



## CALIFORNIA STATE UNIVERSITY, STANISLAUS

COLLEGE OF BUSINESS ADMINISTRATION  
OFFICE OF THE DEAN

### College of Business Administration Structures for Evaluation of Program Quality via AACSB Accreditation

#### a. Name of College Committee

The Executive Board (EB) and the Faculty Accreditation Coordinating Team (FACT).

#### b. Committee membership (roles, types of representation -- not names of individuals)

The EB consists of the Dean and the Department Chairs, and the FACT consists of six CBA faculty members elected at large.

#### c. Methods and criteria for review (Attach templates that your committee uses for review of APR documents )

The AACSB Accreditation process is framed around three core sets of standards: Strategic Management Standards, Participants Standards, and Assurance of Learning Standards. Five standards relate to Strategic Management. Nine standards relate to Participants. Seven standards relate to Assurance of Learning. These standards outline the methods and criteria for review under AACSB accreditation. The following standards and expectations for documentation are extracted from the *AACSB Eligibility Procedures and Accreditation Standards for Business Accreditation*  
<http://www.aacsb.edu/accreditation/standards-2011-revised-jan2011-final.pdf>

### STRATEGIC MANAGEMENT

**Standard 1:** The school publishes a mission statement or its equivalent that provides directions for making decisions. The mission statement derives from a process that includes the viewpoints of various stakeholders. The mission statement is appropriate to higher education for management and consonant with the mission of any institution of which the school is a part. The school periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders. [MISSION STATEMENT]

**Guidance for Documentation:**  Provide the mission statement.  Describe how the mission statement influences decision making in the school, connects participants' actions, and provides a common basis for learning.  Describe the process through which the mission statement was developed and the role played by various stakeholders.  Describe how and to whom the mission statement is disseminated.  Describe the appropriateness of the mission statement for students, and discuss how it positively affects their development as managers and professionals.  Describe the mission statement's relation to the mission of any larger organization of which it is a part.  Describe the review and revision process, and show that the process is followed.

**Standard 2:** The mission incorporates a focus on the production of quality intellectual contributions that advance knowledge of business and management theory, practice, and/or learning/pedagogy. The

school's portfolio of intellectual contributions is consistent with the mission and programs offered.  
[INTELLECTUAL CONTRIBUTIONS]

**Guidance for Documentation:** □ Describe the appropriateness of the mission statement for collegiate management students, and discuss how it positively affects their development as managers and professionals. □ Demonstrate the school's infrastructure, policies, and processes which support the production of intellectual contributions. □ Display the portfolio of intellectual contributions for individual faculty members, within each discipline, and for the business school as a whole by completing Table 2-1 which should be used to provide an overall 5-year summary of the school's intellectual contributions. Discuss how this aligns with the school's mission. Table 2-2 may be provided. □ Provide an analysis of the value of the school's intellectual contribution efforts and how the "substantial cross-section of faculty in each discipline" is achieved. □ Show how the mission statement guides the production of appropriate intellectual contributions. □ Display the portfolio of intellectual contributions. □ Discuss the mission statement's relation to the mission of any larger institution of which it is a part.

**Standard 3:** The mission statement or supporting documents specifies the student populations the school intends to serve. [STUDENT MISSION]

**Guidance for Documentation:** □ Indicate by program the intended students and the actual composition of the student population, e.g., whether global, regional, local, or characterized by any specific features. □ Describe how the student population of the school intends to serve is consistent with the stated mission.

**Standard 4:** The school specifies action items that represent high priority continuous improvement efforts. [CONTINUOUS IMPROVEMENT OBJECTIVES]

**Guidance for Documentation:** □ State the action items. Describe their relationship to the mission if there is any ambiguity.

**Standard 5:** The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items. [FINANCIAL STRATEGIES]

**Guidance for Documentation:** □ Describe the infrastructure for all major programs of activity. □ Describe support systems for student advising and placement, student and faculty technology, and faculty intellectual contributions and professional development. □ Show the sources of funding for all major activities and how the resources are allocated. Show the anticipated funding sources for improvements and planned new activities.

**Standard 6:** The policies for admission to business degree programs offered by the school are clear and consistent with the school's mission. [STUDENT ADMISSION]

**Guidance for Documentation:** □ Provide access to existing statements of admissions policies. □ Describe how admission policies serve the mission of the school. □ Explain how the characteristics of the current student body result from application of admission policies and meet the school's mission, using data wherever possible.

## **PARTICIPANTS – STUDENTS AND FACULTY**

**Standard 7:** The school has academic standards and retention practices that produce high quality graduates. The academic standards and retention practices are consistent with the school's mission.  
[STUDENT RETENTION]

**Guidance for Documentation:** □ Document academic standards and retention practices. □ Provide descriptions of the processes and criteria for evaluation, identification, intervention, and separation. □ Provide data on the number of students identified with retention issues, the interventions undertaken, and the number of students separated over the last academic year.

**Standard 8:** The school maintains a staff sufficient to provide stability and ongoing quality improvement for student support activities. Student support activities reflect the school's mission and programs and the students' characteristics. [STAFF SUFFICIENCY-STUDENT SUPPORT]

**Guidance for Documentation:** □ Describe student support activities including academic assistance, academic advising, and career advising as appropriate for the school's mission, programs, and characteristics of students.

**Standard 9:** The school maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, disciplines, and locations have the opportunity to receive instruction from appropriately qualified faculty. [FACULTY SUFFICIENCY]

**Guidance for Documentation:** □ Describe the faculty complement available to fulfill the school's mission and all instructional programs they staff in the most recent academic year. □ Demonstrate how faculty members and staff fulfill the functions of curriculum development, course development, course delivery, academic assistance, academic advising, career advising, and other activities that support the school's mission. □ Describe the faculty complement available to fulfill the school's mission and all instructional programs they staff in the most recently completed academic year. □ Demonstrate how faculty members and support staff fulfill the functions of curriculum development, course development, course delivery, academic assistance, academic advising, career advising, and other activities that support the school's mission. □ Table 9-1 should be completed to document deployment of participating and supporting faculty.

**Standard 10:** The faculty of the school has, and maintains expertise to accomplish the mission and to ensure this occurs, the school has clearly defined processes to evaluate individual faculty member's contributions to the school's mission. The school specifies for both academically qualified and professionally qualified faculty, the required initial qualifications of faculty (original academic preparation and/or professional experience) as well as requirements for maintaining faculty competence (intellectual contributions, professional development, or practice). [FACULTY QUALIFICATIONS]

**Guidance for Documentation:** □ The school should provide information on academic and professional qualifications for each faculty member. This may be provided in the form of academic vitae, but must include sufficient detail as to actions, impacts and timing to support an understanding of faculty development activities. □ Documentation must clearly identify which of the three areas of contributions is represented in each faculty member's development activities. □ The school should provide an aggregated summary of the qualifications and development contributions brought to the educational programs by the faculty members. □ Tables 10-1 and 10-2 should be completed to summarize deployment of Academically qualified and Professionally qualified faculty.

**Standard 11:** The school has well-documented and communicated processes in place to manage and support faculty members over the progression of their careers consistent with the school's mission. These include: □ Determining appropriate teaching assignments, intellectual expectations, and other components of the faculty member's professional responsibilities to the school. □ Providing staff and other mechanisms to support faculty in meeting the expectations the school holds for them on all

mission-related activities. □ Providing orientation, guidance and mentoring. □ Undertaking formal periodic review, promotion, and reward processes. □ Maintaining overall plans for faculty resources. [FACULTY MANAGEMENT AND SUPPORT]

**Guidance for Documentation:** □ Describe the processes for determining performance expectations for faculty. □ Show how performance expectations are communicated to faculty members. □ Describe review, promotion, and reward processes. □ Describe the overall faculty resource plan.

**Standard 12:** The business school's faculty in aggregate, its faculty subunits, and individual faculty, administrators, and staff share responsibility to: □ Ensure adequate time is devoted to learning activities for all faculty members and students. □ Ensure adequate student-faculty contact across the learning experiences. □ Set high expectations for academic achievement and provide leadership toward those expectations. □ Evaluate instructional effectiveness and overall student achievement. □ Continuously improve instructional programs. □ Innovate in instructional processes. [AGGREGATE FACULTY AND STAFF EDUCATIONAL RESPONSIBILITY]

**Guidance for Documentation:** □ Show time-on-task for students and faculty members and show student-faculty interaction through review of syllabi or other appropriate means. □ Describe processes for the evaluation of the quality of instruction. □ Show how learning expectations are communicated to all involved. □ Describe how evaluations guide instructional improvement. Provide recent examples. □ Describe recent instructional innovations and how they relate to systematic evaluation or assessment.

**Standard 13:** Individual teaching faculty members: □ Operate with integrity in their dealings with students and colleagues. □ Keep their own knowledge current with the continuing development of their teaching disciplines. □ Actively involve students in the learning process. □ Encourage collaboration and cooperation among participants. □ Ensure frequent, prompt feedback on student performance. [INDIVIDUAL FACULTY EDUCATIONAL RESPONSIBILITY]

**Guidance for Documentation:** □ Provide examples through course syllabi, course project descriptions, learning products, and other descriptive materials that demonstrate: - Active student involvement. - Collaborative learning experiences. - Frequent, prompt, and accurate feedback. □ Document faculty development activities that support continuous improvement in instructional methods.

**Standard 14:** Individual Students: □ Operate with integrity in their dealings with faculty and other students. □ Engage the learning materials with appropriate attention and dedication. □ Maintain their engagement when challenged by difficult learning activities. □ Contribute to the learning of others. □ Perform to standards set by the faculty. [STUDENT EDUCATIONAL RESPONSIBILITY]

**Guidance for Documentation:** □ Provide syllabi, course project descriptions, examples of student projects, and other materials that show how students engage in challenging learning experiences and how they satisfy learning goals.

## THE ASSURANCE OF LEARNING STANDARDS

**Standard 15:** Management of Curricula: The school uses well documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning. Curriculum management includes inputs from all appropriate constituencies which may include faculty, staff, administrators, students, faculty from non-business disciplines, alumni, and the business community served by the school. The standard requires use of a systematic process for curriculum management but does not require any specific courses in the curriculum. Normally, the curriculum management process will result in an

undergraduate degree program that includes learning experiences in such general knowledge and skill areas as: □ Communication abilities. □ Ethical understanding and reasoning abilities. □ Analytic skills. □ Use of information technology. □ Dynamics of the global economy □ Multicultural and diversity understanding. □ Reflective thinking skills.

Normally, the curriculum management process will result in undergraduate and master's level general management degree programs that will include learning experiences in such management-specific knowledge and skills areas as: □ Ethical and legal responsibilities in organizations and society. □ Financial theories, analysis, reporting, and markets. □ Creation of value through the integrated production and distribution of goods, services, and information. □ Group and individual dynamics in organizations. □ Statistical data analysis and management science as they support decision-making processes throughout an organization. □ Information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management. □ Domestic and global economic environments of organizations. □ Other management-specific knowledge and abilities as identified by the school. [MANAGEMENT OF CURRICULA]

**Guidance for Documentation:** □ Document curriculum management processes. □ Show how the curriculum management processes have produced new or revised curricula. □ Provide curriculum descriptions for all degree programs included in the accreditation review. □ Show how the curriculum across the dimensions outlined in the standard demonstrates a global perspective.

**Standard 16:** Bachelor's or undergraduate level degree: Knowledge and skills. Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program. [UNDERGRADUATE LEARNING GOALS]

**Guidance for Documentation:** □ Define the learning goals for each undergraduate degree program—this should include both conceptual and operational definitions. □ Show that students meet all of the learning goals for undergraduate degree programs. Or, if assessment demonstrates that learning goals are not being met, describe efforts that have been instituted to eliminate the discrepancy.

**Standard 17:** The bachelor's or undergraduate level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished. [UNDERGRADUATE EDUCATIONAL LEVEL]

**Guidance for Documentation** □ Show that undergraduate level degree programs fulfill expectations appropriate for the context and mission of the school.

**Standard 18:** Master's level degree in general management (e.g., MBA) programs: Knowledge and skills. Participation in a master's level degree program presupposes the <sup>74</sup> base of general knowledge and skills appropriate to an undergraduate degree. Learning at the master's level is developed in a more integrative, interdisciplinary fashion than undergraduate education. The capacities developed through the knowledge and skills of a general master's level program are: □ Capacity to lead in organizational situations. □ Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines. □ Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments. □ Capacity to understand management issues from a global perspective.

Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates master's level achievement of learning goals for key management-

specific knowledge and skills in each master's level general management program. [MASTER'S LEVEL GENERAL MANAGEMENT LEARNING GOALS]

**Guidance for Documentation:** □ Define the learning goals for each master's level general management program—this includes both conceptual and operational definitions. □ Show that students meet all of the learning goals for master's level general management programs. Or, if assessment demonstrates that learning goals are not being met, describe efforts that have been instituted to eliminate the discrepancy. □ Show how the curriculum across the dimensions outlined in the standard demonstrates a global perspective.

**Standard 19:** Master's level degree in specialized programs: Knowledge and Skills. Participation in a master's level program presupposes the base of general knowledge and skills appropriate to an undergraduate degree and is at a more advanced level. The level of knowledge represented by the students of a specialized master's level program is the: □ Application of knowledge even in new and unfamiliar circumstances through a conceptual understanding of the specialization. □ Ability to adapt and innovate to solve problems. □ Capacity to critically analyze and question knowledge claims in the specialized discipline. □ Capacity to understand the specified discipline from a global perspective.

Master's level students in specialized degree programs demonstrate knowledge of theories, models, and tools relevant to their specialty field. They are able to apply appropriate specialized theories, models, and tools to solve concrete business and managerial problems. Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals in each specialized master's degree program. [SPECIALIZED MASTER'S DEGREE LEARNING GOALS]

**Guidance for Documentation:** □ Display examples of student work showing the ability to apply and adapt accumulated knowledge. □ Describe the learning goals of each specialized master's degree program. □ Demonstrate that students achieve all of the learning goals for each specialized master's degree. Or, if assessment demonstrates that learning goals are not being met, describe efforts that have been instituted to eliminate the discrepancy. □ Show how the curriculum across the dimensions outlined in the standard demonstrates a global perspective.

**Standard 20:** The master's level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished. [MASTER'S EDUCATIONAL LEVEL]

**Guidance for Documentation:** □ Show that master's level degree programs fulfill expectations appropriate for the context and mission of the school.

**Standard 21:** Doctoral level degree: Knowledge and Skills: Doctoral programs educate students for highly specialized careers in academe or practice. Students of doctoral level programs demonstrate the ability to create knowledge through original research in their areas of specialization. Normally, doctoral programs will include: □ The acquisition of advanced knowledge in areas of specialization. □ The development of advanced theoretical or practical research skills for the areas of specialization. □ Explicit attention to the role of the specialization areas in managerial and organizational contexts. □ Preparation for teaching responsibilities in higher education (for those students who expect to enter teaching careers). □ Dissertation, or equivalent, demonstrating personal integration of, and original intellectual contribution to, a field of knowledge. □ Other areas as identified by the school. [DOCTORAL LEARNING GOALS]

**Guidance for Documentation:** □ Demonstrate that doctoral students make original research contributions. □ Show that doctoral programs include the relevant areas mentioned in the

standard. □ Show how the curriculum across the dimensions outlined in the standard demonstrates a global perspective.

d. Method used to orient/prepare college committees each year to conduct APR reviews

Members of the EB and the FACT attend AACSB seminars on the processes required for the maintenance of AACSB accreditation. Members also review process documents available from AACSB (<http://www.aacsb.edu/accreditation/process/process-toc.asp>).

e. Method and sample template you use to align planning and budgetary processes/decisions with the outcomes of the Academic Program Reviews

This alignment is a natural product of meeting the AACSB Standards (see Standard 5). The Dean, in consultation with the EB, gives budgetary priority to those mission driven elements critical for AACSB accreditation efforts. The external review team that will visit the CBA in the academic year 2012-13 will validate this outcome. The activities during the five-year period preceding this review are outlined on the next page.

### Maintenance of Accreditation Timeline for Review Team Visit in 2012-2013

08-09	09-10	10-11	11-12	12-13
<ul style="list-style-type: none"> <li>Review and Refine Strategic Management Plan</li> </ul>	<ul style="list-style-type: none"> <li>Review and Refine Strategic Management Plan</li> </ul>	<ul style="list-style-type: none"> <li>Review and Refine Strategic Management Plan</li> </ul>	<ul style="list-style-type: none"> <li>Review and Refine Strategic Management Plan</li> </ul>	<ul style="list-style-type: none"> <li>Review and Refine Strategic Management Plan</li> </ul>
<ul style="list-style-type: none"> <li>Prepare Annual Maintenance Report for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Prepare Annual Maintenance Report for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Prepare Annual Maintenance Report for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Prepare Annual Maintenance Report for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Prepare Annual Maintenance Report for prior academic year</li> </ul>
<ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> </ul>	<ul style="list-style-type: none"> <li>Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year</li> </ul>
		<ul style="list-style-type: none"> <li>July 1 – Submit Maintenance Review Application with signed cover letter requesting maintenance review and preferred visit dates</li> </ul>	<ul style="list-style-type: none"> <li>Accreditation Coordinating Committee rules on exclusions and the scope of the accreditation visit</li> </ul>	<ul style="list-style-type: none"> <li>Submit Fifth Year Maintenance Report and the five year collection of Annual Maintenance Reports</li> </ul>
		<ul style="list-style-type: none"> <li>Submit List of Degree Programs including Catalogs</li> </ul>	<ul style="list-style-type: none"> <li>Work with AACSB to select Peer Review Team from peer and aspirant groups</li> </ul>	<ul style="list-style-type: none"> <li>Submit Policies for Faculty Management, including Non-Tenure Track Faculty</li> </ul>
		<ul style="list-style-type: none"> <li>Submit request for exclusion of degree programs including justification for the request</li> </ul>	<ul style="list-style-type: none"> <li>Work with AACSB to set the visit date</li> </ul>	<ul style="list-style-type: none"> <li>Submit Executive Summary including effective practices</li> </ul>
		<ul style="list-style-type: none"> <li>Submit List of Comparison Groups (Peer, Competitive, and Aspirant)</li> </ul>		<ul style="list-style-type: none"> <li>Accreditation Statistical Reports will be distributed to applicant and team members by AACSB</li> </ul>
		<p><i>Previous four items to be submitted together.</i></p>		<ul style="list-style-type: none"> <li>Work with Peer Review Team to prepare the Visit Schedule</li> </ul>
				<ul style="list-style-type: none"> <li>Peer Review Team Visit</li> </ul>