

## I - Institutional Information

---

To complete this section, first click on the Edit/Checkout button. Then copy and paste the headings into the Institutional Response box below and enter your information.

**Note: When you enter information about new administrators/faculty in this system, it does not update the databases at the ACBSP office.**

**Please contact [swilliams@acbsp.org](mailto:swilliams@acbsp.org) to make updates to personnel such as Champions, Deans, etc.**

O 4. List all accredited programs (as they appear in your catalog).

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

O 6. List all campuses where a student can earn a business degree from your institution.

O 7 Person completing report:

Person completing report Name:

Phone:

E-mail address:

ACBSP Champion name:

ACBSP Co-Champion name:

### QA Report

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

**Assigned To**

Not Assigned

### Institution Response

---

**4. The following Martin V. Smith School programs are currently active and accredited by ACBSP.**

Business, B.S. – 120 Units

Business, B.S.; Finance Option – 120 Units

Business, B.S.; Management Option – 120 Units

Business, B.S.; Marketing Option – 120 Units

Business, Minor in Business Management – 21 Units

Business: Master of Business Administration, M.B.A. – 33- 48 Units

**5. The following Martin V. Smith programs are active but are not accredited by ACBSP.**

Economics, B.A. – 120 Units

Economics, Minor – 21-22 Units

Economics, B.A. International Economics Option – 120 Units

Economics, B.A. Managerial Economics Option – 120 Units

The Economics Programs offered through the Martin V. Smith School of Business & Economics are differentiated from the ACBSP Accredited Business programs in several ways. The Economics Program is led by a separate Chair, Dr. Jared Barton. The Economics faculty also maintain a separate website, participate in faculty meetings separate from the Business faculty, and adhere to the Program Review process outlined in the CSU Channel Islands Academic Senate Policy 06-13. Promotional materials for the Economics Program do not include references to ACBSP Accreditation, while promotional materials for the Business Programs include references to ACBSP Accreditation.

**6. List all campuses where a student can earn a business degree from your institution.**

CSU Channel Islands – Main Campus

One University Drive, Camarillo, CA 93012

CSU Channel Islands – Goleta Satellite Campus

5383 Hollister Ave. #220, Goleta, CA 93111

**7. Report Information**

Name: Susan A. Andrzejewski; Interim Dean

Phone: 805-437-3724 (work); 716-713-0571 (cell)

Email address: susan.andrzejewski@csuci.edu

ACBSP Champion name: Susan A. Andrzejewski, Interim Dean

ACBSP Co-Champion Name: None

## Sources

---

*There are no sources.*

## II - Status Report on Conditions and Notes

---

O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions? (If the justification for removal is lengthy consider attaching an appendix to QA report).

**If you need a table that is not in the evidence file for the following report on removing notes or conditions please contact the office.**

Remove Note:

Remove Condition:

If you are not removing a note or condition, please list the note(s) or condition(s) below and explain the progress made in removing same.

Do Not Remove Note or Condition:

### QA Report

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

**Assigned To**

Not Assigned

## Institution Response

---

### 8. Status Report on Conditions and Notes.

When the Martin V. Smith School of Business and Economics (Martin V. Smith School) at California State University Channel Islands (CSU Channel Islands) received accreditation in April 2017, the ACBSP Baccalaureate/Graduate Degree Board of Commissioners asked the Martin V. Smith School to address three Notes (Criterion 3.1; Standard 4; Standard 6, Criterion 6.3.6; listed below in their entirety).

- Note on Criterion 3.1: "The business school should identify the segments that it services. This criterion is not about recruiting, but about addressing student needs. For example, students in the undergraduate program have different needs than MBA students or working professionals. Once these segments are identified, the school can focus better on measuring student satisfaction."
- Note on Standard 4: "The assessment tool for each student learning outcome should be specifically described so that it can be duplicated in subsequent years. Without a specific and consistent measure, it will be impossible to track outcomes, identify trends, and implement program improvements that are tied to assessment. Describing the assessment tool as "various assignments by individual professors in class" is too vague to rely upon. You must identify the specific class assignments used for assessment (such as "student reflection paper of a business ethical dilemma"). The assessment of specific learning outcomes should be tied to assessments that actually measure the particular outcome. For example, the Collegiate Learning Assessment may be too generic to measure specific business skills from each program. Additionally, when assessment measures are vague, it is difficult to compare results with benchmarks and over time. Assessment plans should yield cooperative information and data both over time and with benchmarks that indicate intended goals. Finally, specific program improvements should link with outcome results.

- Criterion 6.3.6: “This criterion requires documentation of measures/indications that reflect effectiveness in areas such as student retention, graduation rates, and enrollment in the business program, not just from the entire University.”

In response to the Status Report on Notes and Conditions submitted by the Martin V. Smith School of Business and Economics in February 2019, the ACBSP Baccalaureate/Graduate Degree Board of Commissioners voted to remove the Notes on Criterion 3.1, Standard 4, and Criterion 6.3.6. The Martin V. Smith School does not have any current conditions or notes that need to be addressed in this Quality Assurance report.

## Sources

---

*There are no sources.*

## 7 - Public Information

---

Item III in the QA report applies to Criterion 7.1.a. in the *Unified Standards and Criteria* book.

Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement.

**1. Provide the link to your business program web page in your response below.**

**2. A second link to Student Achievement must be on that/those page(s) such as: [View 2022 Student Performance Data](#)**

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 a minimum of two (not all) of the following business student achievement measures:

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

Directions: 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 to your business program web page below. A link to Student Achievement must be on that/those page(s).

### QA Report

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

#### Assigned To

Not Assigned

### Institution Response

---

The Martin V. Smith School provides information related to ACBSP Accreditation [via the main website](#). The information includes the following:

- Enrollment Information – linked to the [CSU Graduation Initiative 2025 Website](#)
- Graduation Rates – linked to the [CSU Graduation Initiative 2025 Website](#)
- Acceptance into Graduate Programs – linked to the [CSU Graduation Initiative 2025 Website](#)

- Job placement rates and advancement – available via the [CalStatePays website](#)
- ACBSP Accreditation Information – available on the [Martin V. Smith School website](#)

## Sources

---

*There are no sources.*

# 1 - Standard 1 Leadership

---

## Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.
- b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

## QA Report

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

### Assigned To

Not Assigned

## Institution Response

---

### Standard 1 – Leadership

#### **A. List any organizational or administrative personnel changes within the business unit since your last report.**

Since the Martin V. Smith School received initial accreditation in 2017, several administrative personnel changes have occurred within the Martin V. Smith School, Academic Affairs, and University Executive Leadership.

#### *University Leadership – Personnel Changes*

- In October 2020, the CSU Board of Trustees appointed CSU Channel Islands President, Dr. Erika D. Beck, as the next President of California State University, Northridge. **Dr. Richard Yao**, former Vice President for Student Affairs, has been appointed as the CSU Channel Islands Interim President (effective January 11, 2021).
- Since the Martin V. Smith School received initial accreditation, the following individuals have served as Provost and Vice President for Academic Affairs.
  - Dr. Geoffrey W. Chase, Provost (Summer 2017 – Fall 2018)
  - Dr. Elizabeth Say, Interim Provost (Spring 2018 – Fall 2020)
  - **Dr. Mitch Avila**, Provost (Spring 2021 – present)

#### *Martin V. Smith School – Personnel Changes*

- In Spring 2018, Dr. William Cordeiro was appointed Dean of the College of Business at California State University, Sacramento. **Dr. Susan A. Andrzejewski** has been appointed Interim Dean of the Martin V. Smith School. A search for the permanent Dean is underway.
- In Fall 2018, **Dr. Osman Özturgut** was named Dean of Extended University, the University's self-support unit that operates the Martin V. Smith School's MBA Program and Business Online program.
- CSU Channel Islands uses a rotating Chair model and several tenure-track faculty have led the Martin V. Smith School's Business Programs since our last accreditation review. The Business Online and MBA Programs operate through the Martin V. Smith School and the University's Extended University unit, which oversees all non-stateside programs, with an emphasis on providing professional and continuous education academic programs. In Fall 2019, Extended University developed the Academic Program Director position to distinguish between the stateside Program Chairs and Chairs who oversee programs that operate in collaboration with Extended University.



Academic Year 2020 – 2021

Dr. Hua Dai, Chair of Business

Dr. Maria Ballesteros-Sola, Academic Program Director (APD) of the Business Online Program

Dr. John Lu, Academic Program Director (APD) of the MBA Program

Academic Year 2019 – 2020

Dr. Hua Dai, Chair of Business

Dr. Ekin Pehlivan, APD of the Business Online Program

Dr. John Lu, Academic Program Director (APD) of the MBA Program

Academic Year 2018 – 2019

Dr. Hua Dai, Chair of Business (Spring 2019)

Dr. Minder Chen, Interim Chair of Business (Fall 2018)

Dr. Priscilla Liang, Chair of Business Special Sessions

*Note:* The former Chair of Business Special Sessions role provided academic leadership and oversight for the Business Online Program, the MBA Program, and the now-dissolved Business Completion program offered through the University's satellite campus in Goleta, CA.

**B. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.**

Since the Martin V. Smith School's last report, there are no new sites where students can earn an accredited business degree. The Martin V. Smith School stopped offering the Business, B.S. Completion Program through the satellite campus in Goleta, CA in Fall 2019, as the program was competing for students with the Business, B.S. Online Completion Program.

## Sources

---

*There are no sources.*

## 2 - Standard 2 Strategic Planning

---

Complete Table in the Standard 2 tab in the evidence file.

### QA Report

Status: Completed | Due Date: Not Set

Assigned To  
Not Assigned

### Institution Response

---

#### Standard 2 - Strategic Planning

The Martin V. Smith School included a brief 2015 – 2020 Strategic Plan, outlining six strategic objectives in the initial ACBSP Accreditation Self-Study report. As of submission of the Quality Assurance Report, the School has achieved all but one of the objectives, with significant progress still being made in meeting the outstanding objective to secure \$100,000/year to support scholarships and the two institutes housed within the School.

In response to feedback from the ACBSP evaluators and the University’s Continuous Improvement Committee, and to align the School with the broader [University Strategic Initiatives 2018 – 2023](#), the Martin V. Smith School embarked on a Strategic Planning process during the 2018 – 2020 year, which included broad stakeholder input from faculty, staff, students, administrators, and the business community. The Strategic Planning process began in Spring 2018 and was completed in Spring 2019. The current Martin V. Smith School Strategic Plan includes four goals in the areas of developing academic and co-curricular programs, providing sufficient resources for the Martin V. Smith School faculty and staff, strengthening the Martin V. Smith School’s relationship with constituents (e.g., alumni, community partners, donors, etc.), and enhancing the Martin V. Smith School’s resources (funding, staff, and faculty). The Martin V. Smith School 2019 – 2024 Strategic Plan is included in the evidence file.

See the *Standard 2 - Strategic Planning* file for the Standard 2 Strategic Planning table of information, which outlines major changes to the key strategic goals/objectives, progress towards achieving current goals/objectives, and updates to the strategic planning process.

### Sources

---

- Standard 2 - Strategic Planning
- Updated Strategic Plan for 2019-2024

### 3 - Standard 3 Student and Stakeholder Focus

---

Complete the Standard 3 - Student- and Stakeholder-Focus Results table, found under the Evidence File tab (Excel file is located in the ACBSP documents folder) above.

**Complete Table in the Standard 3 tab in the evidence file.**

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

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

*Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.*

*Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.*

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

#### QA Report

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

**Assigned To**  
Not Assigned

#### Institution Response

---

**Standard 3 – Student & Stakeholder Focus**

See the *Standard 3 - Student and Stakeholder Focus* file for information. The Martin V. Smith School has primarily relied on centralized intuitional surveys (e.g., National Survey of Student Engagement, Graduating Student Survey, etc.) for the year-over-year comparisons on student satisfaction, internship placement, and general student feedback during this period of review. In addition, the Martin V. Smith School faculty developed a Graduating Student Survey in Spring 2019. The Martin V. Smith School began administering the MVS School Student Satisfaction Survey during this period of review; however, there are not enough year-over-year data points to include in this Quality Assurance report.

As outlined in the initial Self-Study Report, the Martin V. Smith School continues to solicit regular feedback and input from a variety of stakeholders, as highlighted below.

*Students*

The Martin V. Smith School of Business & Economics continues to assess student feedback from the Student

Ratings of Teaching (SRTs), which are conducted in every course at the end of the semester. The Chairs of the programs review the SRTs for all faculty every semester and provide feedback. The Dean also reviews the SRTs as part of the California State University's Collective Bargaining Agreement and the University's schedule for lecturer and tenure-track faculty review. The Martin V. Smith School now has access to the disaggregated National Survey of Student Engagement (NSSE) data for Business students. In addition, the Martin V. Smith School has held focus groups with current MBA graduates, alumni MBA graduates, and community stakeholders interested in the MBA program.

#### *Student Clubs & Organizations*

The Martin V. Smith School is affiliated with three university-recognized student clubs and organizations: the CI Business Club; the American Marketing Association (AMA), CSU Channel Islands Chapter; the Finance Club. The student clubs hold various events every semester, and the student leaders regularly liaise with the Interim Dean of the Martin V. Smith School in a student advisory capacity.

#### *Business Advisory Council*

The Business Advisory Council (BAC) continues to serve as a valuable resource in providing employer and regional feedback to the Martin V. Smith School. The BAC is comprised of prominent business professionals and community members and continues to provide input and feedback on the School's curriculum, programs, recruitment strategies, strategic planning, and opportunities for the Martin V. Smith School to serve as a resource for the region.

#### *Academic Institutes*

The Martin V. Smith School continues to house two institutes: (1) The Institute for Global Economic Research (IGER), led by Dr. Miguel Delgado Hellester, Smith Assistant Professor of Economics, and (2) the Entrepreneurship & Small Business Institute (ESBI), led by Dr. Cynthia Sherman, Assistant Professor of Management. Both academic institutes provide an avenue for the Martin V. Smith School to connect with regional industry and business partners and the local community.

#### *Regional Stakeholders*

As a California State University campus, CSU Channel Islands continues to receive feedback and input from the citizens of California broadly via the legislature and the California State University Chancellor's Office.

## **Sources**

---

- Standard 3 - Student and Stakeholder Focus

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

---

### a. Program Outcomes.

**List outcomes by accredited programs. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.**

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) 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.)

### b. Performance Results.

**Complete the table in the Standard 4 tab - Student Learning Results found under the Evidence File tab above. One example from each accredited program must be provided. If only one or two programs are accredited, provide three examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.**

## QA Report

Status: Completed | Due Date: Not Set

### Assigned To

Not Assigned

## Institution Response

---

### A. Program Outcomes

Below are the Program Learning Outcomes (PLOs) for each ACBSP-accredited program in the Martin V. Smith School.

#### Program Learning Outcomes for the Business, Bachelor of Science Degree

1. Demonstrate critical thinking skills by identifying, evaluating, synthesizing, and presenting issues related to accounting, economics, finance, information systems, management, and marketing.
2. Demonstrate communication skills by writing excellent reports and papers and making effective oral presentations in English.
3. Demonstrate collaboration skills by working effectively with others in group settings – both inside and outside the classroom.
4. Demonstrate personal conduct that reflects an ethical understanding of complex business, economic, and social issues.
5. Demonstrate basic competencies in the academic disciplines related to regional, national, and global business and economics.

#### Program Learning Outcomes for the Masters in Business Administration (MBA)

1. Demonstrates orally and in writing analytical and integrative skills in making business decisions (which includes an assessment of discipline competency).
2. Produce written innovative and integrative business plans, including plans that adapt to uncertain and

unpredictable environments.

3. Demonstrate an understanding of the international operating environment of business.
4. Demonstrate an understanding of relevant disciplines.

As noted in the Martin V. Smith School's Self-Study report, the Business "options" (12 units of discipline-specific coursework) did not have explicit program learning outcomes. As part of the Strategic Planning process, faculty began a broader discussion of whether or not to maintain all of the options as part of the curriculum. The faculty terminated the Global Studies option and temporarily inactivated the Entrepreneurship option. The faculty developed Program Learning Outcomes for two of the three remaining options (see below).

#### **Program Learning Outcomes for the Marketing Option**

1. Understand marketing related concepts and processes.
2. Analyze contemporary marketing practices.
3. Create marketing plans.

#### **Program Learning Outcomes for the Finance Option**

1. Develop and apply financial modeling skills to evaluate various financial assets and to construct/manage/evaluate portfolios.
2. Interpret and analyze financial data to evaluate the financial health of a firm and the financial strategies it employs to create value for its shareholders.
3. Apply key concepts and knowledge relevant to financial markets and institutions and their effects on financial operates.

The Business faculty are currently involved in a review and revision of the business curriculum, including discussion around inclusion of the options in the Business major (i.e., continuing to offer three options, requiring all business students to choose an option, etc.). Once the curriculum revision is finalized, the faculty and assessment coordinator will finalize the Program Learning Outcomes for any remaining or newly added options.

### **B. Performance Results**

Program learning outcomes are measured every semester for the undergraduate program and annually for the graduate program. See the attached *Standard 4* file for the measurement and analysis of performance in the following ACBSP accredited programs:

- Business, B.S.
- Business, B.S.; Finance Option
- Business, B.S.; Marketing Option
- Masters in Business Administration, MBA

### **Sources**

---

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

## 5 - Standard 5 Faculty and Staff Focus

---

1. **Faculty and Staff Focus - Complete Standard 5 Table 5.1 - Faculty- and Staff-Focused Results found under the Evidence File above**
2. **Complete Standard 5 Table 5.2 - For New (hires since last report) Full-Time and Part-Time Faculty Qualifications**
3. **Complete Standard 5, Criterion 5.8 - Scholarly and Professional Activities, found under the Evidence File tab above, for new (hires since last report) full-time and part-time faculty members hired since last self-study or QA report. Do not include faculty members previously reported.**

**\*\*\* For Separate Accounting only.**

### 5.2.B Separate Accounting Accreditation (skip if not applicable)

---

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

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

### QA Report

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

**Assigned To**  
Not Assigned

### Institution Response

---

#### Standard 5 – Faculty & Staff Focus

##### A. Faculty and Staff Focus

See *Table 5.1* in the *Standard-5* file for the faculty- and staff-focused evaluations. The results include students' evaluations of faculty as measured by the University's Student Responses to Teaching (SRTs).

##### B. Full-Time and Part-Time Faculty Qualifications

All current newly hired full-time and part-time faculty hired since the Martin V. Smith School's self-report student are included in *Table 5.2* in the *Standard 5* file. While the Martin V. Smith School has had success in hiring tenure-track faculty in key areas (i.e., Management, Marketing, Finance, and Business Ethics), the School has unfortunately also experienced two failed searches for a tenure-track faculty member in Accounting. Given the "hiring chill" across the California State University system as a result of the pandemic, the Martin V. Smith School does not have any open searches at this time.

##### C. Scholarly and Professional Activities

The scholarly and professional activities for all newly hired full-time and part-time faculty hired since the Martin V. Smith School's initial Self-Study report are included in *Table 5.3*.

## Sources

---

- Standard 5 - Table 5.1
- Standard 5 - Table 5.2
- Standard 5 - Table 5.3



## 6 - Standard 6 Educational and Business Process Management

---

### a. Curriculum

List any existing accredited degree programs/curricula that have been substantially revised since your last report and, for each program, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage, found under the Evidence File tab above.

List any new degree programs that have been developed and, for each new program since your last report, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage found under the Evidence File tab above.

**If a program has met the requirements of having graduates and being in existence for at least two years, please contact ACBSP accreditation staff and request that the "Adding New Programs to ACBSP Accreditation" Project be added for your business programs.**

**Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs), and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.**

If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree. New degree programs, majors or emphases must be in effect for at least two years and have graduates before accreditation will be granted.

If the new program is determined to be substantially different from other programs offered by the institution, ACBSP, at its discretion, may direct a new visit to be conducted. If, as a result of a new program visit, ACBSP determines that the overall quality of an institution is being diminished, the institution may be scheduled for a complete reevaluation.

**b. List any accredited programs that have been terminated since your last report.**

**c. Provide three or four examples of organizational performance results.** Report what you consider to be the most important data, **using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above.** It is not necessary to provide results for every process.

**\*\*\* For Separate Accounting only.**

### 6.4.b. Separate Accounting Accreditation

---

#### **Accounting Common Professional Component (ACPC)**

---

1. How does your curriculum design address the Accounting Common Professional Component (ACPC) outlined below?
2. How do you determine the appropriate coverage of the Accounting Common Professional Component (ACPC)?
3. If topical areas of the ACPC are not covered through required courses in the business and accounting core, explain how this standard will be met.

#### **ACCOUNTING COMMON PROFESSIONAL COMPONENT (ACPC)**

Each ACPC should receive a minimum coverage of two-thirds of a 3-semester hour course, approximately 30 hours (or equivalent). The Ethics ACPC must receive a minimum coverage of a 3-semester hour course, approximately 45

hours (or equivalent).

Special Note: For required courses in the accounting core that are taught by an academic department outside of the accounting unit, prepare a syllabus and include with this section of the self-study (e.g., calculus taught by Math Department).

Prepare a table listing all required courses in the accounting core as shown in Figure 6.5 in the evidence file, including the topical areas represented by the Accounting Common Professional Component (ACPC). The table summarizes the total number of hours devoted to each topical area by course as calculated in each abbreviated course syllabus.

**6.4.c. Separate Accounting Accreditation**

---

***Accounting Major Considerations in Undergraduate Accounting Programs***

---

At least 20 percent of the curriculum beyond the accounting common professional component must be devoted to courses appropriate to the student's accounting major covering some or all of the following subjects.

- 1) Financial accounting and reporting for business organizations
- 2) Financial accounting and reporting for government and not-for-profit entities
- 3) Auditing and attestation services
- 4) Managerial or cost accounting
- 5) Taxation
- 6) Fraud examination
- 7) Internal controls and risk assessment
- 8) Financial statement analysis
- 9) Accounting research and analysis
- 10) Tax research and analysis
- 11) Accounting information systems

Use Table 6.4.d Template for ACPC Compliance in the evidence file to report compliance with this criterion.

**QA Report**

---

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

**Assigned To**  
Not Assigned

## Institution Response

---

### Standard 6 - Educational and Business Process Management

#### A. Curriculum

There has been no substantial revision to the existing accredited degree programs/curricula since the Martin V. Smith School's initial Self-Study report. There have been minimal adjustments to the Business major during this review period (see *Standard 6 - Table 6.5* attached). The faculty are currently involved in discussion around revisions to curricula, which, if implemented, will be included in the next Quality Assurance report.

#### B. List any accredited programs that have been terminated since your last report.

The following accredited program options have been suspended or terminated since the Martin V. Smith School's Self-Study report.

- Business, B.S. Entrepreneurship Option - temporarily suspended
- Business, B.S. Global Business Option - terminated

#### C. Provide three or four examples of organizational performance results.

See *Standard 6 – Table 6.1* for the Martin V. Smith School's results on state-funded expenditures, engagement with regional businesses and industry, and graduation rates.

## Sources

---

- Standard 6 - Table 6.1 Organizational Performance
- Standard 6 - Table 6.5 Educational and Business Process Management