjusting Entries
    - Merchandising Operations
    - Internal Control
    - Accounting for Assets
    - Accounting for Liabilities
    - Financial Statement Analysis
    - Ethical Considerations
4. Management (including Production and Operations Management, Organizational Behavior, and Human Resources Management)
    - Introduction to Management
    - Management Functions
    - Planning and Decision Making
    - Organizational Structure and Design
    - Organizational Culture and Change
    - Leadership and Motivation
    - Teamwork and Communication
    - Human Resource Management
    - Ethics and Corporate Social Responsibility
    - Global Perspectives
    - Contemporary Issues in Management
5. Legal Environment of Business
    - Introduction to the Legal System
    - Business Forms and Legal Considerations
    - Contracts and Sales
    - Tort Law
    - Intellectual Property
    - Employment Law
    - Business Ethics and Social Responsibility
    - Antitrust and Competition Law
    - Consumer Protection
    - International Business Law
6. Economics
    - Introduction to Economics
    - Microeconomics
    - Macroeconomics
    - Economic Systems
    - Economic Indicators
    - International Trade
    - Economic Policy

- Economic Efficiency and Welfare
- Economic Decision-Making
- Economic Growth and Development
- Economic Debates and Current Issues

7. Business Ethics
    - Introduction to Ethics
    - Ethical Decision-Making
    - Corporate Social Responsibility (CSR)
    - Ethical Leadership
    - Ethical Issues in Marketing
    - Ethical Issues in Finance
    - Ethical Issues in Human Resources
    - Ethical Issues in Operations and Supply Chain Management
    - Ethical Issues in Technology and Data Privacy
    - Ethical Culture and Compliance
    - Case Studies and Ethical Analysis
8. Global Dimensions of Business
    - Globalization and International Business
    - Global Economic Environment
    - Global Business Environment
    - Country Analysis and Market Entry
    - Cross-Cultural Communication and Negotiation
    - Global Supply Chain Management
    - Global Marketing and Consumer Behavior
    - International Business Ethics
    - Global Corporate Social Responsibility
    - Global Business Strategy
    - International Legal Considerations
9. Business Communications
    - Introduction to Business Communication
    - Written Communication
    - Oral Communication
    - Interpersonal Communication
    - Business Etiquette
    - Digital Communication
    - Business Presentations
    - Cross-Cultural Communication
    - Business Communication Ethics
    - Business Communication Technology
    - Business Writing and Editing
10. Quantitative Techniques/Statistics
    - Introduction to Statistics
    - Descriptive Statistics
    - Probability

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

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.

Doctor 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 and 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 expe3rt 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.

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.

Institutions and Programs
Colleges, universities, and if and to the extent permitted by CHEA, other degree-granting providers (i.e., organizations or other entities, other than colleges or universities, which offer degrees at the associate or higher level upon completion of educational activities). Definition provided by CHEA.

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.

Load
Historically the faculty load has been 4 classes per semester, 3 preparations per semester, and 2 disciplines per semester.

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.

Masters 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.

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.

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

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 seven 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.

SUGGESTED FORMAT

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 and Programs
8101 College Blvd, #100 • Overland Park, Kansas 66210 • USA

acbsp.org (913) 339-9356 info@acbsp.org