Initial Self Evaluation Report (Business) Outline and Guidelines

Background Information

Standards for Business Accreditation:

B   S   1 - MISSION, IMPACT, AND INNOVATION

Standard 1: The school articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlining how these outcomes will be achieved. The school has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with this mission, expected outcomes, and strategies. [MISSION, IMPACT, AND INNOVATION]

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Basis for Judgment

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Guidance for Documentation

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Standard 2: The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management. [INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION]

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Basis for Judgment

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Guidance for Documentation

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Standard 3: The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items. [FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES]

Basis for Judgment

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Guidance for Documentation

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B   S   4 - STUDENT ADMISSIONS, PROGRESSION, AND CAREER DEVELOPMENT

Standard 4: Policies and procedures for student admissions, as well as those that ensure academic progression toward degree completion, and supporting career development are clear, effective, consistently applied, and aligned with the school's mission, expected outcomes, and strategies. [STUDENT ADMISSIONS, PROGRESSION, AND CAREER DEVELOPMENT]

Basis for Judgment

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Guidance for Documentation

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B   S   5 - FACULT   SUFFICIENC   AND DEPLO MENT

Standard 5: The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty. [FACULTY SUFFICIENCY AND DEPLOYMENT]

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Basis for Judgment

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B   S   7 - PROFESSIONAL STAFF SUFFICIENC   AND DEPLO MENT

Standard 7: The school maintains and deploys professional staff and/or services sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. [PROFESSIONAL STAFF SUFFICIENCY AND DEPLOYMENT]

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Basis for Judgment

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Guidance for Documentation

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B   S   8 - CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING

Standard 8: The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met. [CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING]

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Basis for Judgment

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Guidance for Documentation

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B   S   9 - CURRICULUM CONTENT

Standard 9: Curriculum content is appropriate to general expectations for the degree program type and learning goals. [CURRICULUM CONTENT]

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Basis for Judgment

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General Skill Areas

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General Business and Management Knowledge Areas

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Guidance for Documentation

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B   S   10 - STUDENT-FACULT   INTERACTIONS

Standard 10: Curricula facilitate student-faculty and student-student interactions appropriate to the program type and achievement of learning goals. [STUDENT-FACULTY INTERACTIONS]

Basis for Judgment

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Guidance for Documentation

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B   S   11 - DEGREE PROGRAM EDUCATIONAL LEVEL, STRUCTURE, AND EQUIVALENCE

Standard 11: Degree program structure and design, including the normal time-to-degree, are appropriate to the level of the degree program and ensure achievement of high-quality learning outcomes. Programs resulting in the same degree credential are structured and designed to ensure equivalence. [DEGREE PROGRAM EDUCATIONAL LEVEL, STRUCTURE, AND EQUIVALENCE]

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Basis for Judgment

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Guidance for Documentation

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B   S   12 - TEACHING EFFECTIVENESS

Standard 12: The school has policies and processes to enhance the teaching effectiveness of faculty and professional staff involved with teaching across the range of its educational programs and delivery modes. [TEACHING EFFECTIVENESS]

Basis for Judgment

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Guidance for Documentation

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B   S   14 - E ECUTIVE EDUCATION

Standard 14: If applicable, executive education (activities not leading to a degree) complements teaching and learning in degree programs and intellectual contributions. The school has appropriate processes to ensure high quality in meeting client expectations and continuous improvement in executive education programs. [EXECUTIVE EDUCATION]

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Basis for Judgment

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Guidance for Documentation

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B   S   15 - FACULT   QUALIFICATIONS AND ENGAGEMENT

Standard 15: The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies. [FACULTY QUALIFICATIONS AND ENGAGEMENT]

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		Sustained engagement activities	
Initial academic preparation and professional experience			

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  all **percent-of-time devoted to the school's mission**

Basis for Judgment

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Guidance for Documentation

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Required Documentation

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