

# I - Review of All Academic Activities

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Please complete Table 1, Review of All Academic Activities, found under the Evidence File tab above, referencing the information below.

- a. Business Courses Offered by Business Unit. ACBSP accredits degree programs in business and business-related fields. The ACBSP accreditation process takes into account the traditional specializations in business, including accounting, business administration, finance, marketing, and management. Any of these specialized programs offered by the business unit seeking accreditation must be included in the self-study to be considered for accreditation.
- b. Business Degrees Offered by Business Unit. The accreditation process includes a review of all academic activities in a business school or program. In other words, if an institution offers associate degrees, bachelor's degrees, and graduate (masters and doctorate) degrees in the business school or business program, the accreditation process embraces all of these in the self-study.

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

- c. Business Content Courses Not Offered by Business Unit. At the institution's written request, other business-related programs may be either included or excluded from the accreditation process. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited.
- d. Branch Campuses/Extension Centers. If an institution has a branch campus or campuses, or if there are extension centers or other types of auxiliary operations where business courses are taught, then the accreditation process will include all of these locations in the self-study. On a case-by-case basis, such entities may be excluded. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited, and there must be sufficient distinction between accredited degrees and those degrees offered by excluded segments to justify their exclusion. An institution may ask in advance of conducting the self-study for a determination of inclusion or exclusion from the self-study.

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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[Table 1 - Review of Academic All Activities](#)

## Sources

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- Table 1 - Review of Academic All Activities

## II - Organizational Charts

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Attach as a source document:

1. The institution's organizational chart
2. The business school or program's organizational chart

**Status:** Completed | **Due Date:** Not Set

### Self-Study

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#### Assigned To

Not Assigned

### Institution Response

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See source documents.

[Appendix 1a - University Organization Chart](#)

[Appendix 1b - COB Organization Chart](#)

### Sources

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- Appendix 1a - University Organization Chart
- Appendix 1b - COB Organization Chart

### III - Conditions of Accreditation

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

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

- b. Statement of Mission—Institution. Provide the approved statement of mission for the institution and state whether it is listed in the institution's catalog or program offerings bulletin (see subsection d).
- c. Statement of Mission—Business School or Program. The business unit will be evaluated to the ACBSP Standards and Criteria within the framework of institutional and business unit mission. Schools and programs must have a mission consistent with that of ACBSP. State the mission of the business school or program and whether the mission is listed in the institution's catalog or program offerings bulletin (see subsection d).
- d. Public Information. An electronic copy or website link for the catalog or bulletin must be provided in the Evidence File. Printed copies of the catalog and self-study are no longer needed. State the catalog page number(s) where each of the following is located:
1. Listing of the business degree programs
  2. The academic credentials of all faculty members
  3. The academic policies affecting students along with a clear description of the tuition and fees charged to the students
  4. The statement of mission of the institution
  5. The statement of mission of the business school or program
- e. Accreditation of Doctoral Programs. Accreditation of doctoral programs must meet the following requirements:
1. Institution must have ACBSP accrediting programs at the baccalaureate and/or master's level.
  2. Institution must perform a self-study addressing the six general standards and criteria and related subcategories to the extent appropriate.
  3. Program must be authorized by the appropriate regional accrediting organization and/or the appropriate governmental agency.
  4. Accreditation can only be awarded after individuals have graduated from the program.

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

- f. Please list below all campuses at your institution at which a student can earn a business degree.
- g. The business unit must routinely provide reliable information to the public on its performance, including student achievement such as assessment results.

To demonstrate compliance with this criterion:

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results. For example:

Student Learning Outcome Assessment Results: Such as what you report in standard #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc. How do you make the results public?

Program Results: Such as what you report in standard #6, graduation rates, retention rates, job placement, etc. How do you make the results public?

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### Conditions of Accreditation

Central State University is accredited by the Higher Learning Commission (HLC). The institution's HLC accreditation was re-affirmed in 2013.

Central State University, an 1890 Land-Grant institution, prepares students with diverse backgrounds and experiences for leadership, research and service. The University fosters academic excellence within a nurturing environment and provides a strong liberal arts foundation leading to professional careers and advanced studies. (Approved by Board of Trustees in November 2014). The University's Statement of Mission is published in the CSU website under the [Strategic Plan](#)

### **College of Business Statement of Mission:**

The College of Business (COB) is committed to providing students with an educational environment that will enable them to succeed in their personal and professional endeavors. This will be achieved by ensuring that all students have access to innovative curricula; leading edge technologies; and committed, highly qualified faculty and staff, while fostering an understanding of cultural diversity.

The COB Statement of Mission is published in the CSU catalog on page 60 and in the COB Faculty Handbook, page 5.

Central State University provides a listing of the business degree programs, faculty members, academic policies along with tuition and fees, and the Central State University Mission Statement in the [2014 – 2015 Course Catalog](#). Please reference the page numbers as noted.

- 1) Listing of the business degree programs pp. 61 - 72
- 2) The academic credentials of all faculty members pp. 266 - 269
- 3) The academic policies affecting students along with a clear  
Description of the tuition and fees charged the students - pp. 11 - 59
- 4) The statement of mission of the institution pp. 7
- 5) The statement of mission of the business school or program pp. 60

**Accreditation can only be awarded after individuals have graduated from the program. If the self-study includes accreditation of a doctoral program, please indicate below, with attached documents as required, that you have met these requirements or you intend to meet these requirements.**

NA

Students can only earn a business degree from the main campus, located in Wilberforce. Students may take courses leading to their degree at the CSU Dayton location, but all degrees are conferred at the main campus.

As part of ACBSP accreditation effort, the COB adopted its own assessment process. Upon submission of the self-study report, all results and pertinent information will be made public on the COB webpage. CSU's HLC accreditation webpage will be updated by October to include assessment data for the University with links to college/department pages as these become available. The [CSU HLC Self-Study Report](#) is currently available for review.

Graduation rates, retention rates, job placements and other information are shared with the public on the "[Right to Know](#)" webpage under the Office of Student Affairs.

In addition to the webpage, the [CSU Fact Book](#) is published every year and posted on the website. The [2014-2015 Course Catalog](#) is a valuable source of information for students and other stakeholders. It is also shared on the CSU website

CSU is a member of the [Voluntary System of Accountability](#). The University uses this system to disclose to the public its enrollment, retention and graduation rates. College Portrait further informs students and families seeking credible data on campus safety, cost of attendance, academic programs, retention and graduation rates, admission, requirements, and other campus community details. Lastly, the University routinely submits enrollment data to the National Center for Education Statistics for public dissemination.

## Sources

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- Conditions of Accreditation

## IV - Organizational Description

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

Importance of Beginning with your Organizational Profile. Your Organizational Profile is critically important because:

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

Submit your responses to both the Organizational Description that follows and the Organization Challenges on the next page as documents and attach under the Evidence File tab above. Limit the response to the entire Organizational Profile to not more than five printed pages.

### **a. Organizational Description**

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

Within your response, include answers to the following:

#### 1) Organizational Environment

- a. What are the delivery mechanisms used to provide your education programs, offerings, and services to students?
- b. What is the organizational context/culture?
- c. What is your stated vision?
- d. What are your stated values?
- e. What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, use of contract employees.
- f. What are your major technologies, equipment, and facilities?

#### 2) Organizational Relationships

- a. What are your key student segments and stakeholder groups? What are their key requirements and expectations for your programs and services? What are the differences in these requirements and expectations among students and stakeholder groups?
- b. What are your key partnering relationships and communication mechanisms?

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

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

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Organizational Description](#)

#### Central State University (CSU) Overview

Central State University was established in 1887 by the Ohio General Assembly in an act that created a Combined Normal and Industrial Department at Wilberforce University. In 1941, the General Assembly expanded the Department, which offered two-year courses, into a College of Education and Industrial Arts to provide four year college programs. In 1951, the Legislature provided the name Central State University, and in November 1965, Central State University was granted University status.

Located in Wilberforce, CSU is Ohio's only public HBCU. CSU is a dynamic institution of approximately 1750 students and 400 faculty and staff. In 2010, the University reorganized itself into four colleges:

- College of Business
- College of Education
- College of Humanities, Arts and Social Sciences
- College of Science and Engineering

In 2011, CSU created a University College to provide academic support services for first-time students. Today, CSU's four colleges and their various departments offer 34 baccalaureate degree programs and a master's degree program in education. On February 7, 2014, CSU was designated an 1890 land-grant institution and is currently preparing to implement new programming in support of its new land-grant mission.

#### College of Business Overview

## History/Evolution

The history of the College of Business begins with the founding of Central State University as the

Combined Normal and Industrial (CNI) Department at Wilberforce University. In 1887, the Ohio General Assembly, created the “CNI Department at Wilberforce University” to offer two year courses in vocational, commercial, and teacher training. The CNI Department’s commercial division offered two-year courses in general business operations, shorthand, and typewriting.

After World War I, the commercial division, which later became the College of Business, offered two areas of study, one in Commerce Course and the other in Commerce teachers’ course.

By the 1930s, the division granted four-year degrees, including Bachelor of Secretarial Science, Bachelor of Science in Commerce and Bachelor of Science in Education in Commercial Curriculum. The state-funded CNI department emerged from Wilberforce University in 1947 as an independent entity named the “College of Education and Industrial Arts”. The institution’s name was officially changed to Central State College in 1951.

Within the newly formed college, a “Division of Business” was established. The division offered a Bachelor of Science Degree in four areas of specialization: accounting, business administration, business education, and secretarial science. During the 1958-59 academic year, the Department of Economics merged with the Division of Business Administration creating the “Division of Business and Economics”. In 1965, Central State College achieved University status and the division became officially known as the College of Business Administration. The college moved to the new Charles S. Smith College of Business Administration Building on May 7, 1970.

The Business Education degree program was discontinued and Management Information Systems (MIS) was added in the early 1990s. In 1997, the College merged with the Manufacturing Engineering and Water Resource Management Departments to form the College of Business and Industry. In 2010, the University underwent major restructuring that resulted in the creation of four colleges, including the College of Business (COB). The COB was made up of two departments: the Department of Accounting, Finance and Economics that offered degrees in Accounting and Economics; and the Department of Business Administration that offered options (or concentrations) in Entrepreneurship, Finance, Hospitality Management, International Business, Management, MIS, and Marketing. In August 2013, as a result of declining enrollments in Economics, the two departments were merged to form the Department of Business Administration. As part of the University’s recent Land Grant status, the COB developed a concentration in Agribusiness, within the Business Administration degree. This concentration is scheduled to begin fall 2015.

Instruction is delivered via traditional face-to-face, online, hybrid, and web-enhanced methods. Blackboard is the only platform currently used for the online, hybrid, and web-enhanced courses. The College also has “smart” classrooms that facilitate online and web-enhanced instructional delivery modes.

CSU in general serves students “with diverse backgrounds and educational needs”. CSU students are often from lower socio-economic backgrounds. In addition, most of them are first generation college students. Given this population, CSU and the COB provide robust support services to meet the students’ academic, financial, and career needs. As of fall 2014 semester, headcount enrollment at Central State University stands at 1751. Of the 1751 students, ninety-three percent (93%) are undergraduates; fifty-eight percent (58%) are from Ohio and the remaining are mostly from neighboring states with international students accounting for less than one percent (<1%).

See [Table 2 COB Enrollments 2014](#)

In the College of Business, headcount enrollment stands at 383 for fall 2014. 87.2% of the COB students are Business Administration majors with a concentration in one of seven functional areas offered (see table below). 11.5% are Accounting majors and Economics majors account for the remaining 1.3% percent. Approximately ninety-five percent (95.31%) of our student body is Black or African-American; 1.5% is White (or Caucasian); Hispanic, multiracial, internationals, and unknown account for the balance.

The College of Business vision statement can found in the [COB Faculty Handbook](#), on page 5 . Our vision states that the College will be recognized as top-rated among quality business schools by students, parents, employers, alumni and others throughout the world.

Central State University's core values, which also apply to the COB, are honesty, hard work, caring, and excellence. These values are promoted in all functions that involve students, including Students' Leadership Series. To achieve the above values, the University community has adopted the following three tenets: service, protocol, and civility.

- Service – is our commitment to our institution and greater community.
- Protocol – is our adherence to and valuing of best practices for accomplishing goals.
- Civility – is our active respect for one another, and for our past, present, and future.

The College of Business currently has twelve (12) full-time faculty, the Dean, a Chair, and two (2) support staff. In addition, there are approximately twenty-five (25) adjunct faculty teaching various courses in the College. The number of adjunct faculty typically varies from semester to semester and depends on the needs of the College.

About fifty percent (50%) of the full-time COB faculty have terminal degrees in their areas of teaching. The remaining faculty have master's degrees and some have additional professional certifications (such as CPA, CMA, and Series Licenses). Of the twelve full-time faculty members, three are tenured, seven are on tenure-track, and two are on one-year renewable term contracts. The faculty is reasonably diversified, consisting of seventy-three percent (73%) males and twenty-seven percent (27%) females. Diversity is also reflected in the racial/ethnic and gender composition of the faculty. The College of Business has two professional staff – one administrative assistant and one assessment coordinator. Both are female. There are three collective bargaining units operating at CSU. These are:

- The American Association of University Professors (AAUP)
- The American Federation of State, County, and Municipal Employees (AFSCME)
- The CSU Safety Association (CSUSA)

Each of these associations periodically negotiates a collective bargaining agreement with the University (typically every three years). The collective bargaining agreements are published and available on the CSU website by following this link: [CSU Collective Bargain Agreements](#)

In the College, change is readily embraced and technology is at the forefront of teaching and learning. To create an effective teaching and learning environment, the College of Business has acquired and

implemented major technological enhancements. The available technologies include:

- One smart classroom equipped with audio and video computer projections.

- One smart classroom equipped with audio and video computer projections and “smartboard” technology.

- Smart classroom equipped with audio and video computer projections along with smartboard technology and networked audio/video conferencing capabilities.

- Two computer labs equipped with projectors and a capacity of 20 seats— with active Windows 7 computers for research development and assignments.

- One state-of-the-art touchscreen monitored audio/video auditorium with a high quality Panasonic projector with HD projection capabilities.

- One LED message board for displaying news and messages to students, faculty, and staff.

- Three video projection-capable classrooms equipped with projector screens and wall-mounted LCD monitors and the capability to support a mobile projectors for displaying computer screens.

- State-of-the-art stock trading room for teaching and research.

The College of Business works closely with several stakeholder groups, including students and student organizations, college faculty, staff and administrators, community partners, parents of students, and corporate sponsors. These stakeholders are considered key partners in the educational mission of the College.

The COB provides extensive support networks to individual students and student organizations and promotes close-knit relationships among faculty, staff, and students. This allows the College to develop mechanisms to address student expectations and problems. Ten different student club associations operate in the College. Each club has a volunteer faculty advisor. These clubs serve as formal and informal channels of communication between students and the academic programs. Student clubs facilitate effective communication, build a sense of community, and serve as a valuable source of input for program review. In addition to these clubs, the COB has established the Student Advisory Council (SAC), which serves as a liaison between the dean and the students.

External stakeholders of the COB include the regional businesses and communities in Wilberforce, Xenia, and the surrounding areas. The College has an active Alumni Association, a Business Advisory Council (BAC), and actively participates in the Leaders, Executives, Entrepreneurs, and Directors (LEED) Program. The BAC, comprising of business leaders and professionals in the region, supports the work of the College through financial donations, seasoned business advice, and internship opportunities for students. It is also a valuable source of information for program and curriculum review. LEED held annually in the COB, brings students in touch with senior business executives who share their experiences, offer practical insights, valuable training, and professional opportunities.

Through Homecoming, alumni fairs, and other COB activities, the alumni of the college provide valuable input and support for the college and the University at large. These external stakeholders provide support and guidance that assist the College in developing our expectations for our graduates. To a large extent, the concept of “Triad for Success” is one outcome of our relationship with these stakeholders.

## Sources

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- Appendix 5 - COB Faculty Handbook
- Organizational Description
- Table 2 COB Enrollments 2014

## V - Organizational Challenges

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

Within your response, include answers to the following questions:

1. Competitive Environment
  - a. What is your competitive position? Include your relative size and growth in the education sector and the number and type of competitors.
  - b. What are the factors that determine your success relative to that of your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.
2. Strategic Challenges
  - a. What are your key strategic challenges? As appropriate, include education and learning, operational, human resources, and community challenges.
3. Performance Improvement System
  - a. How do you maintain an organizational focus on performance improvement? Include your approach to systematic evaluation and improvement of key processes and to fostering organizational learning and knowledge sharing.

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

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

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Organizational Challenges](#)

The College of Business and the entire University face severe competition from public, private and for-profit online institutions in the State of Ohio, especially from universities in the nearby cities and communities. As Ohio's only public HBCU, CSU has a competitive advantage in attracting minority students from Ohio and neighboring states in the mid-west region. Central State University also faces

some competition from Wilberforce University, the other HBCU in Ohio. Wilberforce University is across the street from CSU; however, Wilberforce University is a private institution and it is currently going through serious fiscal and other crises that may adversely impact its viability.

Central State University has the lowest tuition rate among Ohio's 12 public higher education institutions. The majority of COB students are first generation minority students who come to college with a host of challenges, including inadequate preparation, acute financial needs, and lack of college adjustment and survival techniques. CSU accommodates these students with a variety of academic, financial, and social support programs to enable them to succeed in college, including low tuition, generous financial aid packages, small class sizes, focused advisement, tutorial services, mentoring, and support networks.

A recent State of Ohio regulation has the potential to seriously impact upon the competitive position of CSU in the State. The new regulation stipulates that four-year colleges can no longer offer remedial courses. Such courses are now reserved for two-year colleges. In response, CSU has initiated articulation agreements with several two-year colleges. This will increase the transfer of two-year college graduates to CSU at the upper levels. At the initial stages CSU will lose some potential new students to nearby two-year colleges like Sinclair Community College and Clark State Community College.

The Strategic Initiative of the College of Business, "Pursuing Excellence 2010 – 2014", identifies several strategic challenges confronting the College:

- To improve the quality of its academic programs, the COB must meet the challenge to continuously develop and implement innovative curricula that prepare business students to achieve excellence in their academic disciplines.
- The COB and the entire University are facing a major challenge of declining enrollment.

The declining student population base and competition are making it difficult to sustain enrollment at optimum levels. Declining student enrollment at a time of state budget retrenchment is posing serious financial problems for the University.

- Our location in a rural community makes recruiting and retaining high caliber students a challenge.
- A related challenge is low retention and graduation rates. These challenges have adversely impacted the financial health of CSU, as the State funding formula for Ohio public universities includes course and degree completion rates for each institution.
- The COB also faces a serious challenge in attracting highly qualified faculty and staff who are committed to providing excellence in education. Due to budget constraints, the University cannot afford to offer market salaries that are competitive with other universities in our region.
- Budget constraints also make it difficult to support faculty conference attendance and other scholarly activities, including professional development.
- Another challenge is the inability to attract adequate external resources to fund programs in the College, and to maintain and upgrade instructional technology.

Central State University has adopted an assessment process consisting of five steps to guide the assessment of student learning. These steps used across campus are: identifying outcomes; identifying

assessment instruments and methods; completing assessment findings; using assessment data to take actions for improvement; and reassessment if needed. The University has also outlined goals for student learning that must be incorporated in all programs and course syllabi. These are:

- Effective Communication – Students communicate effectively.
- Critical Thinking – Students demonstrate critical thinking skills.
- Analytical Skills – Students demonstrate awareness of and ability to apply quantitative reasoning and the scientific process.
- Perspectives – Students appreciate the role of cultural and social factors in human behavior.
- Health and Wellness – Students apply strategies that encourage lifelong habits to promote learning and maintain personal well-being.
- Disciplinary Mastery--Students will demonstrate an acceptable level of competence in their chosen field of study.

Central State University has adopted an assessment process consisting of five steps to guide the assessment of student learning. These steps used across campus are: identifying outcomes; identifying assessment instruments and methods; completing assessment findings; using assessment data to take actions for improvement; and reassessment if needed. The program review process in the COB is a derivative of the institutional program review that is based on a Model of 25 Essential Questions (see appendix 9). These questions direct disciplinary faculty to assess their programs to determine program identity through its goals and institutional fit; program vitality through its currency and relevance; program assessment through its productivity in terms of student enrollment, retention, course completion; program budget effectiveness and efficiency; and program strengths, weaknesses, opportunities, and threats – used to make decisions about future directions for the program. At the end of each semester, faculty members complete the assessment process by analyzing and documenting improvements made in each course as a result of improvements in teaching and learning. Results of program and course assessment are used as the basis for course improvement; for strengthening course content, course syllabi, and student learning outcomes; for identifying technologies needed in the classroom; and for making recommendations for improved instructional practices.

## Sources

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- Organizational Challenges

# 1 - Standard 1: Leadership

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

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

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

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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*There is no response.*

## Sources

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*There are no sources.*

## 1.1 - Criterion 1.1

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

**Criterion 1.1** - The leader of the business unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the business unit, and for their compliance with the ACBSP Standards and Criteria.

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

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

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

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

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

**Criterion 1.1.c.** - The business school or program must have processes in place for evaluating the performance of both administrators and faculty.

Explain how the performances of administrators and faculty are evaluated.

**Status:** Completed | **Due Date:** Not Set

### Self-Study

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#### Assigned To

Not Assigned

### Institution Response

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[Criterion 1.1](#)

Over the past three years under the leadership of President Cynthia Jackson-Hammond, Central State University has undergone some dramatic and positive changes both physically and intellectually. Some of these changes are reflected in the visible transformation of the campus with the new state-of-the-art Student Union & Conference Center building, while others are manifested through improvements in the quality of our faculty, increased minimum admissions requirements, and focus on instilling the value of three tenets introduced by President Jackson-Hammond at the beginning of her tenure at CSU: Service, Protocol and Civility.

Service – is our commitment to our institution and greater community.

Protocol – is our adherence to and value of best practices for accomplishing goals.

Civility – is our active respect for one another and our past, present, and future.

President Jackson-Hammond has been and continues to be very supportive of the COB and has championed our push for ACBSP accreditation. She provided four additional faculty lines to help improve the number of terminally qualified AQ faculty as part of our efforts towards ACBSP accreditation.

As the Dean of the College of Business, Dr. Fidelis Ikem is the chief administrative and academic leader and hence is responsible for the development, execution, and continuous improvement of the programs and processes in the College.

Since assuming the deanship in 2013, Dr. Ikem has created a college environment that is responsive to community needs. To this end, the Dean, faculty, and other stakeholders of the College of Business have articulated the long-range vision, goals, and specific strategies that ensure that the College is compliant with ACBSP standards and criteria. The Dean meets monthly with the College of Business faculty to discuss accreditation requirements, standards, program quality, and other pertinent issues related to the management of the College. Furthermore, the Dean works collaboratively with the Department Chair, Program Coordinator, and faculty members to improve the programs and processes that ensure compliance with HLC and ACBSP standards.

To promote professional development, the Dean has dedicated funds for faculty and staff development. For example, in 2014, two faculty members were sponsored to attend the ACBSP Region 3 meetings and three were sent to the annual meetings. This year, another two were sent to the annual meeting. The object was to get as many faculty as our resources can bear to learn about compliance issues related to ACBSP standards. As a result of this, the College has constituted an accreditation steering committee. All in all, Dr. Ikem, as Dean of the College of Business, has the ultimate responsibility for the College of Business's compliance with the ACBSP Standards and Criteria. For example, during this self-study year:

- Four new AQ faculty were hired as part of the College's efforts to meet ACBSP requirements.
- Three under-performing faculty left the University.
- Class sizes were raised slightly so as to decrease the number of adjunct faculty levels.
- Faculty were strongly encouraged to publish scholarly articles in peer-reviewed journals. Three faculty members published in peer-reviewed journals and three others presented their research at professional conferences.
- Faculty were encouraged to write grants resulting in 3 grants submitted for a total funding request of about \$1.6m
- The College and University Senate approved a new concentration in Agribusiness.

## Figure 1.1

The process for evaluation of full-time faculty members is addressed in the **CSU Faculty Handbook** and in Article 20 of the [AAUP/CSU Agreement](#). Section 4.9 of the Faculty Handbook stipulates that the department chair has the responsibility of evaluating all non-tenured faculty members in the department. The tenured members of the department are evaluated by a committee of their peers. Evaluations of faculty are conducted during the spring semester on an annual basis. The department chair reviews the evaluation with the faculty member so that concerns may be addressed. All evaluations must be signed by the evaluated faculty member before they are submitted to the dean.

The chairperson is evaluated by all faculty members annually, and the performance of dean is assessed at least once every three years, also by all faculty. The evaluation of the chair and dean may be anonymous unless a faculty member wishes to include his or her name on the evaluation form. The evaluations of the chair are submitted to the dean of the college and the assessments of the dean are hand carried to the Office of Academic Planning and Assessment.

Adjunct faculty members in the COB are evaluated once a year. These evaluations occur in the fall and are completed by full-time faculty members. Once the evaluation is complete, the reviewing faculty member gives feedback to the adjunct faculty member. These forms are then submitted to the department chair for review. It is pertinent to mention that the University has no formal process for evaluating adjunct faculty members other than student evaluations of courses. The process described above was adopted in 2012 in the COB.

## Sources

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- Criterion 1.1
- Figure 1.1 - Key Performance Measures

## 1.2 - Criterion 1.2

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

### **Criterion 1.2 - Social Responsibility**

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

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

**Criterion 1.2.b.** - The business school or program should address the impacts on society of its program offerings, services, and operations.

Explain how societal impacts are addressed and measured.

**Criterion 1.2.c.** - The business school or program should ensure ethical business and academic practices in all student and stakeholder transactions and interactions.

Explain how ethical business practices are ensured.

Explain how ethical academic practices are ensured.

**Criterion 1.2.d.** - The business school or program should have processes in place for monitoring regulatory and legal compliance.

Explain how regulatory and legal compliance are ensured.

*Note: Many examples of tables are provided throughout the criteria to help organize data and information. The tables, which are found under the Evidence File tab above, are examples that may be modified to fit the institution's needs*

**Status:** Completed | **Due Date:** Not Set

## **Self-Study**

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### **Assigned To**

Not Assigned

## **Institution Response**

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[Criterion 1.2](#)

Central State University has adopted a system which regulates ethics and the ethical behavior of all of its administration, faculty, staff, as well as other stakeholder groups mentioned in Standard 3 of this self-study. The CSU Faculty Handbook addresses the issue of faculty Professional Responsibility and Ethics on pages 26-27. The handbook articulates the need for academic freedom and the fact that it is distinguishable from academic responsibility which is imposed on all members of the academic community. While Article 8 (Institutional Responsibility) of the [AAUP-CSU Agreement](#) does not specifically mention ethics, it does outline many of the expectations incumbent in behavior as it relates to faculty. Similarly, Article 17 of the Agreement addresses discipline for faculty found to have engaged ethical violations such as misrepresentation of qualifications or credentials; plagiarism or other serious dishonesty related to teaching, scholarship, or professional service; and other personal conduct that substantially impairs the faculty member's fulfillment of responsibilities to the academic unit or the University.

Central State University also has a [Code of Conduct](#) which applies to all members of the University community, including the members of the Board of Trustees, officers, faculty, staff, volunteers, other individuals utilizing University resources, and representatives acting as agents of the University.

The Code of Conduct encompasses many of the expectations of University representatives including integrity, honesty, confidentiality, due diligence in supporting the mission and compelling priorities of the University, and legal compliance. The Code of Conduct provides contact information for University representatives in the event stakeholders wish to report violations of the policy or seek additional information should they be faced with ethical dilemmas.

The COB takes ethical infractions seriously. The College has an open-door policy which grants students access to the department chairperson should they experience an ethical situation that needs to be discussed. If students wish to remain anonymous, the University maintains a hotline email address, [Silent Witness](#) which ensures their privacy. This vehicle gives students an additional outlet for reporting ethical issues. Further information is available in the [Student Handbook](#).

Students are also subject to the Academic Honor Code and Policy that can also be found in the Student Handbook.

The COB has multiple ways that its programs affect the greater community. Faculty members, staff members, and students serve the community in many ways through participation in campus programs, University Senate, University ad-hoc committees, and a myriad of other avenues as identified in [Figure 1.1](#). This chart identifies the requirements as determined by the needs and goals of the COB. The key processes are maintained by members of the College through service, operations, and programs. The measures encompass the many ways through which the COB impacts society.

See Figure 1.2 - [Societal Impact Chart](#)

The core values actively promoted in the COB are embedded in the Vision Statement of the University which can be found in the [Strategic Plan](#). In line with the CSU Vision Statement, students are nurtured on a values-based environment focused on teaching, research, and public service. The core values of CSU are: Honesty, Hard Work, Caring and Excellence. To promote the above values, the President and the University community have adopted three tenets – Service, Protocol, and Civility – which are aligned with CSU's Mission and designed to distinguish the "Central State Man" and "Central State Woman" from students of other institutions.

These values and tenets are clearly stated and promoted in all academic as well as non-academic functions that involve students, including Students' Leadership Series. They are published and widely

circulated on the University website, and in other documents such as the University's catalog and student handbook.

The COB has established programs and mechanisms to implement and enforce the core values. The enforcement mechanism begins with the buy-in from the leadership, faculty and staff. Through COB monthly meetings, student forums, Dean's memos, course syllabi, COB Day and other activities, the College's core values and expected behavior are championed and celebrated.

The University and the COB also have and enforce policies on academic dishonesty and integrity. CSU expects from each student a high standard of individual honor in all academic endeavors. "High standard of personal integrity" is intended to ensure that an individual will not receive credit for work that is not his/her own. The Honor Code defines various types of academic dishonesty including bribery, cheating, fabrication, forgery, and plagiarism. A statement on academic dishonesty is included in the University's faculty and student handbooks and in all course syllabi. All course syllabi in the COB include the following language:

Academic dishonesty in any shape or form will not be tolerated. Written or other work submitted by a student must be the product of his/her own efforts. Plagiarism, cheating and other forms of academic dishonesty involving computer technology and cell phones, are prohibited. Students caught engaged in any form of academic dishonesty will automatically receive an F in the course.

Central State University subscribes to the laws, compliance, and governance of public institutions of higher education as mandated by the Ohio Board of Regents and the University School System of Ohio. This can be found in the official website, [Ohio Board of Regents/University School System of Ohio](#). The processes of the COB are monitored by the University's administration and the Board of Trustees, in addition to the Chancellor for the Ohio School System, and the Higher Learning Commission, the regional accrediting body. Specifically, and for the purpose of self-governance, Central State University addresses governance in several documents. Article 10 of the [AAUP/CSU Agreement](#) addresses the vesting of authority in governance as it relates to the University specifically. This authority is vested in the Board of Trustees, the administration and the faculty. Overall, the University employs a system of shared governance. Decisions are made with input from faculty and ratified by the Board of Trustees. When issues warrant legal attention, they are forwarded to the University Counsel for consideration.

The [COB Faculty Handbook](#), in Articles 9 and 10, address the governance of the college. These Articles provide for the application and amendment of bylaws. The Articles assure that there can be no policy created or procedure adopted that contravene the Agreement and that each faculty member is responsible to ensure that they are in compliance with the Bylaws. The department chair shall ensure that no provision is permitted to conflict with the AAUP Agreement and/or the CSU Faculty Handbook. [Figure 1.3](#) shows the processes for monitoring ethical behavior, the policy or provision that may relate to the ethical infraction and how often the provision is exercised.

## Sources

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- Appendix 5 - COB Faculty Handbook
- Criterion 1.2
- Figure 1.1 - Key Performance Measures
- Figure 1.2 - Societal Impact Chart
- Figure 1.3 - Table for Ethical Behavior

## 2 - Standard 2: Strategic Planning

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The business school or program must have a process for setting strategic directions to better address key student and program performance requirements. The strategy development process should lead to an action plan for deploying and aligning key plan performance requirements. It should also create an environment that encourages and recognizes innovation and creativity.

Document the extent to which the business school or program meets the standard for Strategic Planning in Criterion 2.1 and 2.2. Justify any omissions.

**Status:** Completed | **Due Date:** Not Set

### Self-Study

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#### Assigned To

Not Assigned

### Institution Response

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*There is no response.*

### Sources

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*There are no sources.*

## 2.1 - Criterion 2.1

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

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

Describe your formal process for strategic planning.

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

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

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

Present your current strategic plan as a source document, and summarize it by using a table such as Figure 2.1 found under the Evidence File tab above.

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 2.1](#)

In fall 2013, the University embarked on developing a new strategic plan; the new strategic plan was approved by the CSU Board of Trustees in November, 2014. Now that the University has formalized the strategic plan, the COB will revisit the planning process and develop a new strategic plan that will align with University's. The University's goals and objectives set serve as the foundation for the College of Business strategic planning process. In turn, the COB's goals and objectives serve as the basis for the establishment of departmental goals and objectives. This process ensures that departmental goals and objectives are aligned with the College goals, which are also successively aligned with University goals.

The College of Business strategic planning process is structured to position the College to accomplish present goals and future directions. COB's strategic plans are reviewed each year to determine which goals are realistic and which action plans are still appropriate considering possible changes in the internal and external environments. As part of the strategic planning process, the COB holds a retreat prior to the start of the fall semester during which faculty and staff provide input on the strategic plan. Therefore, the

strategic planning process provides ample opportunity for COB faculty and staff to participate in planning and to approve the plan prior to its implementation. During the retreat, faculty and staff review the COB's progress toward achieving goals set during the previous year and modify goals and action plans for future years. The previous year's goals are incorporated into the current year and, if necessary, removed, pushed back, or brought forward.

Assessment and revision of the strategic plan has been accomplished at least once per year for the past fifteen years. During the 2011-2012 and 2012-2013 academic years an additional planning session was held at a College faculty meeting during the Christmas break. This gave the COB the opportunity to address shifting priorities and to determine if the plan was implemented successfully during the fall semester. It also gave the chair the opportunity to address any impending issues in regard to the plan.

[Appendix 3](#) contains the outcome of the December 2012 session. It demonstrates that the COB's planning process begins, as it should, with the mission statement and vision statement of the University, followed by institutional goals and accompanying accreditation standards (formerly North Central Association of Colleges and Schools (NCA) and now Higher Learning Commission (HLC)). Aligned to University mission and vision statements and institutional goals are College Goals for 2011-2012 which were reviewed, revised for 2012-2013, 2013-2014, 2014-2015, 2015-1016, and 2016-2017, and approved during that strategic planning session.

The strategic planning process in the College of Business is a collaborative effort between faculty, students, and other key stakeholders of the College and University at large. Most importantly, the strategic planning process in the COB is coordinated through the efforts of the Strategic Planning Steering Committee, which consists of the Dean, Department Chair, and five faculty members. The Strategic Planning Steering Committee works in liaison with the Dean in monitoring and reviewing the relevance of the mission and strategic plan of the College, determining the necessary resource requirements, proposing priorities, and engaging the stakeholders (both internal and external), among other things. In addition, the Committee develops strategies for monitoring and achieving College goals. Faculty, staff, and students are also involved in regular environmental scans to ensure that the College is responsive to changes and new opportunities. Based on the environmental scans, the COB makes revisions to the strategic objectives and related operational plans at least annually.

Similarly, all faculty and staff of the College of Business provide input, advice, and recommendations through several mechanisms, including College committees, scheduled department meetings, and through interactions among faculty and staff. Furthermore, the Dean of the College of Business solicits input from external stakeholders, such as the Business Advisory Council (BAC) and alumni, on challenges and priorities that the College will face in the short-term, medium-term, and long-term. The Dean of the College of Business meets twice a year with the Business Advisory Council (BAC) to solicit their input regarding the improvement in the College of Business's programs and initiatives. The BAC consists of twenty members from the corporate, professional, and alumni communities. The BAC has three standing committees: (1) Curriculum Enhancement Committee; (2) Professional Enhancement Committee; and (3) Fundraising Committee. Through the three committees, the BAC provides the College of Business with support in terms of reviewing the mission and vision, defining goals and strategic plans, fundraising, curriculum and faculty development, student recruitment and placement, and other important initiatives which affect the success of the College of Business. The committees meet regularly between council meetings (usually by teleconference) and report on their activities to the full council at bi-annual meetings.

The current strategic plan is summarized in [Figure 2.1](#) - College of Business Strategic Direction - AY 2014-2015 through AY 2015-2016

## Sources

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- Appendix 3 - COB Strategic Plan 2014 - 2017
- Criterion 2.1
- Figure 2.1 COB Strategic Direction

## 2.2 - Criterion 2.2

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

### Criterion 2.2 - Strategy Deployment

**Criterion 2.2.a.** - Strategic action plans should address both short- and long-term objectives as in Figure 2.2 found under the Evidence File tab above.

Summarize your short- and long-term action plans and objectives.

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

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

Identify the performance measure(s) pertaining to each action item in your strategic plan. See Figure 2.3 found under the Evidence File tab above.

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

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

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 2.2](#)

The COB has the following action plans for the self-study year (2014-2015) and the next academic year (2015-2016).

[Figure 2.2](#) Table for Action Plans

Figure 2.3 below presents the key measures of success that the COB has set forth in achieving the goals, as outlined in the action plans.

[Figure 2.3](#) Table for Action Plan Measurement

The COB's Strategic Plan for 2013-2017 has been distributed in print and electronically to all full-time faculty members and has been shared with the Business Advisory Council. The COB faculty have approved the short and long-term action plans.

## Sources

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- Criterion 2.2
- Figure 2.2 Action Plans
- Figure 2.3 Action Plan Measurements

## 3 - Standard 3: Student and Stakeholder Focus

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

Please use the criteria on the following pages to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

**Status:** Completed | **Due Date:** Not Set

### Self-Study

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#### Assigned To

Not Assigned

### Institution Response

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*There is no response.*

### Sources

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*There are no sources.*

## 3.1 - Criterion 3.1

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Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

**Criterion 3.1** - The business school or program must determine (or target) the student segments its educational programs will address.

State targeted and served student segments.

**Status:** Completed | **Due Date:** Not Set

### Self-Study

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#### Assigned To

Not Assigned

### Institution Response

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#### [Criterion 3.1](#)

The students in the COB are primarily traditional students. Most of these students are first or second generation college students. They come from the major cities in the Midwest, primarily Cleveland, OH; Dayton, OH; Cincinnati, OH; Columbus, OH; Detroit, MI; and Chicago, IL. Business Administration is the largest degree program on campus and annually graduates 40.3 percent of the graduating class. This is an increase over prior periods. These students graduate with a degree in Accounting, Economics, or Business Administration. If their major is Business Administration, they are required to declare an option. The options or concentrations are Management, Marketing, International Business, Management Information Systems, Hospitality Management, Finance, and Entrepreneurship.

We also target older or non-traditional students at the Dayton location. The Dayton location is an extension of the main campus and shares most of the administrative functions of the University. Many of these students either have full-time jobs, or are caring for their families, or both. Some of these students also take classes in the newly developed Weekend College that is offered to students at an accelerated pace as part of the University's College Completion program.

### Sources

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- Criterion 3.1

## 3.2 - Criterion 3.2

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Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

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

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

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

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 3.2](#)

The COB has many stakeholders. In addition to our students, a non-exhaustive list of other COB stakeholders is given below.

- Student Advisory Council (SAC)
- Alumni of the COB
- COB Faculty
- Business Advisory Council (BAC)
- Parents of Students
- Local Community Colleges/Educational Partners
- Internships/Co-ops partners

### [Figure 3.1](#) COB Student & Stakeholder Feedback/Input Methods and Information

Information is acquired both formally and informally. Questionnaires are submitted via Campus Labs to students who participate in college events. Additionally, students talk to faculty members regarding events and suggestions for improvements.

The COB has a Business Advisory Council (BAC) made up of prominent businessmen and women as well as alumni from major industries in our region which advises the Dean on business-related matters. The BAC, also provides financial and non-financial resources to support the programs in the College. Regular meetings are held with this group of stakeholders. [Figure 3.2](#) lists the current (2014-2015) BAC members.

The College Dean holds regular meetings with the Student Advisory Council which is led by Mr. and Ms. COB. During the self-study year, Mr. COB is Jonathan Dixon, while Ms. COB is Cydni Brown. The panel includes business students from various disciplines and concentrations in the COB. The purpose of the meetings is to gather information and input from the student body. These issues are addressed by the dean in the Semi-annual Dean's Assembly.

There is an assumption that parents of our students have an interest in reducing time to degree for their children. The COB informally listens to the parents during Open House which occurs the fall semester.

The dean holds informal meetings with all faculty members. These meetings are designed to elicit information on the smooth functioning of the College. The College Meeting, which occurs monthly, also gives the dean an opportunity to address concerns and share information with faculty. The Department Chair holds monthly department meetings to deliberate on issues, receive input, and make suggestions to improve the programs. All full-time faculty members serve on College committees and help to make the college run smoother.

The COB has active articulation agreements with Sinclair Community College and Clark State Community College in addition to the agreement with [Southern Ohio Council of Higher Education \(SOCHE\)](#).

The partners for internships and co-ops provide information formally and informally. The informal process takes place during campus visits and career fairs on campus. Formal feedback is given when student evaluations are completed and returned to the College administrative assistant.

Other organizations that have provided our students with opportunities for experiential learning through internships or co-ops are shown in [Figure 3.3](#).

## Sources

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- Criterion 3.2
- Figure 3.1 COB Feedback and Input Methods
- Figure 3.2 BAC Members
- Figure 3.3 COB Partnered Organizations

## 3.3 - Criterion 3.3

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Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

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

Describe your periodic review processes pertinent to this criterion.

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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[Criterion 3.3](#)

[Figure 3.4](#) Input Review Process & Results

## Sources

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- Criterion 3.3
- Figure 3.4 Input Review Process and Results

## 3.4 - Criterion 3.4

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Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

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

Describe your processes pertinent to this criterion. See Figure 3.1 found under the Evidence File tab above.

**Status:** Completed | **Due Date:** Not Set

### Self-Study

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#### Assigned To

Not Assigned

### Institution Response

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#### [Criterion 3.4](#)

COB faculty discuss all data collections and takes all required actions.

[See Figure 3.5](#) Student and Stakeholder Groups

### Sources

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- Criterion 3.4
- Figure 3.5 Student and Stakeholder Review Process

## 3.5 - Criterion 3.5

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Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

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

Define and describe your processes pertinent to this criterion.

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 3.5](#)

The College of Business Day is an event designed to provide a social atmosphere for both the faculty and students.

Recruiting for the College of Business is done primarily by the Admissions Department. Participation in recruiting is required of faculty from all colleges. One of the major recruiting events is Student Orientation Advising and Registration (SOAR). [SOAR-New Student Orientation](#) is a full day event which is the beginning of life at CSU. It is important for the successful transition from high school to college. Occasionally, faculty members accompany admissions personnel when they visit local high schools. Recruitment policy can be referenced on page 15 of the COB Faculty Handbook.

One of the primary formal tools to assist retention is an early warning system. [The Early Alert Referral \(EAR\) System](#) is designed to allow faculty to submit information regarding academic and behavioral issues (such as missing classes, scoring poorly on tests or quizzes, engaging in disruptive or otherwise troubling behavior) that usually present obstacles to student success. The system allows faculty and advisors to develop intervention measures thereby reducing the challenges that impede students' academic success. Any faculty member can refer any student the faculty feels is at-risk.

The University's Life Skills Center (LSC) provides free tutoring services to students. Tutors are readily available to assist in over 20 courses. Students are assigned a peer tutor who will work with them on a daily or weekly basis. Students may be referred to the LSC by an advisor, an instructor or they may schedule their own participation. The staff also provides advising services to new freshmen who may need additional academic support. Special tutoring services are available at the end of each academic term to help students prepare for final exams.

The COB has increased involvement opportunities for students in the form of clubs, organizations, organized activities, etc. Having organizations around discipline areas and activities for students has been a successful strategy in retaining students. In addition to organizations, COB hosts several events: COB Day, Alumni Breakfast, Visiting Alumni Day, and Awards Banquet, all designed to build and maintain relationships.

## Sources

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- Criterion 3.5

## 3.6 - Criterion 3.6

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Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

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

Describe process(es).

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 3.6](#)

Students and faculty - Formal processes [AAUP-CSU Agreement](#) Article 47, pp. 63 – 67 ; Appendix 5, [COB Faculty Handbook](#), pg. 63); [Student Handbook](#) pp. 24 - 25

BAC – Semi-Annual meetings

Student Advisory Council – Informal meetings throughout the school year

Alumni – Alumni Survey and informal meetings

Co-op/Internship Partners – Employer evaluation

End of semester evaluations - Student complete surveys at the end of the semester.

## Sources

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- Appendix 5 - COB Faculty Handbook
- Criterion 3.6

## 3.7 - Criterion 3.7

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Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

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

Describe your system of assessing student and stakeholder satisfaction or dissatisfaction. See Figure 3.2 under the Evidence file tab above.

**Status:** Completed | **Due Date:** Not Set

### Self-Study

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#### Assigned To

Not Assigned

### Institution Response

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#### [Criterion 3.7](#)

A survey was submitted to the students to gauge student interest in the activities provided throughout the year to increase student engagement. For example, this survey was conducted in April of the self-study year on COB Day to identify students' participation and satisfaction of events and organizations. The graph in [Figure 3.6](#) shows the results from this survey.

[Figure 3.7](#) shows charts of responses taken from the 2014 Alumni Survey. 2014 was the first year that this particular survey was used and the purpose of the survey is to capture the perceptions of the alumni. The survey was sent out to the alumni after the Central State Homecoming in October 2014. There were over 199 total responses. 93% of the respondents graduated with degrees in one of the business disciplines. (These totals are of the aggregate not just the College of Business).

### Sources

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- Criterion 3.7
- Figure 3.6 Student Event and Club Satisfaction Survey
- Figure 3.7 Alumni Satisfaction Results

## 3.8 - Criterion 3.8

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Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

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

Attach source documents and summarize assessment results.

**Status:** Completed | **Due Date:** Not Set

### Self-Study

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#### Assigned To

Not Assigned

### Institution Response

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[Criterion 3.8](#)

#### [Figure 3.8](#)

Senior Satisfaction Evaluation

### Sources

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- Criterion 3.8
- Figure 3.8 Senior Satisfaction Survey

## 4 - Standard 4: Measurement and Analysis of Student Learning and Performance

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

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

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

Use the Standard 4 criteria on the following pages to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

**Status:** Completed | **Due Date:** Not Set

### Self-Study

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#### Assigned To

Not Assigned

### Institution Response

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*There is no response.*

### Sources

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*There are no sources.*

## 4.1 - Criterion 4.1

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Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

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

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

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

- b. Describe your learning outcomes assessment process for each program.
- c. Identify internal learning outcomes assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab above.
- d. Identify external learning outcomes assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab above.
- e. Identify formative and summative learning outcome assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab above.

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 4.1](#)

[The University's 2014-2020 Strategic Plan](#) was approved by the Board of Trustee on November 7, 2014. The Strategic Plan serves as the University's commitment to implement Six Compelling Priorities, which ensures that the University is accountable to students, their families and their stakeholders. This new initiative will result in new or revised University mission, vision statements, and learning outcomes. The College of Business (COB), in turn, expects to revise or develop new mission, vision statements that are in alignment with the University's. The learning outcomes of each degree program will be revisited as well as our assessment processes and plan. Meanwhile, below is the current state of assessment in the COB.

The COB developed learning outcomes and an assessment process for all its degree programs since 2008. Currently, there are three baccalaureate degree programs with seven concentrations within them.

The table below shows the three baccalaureate degree programs and seven concentrations that are discussed in Standard #6. The start date for each program is also listed.

#### [Figure 4.1](#) COB Degree Programs

All programs in the College of Business use the assessment process developed by the University Senate Committee on Assessment of Teaching and Learning. The five steps in the Central State University assessment process include (1) Identifying Outcomes, (2) Identifying Assessment Instrument(s) and methods, (3) Compiling Assessments Findings or Results (4) Using Assessment Data to take Actions for Improvement, and (5) Re-assessing, if needed. The process allows faculty to analyze results to determine course and program effectiveness and make indicated improvements. This [diagram](#) represents the assessment process in the College of Business.

The faculty in the Business Administration Program at Central State University are actively interested and fully engaged in improving student learning. Faculty members have been adapting to an assessment culture within the College since 2008. Faculty are responsible for developing the program learning outcomes. In fall 2013, the University embarked on developing a new strategic plan which was completed in November 2014. In response to the University's new strategic plan, the COB revisited the planning process with the intent of developing a new strategic plan that will align with the new University's strategic plan. The University's goals and objectives set by the University administration serve as the foundation for the College of Business strategic planning process. In turn, the COB goals and objectives serve as the basis for the establishment of departmental goals and objectives. The process ensures that departmental goals and objectives are aligned with the College goals, which are also successively aligned with University goals. One result of this effort which we are carrying out in parallel with our self-study efforts is a revision of the College's vision and mission statements. These new statements are currently being circulated among our various stakeholders for their review and comments. Our assessment plans and procedures will change to reflect any changes to our goals and objectives resulting from this exercise. It is expected that the entire process will be concluded with a vote for approval by our faculty in fall 2015. Until the new vision and mission are approved, the self-study will be based on the current strategic plan.

The following are the current learning outcomes and objectives for the Business Administration Program. Selected key student assignments were used to assess program learning outcomes. The target is 70% of the students will meet or exceed the standard for each objective.

#### [Figure 4.2](#) Business Administration Program - Learning Outcomes and Objectives

The following are the current learning outcomes and objectives for the Accounting Program. Selected key student assignments were used to assess program learning outcomes. The target is 70% of the students will meet or exceed the standard for each objective.

#### [Figure 4.3](#) Accounting Program - Learning Outcomes and Objectives

The following are the current learning outcomes and objectives for the Economics Program. Selected key student assignments were used to assess program learning outcomes. The target is 70% of the students will meet or exceed the standard for each objective.

#### [Figure 4.4](#) Economics Program - Learning Outcomes and Objectives

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

All programs in the College of Business use the assessment process developed by the University Senate Committee on Assessment of Teaching and Learning. The five steps in the Central State University assessment process include (1) Identifying Outcomes, (2) Identifying Assessment Instrument(s) and methods, (3) Compiling Assessments Findings or Results (4) Using Assessment Data to take Actions for Improvement, and (5) Re-assessing, if needed. The process allows faculty to analyze results to determine course and program effectiveness and make indicated improvements. This [diagram](#) represents the assessment process in the College of Business.

[Figure 4.5](#) identifies internal and external learning outcomes and assessment data.

[Figure 4.6](#) identifies formative and summative student learning outcomes and assessment data.

## Sources

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- COB Assessment Process Diagram
- Criterion 4.1
- Figure 4.1 COB Degree Programs
- Figure 4.2 Business Administration Program Learning Outcomes and Objectives
- Figure 4.3 Account Program Learning Outcomes and Objectives
- Figure 4.4 Economics Program Learning Outcomes and Objectives
- Figure 4.5 SLO Internal and External Assessment Data
- Figure 4.6 SLO Formative and Summative Assessment Data

## 4.2 - Criterion 4.2

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Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

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

Under the Evidence File tab above, present tables and graphs, providing three to five consecutive sets of assessment results. Do not use course grades or grade point averages

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

Describe how these assessment results are made systematically available to faculty, administration, students, or other stakeholders, as appropriate.

*Note: Ideally, report three to five years of trend data, but at a minimum, ACBSP requires three cycles of learning outcomes measurement data.*

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 4.2](#)

The College of Business assessment period in this report covers three semesters. Each regular semester is fifteen weeks in duration (summer semester session are 5 or 8 weeks). The Self-Study covers fall 2014, spring 2015, and summer 2015. Below is a summary for the COB Program Assessment Report.

During annual COB Faculty Retreat, COB faculty review assessment results and address all "closing the loop" issues. The information is shared with all stakeholders via the CSU website.

See [Appendix 2](#) for the full assessment report.

[Figure 4.7](#) highlights the Program Assessment Results – Goal 5

## Sources

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- Appendix 2 Program Assessment Report
- Criterion 4.2
- Figure 4.7 Program Assessment Results - Goal 1

## 4.3 - Criterion 4.3

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Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

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

Report your comparative assessment results. See Figure 4.2 under the Evidence File tab above.

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

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

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 4.3](#)

At this point, the COB has no comparative assessment data. The COB has contracted with Peregrine Academic Services to address summative and comparative assessment information needs beginning academic year 2015-16. August 7, 2015 is set aside as Assessment Day for the University.

## Sources

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- Criterion 4.3

## 4.4 - Criterion 4.4

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Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

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

To demonstrate compliance with this criterion:

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

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 4.4](#)

The Department of Business faculty analyzed the assessment data and took the following actions over the past three years:

1. Added a second Business Communication Course (BUS 2261) in spring 2013. This changed the Business program curriculum.
2. Changed all remaining four credit hours business courses to three credit hours. The two affected courses are Operations Management (BUS 4785) and Strategic Management (BUS 4795). This changed the Business program curriculum.
3. Effective fall 2014, business faculty approved a college benchmark that 70% of the students will meet or exceed the benchmark for a specific program objective for a robust and meaningful assessment.
4. Effective Fall 2015, COB will participate in the annual College Assessment Day to review, discuss, and close the assessment loop

5. Seek ACBSP accreditation
6. Effective fall 2015, COB will adopt rubrics to score assignments.
7. Recommended hiring additional faculty members to replace those who retired or left the institution. The COB hired three faculty members in Economics, Finance, and Accounting in fall 2013. In spring 2015 one faculty member was hired in Marketing. Four faculty members were hired to begin in fall 2015 (Business Administration, Entrepreneurship, Hospitality Management, and Marketing).
8. Upgraded student computers, particularly important for MIS and Accounting students. As of summer 2015, request is still pending.
9. Converted the position of COB Academic Advisor to COB Assessment Coordinator to assist with college assessment activities in spring 2015.
10. Upgraded the Stock Trading Room in spring 2015.
11. Review course learning outcomes on University Assessment Day (August 7, 2015)
12. Periodically reviewed program learning outcomes for Business Program, Accounting Program, and Economics Program.
13. COB Faculty regularly attended assessment workshops to develop and improve course and student learning outcomes (spring 2013, fall 2013, fall 2014)
14. Economics Program – moratorium (in August 2015 meeting agenda)
15. Effective Fall 2013, COB developed and conducted COB Alumni Survey
16. Developed and conducted Employer Internship/Coop Survey
17. Effective 2015-16 academic year, the current assessment process will be replaced with a new process. The program learning outcomes will be assessed using the same common key assignments in selected core business courses.

The plan for the Business Administration Program is outlined in the [Figure 4.8](#). The courses that assess the five program objectives are identified with an X sign. The identified courses assess program objectives using faculty approved key assignments. The target is 70% of the students will meet or exceed the standard for each objective.

The plan for the Accounting Program is outlined in the [Figure 4.9](#). The courses that assess the five program objectives are identified with an X sign. The identified courses assess program objectives using faculty approved key assignments. The target is 70% of the students will meet or exceed the standard for each objective.

## Sources

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- Criterion 4.4
- Figure 4.8 Business Administration Learning Outcomes and Courses
- Figure 4.9 Accounting Program Learning Outcomes and Courses

## 5 - Standard 5: Faculty and Staff Focus

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The ability of a business school or program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business school or program must:

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

Use the criteria on the following pages to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

**Status:** Completed | **Due Date:** Not Set

### Self-Study

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#### Assigned To

Not Assigned

### Institution Response

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*There is no response.*

### Sources

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*There are no sources.*

## 5.1 - Criterion 5.1

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Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

**Criterion 5.1** - The business unit will have a Human Resource Plan that supports its Strategic Plan.

- a. Summarize and attach under the Evidence File tab above your current human resource (HR) plan.
- b. In a brief statement here, explain your HR plan's relationship to your strategic goals.

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 5.1](#)

The mission of the College of Business drives the human resource practices in the College. To achieve both the short-term and long-term goals, the COB strives to obtain and retain skilled, committed, and well-motivated faculty and staff. The Human Resource Director of CSU ensures that the hiring practices of the COB are in compliance with state and federal laws and regulations.

The employment practices in the COB reinforce the commitment to maintaining a highly qualified faculty and staff. Based on the program offerings per academic year, the COB determines the total FTE and the number of faculty members required. The first objective is to ensure faculty coverage by discipline. The COB has established a baseline of at least one full-time faculty member per program with some overlap. There are two faculty members in several of the more highly subscribed disciplines. Further, all faculty must be academically and/or professionally qualified. The COB keeps a current list of qualified adjuncts to supplement the full-time faculty needed. The HR practice considers the replacement of retiring faculty and those separating from the College as decisions for the future are made.

Search Committees are formed early so that qualified faculty members can be sourced, vetted, interviewed, and hired. These committees are formed 6-12 months prior to the retirement of the faculty who have provided advance notice. This process has allowed for timely processes to fill full-time and part-time faculty positions. Please see [Appendix 9](#) for the HR Plan.

Through the strategic planning process, the COB projects its future human resource needs on a yearly basis over a five-year time frame. This process is used by the COB to project faculty and staff sufficiency, qualifications needed, and to ascertain what financial resources are required. Based on these considerations, the COB crafts recruitment selection procedures and incentives (overloads and summer classes). Other aspects of the HR processes in the COB include professional development opportunities

to ensure that faculty members are current in their academic fields. This includes assisting with the costs of attending conferences and seminars and participating in webinars. The COB promotes an ethical approach to managing the hiring of faculty and staff based on fairness, and transparency, and meeting the needs of the students.

## Sources

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- Appendix 9 - HR Plan
- Criterion 5.1

## 5.2 - Criterion 5.2

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Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

### Criterion 5.2 - Employment Practices

**Criterion 5.2.1** - The business school or program must show how the composition of the full-time and part-time faculty (in terms of their practical experience and academic credentials) matches program objectives. In doing so, you may address:

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

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

Explain or describe:

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

**Status:** Not Started | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 5.2](#)

The current composition of the faculty is quite diverse. It is diverse in terms of the breadth and length of experiences of our faculty. As a "teaching institution" there is a considerable focus on bringing in AQ

faculty members who have practical experience. There are over 200 years of practical experiences represented in the full-time faculty members. That number is multiplied when part-time faculty members' industry experiences are added to it.

The faculty is also diverse in terms of the type of industries from which faculty experiences were acquired. The industries range from the academe, oil sector, finance, information technology, and military to hospitality industries among others. Under the direction of the current dean, the COB strives to strike a balance in theory and practical knowledge in its hiring practices. Ideally, the COB desires to have at least one terminally qualified faculty for every major/concentration offered in the college given the size of our student population. This ideal has guided the Dean in approving all new hires that were approved since he joined CSU. Having such a balance in the faculty ranks provides the intellectual leadership needed to guide the development, maintenance, monitoring, modification, and overall continuous improvement of each degree program.

Of the 15 full-time faculty members, 9 have published articles, books, and/or manuscripts for a total of 44 published and unpublished articles over the last three years. Full-time faculty members have attended 32 professional meetings, hold memberships in 26 professional organizations, and have over 40 consulting and professional-related services performed, all in the last three years. The experiences, background, and achievements of the current faculty provide for the depth and breadth of theory and practical knowledge needed to meet the established student learning outcomes.

The University typically begins each academic year with University and Faculty Institutes. It is during these programs that existing and new faculty members are apprised of new initiatives, personnel changes, and things that all employees should know going into the new academic year. Part-time faculty members are invited to the faculty institute also.

Faculty members are given feedback during the annual evaluation process. Every faculty member receives a performance review after they are evaluated by the Chair or a tenured faculty member. This process is outlined in the [AAUP-CSU Agreement](#) in Article 20: Evaluations. The process is explained in further detail in the CSU Faculty Handbook . Included in the CSU Faculty Handbook are the evaluation form used in the faculty, chair, and dean review process.

The official orientation is conducted by Human Resources. After the initial orientation, new faculty are oriented into the COB by the dean and department chair. This is a more specific and comprehensive orientation that is directly related to the operations of the COB. In this orientation, new faculty members are assigned offices, given computer and phone access, passwords to various programs used by faculty, copies of the Faculty Handbook, [College Handbook](#), and the [AAUP-CSU Agreement](#). Additional orientation activities are offered to all new CSU faculty through the Center for Teaching and Learning.

New faculty are given courses based on their academic or professional qualifications. Transcripts and vitas for faculty members are maintained in the Office of Academic Affairs. Once the courses have been assigned, faculty members are given the publisher information, desk copies of books, syllabi for their courses, and the names of the faculty members who have taught the class in prior semesters in case they need some direction and/or advice.

The small size of the University allows faculty members the opportunity to interact with colleagues in the COB as well as other colleges. There are multiple opportunities for faculty members to collaborate with others, share ideas, and discuss best practices during the college and department meetings, the University Senate meeting, and the AAUP meeting, all of which occur monthly. Attempts are also made to assign faculty mentors by discipline and office proximity. This allows faculty to discuss courses and meet with others in the discipline.

Textbook selection is done by consensus with the approval of the department faculty. New faculty members rarely face the need to select textbooks. If there is a book that the new faculty member prefers, it is discussed among the faculty members that teach the course and brought to the department meeting. Faculty members are free to grade, test, and teach as they wish as long as the information is covered in the course syllabus. A template is used for the syllabus in order to standardize information that is to be covered. Faculty members are required to attend the Faculty Development events that occur in the first week of academic year prior to the beginning of class. Much of the information discussed in Criterion 5.2 is covered during that time.

During the semester, the department chair often sits in on classes to evaluate the department faculty. Information from this evaluation is used in the annual faculty review. Additionally, for online courses, the chair is added as a student or observer in order to see the content of the courses and to provide feedback to the faculty member.

## Sources

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- Appendix 5 - COB Faculty Handbook
- Criterion 5.2

## 5.3 - Criterion 5.3

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Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

### **Criterion 5.3 - Faculty Qualifications, Workload, and Coverage**

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

To demonstrate compliance with Criterion 5.3.1, please:

- a. Present your faculty qualifications in a table such as Figure 5.1, found under the Evidence File tab above.

*Note 1. In Figure 5.1, Dr. True is considered academically qualified to teach marketing at the undergraduate level because she has taken five graduate-level marketing courses, has ten years as CEO with XYZ Publishing Company, and has successful teaching experience in the field. (See portfolio containing complete transcripts and vita with detailed description of professional experience.)*

- b. Provide credit hour production data by faculty member, separating full-time and part-time faculty. See Figure 5.2 found under the Evidence File tab above.

*Note (1). In Figure 5.2, Dr. Link also taught a statistics course for the Math Department, but since this is a service course for non-business majors it is not considered a part of the business program and therefore not included in this table.*

- c. Present your coverage of programs by academically and/or professionally qualified faculty in a table such as Figure 5.3 found under the Evidence File tab above.

**Criterion 5.3.2.a** - Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided in the Evidence File.

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

**Criterion 5.3.2.b** - Historically, accredited programs have focused on faculty input as a basis for demonstrating quality. The following levels were considered appropriate:

- At least 80 percent of the undergraduate credit hours in business and 90 percent of the graduate credit hours in business are taught by academically or professionally qualified faculty. (See

Glossary of Terms under the HELP tab for definitions of *academically and professionally qualified*.)

- At least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by academically qualified faculty.
- One hundred percent of the doctorate credit hours in business are taught by academically qualified faculty.

If your faculty qualifications as presented in Figure 5.3 (under the Evidence File tab above) meet these historically acceptable levels, you may consider this section completed, and proceed to Section 5.4.

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

**The requirements for Academically Qualified and Professionally Qualified faculty are listed below:**

**Academically Qualified:**

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

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

9. Hold an out of field doctorate,  
(a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
10. Hold an out of field doctorate,  
(a) Master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.
11. Hold an out of field doctorate,  
(a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
12. Hold an out of field doctorate,  
(a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.

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

1. Hold a Juris Doctor (JD) and hold a business related master's degree with a specialization in the area of teaching responsibility.
2. Hold a Juris Doctor (JD) and hold professional certification and teach in the area of the certification.
3. Hold a Juris Doctor (JD) and have five (5) or more years of professional and management experience directly related to the area of teaching responsibility.
4. Hold an out of field doctorate,  
(a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
5. Hold an out of field doctorate,  
(a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.
6. Hold an out of field doctorate,  
(a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
7. Hold an out of field doctorate,  
(a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the

teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.

8. Hold an out of field doctorate,
  - (a) Have completed a special post-graduate educational program (AVBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
9. Hold an out of field doctorate,
  - (a) Have completed a special post-graduate educational program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.
10. Hold an out of field doctorate,
  - (a) Have completed a special post-graduate educational program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement professional organizations related to the teaching field.
11. Hold an out of field doctorate,
  - (a) Have completed a special post-graduate education program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.

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

### **Professionally Qualified:**

To be considered professionally qualified a faculty member must:

1. Hold an MBA plus three years relevant work and/or teaching experience to be qualified to teach principle or introductory level business courses only.
2. Be ABD, (All But Dissertation, meaning the individual has completed all course work required for a Ph.D. in business or DBA and passed the general exams, but has not completed a dissertation) with a major, minor or concentration in the area of assigned teaching responsibilities.
3. Hold a master's degree in a business-related field and professional certification (e.g., CPA, CDP, CFM, CMA, PHR., etc.) appropriate to his or her assigned teaching responsibilities.
4. Hold a Master's degree and have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities, and demonstrate involvement in meaningful research directly related to the teaching discipline.

5. Hold a master's degree and have five or more years of professional and management experience in work directly related to his or her assigned teaching responsibilities.
6. Hold a master's degree and successfully complete a minimum of fifteen (15) graduate credit hours in the discipline in which she/he is teaching or have completed a special post-graduate training program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.

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

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 5.3](#)

The composition of the faculty is based on a combination of academically (AQ) and professionally (PQ) qualified members. Workload is established by the Department Chair, who assign courses and coverage based on the needs of their respective departments. The College of Business uses adjuncts to fill the gaps that cannot be filled by full-time faculty. Many of our adjuncts have over 15 years of experience in their fields and add a practical component to education that could not otherwise be obtained.

[Figure 5.1](#) displays faculty qualifications.

[Figure 5.2](#) shows faculty credit hour production

[Figure 5.3](#) shows the faculty coverage summary

As shown in the above table, the percentage of total credit hours taught by AQ faculty falls below the historically acceptable faculty credentialing levels of 40%. This outcome is in part due to the recent loss of two full-time faculty retirements and separation from the University. Four new AQ faculty have been hired (they have all accepted our offer for a position) in the COB for fall 2015. These new faculty will teach courses currently taught by PQ faculty. It is projected that the percent of total credit hours taught by AQ faculty will be within three percentage points of the 40% standard since total AQ student credit hour production will go up at the expense of PQ credit hours as a result of the new faculty hire. Should the administration grant us permission to replace all of the faculty we lost, the ratio reported here will definitely attain or perhaps exceed the 40% mark.

Curricula vitae of all faculty members teaching courses in the business unit are provided in [Appendix 10](#) of this report.

## Sources

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- Appendix 10 - Faculty Vita
- Criterion 5.3
- Figure 5.1 Faculty Qualifications
- Figure 5.2 Faculty Credit Hour Production
- Figure 5.3 Faculty Coverage Summary

## 5.4 - Criterion 5.4

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Use the following criteria to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

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

To demonstrate compliance, present your deployment pattern in a table such as Figure 5.4 found under the Evidence File tab above.

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

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

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

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

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

**Status:** Completed | **Due Date:** Not Set

### Self-Study

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**Assigned To**

Not Assigned

### Institution Response

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[Criterion 5.4](#)

[Figure 5.4](#) displays deployment of faculty

[Figure 5.4b](#) displays faculty deployment by major and location.

All incoming freshmen are advised by the advisor at the University College. They will continue to be advised by the University College advisor until they earn 31 credit hours. After a student completes 31 credit hours, the student's advising is transferred to the COB where the student is assigned to a permanent faculty advisor. New Transfer student are initially advised by the department chair who in turn will assign them to a permanent faculty adviser after their first semester. All faculty are expected to advise and mentor students as part of their workload.

The University offers a few courses at the Dayton, Ohio location. One COB faculty is permanently assigned to advise students at the location as part of the COB's customer service orientation. A Faculty advisor may elect to advise a student with senior standing using technology (such as email, Skype or telephone).

## Sources

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- Criterion 5.4
- Figure 5.4 Deployment of Faculty
- Figure 5.4b Faculty Deployment by Major and Location

## 5.5 - Criterion 5.5

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Use the following criteria to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

### **Criterion 5.5 - Faculty Size and Load**

The number of faculty in the business school or program should be sufficient to effectively fulfill its mission of excellence in educating business students.

Provide a table such as Figure 5.5, found under the Evidence File tab above, to summarize your faculty loads.

**Criterion 5.5.1** - ACBSP considers the following functions to be essential responsibilities of the faculty and staff. Though other qualified individuals may participate in these functions, the faculty must play an essential role in each of the following:

- Classroom teaching assignments
- Student advising and counseling activities
- Scholarly and professional activities
- Community and college service activities
- Administrative activities
- Business and industry interaction
- Special research programs and projects
- Thesis and dissertation supervision and direction, if applicable
- Travel to off-campus locations, and/or non-traditional teaching, if applicable

### **Teaching Loads:**

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

With regard to Criterion 5.5.1, please address:

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

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

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

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

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 5.5](#)

[Figure 5.5](#) Shows the full-time faculty load for the self-study year.

The College of Business follows the workload policy as established by the Board of Trustees and as described and incorporated by reference in the Faculty Handbook, Section 4.2. The workload for full-time faculty members is established at 24 contact semester hours or department equivalency per academic year.

The [AAUP/CSU Collective Bargaining Agreement, AAUP-CSU Agreement](#) (CBA) which is cited in item c. below established the compensation and conditions for overload assignments. The COB adheres to these conditions.

The number of faculty assigned to each degree program depends on the total FTE generated by the program. This is directly related to the number of students in the program. As the number of student credit hours taught by adjunct faculty grows and the need for faculty overloads grow, these serve as a trigger and hence justification for requesting new full-time faculty line.

The policy that governs faculty load is spelt out in detail in the university's faculty workload policy and in the AAUP/CSU Collective Bargaining Agreement (CBA). The current working policy stipulates a 24 semester hour load for full-time faculty members. Teaching overload (more than 24 hours) commands an additional compensation premium and Article 12 requires overload assignments to be approved by the Chair and the Dean of the COB. Faculty members also engage in most of the nine roles stated above and because of the small population of our student body, we take pride in the significant amount of time we

dedicate to mentoring, advising and community service. The COB faculty often volunteer to serve on University committees as they model examples of services that are expected of our students.

The administrative functions of the COB are generally handled by the staff members hired to do so. These administrative members of the College assist faculty members in completing necessary paperwork, maintaining student and faculty folders, and coordinating activities with the Dean and respective Chairpersons.

No staff member is allowed to participate in any paid activity that represents a time conflict with their contracted duties. CSU has a conflict of interest policy that prohibits faculty members from engaging in activities that may be damaging to the reputation of the University. If there is an activity that could be considered questionable, faculty and staff are required to complete a Conflict of Interest Screening/Disclosure Form. This form addresses receiving royalties for textbooks, donations from sponsors, patents, and other activities that could present conflicts. This process prevents faculty members from participating in activities that would take time from student engagement for the purposes of self-interests.

Adjunct faculty serve a vital role in the COB because they represent various industries and organizations. Adjuncts are typically used to teach one or two courses when no full-time faculty is available. Adjuncts are also used to teach courses for which no full-time faculty expertise exists. Adjuncts are encouraged to engage in scholarly activities and where possible share this information with the COB.

Deans have discretionary authority, with the approval of the Provost and VP for Academic Affairs to grant release time to faculty assigned to work on special projects or grants. For example, during the University's Higher Learning Commission (HLC) reaffirmation efforts, some faculty members were granted release time of one course as compensation for the non-instructional role they played during the self-study year. Supplemental pay is also allowed for work on grant-funded activities. According to the AAUP/CSU CBA, the most that a faculty member can receive as supplemental pay during the academic year is 20% of their base annual salary.

## Sources

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- Appendix 6 - CSU Faculty Handbook
- Criterion 5.5
- Figure 5.5 Faculty Load Full Time Faculty Members

## 5.6 - Criterion 5.6

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Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

### Criterion 5.6 - Faculty Evaluation

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

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

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

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 5.6](#)

- a. How you monitor/evaluate your faculty's teaching.

The University has processes for evaluating all faculty for personnel decisions. These processes are defined in the [AAUP/CSU CBA](#). The process calls for faculty to be evaluated on teaching, scholarly activities and service. A standing committee of the University Senate is responsible for reviewing these processes and submitting a recommendation for improvements to the full senate for possible adoption.

All tenure-track faculty members are evaluated annually by the tenured faculty members in the COB as well as by their chair. Tenured faculty members evaluate each other annually. All fulltime faculty members evaluate the chair. The dean is evaluated once every three years by tenured faculty and the result is submitted directly to the Provost and VP Academic Affairs. All adjunct faculty are evaluated by the chair. All COB faculty evaluations are reviewed by the dean.

**b. How you monitor/evaluate your faculty's student advising and counseling**

Faculty are evaluated on teaching, scholarship and service. Advising is viewed as a part of service and the process is as described in Criterion 5.6.a.

**c. How you monitor/evaluate your faculty's scholarly, professional and service activities (see glossary of terms for scholarly activities).**

Faculty are evaluated on teaching, scholarship and service. Professional and service activities are subsumed under service for evaluation purposes and the process is as described in Criterion 5.6.a.

**d. How you monitor/evaluate your faculty's business and industry relations.**

We have no formal process for monitoring/evaluating faculty's business and industry relations unless it is included in the faculty's evaluation package. We do however encourage faculty to maintain business and industry relations as they can be a conduit for potential student and faculty internships.

**e. How you monitor/evaluate your faculty's development activities.**

The University has a number of required events that all faculty are contractually obligated to attend. Examples of these activities include the Annual Faculty Institute, Assessment Day among others. The potential for disciplinary actions, including docking faculty pay, ensures that faculty attend.

**f. How you monitor/evaluate your faculty's consulting activities.**

Faculty are evaluated on teaching, scholarship and service. Consulting activities are subsumed under Service for evaluation purposes and the process is as described in Criterion 5.6.a.

**g. How your faculty and staff demonstrate and promote a student focus.**

The COB demonstrates student focus by the number of outside the classroom activities we sponsor. For example, the COB sponsors an entrepreneurial day event known as LEEDS, the COB Day picnic, and Mr. and Ms. COB among others. The COB also hosts a number of corporate-sponsored events every semester. For example, in spring 2015, Morgan Stanley and Merrill Lynch sponsored events on our campus. These outside the classroom events allow our students to mingle with their faculty in non-threatening environments without their "Professorial Hats" on.

**h. How your compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system, student performance, and learning objectives, and**

As an institution with union faculty, faculty and staff annual pay raises are pre-negotiated and spelled out in the Collective Bargaining Agreement (CBA). However our Business Advisory Council sponsors an outstanding faculty award and a number of student scholarships. The outstanding faculty award comes with a plaque and some monetary rewards.

**i. How you improve your faculty/staff evaluation system.**

As stated in Criterion 5.6.a., a standing committee of the University Senate is responsible for reviewing these processes and submitting a recommendation for improvements to the full Senate for possible adoption.

## **Sources**

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- Criterion 5.6

## 5.7 - Criterion 5.7

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Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

### Criterion 5.7 - Faculty and Staff Operational Procedures, Policies and Practices, and Development

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

- a. Attach under the Evidence File tab above or link a copy of your Faculty Handbook, or equivalent, and explain here how it is disseminated in your institution. If the information you present does not address these bulleted items, please explain why not.
  - o Faculty development, including eligibility criteria
  - o Tenure and promotion policies
  - o Evaluation procedures and criteria
  - o Workload policies
  - o Service policies
  - o Professional expectations
  - o Scholarly expectations
  - o Termination policies
- b. Explain how your institution improves these procedures, policies, and practices.

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

In addressing Criterion 5.7.2, please describe or explain:

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

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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**Assigned To**

Not Assigned

## Institution Response

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### [Criterion 5.7](#)

The bulleted items in this criteria are addressed in the documents and / locations cited in the table below. Copies of the appropriate documents are included as appendices. The AAUP-CSU Agreement are reviewed at the end of each contract cycle (approximately every 3 years). [Figure 5.6](#) shows the Policies, Procedures, & Practices Reference Chart.

Articles 20.2 and 22 of the [AAUP-CSU Agreement](#) address faculty development. Article 20.2 obligates the University administration to provide in consultation with the AAUP, a reasonable number of workshops to promote the improvement of the quality of teaching, research and service each year.

The Center for Teaching and Learning at CSU is responsible for all faculty development activities. This office organizes and supports all faculty development activities on campus. There are two types of development activities on our campus. All faculty are contractually obligated to participate in one type (such University Institute, Faculty Retreat, etc.) and participation in the other type is optional and up to individual faculty to participate.

The Center for Teaching and Learning, headed by a faculty director, canvases the faculty population at the end of the Faculty Retreat each year to determine what development activity needs exist and works to address these needs. As addressed in Article 22, the faculty development process at CSU employs "Faculty Improvement Leave" (or sabbaticals), Professional Leave (or leave without pay) all designed to be used for faculty professional developments.

The Center for Teaching and Learning also maintains a webpage in the University's Learning Management System (LMS) – Blackboard titled "Faculty Central" that houses a number of training modules for faculty use. Lastly, the Center for Teaching and Learning maintains a travel fund to assist faculty to attend external development workshops and conference related to teaching innovation and learning.

## Sources

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- Criterion 5.7
- Figure 5.6 Policies Procedures Practices Reference Chart

## 5.8 - Criterion 5.8

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Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

### **Criterion 5.8 - Scholarly and Professional Activities**

#### **Criterion 5.8.1 - Scholarship**

Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole consistent with the stated institutional mission.

To demonstrate compliance with Criterion 5.8.1., describe or explain:

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

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

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

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

The scholarship of integration seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. The scholarship of integration is necessary in dealing with the boundaries of the human

problems of today, which do not always neatly fall within defined disciplines. It is essential to integrate ideas and then apply them to the world in which we live. Comprehensive articles and monographs, participating in curricular innovation, conducting interdisciplinary seminars and textbook writing are examples of the scholarship of integration.

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

### **Criterion 5.8.2 - Professional Activities**

**See also 2014 Westminster College Self Study - Final (Page 115) Appendix E - Faculty Vita**

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

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

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

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

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

This category is designed to include the routine application of the faculty member's professional expertise in helping solve problems in either the private or public sectors. These may include activities for which

the faculty member is paid, as well as for volunteer services. The key determination is 'professionally-related.' Community activities that are not professionally related are not to be included. For instance, general community service, such as coaching a little league soccer team or delivering meals to shut-ins, would not be considered professionally-related.

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

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

**Criterion 5.8.2.a** - To demonstrate compliance with Criterion 5.8.2, please describe or explain:

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

**Criterion 5.8.2.b** - Summarize each faculty member's scholarly and professional activities for the last three years in a table similar to Figure 5.6 found under the Evidence File tab above.

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

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

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

### **5.8.3 Scholarship for Doctoral Programs**

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

**Status:** Completed | **Due Date:** Not Set

## **Self-Study**

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## Assigned To

Not Assigned

## Institution Response

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[Criterion 5.8](#)

[Figure 5.7](#) shows all scholarly and professional activities

## Sources

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- Criterion 5.8
- Figure 5.7 Scholarly and Professional Activities

## 6 - Standard 6: Educational and Business Process Management

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

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

Thus, business students share common professional requirements. For this reason, certain common subject matter (the Common Professional Component, or "CPC") as well as areas of specialization are expected to be covered in baccalaureate degree programs in business.

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

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

Each business school or program must have policies and procedures addressing the areas of recruiting, admitting, and retraining its students.

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

**Status:** Completed | **Due Date:** Not Set

### Self-Study

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#### Assigned To

Not Assigned

### Institution Response

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*There is no response.*

## Sources

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*There are no sources.*

## 6.1.1 - Criterion 6.1.1

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Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### Criterion 6.1 - Educational Design and Delivery

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

#### Criterion 6.1.1. - Educational Design

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

To fulfill this criterion, provide a narrative statement and a table such as Figure 6.1. found under the Evidence File tab above.

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 6.1.1](#)

Article 6.2b, pages 14 and 15, of the [COB Faculty Handbook](#) addresses the policy on curriculum design and change. The way the policy is implemented in practice at the COB is given below. As a result of this review, we plan to present the process to faculty during our August 2015 Faculty Institute for ratification and inclusion in the next faculty handbook update.

[Figure 6.1](#) is a flow chart that demonstrates the process employed by the COB. The University process is shown in [Figure 6.2](#). The process used by the University begins when the academic proposal is sent to the University Senate Committee on Academic Policy by the college dean. This process is outlined in the [CSU Faculty Handbook](#) in section 2.7.5.3.2, Request and Review Process for Course and Program Additions/Changes from Academic Departments and Colleges.

The curriculum enhancement process in the COB has been in place since CSU converted from quarters to semesters in 2004. Over time, the name of the committee has changed, but the purpose of the committee remains the same, to review the curriculum.

The COB Curriculum Review Committee considers proposals from internal as well as external stakeholders. The Committee meets when needed to discuss recent proposals to the curriculum. The Committee makes recommendations to the Department at the monthly department meeting.

The Department deliberates the merits of the proposal and makes a determination by majority vote whether to adopt, change, or reject the proposal. Once accepted, the Department Chair will forward the proposed curriculum change to the Dean for his review.

The Dean reviews the proposal and may suggest changes that should be made to improve the proposal. If the Dean proposes changes, the proposal is sent back to the Department level for consideration of the Dean's proposal. Then the proposal is returned to the Dean. Upon the Dean's approval, the proposal is voted on by College faculty and sent to the University Senate Committee on Academic Policies, where the University curriculum process takes over.

## Sources

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- Appendix 5 - COB Faculty Handbook
- Appendix 6 - CSU Faculty Handbook
- Criterion 6.1.1
- Figure 6.1 COB Curriculum Change Process
- Figure 6.2 Guidelines for Institutional Curriculum Change Process

## 6.1.2 - Criterion 6.1.2

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Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### Criterion 6.1.2. - Degree Program Delivery

For each degree program, the business school or program must describe its degree program delivery.

To fulfill this criterion you must provide the following information:

- a. the length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on-average);
- b. the program delivery methods employed in each program (classroom, correspondence, independent study, computerized distance learning, etc.);
- c. the number of contact (or coverage) hours required to earn three (3) semester hours (four quarter hours) of credit; and
- d. If your unit confers nontraditional business degrees such as accelerated, executive, specially designed to meet the needs of specific stakeholders other than traditional college students, etc. describe how:
  1. nontraditional degrees support and/or relate to the business school or program's mission and objectives;
  2. credits are earned in these programs;
  3. you assess their academic merit; and
  4. demonstrate assessment data, their equivalence to traditional degree programs.

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

To fulfill Criterion 6.1.2, provide both a narrative statement and a table such as Figure 6.2. found under the Evidence File tab above.

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 6.1.2](#)

All COB degree programs are based on a four-year (eight semesters) course of study based on a fifteen – seventeen (15-17) credit hour average semester course load. Most courses are 3-credit hours per week and are offered on a 15-week semester basis. Summer course offerings are traditionally based on student need and demand. During regular semesters, most classes meet either twice a week for 75 minutes each day or three times a week for fifty minutes each day.

There is the possibility for students to complete several of the degree programs in a 3-year timeframe. There are two such programs identified on the University website. The program is mapped out and consists of six regular semesters where the student is required to take 17 or 18 semester hours. The program also consists of two summer sessions where students must take at least 10 hours. To note, given the structure of the current semester system, all of the programs in the COB can be completed in three years if the above stated schedule is followed. However, a three-year graduation plan is not designed for every student and the following specifications are assumed:

- No remedial coursework is required
- The student does not fail any classes
- The student does not change either the major or minor
- The student is willing to take classes each summer

Information on the 3 year degree program can be found on the CSU website, [CSU Three Year Degree Programs](#).

Students must earn 124 credits to complete the three-year degree. Credits may be granted on a case-by-case basis using Advanced Placement (AP) credit, College Level Examination (CLEP) credit, transfer credit, and Post-Secondary Enrollment Options (PSEO) credit.

[Figure 6.4](#) shows the completion times and delivery methods used in each program. The majority of courses are taught as traditional face-to-face and require classroom attendance, while online courses offer 100% of instruction online through Central State University's Course Management System (Blackboard). Hybrid courses are taught using a blended format in which some portion of traditional face-to-face "seat time" has been replaced by online course activities. The web-enhanced courses are traditional face-to-face courses that include some online components, such as course syllabus, links to other course-related websites, media, discussion sessions, and assessments. All online activities are offered through CSU's Course Management System (Blackboard).

As addressed in 6.1.2a., contact hours are 45 per semester per class; 3 hours per week for a duration of 15 weeks.

## Sources

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- Criterion 6.1.2
- Figure 6.4 Program Completion Time

## 6.1.3 - Criterion 6.1.3

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Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### Criterion 6.1.3. - Undergraduate Common Professional Component (CPC)

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

#### UNDERGRADUATE COMMON PROFESSIONAL COMPONENT

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

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

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

To demonstrate compliance with Criterion 6.1.3, identify where the topical areas of the CPC are covered in the required course offerings by completing an Abbreviated Course Syllabus for each undergraduate required course taught in the business core. (An example of a completed course syllabus is provided in Figure 6.4., found under the Evidence File tab above.) Then, summarize the CPC content of your required undergraduate courses in a table such as 6.5 also found under the Evidence File tab above.

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

*Note: The totals that are less than 30 on Figure 6.5 would require additional coverage. The substance of this requirement also applies to schools measuring coverage by percentage of a three credit-hour course.*

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 6.1.3](#)

All students majoring in Accounting, Economics, or Business Administration must complete the Core Business Courses listed below. CPC coverage from those required classes are summarized in [Figure 6.5](#), The Abbreviated Course Syllabi.

[Figure 6.6](#) gives the break-down of hours of coverage of each CPC for each of the required courses in the program of Business Administration. All courses meet the requirement of a minimum coverage of two-thirds of the course.

[Figure 6.7](#) gives the break-down of hours of coverage of each CPC for each of the required courses for Accounting. All courses meet the requirement of a minimum coverage of two-thirds of the course. (This is in addition to Business Core courses listed in Figure 6.6).

[Figure 6.8](#) shows the break-down of hours of coverage of each CPC for each of the required courses for Economics. All courses meet the requirement of a minimum coverage of two-thirds of the course. (This is in addition to Business Core courses listed in Figure 6.6)

## Sources

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- Criterion 6.1.3
- Figure 6.5 Abbreviated Syllabi
- Figure 6.6 CPC Compliance Business Administration
- Figure 6.7 CPC Compliance Accounting

- Figure 6.8 CPC Compliance Economics

## 6.1.4 - Criterion 6.1.4

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Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions. Curriculum Design Beyond CPC.

### **Curriculum 6.1.4.a. - Curriculum Design Beyond CPC**

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

Use Figure 6.6 found under the Evidence File tab above to support your presentations for Criterion 6.1.4.a.

### **Curriculum 6.1.4.b. - Curriculum Design for General Education**

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

Use Figure 6.6 found under the Evidence File tab above to support your presentations for Criterion 6.1.4.b.

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

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

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

**Status:** Completed | **Due Date:** Not Set

## **Self-Study**

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### **Assigned To**

Not Assigned

## **Institution Response**

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[Criterion 6.1.4](#)

As shown above in [Figure 6.9](#), General Education Curriculum makes up approximately 35% of the Accounting, Economics, and Business Administration programs. Central State University's General Education Curriculum provides a liberal arts base to our major programs. Its main areas are English composition, mathematics, humanities and fine arts, social and behavioral sciences, and the natural and physical sciences. From these hours, a student may also assemble a state-approved transfer module. An additional 6-8 semester hours are devoted to personal development, including first-year orientation seminars, introductory computer science courses, and courses in health and physical activities.

Throughout this curriculum, there are numerous choices emphasizing multiculturalism and global awareness, as well as writing intensiveness, literary readings, research, critical thinking, computers, and computer-assisted instruction. Cumulatively, these courses provide a student with an avenue to develop their problem solving skills, intellectual curiosity, and their capacity for creative and independent thought and action.

See [Appendix 11](#) for general education requirements applicable to the Accounting, Economics, and Business Administration programs.

## Sources

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- Appendix 11 - General Education Requirements
- Criterion 6.1.4
- Figure 6.9 Baccalaureate Curriculum Credits

## 6.1.5 - Criterion 6.1.5

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Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions. Curriculum Design Beyond CPC. Other Business-related Programs

### Curriculum 6.1.5. - Other Business-related Program

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

In your narrative regarding this criterion, use the information from Figure 6.6, found under the Evidence File tab above, for each "other business-related program" to compute and report the percentage of the undergraduate curriculum devoted to business. Also report its hours of CPC coverage, and explain how that coverage meets the long-term needs of students and other stakeholders, given the objectives of the program.

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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[Criterion 6.1.5](#)

N/A

## Sources

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- Criterion 6.1.5

## 6.1.6 - Criterion 6.1.6

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Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### **Criterion 6.1.6. - Curriculum Design in Graduate Programs**

Master's degree programs in business should require at least 30 semester credit hours or 45 quarter hours (or equivalent) of graduate level work in business coverage beyond the basic undergraduate Common Professional Component (CPC). The undergraduate CPC (excluding the comprehensive or integrating experience) may be determined through a competency based evaluation or by completing undergraduate or graduate courses. The 30 semester credit hours (45 quarter hours) of graduate-level work beyond the CPC topics normally should be in courses reserved for graduate students. The Master's degree program may be either a general degree (such as the MBA) or a specialized degree (such as a Master's in Accounting). If the institution offers a specialized master's degree in business, at least 15 credit hours should be in the area of specialization.

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

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

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

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

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

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

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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[Criterion 6.1.6](#)

N/A

## Sources

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- [Criterion 6.1.6](#)

## 6.1.7 - Criterion 6.1.7

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Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### **Curriculum 6.1.7. - Education (Design and Delivery) Evaluation**

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

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

A table such as Figure 6.8, found under the Evidence File tab above, should be included.

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### **Assigned To**

Not Assigned

## Institution Response

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### [Criterion 6.1.7](#)

The evaluation processes used by the COB are mandated by either the University or the [Ohio Board of Regents/University School System of Ohio](#) (OBR).

Student enrollment numbers are tracked by the Office of Academic Planning and Assessment and reported annually in the [CSU Fact Book](#). Enrollment plays an important role in resource allocation in the University. The COB dean closely monitors enrollments in each COB class as well as total enrollment in the COB. Other data tracked University-wide includes retention rate, freshman cohort graduation rate, course completion rates, and number of degrees awarded. The President and her cabinet discuss these data in their meetings and they are topics of conversations in the Dean's Council meetings as well since the OBR factors some of these data in the University's funding formula.

All classes taught in the University every semester are to be evaluated by the students. A summary of the outcomes of these evaluations are back to the College. Copies are also made available to each faculty

evaluated for use in the P&T and/or annual evaluation packages. The COB Dean and Department Chair review all course evaluations. Any observed issues are promptly handled.

The University also tracks the number of students receiving grades of "D", "F" or "W" for each class every semester. These data are used in the computation of course completion rates. The completion rates are reported to the OBR and are among the many data points used in decision making at the state level. The Dean and the Department Chair review these data to identify and address any issues that might contribute to unsatisfactory performance.

The University began conducting Course Outcomes Assessment in 2008. These assessments are tracked by the Office of Academic Planning and Assessment. As part of our preparation for ACBSP accreditation, the COB adopted learning outcomes for classes taught by the College. Beginning fall of 2015, all courses in the department will have course assessments completed. Faculty will be assisted in the process by our new COB Assessment Coordinator who will compile the results and report to the assessment committee. These outcomes will be presented to the general faculty during the Assessment Day and any closing the loop issues will be discussed and voted on by faculty.

Programs that do not have specialized accreditations (such as ACBSP, ABET among others) are required to conduct comprehensive program reviews which include reporting of assessment data every 3-5 years. Programs with specialized accreditations are exempted from this requirement. The University accepts specialized accreditations in lieu of University mandated program reviews.

## Sources

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- Criterion 6.1.7

## 6.2.1 - Criterion 6.2.1

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Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### **Criterion 6.2. - Management of Educational Support Service Processes and Business Operation Processes**

#### **Criterion 6.2.1. - Education Support Processes**

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

In addressing Criterion 6.2.1, present both a brief narrative and a table such as Figure 6.9 found under the Evidence File tab above.

Suggested topics for the narrative;

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

**Status:** Completed | **Due Date:** Not Set

## **Self-Study**

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### **Assigned To**

Not Assigned

## **Institution Response**

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### [Criterion 6.2.1](#)

All support services and facilities are maintained by the University. Counseling, career placement, and enrollment management are all under the VP for Enrollment Management. The Library Director reports to the Provost and VPAA. Advising incoming first time freshman is the responsibility of the University College working in consultation with the respective colleges and academic departments. Information on support services are disseminated as follows: Counseling (CSU catalog 2014-15, pg.13); Advising ([COB](#))

[faculty Handbook](#), pgs. 23-28); University College (CSU Catalog 2014-15, pgs.57-58); and library ( [2014-2015 Course Catalog](#), pgs. 53).

## Computer Facilities

The College of Business computer resources include the Stock Trading Center, one general purpose computer lab and a computer classroom. The Stock Trading room has a total of 20 workstations and each computer is equipped with two monitors and the software needed for simulated trading, analytics, stock pricing, portfolio management, derivatives pricing, and other finance-related activities.

The COB also manages a general purpose computer lab with a seating capacity of 14. In addition to the computer lab, the COB at Central State University maintains a computer classroom, with a seating capacity of 22. The COB computer resources are supplemented by the University computer labs, which are located in the main library and other locations.

## Tutoring Services

As part of the support process, the University uses a comprehensive [CSU Early Alert System](#) (EAS) designed to enable faculty to submit information regarding academic and behavioral issues that usually present obstacles to student success. The system allows faculty and advisors to develop intervention measures thereby reducing the challenges that impede students' academic success. The University College EAR system is currently used only with first-year students, but the University is expanding its use during 2015-2016 to include the academic colleges. To help students successfully complete the coursework, the Life Skills Center (LSC) offers peer tutoring services for all students. There is 1:1 and group tutoring available for over 20 subjects. Students are assigned a peer tutor who will work with them on a daily/weekly basis. Students may be referred to the LSC by an advisor or instructor or they may schedule their own participation. Special tutoring services are also available at the end of each academic term to help students prepare for final exams.

## Office Space

The dean of the College of Business allocates office space for full-time faculty, adjunct faculty, and staff. Typically, adjunct faculty members are housed in shared offices. Similarly, COB student workers are allocated office space where they are able to complete assigned tasks. While office space may be a scarce resource across other departments, the College of Business has sufficient office space in the Smith Business Administration Building.

## Classrooms

The College of Business has 12 classrooms, each with 30 writing desks. Four classrooms are classified as "smart" classrooms and are equipped with a computer, digital projector, DVD player, video screen, and VCR. When faculty members are teaching in classrooms that do not have a built-in ceiling projector, there are four portable projectors available on carts and these can be wheeled into the classroom. [Figure 6.12](#) is the Table for Education Support Process.

## Sources

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- Appendix 5 - COB Faculty Handbook

- Criterion 6.2.1
- Figure 6.12 Educational Support Process

## 6.2.2 - Criterion 6.2.2

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Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### **Criterion 6.2.2. - Business Operation Processes**

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

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

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

**Status:** Completed | **Due Date:** Not Set

## **Self-Study**

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### **Assigned To**

Not Assigned

## **Institution Response**

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### [Criterion 6.2.2](#)

Many of the key business operations processes such as most financial resources, public relations, information technology services, and marketing are performed at the University level. Requirements for these processes are determined through discussions with constituents and requests or suggestions from stakeholders, and others. Process evaluations, including performance monitoring and process

improvement, are based on informal reviews of secretarial and administrative support, public relations and marketing support personnel and budget analysis on a regular basis by the COB Dean's office.

Feedback from students, faculty, and staff is reviewed and considered in conjunction with student experience surveys. Benchmarking and peer institution evaluations are done, typically in connection with planning, by the COB when plans are revised. Data collected from evaluations come primarily from student experience surveys and other University-wide surveys. [Figure 6.12b](#) outlines the business operations process for the college.

## Sources

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- Criterion 6.2.2
- Figure 6.12b Business Operation Processes

## 6.3.1 - Criterion 6.3.1

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Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### Criterion 6.3 - Enrollment Management

#### Criterion 6.3.1. - Admissions Policies and Procedures

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

In addressing Criterion 6.3.1 you should provide:

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

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 6.3.1](#)

The undergraduate admissions policy of the University is found in the CSU catalog on pages 17, 18, and 60. Students are admitted to the College of Business upon acceptance to the University by declaring a major within one of the college disciplines.

[Transfer guidelines](#) are given on the university website and transfer policy of the University can be found in the [2014-2015 Course Catalog](#) on pages 18, 45-49, and 60.

## Sources

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- Criterion 6.3.1

## 6.3.2 - Criterion 6.3.2

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Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### **Criterion 6.3.2. - External Articulation Process**

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

For the purpose of satisfying Criterion 6.3.2, explain or describe any articulation and/or course transfer arrangements you have with other institutions. Also, please report:

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

See Figure 6.11 under the Evidence File tab for an example of a table for External Articulation.

**Status:** Completed | **Due Date:** Not Set

## **Self-Study**

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### **Assigned To**

Not Assigned

## **Institution Response**

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[Criterion 6.3.2](#)

As stated under Central State University's, Transfer Module (see [CSU Course Catalog](#), 2014-15, pgs. 45-49), the Ohio Board of Regents, following the directive of the Ohio General Assembly, has developed a statewide policy to facilitate movement of students and transfer credits from one Ohio public college or University to another. The purpose of the state policy is to avoid duplication of course requirements and to enhance student mobility throughout Ohio's higher education system. Since independent colleges and universities in Ohio may or may not be participating in the transfer policy, students interested in transferring to an independent institution are encouraged to check with the college or University of their choice regarding transfer agreements. [Figure 6.13](#), Table for External Articulation and [Appendix 4](#) explain several of the articulation agreements that are in place at Central State University.

## Sources

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- Appendix 3 - COB Strategic Plan 2014 - 2017
- Appendix 4 - Articulation Agreements
- Criterion 6.3.2
- Figure 6.13 External Articulations

## 6.3.3 - Criterion 6.3.3

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Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### **Criterion 6.3.3 - Graduate Program Articulation and Admissions Policy**

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

In addressing this criterion, report and explain or describe:

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

**Status:** Completed | **Due Date:** Not Set

## **Self-Study**

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### **Assigned To**

Not Assigned

## **Institution Response**

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[Criterion 6.3.3](#)

N/A

## **Sources**

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- Criterion 6.3.3

## 6.3.4 - Criterion 6.3.4

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Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

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

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

**Status:** Completed | **Due Date:** Not Set

### Self-Study

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#### Assigned To

Not Assigned

### Institution Response

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#### [Criterion 6.3.4](#)

Policy for Academic Probation and Academic Suspension

As noted in the Central State University's 2014-15 Course Catalog, a minimum cumulative grade point average of 2.0 is required for completion of an undergraduate degree at Central State University. Some programs require a higher GPA. When the cumulative grade point average falls below the required minimum, students will be "Placed on Academic Probation" for the following semester. At this point, the student will be assigned an academic advisor to complete an academic success plan. Students are permitted to enroll the next semester, but must earn a 2.0 for that semester. If the next semester's Term GPA is less than 2.0 and the cumulative GPA is less than 33 the required minimum, the student will be "Academically Suspended" at the end of that term. Academically suspended students must appeal to return back to school after serving their suspension. Students who are academically suspended for the first time, will not be allowed to enroll for the next semester. Students who have been academically suspended for a second time are not eligible to be considered for readmission for one academic year. After a third academic suspension, readmission may not be granted. These guidelines also apply to transfer students who have been dismissed or required to withdraw from the last college or university attended ([2014-2015 Course Catalog](#), pp. 32 – 33).

### Sources

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- Criterion 6.3.4

## 6.3.5 - Criterion 6.3.5

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Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

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

Describe the academic policies used by the business unit for:

- a. recruiting students;
- b. admitting students; and
- c. retaining students.

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 6.3.5](#)

#### 6.3.5.a. recruiting students

Student recruiting is a centralized process for the University. Within the College of Business, the Public Relations, Recruitment, and Retention Committee is the unit responsible for recruitment and retention of students (see [COB Faculty Handbook](#), pp. 15). The Committee's primary functions are to promote the positive attributes of the College and assist in the recruitment and retention of COB majors. The Committee visits high schools that are major sources for potential students. In addition, the University hosts several activities that requires participation of all Colleges.

College Preview Day – Held in November of each academic year, this event allows prospective students (typically high school students) the opportunity to come to campus to engage in University activities, meet faculty and ask questions related to programs of interest.

Open House – Held in April of each academic year, the program allows freshmen who have been admitted for fall the opportunity to meet with faculty and get a feel for the campus climate.

#### 6.3.5.b. admitting students; and

See [Section 6.3.1](#)

#### 6.3.5.c. Retaining students

The College of Business relies on the advising process, student activity and organization participation, and the internship program to retain our business students.

## Sources

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- Appendix 5 - COB Faculty Handbook
- Criterion 6.3.1
- Criterion 6.3.5

## 6.3.6 - Criterion 6.3.6

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Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

### **Criterion 6.3.6. - Results of Enrollment Management will be reported.**

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

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

**Status:** Completed | **Due Date:** Not Set

## Self-Study

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### Assigned To

Not Assigned

## Institution Response

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### [Criterion 6.3.6](#)

[CSU Fact Book](#), “Retention, Graduation, Completion” chart – pg. 41, “Course Completion Trend” graphs, pg. 42; Chart of “ACT, SAT, and GPAs”, pp. 43 – 45 and “Persistence Rate Trends”, pp. 46 – 47.

[Figure 6.14](#) shows the enrolment trend at CSU. The University has experienced a downward trend in enrollment since 2011. Efforts are underway to reverse this trend. The COB has remained relative steady at approximately 21% of total University enrollment.

[Figure 6.15](#) depicts the course completion rates. The rate for the entire University has consistently trailed that of the COB. Beginning in fall 2010, the COB has been trending downward. This is clearly something that we need to reverse.

[Figure 6.16](#) depicts the number of degrees awarded in the COB and University-wide. Prior to 2012, the COB has graduated on average 24.7% of all CSU graduates each year. Since 2012, the number of degrees awarded in the COB has been declining matching the decline observed in the course completion rates. In 2014, the number of degrees awarded in the COB is at 22.86%. Again, our faculty will review and discuss these observations to come up with actions plans to try to maintain our leadership in course completions and the ration of degrees awarded.

## Sources

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- Criterion 6.3.6
- Figure 6.14
- Figure 6.15
- Figure 6.16

## 6.3.7 - Criterion 6.3.7

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Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

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

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

**Status:** Completed | **Due Date:** Not Set

### Self-Study

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#### Assigned To

Not Assigned

### Institution Response

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#### [Criterion 6.3.7](#)

The university has a vice president for student affairs and enrollment management. The university and COB use several methods, formal and informal, to retain students. One of the primary formal tools to assist retention is an early warning system. [The Early Alert Referral \(EAR\) System](#) is designed to allow faculty to submit information regarding academic and behavioral issues (such as missing classes, scoring poorly on tests or quizzes or engaging in disruptive or otherwise troubling behavior) that usually impact student success (see Tutoring – [Criterion 6.2.1](#)). The system allows faculty and advisors to develop intervention measures, thereby reducing the challenges that impede students' academic success. Any faculty member can refer any student the faculty feels is at-risk. The University College staff monitor and respond to these alerts.

The [University's Learning Skills Center](#) (LSC) provides free tutoring services to students. Tutors are readily available to assist in over 20 subjects. Students are assigned a peer tutor who will work with them on a daily or weekly basis. Students may be referred to the LSC by an advisor, an instructor or they may schedule their own participation. The staff also provides advising services to new freshmen who may need additional academic support. Special tutoring services are available at the end of each academic term to help students prepare for final exams

The COB has numerous opportunities to actively engage students in the form of clubs, organizations, and other organized activities. Aligning organizations with disciplines and activities for students has been a successful strategy in retaining students.

Registration for the upcoming semester generally begins shortly after the mid-term break. As the registration process progresses, advisors are sent a roster of their advisees who have not registered to date. The faculty generally will contact these advisees to encourage them to register before the current

semester ends. As the semester ends, the Business Administration Office and COB Office of the Dean call and email students who have not registered to encourage the students to register.

COB faculty are also involved in informal activities intended to engage students and retain. One such activity is the COB Day picnic. This event provides an opportunity for students to interact with their professors outside the classroom and hopefully get to know them as regular people.

## **Sources**

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- Criterion 6.2.1
- Criterion 6.3.7