

## I - Review of All Academic Activities - Institution Comments

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Please complete Table 1, Review of All Academic Activities, found under the Evidence File tab (ACBSP Documents folder) 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.

### Review: Institution Comments

Status: Ready For Review | Due Date: 4/7/2017

**Assigned To**  
Minder Chen

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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- An opportunity exists to consider including the joint MBA/Biotechnology MBA/MS degree program for accreditation.

#### **Institution Comment**

We would like to thank the site visiting team for encouraging us to pursue the inclusion of the Master of Science in Biotechnology/MBA dual degree program for ACBSP accreditation. We have updated [Table 1](#) to include MS in Biotechnology/MBA dual degree program for accreditation.

The Master of Science in Biotechnology & Master of Business Administration is a dual professional degree program designed to meet the needs of biotechnology industry and related public and private agencies and organizations. The program combines rigorous scientific training in biotechnology with graduate course work and experience in business management and regulatory affairs. The program includes the foundation courses for the dual degree program, a set of graduate level core courses in both biotechnology and business, and several elective courses.

The students enrolled in the dual degree program need to fulfill all the requirements for the MBA degree. The only exception is that students in the program take BIOL 610 - Capstone Project for MS/MBA Dual Degree (Cross-listed as BUS 610) as the capstone course for the MBA degree.

## Institution Comment Sources

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- DegreeList

## II - Organizational Charts - Institution Comments

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Attach as a source document in the Evidence File:

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

### Review: Institution Comments

Status: Not Started | Due Date: Not Set

#### Assigned To

There are no users assigned.

### Strengths

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There are no strengths.

### Opportunities for Improvement (OFI)

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There are no OFI's.

### Institution Comment Sources

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There are no sources.

### III - Conditions of Accreditation - Institution Comments

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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. **Business programs must routinely provide reliable information to the public on its performance, including student achievement, such as assessment results.**

To demonstrate compliance with this criterion:

1. Provide evidence on the main business page website, or on business program websites, that demonstrate accredited programs provide information to the public on business student achievement. For example, evidence of business student achievement may include aggregate data by accredited programs regarding some of the following business student achievement measures:

- Attrition and retention
- Graduation
- Licensure pass rates
- Job placement rates (as appropriate)
- Employment advancement (as appropriate)
- Acceptance into graduate programs
- Successful transfer of credit
- Other

Note: Website links submitted to document the implementation of this requirement must be on the business landing page, clearly identified, and lead directly to information regarding business student achievement. Provide the link in Section III of the online reporting portal.

## Review: Institution Comments

Status: Ready For Review | Due Date: 4/7/2017

### Assigned To

Minder Chen, William Cordeiro

## Strengths

*There are no strengths.*

## Opportunities for Improvement (OFI)

- There is no specific student success data posted for the Smith School. The link provided is to a page that simply notes "TBD." The public disclosure of business program student success is a requirement for accreditation and provides potential students information that is relevant to their decision regarding what university to attend.

### Institution Comment

The web page providing student achievements is live at <http://business.csuci.edu/achievements.htm>.

The Smith School routinely provides information on its performance, including student success such as assessment results and graduation rates. The following items are available to the public:

1. Student Learning Outcome Assessment Results is available online in PDF format. ([link](#))
2. Graduation Rates Analysis for undergraduate students major in Business. ([link](#))

## **Institution Comment Sources**

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- Figure4.2
- Student Success

## IV - Organizational Description - Institution Comments

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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.*

**Review: Institution Comments**

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

**Assigned To**

*There are no users assigned.*

**Strengths**

*There are no strengths.*

**Opportunities for Improvement (OFI)**

*There are no OFI's.*

**Institution Comment Sources**

*There are no sources.*



## V - Organizational Challenges - Institution Comments

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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.*

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

#### Strengths

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*There are no strengths.*

#### Opportunities for Improvement (OFI)

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*There are no OFI's.*

#### Institution Comment Sources

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*There are no sources.*

## 1 - Standard 1: Leadership - Institution Comments

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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.

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*

## 1.1 - Criterion 1.1 - Institution Comments

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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.

## Review: Institution Comments

**Status:** Completed | **Due Date:** 4/7/2017

### Assigned To

William Cordeiro

## Strengths

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- The Smith School has developed a unique hiring process that focuses on a candidate's compatibility with the university and Smith School missions.

### Institution Comment

We appreciate the positive recognition and will strive to continue to fine-tune our unique hiring process.

- The Dean is one of the 13 founding faculty members of the university and through his leadership the program has grown substantially. It is now the second largest program on campus. The business program is true to the university's mission of liberal arts, interdisciplinary and experiential education.

### Institution Comment

We appreciate the positive recognition and will strive to continue to build on our prior success as we serve our students.

## Opportunities for Improvement (OFI)

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- The Smith School does not have a human resource plan in place for the Dean's eventual departure. It could benefit the Smith School to start planning for the dean's eventual retirement.

### Institution Comment

The [Smith School HR Plan](#) is attached.

Regarding succession planning for Dean's retirement:

When a Dean leaves a School within the CSU, the Provost conducts a national search for a new Dean. There is no designated successor within the School. The Dean appoints and develops the administrative skills of Chairs (who are tenured faculty members). These experienced Chairs may apply for the Dean's job but – unlike in many other types of organizations – the Chairs are not considered preferred or designated successors. Larger CSU programs may have Associate Deans, but even these Associate Dean are not considered preferred or designated successors when the Dean leaves.

## Institution Comment Sources

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- HR Plan

## 1.2 - Criterion 1.2 - Institution Comments

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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 (ACBSP documents folder) above, are examples that may be modified to fit the institution's needs.***

## **Review: Institution Comments**

**Status:** Ready For Review | **Due Date:** 4/7/2017

### **Assigned To**

William Cordeiro

## **Strengths**

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- As reported by faculty, students, alumni, local employers and the BAC, the Smith School has significant involvement in the community. This can be seen through internships, institutes, class projects, guest lecturers, speaker series, etc.

### **Institution Comment**

Thank for your recognition of our efforts to involve a wide variety of stakeholders in the Smith School. We will continue to make intentional plans to build on these relationships.

## **Opportunities for Improvement (OFI)**

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*There are no OFI's.*

## **Institution Comment Sources**

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*There are no sources.*

## 2 - Standard 2: Strategic Planning - Institution Comments

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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.

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*



## 2.1 - Criterion 2.1 - Institution Comments

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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 (ACBSP Documents folder) above.

### Review: Institution Comments

**Status:** Ready For Review | **Due Date:** 4/7/2017

#### Assigned To

William Cordeiro

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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- Although the Smith School has a strategic plan, the School does not have formal process in place for its development and deployment. There was no evidence of significant input from faculty, staff and other stakeholders into the process before the plan was drafted. In order to properly address stakeholder interests it is beneficial to receive stakeholder input prior to drafting the plan.

#### Institution Comment

The Smith School's Strategic Plan is developed within the parameters established by the University's Strategic Plan. Currently, the University is in the process of developing/updating their Strategic Plan – with completion scheduled for fall 2017. Upon completion of the University's Strategic Plan, the Smith School will begin another strategic planning process. The Smith School will form a Strategic Planning Committee with broad membership from tenure/track faculty, lecturer faculty, students, staff and community members. We anticipate a series of planning sessions representing an iterative process to create a draft plan. The draft plan will be circulated among all relevant parties, including the Provost and other Deans – to assure broad understanding of the Plan. Once the Plan is approved, an Action Plan will be developed to assure effective implementation and monitoring of the Strategic Initiative.

### Institution Comment Sources

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*There are no sources.*

## 2.2 - Criterion 2.2 - Institution Comments

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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 (ACBSP Documents folder) 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.

### Review: Institution Comments

**Status:** Ready For Review | **Due Date:** 4/7/2017

#### Assigned To

William Cordeiro

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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- The Smith School has a strategic plan. However a clear definition of the responsibilities for the implementation of the plan is not present. By assigning responsibility it may communicate accountability for achieving the action plan. Without assigning responsibility there is a greater likelihood of an action plan being forgotten.

#### Institution Comment

As noted in our response to Criterion 2.1.....

The Smith School's Strategic Plan is developed within the parameters established by the University's Strategic Plan. Currently, the University is in the process of developing/updating their Strategic Plan – with completion scheduled for fall 2017. Upon completion of the University's Strategic Plan, the Smith School will begin its strategic planning process. The Smith School will form a Strategic Planning Committee with broad

membership from tenure/track faculty, lecturer faculty, students, staff and community members. We anticipate a series of planning sessions representing an iterative process to create a draft plan. The draft plan will be circulated among all relevant parties, including the Provost and other Deans – to assure broad understanding of the Plan.

The resulting Strategic Plan will – as recommended in this OFI – contain an implementation plan that clearly assigns responsibilities and accountabilities. The implementation plan will assure that the Strategic Plan and the relevant Action Plan will not be forgotten.

## **Institution Comment Sources**

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*There are no sources.*

### 3 - Standard 3: Student and Stakeholder Focus - Institution Comments

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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.

#### Review: Institution Comments

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

##### Assigned To

*There are no users assigned.*

##### Strengths

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*There are no strengths.*

##### Opportunities for Improvement (OFI)

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*There are no OFI's.*

##### Institution Comment Sources

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*There are no sources.*

## 3.1 - Criterion 3.1 - Institution Comments

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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.

### Review: Institution Comments

**Status:** Ready For Review | **Due Date:** 4/11/2017

#### Assigned To

Jared Barton

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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- An opportunity for improvement exists for the business program to determine or target specific student segments for its educational programs. By targeting students, the business program positions itself for better growth.

#### Institution Comment

We appreciate the suggestion to target our programs to specific student segments. Per university policy and practice we do not have this capacity, though we will implement should CI choose to embrace it in the future.

### Institution Comment Sources

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*There are no sources.*

## 3.2 - Criterion 3.2 - Institution Comments

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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.

### Review: Institution Comments

**Status:** In Process | **Due Date:** 4/7/2017

#### Assigned To

Jared Barton

### Strengths

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- The MBA, online, and BA programs on satellite campuses are academically controlled by the Smith School but operationally under the Extended University. In the MBA program, focus groups regarding the program, led by a paid consultant, are conducted with graduating students in their capstone class. Students were very satisfied that the process allowed them to give feedback to the MBA Program.

#### Institution Comment

Thank you for noting the positive effects of our programs for our students. We will continue to use the results from our MBA focus groups to improve the program. In the next semester, we will begin focus groups for BS in Business students.

- The Smith School has an active Business Advisory Council (BAC) that meets once a quarter providing feedback from the business community. The Dean has made an effort to ask a cross section of the business community to serve on the council. The BAC members serve as guest lecturers, sponsor the Smith School speaker series each semester, provide bus tours to local businesses, and act as ambassadors to the local business community.

**Categories:** Approach, Deployment, Results, Improvements

#### Institution Comment

We are very proud of the Business Advisory Council (BAC) and its broad-based membership. We have recently added several members who increase the reach of the BAC: a medical doctor, an attorney, a real estate professional and, most notably, the Sherriff of Ventura County

### Opportunities for Improvement (OFI)

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- The Smith School relies on the Student Ratings of Teaching (SRTs) (course evaluations), as the only formal feedback instrument regarding undergraduate student satisfaction. Until Fall 2016, the Smith School only received aggregate university-level data regarding the results. The data is not broken down to the Smith School level. Since there was no Smith School specific data, the evaluations could not provide specific information regarding Smith School students. Course evaluations measure student satisfaction regarding a

specific course, but not on the program level. Developing more formal processes to receive feedback and measure student satisfaction on the program level, will provide Smith School administrators and faculty with a more complete picture of overall student satisfaction of the Business program.

#### **Institution Comment**

The Smith School is currently developing a more formal processes to receive feedback and measure student satisfaction on the program level. We are in the process of developing an [MVS Graduating Student Survey](#). We will use the information to obtain a more a complete picture of overall student satisfaction of the Business program for continuous improvement purposes.

- The Business Advisory Council (BAC) members do not know if their recommendations are implemented. The BAC has lost members because the individuals did not believe that the BAC had much influence regarding the Smith School. The Business Advisory Council is the only formalized process for receiving feedback from the Business community. Good communication and follow up benefits the feedback process. Being responsive to stakeholders is an important element of the continuous improvement process.

#### **Institution Comment**

The Dean meets with the BAC Chair monthly and the entire BAC meets quarterly. Both sets of meetings provide opportunities for BAC input into Smith School operations. However, to address this OFI, we will establish time on the future meeting agendas specifically to receive members' feedback and comments. Since 2005, several BAC members resigned due to other commitments and to their perceived lack of influence on Smith School matters. The most prominent disagreement related to an Accounting Program. One member (a CPA) strongly advocated the we start an Accounting Program. At that time, we did not have the resources for such a program. More importantly, the philosophy of the Smith School is based on a liberal art broad-based approach to undergraduate business education. As noted elsewhere, we are the only one of the 23 CSU Business Schools that offers an BS in Business – all others offer BS in Business Administration. The Dean implemented the philosophy of Peter Drucker who spoke of business and management as liberal arts. While we do have options, the basic degree is broad-based and includes interdisciplinary components.

The relationship with community based groups is essential but can be complex: the School absolutely needs the input and support of the community. However, the Dean/faculty members control the curriculum based on their educational philosophy. Often, community members focus on immediate job related skill development – while the school takes a longer term view of developing the whole student.....hence our 5 Cs approach (critical thinking, collaboration, communication, conduct, competency).

- Approximately 75% of the Smith School faculty are lecturers or adjunct faculty (collectively - adjunct faculty). It may be beneficial to include adjunct faculty as stakeholders based on the dependence of the Smith School on adjunct faculty. Identifying adjunct faculty as stakeholders and creating formalized processes for seeking feedback may better assure the pool of available adjunct faculty and the quality of the teaching product they provide.

#### **Institution Comment**

The Dean considers all faculty members - regardless of employment status - as full participants in Smith School activities. Lecturers do not have committee assignments but are active participants in most Smith School endeavors. All faculty, including Lecturers, receive School-wide notifications/emails from the Dean, Chairs and CI's administration. All faculty, including Lecturers, are invited to University-wide and Smith School meetings/activities. All faculty, including Lecturers, are eligible for Smith School financial support for scholarly activities and related travel. Support for Lecturers is not required under the Collective Bargaining Agreement (CBA) but the Dean believes that contributions from Lecturers significantly enhance student learning. Some recent examples: Lecturer John Griffin took a class to Detroit to meet with auto industry executives. Lecturers Michael Seay and Maria Ballesteros attended a conference in Philadelphia related to Social Business. However, we recognize that we can always improve in this area and will continue to promote intentional inclusion of Lecturers in Smith School issues/decisions/activities. As noted in our response to Criterion 2.1, we will involve Lecturer faculty members in the Strategic Planning process.

## **Institution Comment Sources**

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- Proposed MVS Graduating Student Survey

### 3.3 - Criterion 3.3 - Institution Comments

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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.

#### Review: Institution Comments

**Status:** Ready For Review | **Due Date:** 4/7/2017

##### Assigned To

William Cordeiro

#### Strengths

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*There are no strengths.*

#### Opportunities for Improvement (OFI)

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- The Smith School does not have a process in place for the periodic review of listening and learning methods to keep them current with educational service needs and directions. The Dean does this on an as-needed, ad hoc basis. Having a systematic review process that includes administrators and faculty could provide the best feedback gathering mechanisms are in place for the continuous improvement process.

##### Institution Comment

We anticipate that the Action Plan resulting from the new Strategic Plan (see response to 3.1) will include a formal process for “listening” to all parties: administrators, faculty, students, community. The process will probably involve a series of formal meetings and surveys.

#### Institution Comment Sources

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*There are no sources.*

## 3.4 - Criterion 3.4 - Institution Comments

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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 (ACBSP Documents folder) above.

### Review: Institution Comments

**Status:** Ready For Review | **Due Date:** 4/7/2017

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#### Assigned To

William Cordeiro

### Strengths

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- Students and employers verified that students are provided with meaningful "real-world" learning experiences through internships, clubs, organizations, and class projects.

#### Institution Comment

The Dean and faculty are focused on experiences that benefit our students. Also, BAC members provide important support for these student related activities.

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*

## 3.5 - Criterion 3.5 - Institution Comments

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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.

### Review: Institution Comments

**Status:** Ready For Review | **Due Date:** 4/7/2017

**Assigned To**  
Jared Barton

### Strengths

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- Although there is no process regarding the building of relationships with students, the environment of the Smith School strongly encourages faculty-student interaction. The strong student-faculty relationships were acknowledged by faculty, students, and alumni.

**Institution Comment**

The strong student-faculty bond is a hallmark of the university and the Smith School reflects this continuing priority. The Dean believes that the most effective approach to continuing this student focus is ***carefully hiring*** tenure/track and lecturer faculty members.

### Opportunities for Improvement (OFI)

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- An opportunity for improvement exists to review the current advising process to determine if it is impacting student retention.

**Institution Comment**

In conjunction with a larger graduation initiative for the entire California State University system, the Smith School is in the process of changing advising practices in several ways. First, we have received “dashboards” from the university that allow us to track student success more easily. Second, we have developed roadmaps for both our native first-year and transfer students, so that those that choose not to engage advisors still have a path to graduation. Third, the advisors have discussed more unavoidable forms of advising that would push students to come to us sooner and more frequently. Finally, in light of this third point, we have had and continue to discuss how to move advising from something that one or two faculty do formally to something that all Smith School faculty participate in.

### Institution Comment Sources

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*There are no sources.*

## 3.6 - Criterion 3.6 - Institution Comments

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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).

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*

## 3.7 - Criterion 3.7 - Institution Comments

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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 (ACBSP Documents folder) above.

### Review: Institution Comments

**Status:** Ready For Review | **Due Date:** 4/7/2017

#### Assigned To

Jared Barton

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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- While there are limited systems in place to determine student and stakeholder satisfaction, as discussed in previous criterion, there are no formal systems in place regarding most stakeholders. Further, the current method determining student satisfaction measures only course level satisfaction. To properly determine stakeholder satisfaction and provide continuous improvement formalized systems should be in place.

#### Institution Comment

During our self-study year, the Smith School began using the "Voice of the Student" focus groups used in the MBA program in the BS program. Per conversations with the ACBSP team, we will also begin a graduation survey of students to measure their thoughts at graduation. Also, this spring (and annually going forward), the Smith School is conducting a survey of all CI alumni regarding their employment. This survey contains questions asking alumni to offer retrospective feedback on their time at the university, and Smith School faculty will be able to separate data from Business alumni to receive formal feedback.

Going forward, we will work with our other stakeholders, as well as other parts of the university, to formalize stakeholder feedback. For example, we have had discussions with Dr. Amanda Carpenter (Director of Career Services) regarding a survey of employers in our region and nearby counties.

### Institution Comment Sources

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*There are no sources.*

## 3.8 - Criterion 3.8 - Institution Comments

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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 using Figure 3.2 and Figure 3.3 found in the Evidence File tab above (ACBSP Documents folder).

### Review: Institution Comments

**Status:** Ready For Review | **Due Date:** 4/7/2017

**Assigned To**  
Jared Barton

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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- Tables/graphs based on Figure 3.2 and 3.3 are not provided. Supplementing the self-study with these tables could provide information that is necessary to determine if the school is meeting the standard and criteria.

**Institution Comment**

All of the information was present, but not in the format/figures provided. It is now provided in [Excel workbook containing Figure 3.1, Figure 3.2, and Figure 3.3.](#)

### Institution Comment Sources

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- Figure3.1-3.3

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

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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.

### Review: Institution Comments

Status: Ready For Review | Due Date: 4/7/2017

#### Assigned To

Jared Barton

### Strengths

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- The Smith School assigned Dr. Jared Barton as coordinator of assessment in AY 2014-2015. In 2015-2016, Dr. Barton started to change the assessment process to a more meaningful process. Dr. Barton understands assessment and he is implementing the new assessment process in small steps. While the current assessment program and data is in the early stages, when Dr. Barton implements the new process it will likely meet the standard.

#### Institution Comment

We appreciate your feedback, and hope that the new process ultimately meets ACBSP standards.

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*



## 4.1 - Criterion 4.1 - Institution Comments

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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 (ACBSP Documents folder) above.
- d. Identify external learning outcomes assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) 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 (ACBSP Documents folder) above.

### Review: Institution Comments

**Status:** Ready For Review | **Due Date:** 4/7/2017

#### Assigned To

Susan Andrzejewski

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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- The Smith School offers five options that require 15 hours beyond the CPC . The Smith School has the opportunity to develop program learning outcomes for the options. Having learning outcomes assures that the students have the necessary, skills, knowledge and abilities that would be expected from a graduate of such a program.

#### Institution Comment

The faculty members are currently creating learning outcomes for the various options.

### Institution Comment Sources

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*There are no sources.*

## 4.2 - Criterion 4.2 - Institution Comments

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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.

**Use Figure 4.2 found in the Evidence File tab (ACBSP documents folder) 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.*

### Review: Institution Comments

Status: Ready For Review | Due Date: 4/7/2017

#### Assigned To

Jared Barton

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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- While three data points are reported regarding MBA assessment, the data reported ends in 2013. Maintaining current assessment data is necessary to provide ongoing continuous improvement.

#### Institution Comment

The former coordinator of assessment for the MBA last collected data in Fall 2015, and anticipated changes to the MBA assessment plan did not occur. [We have added these data to the relevant charts where available here.](#) Going forward, Dr. Jared Barton will coordinate assessment for all Smith School programs. We understand the importance of regular, ongoing assessment data for the purpose of continuous improvement, and will move toward similar (but degree-appropriate) assessment approaches across all degrees during the 2017-2018 academic year.

### Institution Comment Sources

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- MBA Assessment charts

## 4.3 - Criterion 4.3 - Institution Comments

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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 4.3** under the Evidence File tab (ACBSP Documents folder) 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.).*

### Review: Institution Comments

**Status:** Ready For Review | **Due Date:** 4/7/2017

#### Assigned To

Jared Barton

### Strengths

---

*There are no strengths.*

### Opportunities for Improvement (OFI)

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- Currently, the Smith School has an opportunity to assess Program Learning Outcome 5 - "Demonstrate basic competencies in the academic disciplines related to regional, national and global business and economics." The assessment of learning outcomes of the education process are of paramount importance and vital to the continuous improvement process.

#### Institution Comment

We thank the team for their feedback provided in conversation with Dr. Barton, and for help on a best way forward on this opportunity for improvement. Prior to meeting with the site team, Dr. Barton had begun discussions with faculty in each discipline to develop assessments of related competencies. Following his conversation with them, he is continuing those conversations with faculty and examining external assessment tools for disciplinary competencies as suggested by the site team.

- There are no external assessment measures in the MBA program to provide comparisons with other MBA programs. Without external comparisons, it is difficult to truly assess the quality of a program as compared to similar or competitive programs. Having this external benchmarking assists in the continuous improvement process.

#### Institution Comment

Assessment activities for all Smith School degree programs will be coordinated by Dr. Jared Barton, who has begun seeking out external assessment measures used by other ACBSP members to externally benchmark

the MBA program.

## **Institution Comment Sources**

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*There are no sources.*

## 4.4 - Criterion 4.4 - Institution Comments

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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.

### Review: Institution Comments

**Status:** Ready For Review | **Due Date:** 4/7/2017

#### Assigned To

Jared Barton

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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- There is minimal documentation regarding faculty involvement in reviewing, discussing, and analyzing program-level assessment data. Faculty minutes, in fact, do not mention that there was a discussion, or agreed courses of actions to be taken. Minutes only reflect that the data was presented. Having and documenting a process by which assessment data is reviewed and discussed and improvements adopted, implemented and reviewed provides the best environment for continuous improvement and assures that the assessment data is properly analyzed and actions taken, when appropriate. Further documentation of the process assures that all affected understand decisions made and to be implemented.

**Categories:** Approach

#### Institution Comment

While the meeting notes do not reflect the discussion that occurs when the assessment coordinators (now coordinator) presents assessment results, there is, generally, a vigorous back-and-forth regarding (a) differences between what individual instructors see and what the entire distribution suggests, and (b) what can be done to increase proficiency. Additionally, as we have had little external benchmarking data before the adoption of the CLA+, we have had less to discuss regarding how we are doing relative to all of higher education until relatively recently. Going forward, we will dedicate a separate meeting after our regular all-faculty meetings, and as our assessment program improves, we anticipate having more to share, and faculty having more questions to ask.

- Although the assessment report is shared at a faculty meeting each semester, the Smith School faculty has not developed formalized actions to address problem areas. Rather each professor decides what, if anything, he/she is going to do. Developing formalized plans to address issues may be a more effective and efficient practice in the continuous improvement process.

**Institution Comment**

After we have completed transitioning all our assessment practices, we will also move away from individualized action plans to formal interventions across courses with readily measurable outcomes. We are focused first, however, on ensuring that we have a solid foundation for measuring our students' proficiency in all program learning outcomes.

**Institution Comment Sources**

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*There are no sources.*

## 5 - Standard 5: Faculty and Staff Focus - Institution Comments

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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.

### Review: Institution Comments

**Status:** Ready For Review | **Due Date:** 4/7/2017

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#### Assigned To

William Cordeiro

### Strengths

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- The business program faculty is STUDENT FOCUSED. The faculty spoke of this with pride. The student focus and relationships built among faculty and students were confirmed by students, alumni, and employers.

#### Institution Comment

CI focuses on students – it is the first written line in the University's Mission. The Smith School avidly and actively supports this focus.

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*

## 5.1 - Criterion 5.1 - Institution Comments

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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.

### Review: Institution Comments

**Status:** Ready For Review | **Due Date:** 4/7/2017

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#### Assigned To

William Cordeiro

### Strengths

---

*There are no strengths.*

### Opportunities for Improvement (OFI)

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- The Smith School has an opportunity to develop a human resources plan as part of the strategic direction. Having a human resource plan could allow the Smith School to prepare for potential retirements and support the need for additional faculty lines.

#### Institution Comment

Martin V. Smith School of Business & Economics has developed a [Human Resource Plan](#) 2015-2021.

### Institution Comment Sources

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- HR Plan



## 5.2 - Criterion 5.2 - Institution Comments

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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.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** 4/7/2017

### Assigned To

William Cordeiro

## Strengths

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*There are no strengths.*

## Opportunities for Improvement (OFI)

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- It is important that the academic qualifications (graduate studies) of faculty (full-time and adjunct) are documented by official transcripts in the university's personnel files. Not all business program faculty members have official transcripts in their personnel files. Further, evidence of current certifications or licensing (i.e. CPA or attorneys) is not contained in the official personnel file. Having official transcripts and evidence of current licensing protects the integrity of the academic credentialing process

### Institution Comment

Before hiring, the qualifications of all faculty members are verified by the Faculty Affairs Department in the Provost Office. In the early years, the CI used the services of an outside firm to verify highest degrees. For the past several years, in addition to using the firm to verify the highest degree, the CI also requires official transcripts for all lecturer and tenure track faculty members. In response to this OFI, the Dean will request that Faculty Affairs review all files to assure that transcripts are present for everyone. Also, the Dean will request that professors with CPA or attorney licenses provide proof to Faculty Affairs.

## **Institution Comment Sources**

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*There are no sources.*

## 5.3 - Criterion 5.3 - Institution Comments

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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.

Directions: Create a sub-folder under Standard Five in the Evidence File called "Faculty Vitae" and upload a copy for all faculty teaching during the self-study academic year.

*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 in the ACBSP Documents

folder) 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.

## **Review: Institution Comments**

**Status:** Ready For Review | **Due Date:** 4/7/2017

### **Assigned To**

Susan Andrzejewski

## **Strengths**

*There are no strengths.*

## **Opportunities for Improvement (OFI)**

- There was evidence of several published peer-reviewed scholarly papers in the area of Marketing. While there is considerable anecdotal evidence that one faculty member is a very effective Marketing professor, there was no documented evidence of Marketing teaching effectiveness as required by 5.3.2.b (5). Proper documentation protects the academic credentialing process.

### **Institution Comment**

**Evidence of Academic Qualification for outside of Area doctorates at Smith School**

## **Demonstrate Teaching Effectiveness**

### **1. Appropriate Instructional Methods/Materials/Assessment**

The Smith School has an interdisciplinary and liberal arts focus that is grounded in the Five Cs (critical thinking, collaboration, communication, conduct, and competency). Course syllabi and associated course materials must reflect longstanding approaches to the field of marketing and also explore current issues in the field. Materials should also reflect methods that are appropriate for the area of study and align with the University and Smith School focus on interdisciplinary learning. All materials must also clearly state learning outcomes, course requirements, assignments, and grading policies. Periodic assessment of students' ability to achieve program outcomes (critical thinking, collaboration, communication, conduct, and competency), as well as course objectives (see Appendix A for a complete list) should reflect students' success in achieving these outcomes which are aligned with the ACSBP guidelines, the Smith School, and CSU Channel Islands.

### **2. Peer Review of Teaching**

All faculty members must have an annual peer teaching evaluations conducted by tenured faculty of a higher rank during each pre-tenure year. At least one peer teaching evaluation must be conducted by a tenured colleague who has a doctorate in a traditional business discipline (e.g., management, marketing, finance, MIS, etc.).

### **3. Excellence in Teaching**

Student Ratings of Teaching (SRT) area examined by the Chair of the Business program on a yearly basis to assess faculty effectiveness within the classroom. The SRTs are also reviewed by the University Retention, Tenure, and Promotion (RTP) committee during key points of review (e.g., interim review, tenure/promotion decisions).

### **4. Student Success in Post-Graduate Endeavors/Student Recognition**

Teaching and mentorship extends outside of the classroom and regular reviews also evaluate the success of students after graduating from the Smith School.

### **5. Continual Efforts to Improve Teaching**

Faculty must demonstrate continual efforts to improve their teaching through participation in professional development opportunities which may include: participation in pedagogical workshops on topics such as how best to incorporate writing and technology in the classroom, attendance at academic conferences, periodic reflection on how to improve course delivery, etc.

## **Demonstrate Scholarly Productivity**

### **1. Publication Record**

The Smith School requires faculty to publish a minimum of three peer-reviewed, scholarly publications before they go up for tenure and promotion. Faculty are also encouraged to present at peer-reviewed conferences in their academic field and to disseminate their knowledge to the local community through speaking engagements such as the Smith School Speaker Series at the Camarillo Library.

### **2. Professional Memberships**

All faculty members should demonstrate recent involvement in professional organizations associated with their field of study (e.g., the American Marketing Association, the Academy of Management, etc.).

## **Appendix A**

Course Objectives for Marketing:

- A. To discuss the nature and scope of Marketing activities in business.
- B. To elaborate on why Marketing activities are important to the overall strategy of a business organization.
- C. To examine how Marketing affects consumers, the environment, and society at large.
- D. To appreciate the ethical issues involved in Marketing.
- E. To apply the Marketing concepts learned in class to the development of a marketing plan for a new product and/or service.
- F. To analyze a Marketing case analysis and prepare informed recommendations.
- G. To understand and discuss Marketing from a critical perspective.
- H. To improve your ability to think independently.

## **Institution Comment Sources**

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*There are no sources.*



## 5.4 - Criterion 5.4 - Institution Comments

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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 (found in ACBSP Documents folder) 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.

### Review: Institution Comments

Status: Not Started | Due Date: Not Set

#### Assigned To

*There are no users assigned.*

#### Strengths

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*There are no strengths.*

#### Opportunities for Improvement (OFI)

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*There are no OFI's.*

#### Institution Comment Sources

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*There are no sources.*

## 5.5 - Criterion 5.5 - Institution Comments

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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.

## Review: Institution Comments

Status: Ready For Review | Due Date: 4/7/2017

### Assigned To

William Cordeiro

## Strengths

*There are no strengths.*

## Opportunities for Improvement (OFI)

- The Dean stated to the site team that the regular faculty load for full-time faculty is 3-3. He then stated that faculty could teach up to two additional courses per semester as part of the Extended University programs, including MBA classes. If a faculty member teaches both overload classes in a semester, that faculty member would exceed the four course per semester historical limit established in this criterion. Faculty teaching overloads may impact the overall quality of teaching.

### Institution Comment

The Collective Bargaining Agreement (CBA) between the CSU and the California Faculty Association (CFA) stipulates a full time teaching load for tenure/track professors of 4 courses per semester (4-4) and for lecturers (up to) 5 courses per semester. Using non-state resources, the Smith School has always maintained a 3-3 teaching load for its tenure/track professors. Some lecturer faculty members have a 5-5 load. Both tenure/track and lecturer faculty members can be offered an extra course per semester on an overload basis. Very rarely would a tenure/track faculty member be offered two overload courses in the same semester. As a result, the most tenure/track professors would teach in one semester is 4 courses. If assigned an overload in each semester, their load would be 4-4.....which would be at the CBA stipulated level.

An [updated version of Figure 5.5 summarizing full-time faculty load](#) is provided.

## Institution Comment Sources

- Figure5.5-47872

## 5.6 - Criterion 5.6 - Institution Comments

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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.

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*

## 5.7 - Criterion 5.7 - Institution Comments

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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.
  - Faculty development, including eligibility criteria
  - Tenure and promotion policies
  - Evaluation procedures and criteria
  - Workload policies
  - Service policies
  - Professional expectations
  - Scholarly expectations
  - Termination policies
- b. Explain how your institution improves these procedures, policies, and practices.

**Criterion 5.7.2** - Each business 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.

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### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

#### Strengths

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*There are no strengths.*

## **Opportunities for Improvement (OFI)**

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*There are no OFI's.*

## **Institution Comment Sources**

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*There are no sources.*

## 5.8 - Criterion 5.8 - Institution Comments

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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**

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 (ACBSP Documents folder) 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.

## Review: Institution Comments

Status: Ready For Review | Due Date: 4/7/2017

### Assigned To

William Cordeiro

## Strengths

- Tenure/tenure track faculty are engaged in scholarly activity.

### Institution Comment

The Dean allocates resources to both tenure/track and lecturer faculty members to support their scholarly activities.

- The Smith School encourages new faculty members to engage in scholarly activity and for the first three years exempts new faculty from university service to allow for a focus on teaching and scholarly activity.

### Institution Comment

New tenure/track faculty members are encouraged to design and begin their scholarly agenda early in their Smith School career. New faculty are not expected to perform university service until their second year.

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

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

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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.

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

### Strengths

*There are no strengths.*

### Opportunities for Improvement (OFI)

*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*

## 6.1.1 - Criterion 6.1.1 - Institution Comments

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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 (ACBSP Documents folder) above.

## Review: Institution Comments

**Status:** Ready For Review | **Due Date:** 4/7/2017

### Assigned To

William Cordeiro

## Strengths

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*There are no strengths.*

## Opportunities for Improvement (OFI)

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- While there was evidence that the Smith School began the continuous improvement in educational design, all changes have been based on faculty and/or administrator input. Seeking input regarding educational design from other stakeholders may assist in making the continuous improvement process more effective.

**Categories:** Approach, Deployment, Results, Improvements

### Institution Comment

In our response to 3.3 we stated "We anticipate that the Action Plan resulting from the new Strategic Plan will include a formal process for "listening" to all parties: administrators, faculty, students, community. The process will probably involve a series of formal meetings and surveys."

This OFI notes that "all changes in educational design have been based on faculty and/or administrator input." We anticipate that the Action Plan noted above will include an procedure for receiving input for all stakeholders - not just faculty and/or administrators - related to educational design.

## **Institution Comment Sources**

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*There are no sources.*

## 6.1.2 - Criterion 6.1.2 - Institution Comments

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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 (ACBSP Documents folder) above.

## Review: Institution Comments

**Status:** Ready For Review | **Due Date:** 4/7/2017

**Assigned To**  
Minder Chen

## Strengths

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- The MBA program is offered in remote locations that are convenient to students and meet their needs as verified by conversions with current and former MBA students.

**Categories:** Approach, Deployment

### Institution Comment

The Smith School will continue to strengthen our MBA Program offered in remote locations to serve our

region.

## Opportunities for Improvement (OFI)

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- CSUCI collects data for both two and four year graduation rates of its students but does not report the data by major. Providing the Smith School with the major-related data could allow the Smith School to benchmark graduation rates against the university graduation rates. Having specific graduation rates could aid the Smith School in its process of continuous improvement regarding academic quality and retention.

**Categories:** Results, Improvements

### **Institution Comment**

As part of the CSU-wide graduation initiative mentioned elsewhere, we now have access to a “dashboard” that yields valuable insights on how students are progressing in the Business major. [A student graduation rates report](#) has been produced based on data extracted from the CSU Student Success Dashboard. Users with an CSU campus user account can get access to the information at <http://www.calstate.edu/dashboard>. Specific graduation rates data will be used to assist the Smith School in our process of continuous improvement regarding academic quality and retention.

## Institution Comment Sources

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- Student Success



## 6.1.3 - Criterion 6.1.3 - Institution Comments

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 (ACBSP Documents folder) above.) A completed example and blank template have been provided in the Excel file. 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.*

## Review: Institution Comments

**Status:** Not Started | **Due Date:** 4/7/2017

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### Assigned To

Susan Andrzejewski

## Strengths

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*There are no strengths.*

## Opportunities for Improvement (OFI)

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- Despite anecdotal evidence of a strong international business emphasis in the program, less than 30 hours are reported in the area of Global according to the CPC table. Meeting the CPC requirement assures a well-rounded foundation in the business disciplines

**Categories:** Deployment, Results

### Institution Comment

The Smith School and the University both have a strong commitment to an emphasis in international business. Current curricula does cover a minimum of 30 hours and [Figure 6.5 \(the CPC table\)](#) has been corrected to reflect the accurate coverage of international business concepts in our courses.

## Institution Comment Sources

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- AccreditationCPC

## 6.1.4 - Criterion 6.1.4 - Institution Comments

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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 (ACBSP Documents folder) 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.**

## Review: Institution Comments

**Status:** Ready For Review | **Due Date:** 4/7/2017

### Assigned To

Susan Andrzejewski

## Strengths

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- Faculty, students, alumni and employers all verified and appreciate that the business program is true to the College's liberal arts, interdisciplinary mission.

**Categories:** Deployment, Results

### Institution Comment

The Smith School is dedicated to teaching business in a curriculum that is interdisciplinary and grounded in the liberal arts. We appreciate the team's verification of this mission across CI constituents.

## Opportunities for Improvement (OFI)

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- Students and alumni expressed the desire to have more depth in business disciplines, possibly majors or minors. Exploring stakeholder wants may assist in strengthening stakeholder relationships.

#### **Institution Comment**

From its start, the Smith School has followed an unique approach to business education at the undergraduate level. The Dean was educated by Jesuits (BS Biology 1966) and studied with Peter Drucker (PhD Executive Management 1986). Both these educators stressed the liberal arts basis for all learning. Specifically, Peter Drucker said that business and management are best approached as a liberal art. As noted elsewhere, we are the only one of the 23 CSU Business Schools that offers an BS in Business – all others offer BS in Business Administration. We view “business” as embodying a variety of analytical, communication and organizational skills – that can be applied in administration and many other areas.

Often, students/alumni focus on immediate job related skill development – while the Smith School takes a longer term view of developing the whole student.....hence our 5 Cs approach (critical thinking, collaboration, communication, conduct, competency). Students often over-emphasize the importance of a particular major or minor. We advise students that many employers are not as concerned about the major/minor, but rather about the overall quality of the educational experience. While we do have options, the basic degree is broad-based and includes interdisciplinary components. As explained in Criteria 3.1, we will build the Strategic Plan and Action Plan based on broad stakeholder inputs.

#### **Institution Comment Sources**

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*There are no sources.*

## 6.1.5 - Criterion 6.1.5 - Institution Comments

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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 bachelors or master'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, master of science in 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 (ACBSP Documents folder) above, for each "other business-related program" to compute and report the percentage of the undergraduate curriculum devoted to business. Also report the hours of CPC coverage for undergraduate degrees, or CPC competency for a graduate degree. Explain how the coverage meets the long-term needs of students and other stakeholders, given the objectives of the program.

## Review: Institution Comments

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

### Assigned To

*There are no users assigned.*

## Strengths

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*There are no strengths.*

## Opportunities for Improvement (OFI)

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*There are no OFI's.*

## Institution Comment Sources

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*There are no sources.*

## 6.1.6 - Criterion 6.1.6 - Institution Comments

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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.**

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## **Review: Institution Comments**

**Status:** Ready For Review | **Due Date:** 4/7/2017

### **Assigned To**

Susan Andrzejewski

## **Strengths**

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- While the Extended University maintains operational control of the graduate programs, the Smith School maintains academic control. There was clear evidence of continuous improvement and information sharing between the two divisions as verified on site.

**Categories:** Approach, Results, Improvements

**Institution Comment**

The Smith School works hard to ensure rigorous academic standards are in place through our Extended University programs. The program will continue to undergo a process of continuous improvement and to ensure clear communication between the Smith School and Extended University.

- There was unanimous agreement among the MBA alumni and current students that the faculty, full time and adjunct, were very engaged in the program. They appreciated the faculty bringing the real world into the classroom.

**Institution Comment**

The MBA program works hard to attract instructors that can bring real-world experience into the classroom to provide the best education opportunities for our students.

## Opportunities for Improvement (OFI)

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*There are no OFI's.*

## Institution Comment Sources

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*There are no sources.*

## 6.1.7 - Criterion 6.1.7 - Institution Comments

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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 (ACBSP Documents folder) above, should be included.

## Review: Institution Comments

**Status:** Ready For Review | **Due Date:** 4/7/2017

### Assigned To

Susan Andrzejewski

## Strengths

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*There are no strengths.*

## Opportunities for Improvement (OFI)

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- The Smith School has just started to receive minimal program level data from the institution. Without having the enrollment and participation data for its program, it may be difficult for the Smith School to improve its design and delivery.

**Categories:** Improvements

### Institution Comment

The Smith School has begun a program to collect information from our business students and alumni. With the support of this accreditation review, the Smith School will continue to approach University stakeholders (e.g., enrollment, advancement) to request data at the Smith School level from their larger databases.

## Institution Comment Sources

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*There are no sources.*



## 6.2.1 - Criterion 6.2.1 - Institution Comments

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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 (ACBSP Documents folder) 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

## Review: Institution Comments

**Status:** Not Started | **Due Date:** 4/7/2017

### Assigned To

Susan Andrzejewski

## Strengths

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- The educational support processes is a notable strength of the online Business program and the MBA program as verified on site.

### Institution Comment

The Smith School has worked hard to develop support processes for all of our academic programs and will continue to ensure our support processes effectively serve the needs of our students.

## Opportunities for Improvement (OFI)

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*There are no OFI's.*

## Institution Comment Sources

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*There are no sources.*

## 6.2.2 - Criterion 6.2.2 - Institution Comments

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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 (ACBSP Documents folder) 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

## Review: Institution Comments

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

### Assigned To

*There are no users assigned.*

## Strengths

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*There are no strengths.*

## Opportunities for Improvement (OFI)

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*There are no OFI's.*

## Institution Comment Sources

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*There are no sources.*

## 6.3.1 - Criterion 6.3.1 - Institution Comments

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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.

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*

## 6.3.2 - Criterion 6.3.2 - Institution Comments

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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 (ACBSP Documents folder) for an example of a table for External Articulation.

## **Review: Institution Comments**

**Status:** Ready For Review | **Due Date:** 4/7/2017

### **Assigned To**

Susan Andrzejewski

## **Strengths**

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- CSUCI has identified its numerous feeder institutions and has established articulation agreements with these institutions. Students may transfer up to 21 hours of business credit and up to 70 hours of credit in total.

**Categories:** Approach

### **Institution Comment**

The Smith School has established strong relationships with numerous feeder institutions and will continue to ensure our curriculum coincides with the needs of transfer students.

## **Opportunities for Improvement (OFI)**

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*There are no OFI's.*

## **Institution Comment Sources**

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*There are no sources.*

## 6.3.3 - Criterion 6.3.3 - Institution Comments

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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.

## **Review: Institution Comments**

**Status:** Not Started | **Due Date:** 4/7/2017

### **Assigned To**

William Cordeiro

## **Strengths**

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- The Dean and/or the Assistant Director of the MBA program interviews all MBA applicants. The students and faculty reported that there has been an increase in the quality of MBA students since the interview process began.

**Categories:** Improvements

### **Institution Comment**

As noted, the quality of the entering MBA students has increased based on the interviews and requirement for professional work experience.

- The MBA program recently modified its admission requirements to require business experience.

### **Institution Comment**

As noted, the quality of the entering MBA students has increased based on the interviews and requirement for professional work experience.

## **Opportunities for Improvement (OFI)**

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*There are no OFI's.*

## **Institution Comment Sources**

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*There are no sources.*

## 6.3.4 - Criterion 6.3.4 - Institution Comments

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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.

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*



## 6.3.5 - Criterion 6.3.5 - Institution Comments

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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.

### Review: Institution Comments

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

#### Assigned To

*There are no users assigned.*

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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*There are no OFI's.*

### Institution Comment Sources

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*There are no sources.*

## 6.3.6 - Criterion 6.3.6 - Institution Comments

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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 6.10 found under the Evidence File tab above, is encouraged.

## **Review: Institution Comments**

**Status:** Ready For Review | **Due Date:** 4/7/2017

**Assigned To**  
Jared Barton

## **Strengths**

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*There are no strengths.*

## **Opportunities for Improvement (OFI)**

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- The institution does not provide business school specific enrollment management data to the Smith School. Without this information the Smith School is limited in its ability to address enrollment level issues regarding their students.

### **Institution Comment**

We have discussed with the university. As part of the CSU-wide graduation initiative, we now have access to a “dashboard” that yields valuable insights on how students are progressing in the major. As more data are made available, we anticipate help from Enrollment Services and Institutional Research in getting access to more—and more timely—data on how Business students are progressing in the major.

## **Institution Comment Sources**

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*There are no sources.*

## 6.3.7 - Criterion 6.3.7 - Institution Comments

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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

### Review: Institution Comments

**Status:** Ready For Review | **Due Date:** 4/7/2017

#### Assigned To

William Cordeiro

### Strengths

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*There are no strengths.*

### Opportunities for Improvement (OFI)

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- The institution does not provide business school specific enrollment management data to the Smith School. Without this information the Smith School is limited in its ability to address enrollment level issues regarding their students.

**Categories:** Improvements

#### Institution Comment

The Smith School is working with Enrollment Services and Institution Research to obtain enrollment management data at the School level. We will use the data to identify and address issues regarding our student success.

### Institution Comment Sources

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*There are no sources.*