Standards and Criteria for Demonstrating Excellence in ASSOCIATE DEGREE PROGRAMS
STANDARDS AND CRITERIA
For Demonstrating Excellence in
Associate Degree Programs

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ACCREDITATION STANDARDS

FOR ASSOCIATE DEGREE INSTITUTIONS

The purpose of these accreditation standards and criteria is to assist member institutions of the Accreditation Council for Business Schools and Programs (ACBSP) in achieving performance excellence in business education. Through the process of self-study, on-site visitation, and assessment, business units will have the opportunity to demonstrate their commitment to serving students, other institutions, and industry as defined in the “Bylaws” of ACBSP. Accreditation will signify that the business unit is committed to excellence.

In determining the quality of education in business units, attention is given to both qualitative and quantitative aspects of academic activities, which are reflected in the six ACBSP Standards and multiple criteria (see www.acbsp.org and www.quality.nist.gov.). Institutions that offer associate degrees in business are encouraged to become eligible for accreditation. The business unit’s accreditation takes into account all business programs that culminate in an associate degree. ACBSP does not accredit certificate programs.

Any member institution may submit written recommendations for improvement or modification to these accreditation procedures to the Associate Degree Commission. The Associate Degree Commission will annually evaluate all suggestions for improving these standards and procedures. Because of the diversity of missions of community and technical colleges, an ACBSP business unit may request a variance from a particular standard and the Board of Commissioners will consider this variance.
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INTRODUCTION

The Accreditation Council for Business Schools and Programs, (ACBSP), emphasizes quality in teaching and student learning outcomes in business education through efforts that demonstrate adherence to business standards and performance results. The accreditation review process provides institutions an opportunity to examine business programs and services on a continuous basis in order to foster excellence in teaching and student learning outcomes. Since the review is based on the business unit’s stated mission and objectives, it assures academic performance consistent with the unit’s mission. As a result, this accreditation process of business unit self-analysis endorses and supports diverse paths to achieving quality business education.

BENEFITS OF THE ACCREDITATION PROCESS

• The review provides new perspectives on the business unit’s operation.

• Participation in the review process affirms the business unit’s responsibility for the quality of business education and demonstrates commitment to continuous quality improvement.

• The process includes a review of each program’s strengths and opportunities for improvement with the ultimate goal of improving business education effectiveness.

THE PROCESS

Accreditation involves institutions examining six areas of business programs and services. Within each standard area, several specific criteria have been developed to ensure a comprehensive evaluation that leads to continuous quality improvement.

The contents of the self-study begin with completing and submitting information about the institution in general, and the business program specifically in the ACBSP online reporting portal (request access from ACBSP accreditation staff if access has not already been provided).

There are four important factors to consider while evaluating the business unit’s progress in implementing the principles of educational excellence: Approach, Deployment, Results, and Improvement. Approach refers to how the business unit addresses the Standard requirements. Deployment refers to the extent to which the approach is applied throughout the business unit. Results show data, such as performance levels and trends, typically in a graph of three to five years of trend data. Improvement refers to evaluating and learning from results obtained, and then improving key process from what was learned. In other words, consideration should be given to the plan for improvement (approach), how many people and departments are involved (deployments), graphing the outcomes of your efforts (results), and then improving key processes based upon evaluation of results and determination of actions to be implemented (improvement).
Listing of all business and business related programs

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

Column B: Indicate with “yes” or “no” whether the program is administered by the business unit.

Column C: Indicate with “yes” or “no” whether the program is to be accredited by ACBSP. If no, provide justification explaining why the program should be excluded from the accreditation process.

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

<table>
<thead>
<tr>
<th>Business or Business Related Programs</th>
<th>Program in Business Unit</th>
<th>To be Accredited by ACBSP</th>
<th>Number of Degrees Conferred During Self-Study Year</th>
</tr>
</thead>
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</table>

COMMENT: ___________________________________________________________
____________________________________________________________________
OVERVIEW AND ORGANIZATIONAL PROFILE FOR ACCREDITATION

This section of the self-study document is used to provide general information about the institution and its business program.

Institution Response:

A. **Self-Study Preparers:** Identify those individuals who prepared the self-study.

B. **Self-Study Purpose:** State your institution’s purposes for the self-study.

C. **Self-Study Timeline:** Include the timeline used for the self-study.

D. **Regional Accrediting Body:** State which regional accrediting body has provided your institution with regional accreditation. Enclose a copy of the letter of affirmation or reaffirmation of regional accreditation.

E. **Profile of the Institution:** Provide a profile of the institution, including the business unit, service area, and student composition.

F. **Organizational Chart:** Include a copy of the institution's organizational chart and the business school or program organizational chart.

G. **Legal Authorization:** Cite the legal authorization your institution has to operate and confer degrees.

H. **Governing Board:** Describe the governing body legally responsible for the institution's activities and how it represents the public interest (e.g., names of board members, meeting schedule, etc.).

I. **Institution Mission:** Provide the statement of mission for your institution and indicate whether it is listed in your institution's catalog of program offerings.

J. **Business Unit Mission:** State the mission and objectives of the business program(s) for which you are seeking accreditation. Describe how the programs in business are compatible with the institution's mission and whether the business program is accomplishing its purpose.

K. **Business Programs:** Identify the business programs in your institution (e.g., Accounting, Banking) to be evaluated for accreditation. Identify and provide justification for any business program(s) to be excluded.

L. **Academic Degrees:** List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year. If you offer or confer nontraditional business degrees, explain how they relate to your overall business unit. Include in your response the extent to which it is (or is not) possible to earn a degree entirely through alternative methods of instructional delivery or at locations other than the main campus.
M. **Class Time:** Provide documentation that all business courses have classroom meetings of 50 minutes per week per one hour of credit (e.g., a 3 credit hour course meets 150 minutes per week during the semester or quarter. Describe in detail how classes delivered with alternative methods of instruction, such as competency based education or online courses, are structured to ensure equivalent credit hour coverage.

N. **Course Delivery:** List the delivery modality of business courses (i.e., hybrid, on-ground, online, web-enhanced, video conferencing, competency based etc.)

O. **Credit Hours:** The associate degree system requires a minimum of two academic years of full-time course work. State how your institution awards credit hours (e.g., semester, competency, or quarter hours) and how these credit hours are calculated.

P. **Student Communication:** Identify how and where the business program requirements, tuition and fees, student policies, and academic credentials of the faculty are communicated to students.
STANDARD 1: LEADERSHIP

Business Program administrators and faculty should lead and be involved in creating and sustaining values, business program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. Values and expectations should be integrated into the business unit’s leadership system to enable the business unit to continuously learn, improve, and address its societal responsibilities and community involvement.

Criterion 1.1 - Leadership Strategies

Institution Response

A. Explain the business unit leadership strategies or systems to foster a high-performance work environment that results in meeting the mission of the business unit.

B. Explain how the business unit maintains effective communications and develops participation throughout the business unit.

Criterion 1.2 – Leadership Measures of Performance

Institution Response

Explain how the business unit leadership ensures the establishment, deployment, and evaluation of performance measures and ensures that the results are used to improve performance.

Criterion 1.3 – Leadership and Community

Institution Response

Explain how the business unit addresses its responsibilities to the environment and practices good citizenship.

Summary of Standard 1 - Leadership

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 1 - Leadership.
STANDARD 2: STRATEGIC PLANNING

Business programs must have a process for setting strategic directions to address key student and program performance requirements. The strategic development process leads to an action plan for deploying and aligning key plan performance requirements. The strategic planning process should ensure that there are adequate resources in the area of finance, facilities, and equipment. This should create an environment that encourages and recognizes innovation and creativity.

Criterion 2.1 Strategic Planning Process

Institution Response

A. Describe the business unit’s strategic planning process to address key student and program performance requirements; include the key steps and participants.

B. Identify the key strategic initiatives included in the business unit’s strategic plan and describe how the business unit decides upon these initiatives.

C. Describe how the business unit communicates and deploys the strategic plan throughout the business unit.

D. Describe how the business unit evaluates and improves the strategic planning process.

Criterion 2.2 Current Strategic Plan

Institution Response

A. Describe the business unit’s key strategic objectives.

B. Describe the business unit’s action plans that address key strategic objectives, including who, what, when, where, and how.

C. Describe the performance measures used to assess the business unit’s action plans.

Criterion 2.3 Finances

Adequate financial resources should be budgeted and allocated to the business school or program to support a high-quality teaching faculty and create an environment consistent with its mission and objectives. This includes the necessary technology, program support, and professional development of faculty.

Institution Response

A. Describe how the business unit links finances to strategic planning.

B. Report and graph the following financial information for the past three years (two years plus the self-study year):
   1. The total student credit hours (SCHs) generated for the institution and each business unit program being considered for accreditation.
   2. The business unit budget and actual expenditures.
   3. The business unit budget and actual expenditures as a percent of the institution’s academic budget and actual expenditures.

C. Describe the adequacy of the budget to support changing technology, program improvement, and professional development of faculty.
Criterion 2.4 Facilities

The physical facilities must be adequate to support business programs. Classrooms must be adequate in number and size to accommodate all classes, and classroom functionality must relate to the program. Limiting class size promotes learning and classrooms should be assigned to implement this philosophy. Appropriate space must be available to faculty to create a professional atmosphere in which to work. Laboratory space must be adequate to support both day and evening programs with state-of-the-art equipment, including computer hardware and software, to meet student needs.

Institution Response

A. Describe how the business unit links facility planning to strategic planning.

B. Describe how the business unit classrooms, laboratories, and office space meet the needs of students and faculty.

Criterion 2.5 Equipment

Equipment adequate to the mission of the business unit must be provided, including adequate computers and software to support the integration of computer applications into the curriculum. The institution must have procured and must maintain state-of-the-art instructional equipment, including computer equipment and software, to support the business unit.

Institution Response

A. Describe how the business unit links equipment planning to strategic planning.

B. Explain the business unit’s plan for acquisition, upgrade, and maintenance of equipment that reflects current technology.

C. Describe how well current equipment meets the instructional needs of the business unit, including students, staff, and faculty.

Summary of Standard 2 - Strategic Planning

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 2 - Strategic Planning.
STANDARD 3: STUDENT, STAKEHOLDER, AND MARKET FOCUS

The business unit examines how it determines requirements, expectations, and preferences of its students and stakeholders. Also examined is how the business unit builds relationships with students and stakeholders and determines their satisfaction. Additionally, practitioners serve as role models and counselors for students regarding business careers. They also provide faculty with information to update professional skills, make curriculum changes, and serve as classroom speakers.

Criterion 3.1 Stakeholders

Institution Response

A. List the business unit’s key student segments and stakeholders.
B. Explain how the business unit determines key stakeholder requirements and expectations.

Criterion 3.2 Stakeholder Satisfaction

Institution Response

A. Explain how the business unit builds relationships to attract and retain students.
B. Explain how the business unit delivers services that satisfy students and stakeholders.
C. Describe how the business unit learns from former and current students to determine and anticipate changing needs and expectations.
D. Explain the process for utilizing stakeholder feedback in program development and enhancement.

Criterion 3.3 Student Support

Institution Response

A. Describe the support services available to business students, including admissions, financial aid, and advising.
B. Describe the policies that govern student relationships with the business unit, including the procedures used to resolve student concerns.

Criterion 3.4 Stakeholder Results

Institution Response

A. Describe how the business unit measures student utilization of offerings and services.
B. Using Table 3.1, report and graph the following student and stakeholder satisfaction results for the past three years (two years plus the self-study year):
   - Course evaluations
   - Student satisfaction surveys
   - Alumni satisfaction surveys
   - Employer satisfaction surveys
   - Other student/stakeholder measures
Criterion 3.5 BUSINESS/INDUSTRY RELATIONS

Each academic unit must demonstrate linkages to business practitioners and identify organizations that are current and significant, including advisory boards. Examples of linkages include, but are not limited to, executives in residence; guest speakers; partnerships and cooperative agreements with organizations; student organizations (societies) in various business disciplines related to major fields of study; internship programs; cooperative education programs; and student organizations with business leaders as members.

Institution Response

A. Describe the business unit’s partnerships and processes that link the business unit’s business programs to business and industry.

B. Describe the impact or results of business and industry linkages.

Summary of Standard 3 - Student, Stakeholder, and Market Focus

Complete Table I Student and Stakeholder-Focused Results for Standard 3.

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 3 - Student, Stakeholder, and Market Focus.
Table 3.1 Student and Stakeholder Focused Results

Student- and Stakeholder-Focused Results

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders’ key needs and expectations. Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building. Measurement instruments or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board. Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Measurable goal</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken or Improvement made</th>
<th>Insert Graphs or Tables of Resulting Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Satisfaction</td>
<td>Alumni Satisfaction will be at or above 80%</td>
<td>Annual alumni survey</td>
<td>Three years of positive trend data exceeding goal</td>
<td>Alumni Satisfaction seems to be stalled between 80% and 85%. An additional item will be added to the survey instrument to identify one aspect of the degree program that could be changed.</td>
<td>(3-5 data points preferred)</td>
</tr>
</tbody>
</table>

| Document your Competencies in this column | Document your assessment instruments in this column | Document your results in this column | Document your improvement actions in this column | Document the results after your improvement is implemented | Place your graph or tables in this column |

| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

(Example) Alumni Satisfaction will be at or above 80%
STANDARD 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

The business unit must have an outcomes assessment process for each program, correlated with initial assessment, measuring student achievement of stated learning goals in general education and in program areas. The process must be developed, deployed, and document how the business unit collects, analyzes, and uses performance data and information to enhance and improve academic programs and student learning.

Criterion 4.1 Student Learning Outcomes Assessment

Institution Response
A. Describe the current student learning outcomes assessment plan.
B. Describe the student learning outcomes assessment process and include information about the following:
   1. What student learning data is collected and why
   2. How the business unit uses student-learning data to improve the business program and enhance student learning
   3. How comparative or benchmark data is used to enhance and improve of student learning
   4. How the business unit improves, refines, or enhances the student outcomes assessment process
C. List the student learning objectives for each program seeking accreditation or re-affirmation.
D. Complete Table 4.1 – Student Learning Results, at the end of this section, for each program seeking initial accreditation or re-affirmation.
   - Results of current levels and trends in key measures of student learning, such as nationally-normed or locally-prepared tests, portfolios, and other assessments
   - Three to five years of trend data—two to four years plus the self-study year
     (Candidates with less than three years of data are eligible for accreditation with conditions.)
E. Provide a comparison of the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.

Criterion 4.2 Program Evaluation

A systematic program evaluation (including evaluation of courses from the supporting disciplines) is required to maintain academic excellence and meet changing needs.

Institution Response
A. Describe how the business unit conducts each program evaluation (i.e, DACCUM, program review, etc.)
B. Describe faculty involvement in the program evaluation process.
C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).
D. Describe how program evaluation data and information is shared with internal and external stakeholders.

E. Describe the improvements that have been implemented as a result of the program evaluation.

**Criterion 4.3 Student Assessment and Achievement**

Each institution must have a validated means of assessing student needs for developmental assistance, providing courses or systems that assist students to improve identified deficiencies, and demonstrating the development of assessed deficiencies.

Each institution must explain the means of assessing student ability for advanced placement, if applicable.

Each institution must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting student performance and degree satisfaction. Access to these results need to be routinely provided to the public such as through a link on your website.

**Institution Response**

A. Explain the process for identifying student needs for developmental assistance.

B. Explain the process for determining and awarding advanced placement, if applicable.

C. Explain the student advisement process, including the use of remedial assessment information.

D. Report data that correlates assessment scores to retention and improved academic skills as a result of developmental offerings.

**Summary of Standard 4 – Measurement, Analysis, and Knowledge Management**

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 4 – Measurement, Analysis, and Knowledge Management.
# Table 4.1 Student Learning Results

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Student Learning Results (Required for each accredited program) | A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.*  
Add these to the description of the measurement instrument in column two:  
Direct - Assessing student performance by examining samples of student work.  
Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.  
Formative – An assessment conducted during the student’s education.  
Summative – An assessment conducted at the end of the student’s education.  
Internal – An assessment instrument that was developed within the business unit.  
External – An assessment instrument that was developed outside the business unit.  
Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. |

<table>
<thead>
<tr>
<th>Analysis of Results</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>What is your goal?</td>
<td>What is your measurement instrument or process?</td>
</tr>
<tr>
<td>Current Results</td>
<td>Graded should not be used (Indicate length of cycle)</td>
</tr>
<tr>
<td>Analysis of Results</td>
<td>What are your current results?</td>
</tr>
<tr>
<td>Action Taken or Improvement made</td>
<td>What did you learn from the results?</td>
</tr>
<tr>
<td>Insert Graphs or Tables of Resulting Trends</td>
<td>What did you improve or what is your next step?</td>
</tr>
</tbody>
</table>

Business Management
**EXAMPLE:**
Average class assessment will be equal to or greater than 80% in the capstone project

| Capstone assessment, internal, summative. | Average class assessment was below 80% for most years | Assessments were low in the business planning area. | Add a business planning exercise to entrepreneurship class. | 2013 70%  
2014 75%  
2015 74%  
2016 79%  
2017
A graph or table is needed here |
| --- | --- | --- | --- | --- |

**(Example)**
Average assessment results will exceed or equal 80%

<table>
<thead>
<tr>
<th>Formative internal assessment instrument utilized in MKT 210</th>
<th>Average assessment score exceeded 80% for most years</th>
<th>Assessment test scores were consistently high</th>
<th>It is time to assess a different learning outcome to search for opportunities to improve</th>
</tr>
</thead>
</table>

**Marketing**

![Marketing Graph](image)
STANDARD 5: FACULTY AND STAFF FOCUS

The ability of a business unit to effectively fulfill its mission and meet its objectives is dependent upon the quality, number, and deployment of the faculty and staff. Each business unit: (1) develops and implements policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives, (2) evaluates the faculty based on defined criteria and objectives, (3) provides opportunities for faculty development and ensures scholarly productivity to support department and individual faculty development plans and program objectives; and (4) fosters an atmosphere conducive to teaching and learning.

Criterion 5.1 Human Resource Planning

Institution Response

A. Describe the business unit’s criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.

B. Describe how the business unit's work environment, compensation, career progression, and workload assignments support recruitment of high-performance faculty.

C. Describe how the business unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff.

D. Report evidence of business unit faculty and staff well-being and satisfaction.

Criterion 5.2 Faculty Qualifications

Employee qualifications and credentials are a critical foundation for business success. Qualified faculty must teach all class sections taught within the business unit. Faculty qualifications in the business unit are defined as Master’s or Doctorate Degree Qualified, Professionally Qualified, or as Exceptions.

Master’s or Doctorate Degree Qualified

A Master’s or Doctorate Degree Qualified faculty member meets at least one of the following criteria: (The institution must provide documentation)

1. Doctorate in teaching field
2. Juris Doctorate—qualified to teach law courses
3. Master’s Degree in teaching field – The institution must provide documentation.

4. 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.).

5. MED —The Master’s in Education with a concentration in a business discipline is the master’s degree in the teaching field for office administration.

6. 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.
7. Related or out-of-field master’s or doctorate degree 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 two years of documented experience from the employer.
   c. Teaching excellence award — The institution must provide documentation.
   d. In-field research and publication — The institution must provide documentation.
   e. Relevant additional training equivalent to 18 semester/27 quarter credit hours of CEU’s, military training, vendor training, etc. — The institution must provide documentation.

Professionally Qualified

A Professionally Qualified faculty member possesses a bachelor’s degree in the teaching field with documentation in two or more of the following areas:

1. Professional certification (national, regional, or state) — The institution must provide documentation.
2. In-field professional employment — The institution must provide a minimum of two years of documented experience from the employer.
3. Teaching excellence award — The institution must provide documentation.
4. In-field research and publication — The institution must provide documentation.
5. Relevant additional coursework beyond the level being taught, equivalent to 18 semester/27 quarter credit hours or equivalent subject matter coursework, CEU’s, military training, vendor training, etc. — The institution must provide documentation.

Exceptions

The institution should provide an explanation of qualifications for faculty who do not meet the criteria for Master’s or Doctorate Degree Qualified or Professionally Qualified.

Note: Criterion 5.3 provides that at least 90 percent of the faculty FTE should be Master’s or Doctorate Degree Qualified or Professionally Qualified, allowing a maximum of 10 percent exceptions.

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

Institution Response

Complete Table 5.1 – Faculty Qualifications for the self-study year to provide clear evidence that characteristics of full-time and part-time faculty match program objectives.

A. 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 masters qualified in management and professional qualified in accounting than Joe Smith will be on two lines.

B. List courses taught during self-study year; do not duplicate if taught both fall and spring semesters, instead report the number of credit hours taught for that course.
C. List the highest qualifying degree earned—state the degree as documented on the transcript, including the major field.

D. For Professionally Qualified faculty, Exception faculty, and faculty with related or out-of-field master’s or doctorate degrees, list ALL professional certifications and supporting areas of documentation beyond the academic credential as defined in Criterion 5.2.

E. List the ACBSP qualification of each faculty member – Doctorate, Masters, Professional, or Exception.
Faculty Qualifications

Complete Table 5.1 for all full-time and part-time faculty members that taught during your academic self-study year.

Use a line in the table for each level of qualification. For example, if Joe Smith is Masters qualified to teach management and professionally qualified to teach accounting then Joe Smith will be on two lines justifying each level of qualification.

When justifying a qualification using column #4, provide specific and detailed information.

<table>
<thead>
<tr>
<th>FACULTY MEMBER NAME (alphabetically by Last Name)</th>
<th>COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)</th>
<th>LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)</th>
<th>DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA:</th>
<th>ACBSP QUALIFICATION (Choose one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE Smith, Joe</td>
<td>BUS 101 Introduction to Management (6 Cr Hrs)</td>
<td>B.S., Business Administration</td>
<td>1. Two Years Work Experience (other than teaching)</td>
<td>Master's qualified in Management</td>
</tr>
<tr>
<td>EXAMPLE Smith, Joe</td>
<td>ACC 230 Managerial Accounting (9 Cr Hrs)</td>
<td>B.S., Business Administration</td>
<td>2. Teaching Excellence Awards</td>
<td>M.B.A., Management</td>
</tr>
<tr>
<td>EXAMPLE Brown, Barb</td>
<td>ACC 101 Introduction to Accounting (9 Cr Hrs)</td>
<td>B.S., Accounting</td>
<td>3. Professional Certifications</td>
<td>C.P.A., State of Missouri Professionally qualified in Accounting</td>
</tr>
<tr>
<td>EXAMPLE Brown, Barb</td>
<td>MGT 230 Operations Management (6 Cr Hrs)</td>
<td>B.S., Accounting</td>
<td>4. Research and/or Publication</td>
<td>M.S., Accounting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>18 Cr Hrs in Management beyond the introductory principles level</td>
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Complete Table 5.1 for all full-time and part-time faculty members that taught during your academic self-study year.

Use a line in the table for each level of qualification. For example, if Joe Smith is Masters qualified to teach management and professionally qualified to teach accounting then Joe Smith will be on two lines justifying each level of qualification.

When justifying a qualification using column #4, provide specific and detailed information.

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<tr>
<th>TABLE 5.1 - Full-time and Part-time Faculty Qualifications</th>
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<tbody>
<tr>
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<td>EXAMPLE Smith, Joe</td>
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Criteria 5.3 Faculty Composition

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 Professionally Qualified.

Full-time equivalent (FTE) faculty members are typically measured by dividing workload during the academic year by the definition of full-time load in credit and/or contact hours. Calculation considerations:

- **Semester system**: one full-time faculty member teaching 30 semester credit hours in the academic year typically equals 1.00 FTE faculty. (A part-time faculty member teaching 6 semester hours equals .20 FTE faculty).
- **Quarter system**: one full-time faculty member teaching 45 quarter credit hours in the academic year typically equals 1.00 FTE faculty. (One part-time faculty member teaching 18 quarter credit hours equals .40 FTE faculty).

Institution Response

A. Explain the business unit’s method of calculating FTE teaching loads for full-time and part-time instructors.

B. Complete **Table 5.2 — FTE and Faculty Composition**. List all full-time and part-time faculty members for the self-study year in alphabetic order.

C. Report the following: _____ % Masters/Doctorate qualified
   _____ % Professionally Qualified
   _____ % Exceptions

D. If exceptions exceed 10 percent, provide a detailed plan to improve and meet Criterion 5.A.2.
Table 5.2 FTE and Faculty Composition

1. List all faculty (full-time and part-time) who taught during the self-study year in alphabetic order.
2. Identify the ACBSP qualification status for each faculty member.
3. Identify the number of credit hours taught during the self-study year.
4. Calculate the FTE (Full-Time Equivalent) faculty load (such as 36 hours/30 semester hours of full-time load = 1.20 FTE).
5. Calculate the total FTE for credit hours and each column of ACBSP Qualification (Master's/Doctorate, Professional, and Exceptions).
6. Calculate the percent of total hours taught for each ACBSP Qualification.

(A sample is included.)

<table>
<thead>
<tr>
<th>Name</th>
<th>ACBSP Qualification</th>
<th>Credit Hours Taught</th>
<th>Master's/Doctorate FTE</th>
<th>Professional FTE</th>
<th>Exceptions FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker, Franklin</td>
<td>Master's</td>
<td>36</td>
<td>1.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dsddey, Sue</td>
<td>Master's</td>
<td>30</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Huadfadfs, Linda</td>
<td>Exception</td>
<td>7</td>
<td></td>
<td>0.23</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td>136</td>
<td>3.20</td>
<td>1.10</td>
<td>0.23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Total Hours Taught During Self-Study Year</th>
<th>FTE Teaching Load (Based on 30 cr. hrs.)</th>
<th>Percent of Total Hours Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's/Doctorate</td>
<td>96</td>
<td>3.20</td>
<td>70.59%</td>
</tr>
<tr>
<td>Professional</td>
<td>33</td>
<td>1.10</td>
<td>24.26%</td>
</tr>
<tr>
<td>Exception</td>
<td>7</td>
<td>0.23</td>
<td>5.15%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>136</strong></td>
<td><strong>4.53</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>
Criterion 5.4 Faculty Deployment

Each school or program must have a minimum of one (1) full-time, professionally-qualified faculty member in each program in which a business degree is offered.

Institution Response

A. For the self-study year, report how each program deploys full-time faculty resources among the disciplines, units, courses, departments, and major fields in such a way that every student attending classes regardless of delivery method (on- or off-campus, day or night, online, etc.) has an opportunity to receive instruction from full-time faculty.

B. For any program not meeting this criterion, provide a detailed plan to improve and meet the criterion.

Criterion 5.5 Faculty Load

Excellent teaching requires that a full-time faculty member should not be expected to have teaching, committee, advising, or other assignments that exceed a normal workweek as defined by the institution. Faculty workloads tend to vary among institutions according to actions of state legislatures, trustees, and administrative policies. However, an appropriate faculty workload is critical to an institution’s ability to provide an effective and positive education. Limits of normal teaching responsibilities should be considered with respect to:

- 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
- Scholarly activities
- Curriculum development activities
- Instructional technology efforts

Institution Response

A. Describe the business unit’s faculty load management policy for full-time and part-time faculty; include policies related to teaching load (credit/semester/quarter hour), released time, class size, number of preparations, delivery mode, and other related factors.

B. For the self-study year, explain the circumstances for any faculty member exceeding the institution’s maximum teaching load.

Criterion 5.6 Faculty Evaluation

Each institution must have 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. Any special criteria for the evaluation of faculty who utilize alternative methods of instructional delivery must be included and described in detail.

Institution Response

A. Describe the formal system of faculty evaluation used by the business unit for full-time and part-time faculty.

B. Describe how the results of the evaluation are shared with the faculty member.

C. Describe how the faculty evaluation is used in making decisions.
Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

The business unit provides opportunity for faculty and staff development consistent with faculty, staff, and institutional expectations. All faculty members should be involved in activities that enhance the depth, scope, and currency of their knowledge related to their discipline and instructional effectiveness. The business unit should demonstrate balanced participation of scholarly and professional activities by all faculty. Scholarly and professional development activities may include:

- Graduate courses
- Special awards and recognition
- Conferences, workshops, in-service (attendance, etc.)
- Community (service activities, presentations, committee work, etc.)
- Presentations
- Committees (college-related)
- Business and Industry (guest speakers, internships, partnerships, etc.)
- Instructional (develop or update curriculum, learn new skill/technique, accreditation, etc.)
- Multicultural and Diversity Initiatives (note on-campus or off-campus)
- Memberships (boards, commissions, etc.)
- Research and Publication
- Grants (list the awarding agency and funded allocations)
- Continuing Education (classes, seminars, certification, etc.)
- Other

Institution Response

A. Describe the business unit’s faculty and staff development policies and processes for activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and other activities that contribute to continuous performance improvement of faculty and staff.

B. Report the participation of business unit faculty and staff in professional development and scholarly activities. Provide three years of data —two years plus self-study year.

C. Provide examples of how the professional development and scholarly activities of the business unit have supported the achievement of the business unit’s mission, including building faculty and staff knowledge, skills, and capabilities that contribute to high performance.
### Standard Five: Faculty and Staff Focus - Table 5.3

Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities: The business unit provides opportunity for faculty and staff development consistent with faculty, staff, and institutional expectations. All faculty members should be involved in activities that enhance the depth, scope, and currency of their knowledge related to their discipline and instructional effectiveness. The business unit should demonstrate a balanced participation of scholarly and professional activities by all faculty.

**Table 5.3**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Highest Degree earned</th>
<th>Graduate Courses</th>
<th>Special Awards and Recognition</th>
<th>Conferences, Workshops, In-service</th>
<th>Community (service activities, presentations, committee work, etc.)</th>
<th>Presentations</th>
<th>Committees (College-related)</th>
<th>Instructional Development or Update Curriculum, etc.)</th>
<th>Multicultural and Diversity Initiatives (on or off campus)</th>
<th>Memberships (boards, commissions, etc.)</th>
<th>Research and Publications</th>
<th>Grants (list awarding agency &amp; funded allocations)</th>
<th>Continuing Education (classes, seminars, certification, etc.)</th>
<th>Other</th>
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</thead>
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<td>EXAMPLE: Smith, Mary</td>
<td>M.S. in Management</td>
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<td></td>
<td></td>
<td></td>
<td>Developed curriculum service training for Humana</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Published ProQuest Management Paper on Observation 2016</td>
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<tr>
<td>Year 2 (2017)</td>
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<td></td>
<td>Presented paper on Management on ACBSP Conference 2016</td>
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<td>Continuing Education 7 units Seminar on CEUs Community College on Management</td>
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<tr>
<td>Brown, Joe 2017 MBA</td>
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<td>2016</td>
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<td></td>
<td>Awarded ACBSP Teaching Excellence Award</td>
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<td>Blue, Sally 2017 BS Marketing</td>
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<td>2016</td>
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<td>MS 602 Marketing, MS 641 Management, MS 401 Marketing</td>
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**Table 5.3 Example - Professional Development and Scholarly Activities**

**PROFESSIONAL DEVELOPMENT AND SCHOLARLY ACTIVITIES**

**Special Awards and Recognition**

**Conferences, Workshops, In-service**

**Community (service activities, presentations, committee work, etc.)**

**Presentations**

**Committees (College-related)**

**Instructional Development or Update Curriculum, etc.)**

**Multicultural and Diversity Initiatives (on or off campus)**

**Memberships (boards, commissions, etc.)**

**Research and Publications**

**Continuing Education (classes, seminars, certification, etc.)**

**Other**

**Faculty and Staff Professional Development and Scholarship**

The business unit provides opportunity for faculty and staff development consistent with faculty, staff, and institutional expectations. All faculty members should be involved in activities that enhance the depth, scope, and currency of their knowledge related to their discipline and instructional effectiveness. The business unit should demonstrate a balanced participation of scholarly and professional activities by all faculty.

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</table>
**Criterion 5.8 Faculty Instructional Development**

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.

**Institution Response**

A. Describe the instructional developmental opportunities for business unit faculty to:

1. Improve teaching skills that may include mentoring, orientations, in-service programs, and other activities.

2. Acquire skills in the use of alternative methods of instructional delivery.

B. Describe the instructional development opportunities for business unit faculty to improve knowledge of curriculum development. Provide examples of how instructional development activities of the business unit have supported the achievement of the business unit’s mission, including building faculty knowledge, skills, and capabilities that contribute to high performance.

**Criterion 5.9 Faculty Operational Policies, Procedures, and Practices**

Each institution should develop and use a written system of procedures, policies, and practices for the management and professional growth of faculty members. Written information should 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

**Institution Response**

A. Explain how the business unit faculty and staff access the operational policies and procedures manual.

B. Provide a copy of the faculty operational policies and procedures manual to the peer review evaluation team in the resource room. (Do not include in the self-study.)

**Summary of Standard 5 – Faculty and Staff Focus**

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 5 - Faculty and Staff Focus. The following table is in the online reporting portal found in the evidence file under Standard 5 – Table 5. This table is provided to help you summarize evidence of meeting the standard.
## Faculty and Staff Focus Results (Standard 5)

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

<table>
<thead>
<tr>
<th>Faculty and Staff Focused Results</th>
<th>What is your performance measure?</th>
<th>What is your goal? (The goal should be measurable.)</th>
<th>What is your measurement instrument or process? (indicate length of cycle)</th>
<th>Current Results: What are your current results?</th>
<th>Analysis of Results: What did you learn from your results?</th>
<th>Action Taken or Improvement Made: What did you improve or what is your next step?</th>
<th>Provide a graph or table of resulting trends (3-5 data points preferred)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE</td>
<td>Faculty satisfaction will exceed 85%</td>
<td>Annual faculty satisfaction survey</td>
<td>Exceeded goal, however, the trend declined in 2014</td>
<td>Held a faculty meeting to discuss issues raised on surveys</td>
<td>Satisfaction increased 1%</td>
<td></td>
<td><img src="image-url" alt="Faculty Satisfaction" /> (2013 n=14, 2014 n=14, 2015 n=15)</td>
</tr>
</tbody>
</table>
STANDARD 6: PROCESS MANAGEMENT

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global workplace and the more general aspects of a global society. The institution must also provide adequate support services and resources to facilitate student success. All business graduates are expected to be competent in the following:

- Knowledge of essential elements and operations of a business
- Knowledge of business ethics
- Computer literacy
- Global business awareness
- Critical thinking and research skills

Business programs require at least the following: 25 percent professional component, 25 percent general education component, and 25 percent business major component (courses for the associate degree beyond the professional component devoted appropriately to the student’s area of concentration). For transfer degree programs with documented justification, the business major component and/or the professional component may be satisfied by non-business courses.

Criterion 6.1 Curriculum

Institution Response

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

B. Describe 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 Professional Component

At least 25 percent of the business curriculum must consist of a professional component 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

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.

Courses that satisfy the professional component cannot be used to satisfy the general education component or the business major component.
Institution Response

A. Complete the Professional Component portion of Table 6.1 Curriculum Summary for each program using the alpha code before the component in the table as in the example on page 31.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

Criterion 6.3 - General Education Component

The general education component must include at least 25 percent of the credits required for the associate degree and must consist of courses which contribute to the following educational goals: (Note: All ten areas do not have to be included.)

1. Written, interpretive, and oral facility with the English language
2. An historical perspective
3. An understanding of the role of the humanities in human experience
4. A personal ethical foundation
5. An understanding of social institutions and the obligations of citizenship
6. Knowledge of science or mathematics and its applications
7. An understanding of contemporary technology
8. An understanding of the principles as well as the investigative strategies of the social sciences
9. An appreciation of the fine and performing arts
10. A global perspective

The content of general education courses may include more than one of the foundation objectives listed above. Some business courses, if conceived and taught in relation to the institution’s definition of general education, may be used to satisfy the general education component.

Courses that satisfy the general education component cannot be used to satisfy the professional component or the business major component.

Institution Response

A. Complete the General Education Component portion of Table 6.1 Curriculum Summary for each program using the number code before the component in the table as in the example on page 31.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

Criterion 6.4 - Business Major 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 should be able to demonstrate that the programs include appropriate courses to prepare students for transfer or employment. Institutions offering degrees in business should 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 should 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 should 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

Courses that satisfy the business major component cannot be used to satisfy the professional component or the general education component.

Institution Response

A. Complete the Business Major Component portion of Table 6.1 Curriculum Summary for each program.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.
Table 6.1 Curriculum Summary

### TABLE 5
CURRICULUM SUMMARY

Name of Major/Program: **Accounting Career**

Total Number of Hours for Degree: 63-64*

List courses appropriate for each area:

A) **Professional Component:**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Areas of Study</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Accounting I</td>
<td>A.</td>
<td>4</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>D.</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>I.</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>F.</td>
<td>3</td>
</tr>
<tr>
<td>Math Electives</td>
<td>C.</td>
<td>3</td>
</tr>
</tbody>
</table>

Area total credit hours 16

25.4% of total program hours

B) **General Education:**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Educational Goal Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Composition</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Writing in the Workplace</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science Elective*</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Computer</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Art Appreciation</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Ethics</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Area total credit hours 21

33.3% of total program hours

C) **Business Major:**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>Accounting Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>Federal Income Taxes</td>
<td>3</td>
</tr>
<tr>
<td>Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>Business Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Area total credit hours 26

41.3% of total program hours

Total Program Hours 63

*Natural Science Elective may be either a 3 or 4 credit elective.*
Criterion 6.5 Off-Campus Operations and Unique Items

The accreditation process includes a review of all business program academic activities at all levels. If an institution has a branch campus or campuses where an entire degree can be earned, then the accreditation process will include all locations and alternative instructional deliveries at one time unless otherwise agreed upon prior to conducting the self-study.

Institution Response

A. Provide the number of business student credit hours produced along with the total number of student credit hours generated for each campus.

B. Identify any branch campus at which it is possible for students to complete a degree program.

C. Explain other unique situations, if any, present at the institution requiring special understanding during the accreditation process (i.e., grading, credit hours of courses, etc).

Criterion 6.6 Minimum Grade Requirement

Business students must achieve a minimum grade average of “C” for graduation in business. This standard is intended to assure the quality of effective learning and minimum competency in the view of the faculty who assess student performances. The quality of effective learning is reflected in grade consistency and student learning performance outcomes. The business unit should continually monitor grade distribution and student learning outcomes and demonstrate that faculty are informed and involved in improving the evaluation process.

Institution Response

A. Provide evidence that business students from an associate degree program have a minimum grade average of “C”, such as a letter of certification from the registrar or a catalog statement.

B. Describe how the institution ensures compliance regarding minimum grade requirements.

Criterion 6.7 Learning and Academic Resources

Comprehensive and current learning resources should be available to students and faculty that includes library services, tutorial support, open labs, media services, instructional technology support, etc. Students receiving instruction at remote sites should have access to learning and academic resources. Library holdings should be sufficient in size and scope to complement the total instructional program of the business unit, to provide incentive for individual learning, and to support research appropriate for the faculty.

Institution Response

A. Describe the business unit faculty’s participation in the library’s acquisitions program to ensure the availability of current business learning resources.

B. Describe how off-campus students have access to the same research and reading assignments as on-campus students. This may include evidence of library resources at other locations in the community or by electronic access or inter-library loans.

C. Describe the availability and utilization of other learning and academic resources (tutorial services, instructional technology support, open labs, etc.)
**Criterion 6.8 Support Services**

The business unit should have adequate institutional support services such as administrative, clerical, technical, laboratory, and advising support to meet the needs of its programs.

**Institution Response**

A. Describe the level of institutional support services available to the business unit.

B. Describe how the business unit manages support services to promote student success and achieve the mission of the business unit.

**Criterion 6.9 Educational Innovation**

All business programs should provide an environment that encourages and recognizes innovation and creativity in the education of business students.

**Institution Response**

A. Describe how the business unit encourages and recognizes faculty and staff innovation and creativity.

B. Provide evidence of innovations and creativity that have been implemented by the business unit.

**Criterion 6.10 Articulation and Transfer Relationships**

For the purpose of defining roles, relationships, and procedures that promote the interests of transfer students, the business school or program must provide evidence of articulation and/or course transfer arrangement. On-going communication is the key to effective articulation. A product of this communication process should be a course equivalency document that specifies the type and amount of credit that an institution accepts in transfer. Institutions are encouraged to implement articulation agreements whereby associate degree graduates can obtain junior status and the equivalent of two years’ credit toward specified baccalaureate degrees.

For the purpose of satisfying Criterion 6.10, use a table such as Table 6.2, and to explain or describe any articulation and/or course transfer arrangements you have with other institutions, as well as report in the following areas as appropriate for your institution:

**Institution Response**

A. List the principal transfer institutions for which the business unit’s institution receives, sends, or transfers students.

B. 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.)

C. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.

D. Describe the student advisement process that counsels students as to the transferability of coursework.
E. Persistency rates and other key student performance-related indicators of transfer students from ACBSP accredited institutions.

F. Total amount of transfer credits earned at previous ACBSP accredited member institution versus total amount of credits applied toward general education and/or business concentration requirements at receiving institution.

Table 6.2 Articulation Agreements

<table>
<thead>
<tr>
<th>Agreement in Place</th>
<th>University U</th>
<th>Great College</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Unit Process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution Process</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Criterion 6.11 Business Program Performance Including Student Achievement

All business programs should provide business unit performance results. Report results tracked by the business unit such as enrollment patterns, student retention, graduation rates, student placement, academic success, and/or other characteristics.

A. Complete Table 6.3 – reflecting student performance and degree satisfaction (items suggested herein are intended to be suggestive, not prescriptive, although the business unit should document student performance and degree satisfaction using several key indicators). Results should be illustrated by graphs, tables, or figures. Provide three to five years of trend data—two to four years plus the self-study year. (Candidates with less than three years of data are eligible for accreditation with conditions.)

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

1. Student Learning Outcome Assessment Results: Such as what you report in standard #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc. A link to Table 4.1 must be placed on your website.

2. Program Results for Business Students: Such as graduation rates, retention rates, job placement, etc. How do you make the results public? A link to Table 6.3 on page 35 must be placed on your website. Ensure the link goes directly to business students’ results such as the example on the ACBSP website located under associate degree accreditation.
**Summary of Standard 6 – Process Management**

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 6 - Process Management.

**SELF-STUDY SUMMARY**

1. Provide a brief summary of the self-study that includes an overview of the strengths and opportunities for improvement identified at the end of each standard.

2. Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification.

3. Explain how student achievement will be made public.
Table 6.3 Organizational Performance Results

Organizational Effectiveness Results

Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.

Key indicators may include: Business student graduation rates, enrollment, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, job placement, certifications, licensure, and what you report to governing boards and administrative units.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Measurable goal</th>
<th>What is your measurement instrument or process?</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken or Improvement made</th>
<th>Insert Graphs or Tables of Resulting Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is your goal?</td>
<td>(Indicate length of cycle)</td>
<td>64%</td>
<td>Students were not satisfied with the number of courses offered each semester</td>
<td>Added additional sections to allow a greater number of students to complete required courses</td>
<td>(3-5 data points preferred)</td>
</tr>
<tr>
<td>(Example)</td>
<td>Increase retention from 70% to 85% by 2020</td>
<td>Retention as reported to the VPAA every January</td>
<td></td>
<td></td>
<td></td>
<td>Retention of Business Program Students</td>
</tr>
</tbody>
</table>

Retention of Business Program Students

![Graph showing retention of Business Program Students from 2010 to 2012](graph.png)
Appendix A Glossary of Terms

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

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

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

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

Alignment
The term “alignment” refers to consistency of plans, processes, information, resource decisions, actions, results, and analysis to support key organization-wide goals. Effective alignment requires a common understanding of purposes and goals. It also requires the use of complementary measures and information for planning, tracking, analysis, and improvement at three levels: the organizational level/senior leader level; the key process level; and the program, school, class, or individual level.

Analysis
The term “analysis” refers to an examination of facts and data to provide a basis for effective decisions. Analysis often involves the determination of cause-effect relationships. Overall organizational analysis guides process management toward achieving key organizational results and toward attaining strategic objectives. Despite their importance, individual facts and data do not usually provide an effective basis
for actions or setting priorities. Effective actions depend on an understanding of relationships, derived from analysis of facts and data.

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

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

**Benchmarks**
The term “benchmarks” refers to processes and results that represent best practices and performance for similar activities, inside or outside the education community. Organizations engage in benchmarking as an approach to understand the current dimensions of world-class performance and to achieve discontinuous (non-incremental) or breakthrough improvement. Benchmarks are one form of comparative data. Other comparative data organizations might use include appropriate data collected by a third party (frequently averages for other organizations), data on performance of comparable education organizations and competitors, and comparisons with similar organizations in the same geographic area.

**Criteria**
The criteria are used within each of the six standards to help evaluate and communicate how the standards are met. Not all of the criteria have to be met to meet the intent of the standards. The criteria are identified in each of the six standards by sub-numbers and letters such as in STANDARD #4. Measurement and Analysis of Student Learning and Performance - **Criterion 4.1. The business unit shall have a learning outcomes assessment program.**

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

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

**Education Delivery**
The term “education delivery” refers to the deployment of instructional approaches—modes of teaching and organizing activities and experiences so that effective learning takes place. Education delivery may include active learning, cooperative or collaborative learning, distance education, distributed learning, on-line 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 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 and staff to respond to students’ educational needs, to improve processes, and to improve student learning and organizational performance results. Empowered faculty 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 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 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, 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 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 your 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, and staff, which 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 upon factors such as organizational performance, team and/or individual contributions, and skill building. In addition, 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 multistep 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 outputs.

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 your organization and its faculty and staff in the form of information, ideas, learning, understanding, memory, insights, cognitive and technical skills, and capabilities. Faculty 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 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 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 faculty, staff, students, and other stakeholders; best practice sharing; and benchmarking. Personal learning (pertaining to faculty and staff) is achieved through education, training, and developmental opportunities that continue individual growth. To be effective, these types of learning should be embedded in the way an organization operates. In addition, they contribute to a competitive advantage for the organization and its faculty and staff.

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

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

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

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

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

**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
Educational systems and processes that meet or exceed the needs of students and stakeholders and are continuously improved over time.

Results
The term “results” refers to outputs and outcomes achieved by an organization in addressing the requirements of the criteria. Results are evaluated on the basis of current performance; performance relative to appropriate comparisons; the rate, breadth, and importance of performance improvements; and the relationship of results measures to key organizational performance requirements.

Segment
The term “segment” refers to a part of an organization’s overall base related to students; stakeholders; markets; programs, offerings, and services; or 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, staff, governing boards, alumni, employers, other schools, funding entities, and local/professional communities. Although students are commonly thought of as stakeholders, for purposes of emphasis and clarity, the Criteria may refer to students and stakeholders.

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

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

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

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

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

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

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