



**AACSB VOCABULARY LIST**

**Institution** = UNO

**School** = CBA

**Mission Statement** = a long run, relatively stable guide for prioritizing choices

**Action Items** = short run implementations of the Mission Statement

**Comparison Group** = all other schools in Peers, Aspiration Group, and Competitors

**Peers** = schools with similarities of inputs, outputs, or, better yet, problems and solution sets

**Aspiration Group** = schools with dissimilarities which the school wishes to emulate

**Competitors** = schools that the school desires **not** to participate in the review because of competitive overlap with the school: need not be in either the Peer or the Aspiration Group

**Consonant** = high degree of discretion reserved by the school in satisfying the Standards

**Fulfill** = low degree of discretion reserved by the school in satisfying the Standards

**Must** = zero degree of discretion reserved by the school in satisfying the Standards

**Community** = the collection of Faculty, Staff, Administration, Students, Stakeholders; all of whom participate in the endeavor of business higher education

**Intellectual Contributions (IC)** = output by faculty the develop the faculty and demonstrate currency of knowledge; **must** be available for public review

Learning and Pedagogical Research (**Learning**) = broader than Boyer's pedagogical

Contributions to Practice (**Practice**) = broader than Boyer's applied research

Discipline Based Scholarship (**Scholarship**) = broader than Boyer's basic research

**Peer Reviewed Journals (PRJ)** = one form of output; generically, a superior form of output because of the assurance of public review of a high caliber

**Other Intellectual Contributions (OIC)** = any from of output other than PRJ; that is available for public review and which is defined by the school to match its Mission. See, footnote #5 on Table II: Summary of Faculty Intellectual Contributions and Qualifications (RE: Standards 2, 9, & 10) at PDF page 50 of 77.



## AACSB VOCABULARY LIST, continued

## ASSESSMENT

**assessment** = a pass-fail monitoring a *curriculum's* achievement of a program's learning goals by the program's graduates

**grading** = a faculty member's professional appraisal of an individual *student's* relative aggregated performance within a course. **Grades must not be used as assessment.** Assessment data might or might not be usable by faculty in grading.

**faculty evaluation** = a peer's professional appraisal of the relative performance of a *faculty member's* teaching, research, and service. **Assessment data must not be used in faculty evaluation**, or the data becomes suspect and the College's accreditation is called into question.

**learning goal** = desired end state for -a- student. See, UPC & GPC items 10a through 10a iv starting at page 10.

**objective** = major student actions that indicate student achievement of the learning goal (measurable) **trait** = discrete student actions used to monitor and assess student achievement of the learning goal

**standards** = criteria for monitoring the discrete student actions

**AACSB VOCABULARY LIST, continued****ASSESSMENT, continued**

**assessment tool** = a device to monitor a student's achievement of a learning goal.

Each objective must have at least one assessment tool, but an assessment tool might be used to monitor more than one objective. Assessment tools can be either direct or indirect. Assessment tools either can be based on selection of student for admission, or course-embedded, or be stand-alone testing events not tied to a specific course (e.g., a graduation requirement of a senior project). Assessment tools either may include all students in a census of their individual achievements or may be based on a sample of students.

**direct** assessment tool = monitors the achievement of a learning goal by a student (e.g., classroom presentation)

**indirect** assessment tool = monitors how a group of student's performed (e.g., survey of alumni)

**selection** assessment tool = since learning goals are end state characteristics of a degree program's graduates, that end state need not be the result of course work. The end state might exist because only students who already posses that end state are admitted to the program. The effectiveness of selection as an assessment tool must be verified.

**course embedded** assessment tool = since many learning goals are delivered in courses or must be demonstrated during a course in order to successfully complete the course, it is feasible (and often preferable) to do assessment in conjunction with graded events.

**stand-alone testing** assessment tool = a graduation requirement need not be embedded in a course (e.g., MBA Business Case) and offer an opportunity for assessment. This can be, but need not be, a pencil and paper test.

**census** assessment tool = every student who graduates from a degree program is monitored for achievement of a learning goal

**sample** assessment tool = a sample of students is selected from the graduates of a degree program, and each student in that sample is monitored for achievement of a learning goal

## 1 Strategic Planning Council (SPC)

- 2 1. Propose for faculty **vote** a Mission Statement per CBA *Bylaws* section 4.8.1.
- 3 1a. Assure CBA consults with all stakeholders **prior to** drafting and the faculty
- 4 voting to approve the Mission.
- 5 1a i. Compile a list of a stakeholders in CBA based on SPC's consultation with
- 6 all other CBA Councils.
- 7 1b. CBA Mission must be consonant with UNO Mission.
- 8 1c. Mission is a long run document that is relatively stable, but subject to periodic
- 9 review and revision.
- 10 1d. Within the Mission, define the population served by UNO CBA.
- 11 1d i. Students.
- 12 1d ii. Non-students.
- 13 1e. Within the Mission, define "diversity" with respect to UNO CBA.
- 14 1e i. Ideas.
- 15 1e ii. People.
- 16 1f. Within the Mission, identify the relative importance of Intellectual Contributions
- 17 as well as relative importance of the three types of Intellectual Contributions:
- 18 [a] learning and pedagogical research;
- 19 [b] contributions to practice; and
- 20 [c] discipline based scholarship.
- 21 (See also ExC item 4a. *The new AACSB shorthand of Learning, Practice, and*
- 22 *Scholarship replaces the Boyer shorthand of pedagogical, applied, and basic.*
- 23 *These two triads share similarities and differences. For examples of Learning,*
- 24 *Practice, and Scholarship, see two locations in the Standards document: faculty*
- 25 *member portfolio at PDF page 26 of 77 and maintaining qualifications at PDF*
- 26 *page 45 of 77.)*
- 27 1f i. No school may be 100% Learning Intellectual Contributions.
- 28 1f i [a] However, with respect to an individual faculty member,
- 29 100% Learning Intellectual Contributions might be either
- 30 wholly appropriate (e.g., 12 hour undergraduate teaching load) or
- 31 might be wholly inappropriate (e.g., routinely assigned only to
- 32 teach graduate courses). See also, 1f iii below.
- 33 1f ii. For the school, its predominate Intellectual Contributions must be Practice
- 34 and/or Scholarship.
- 35 1f ii [a] If a school offers doctoral education, then a greater commitment to
- 36 Scholarship is required.
- 37 1f ii [b] Note the footnote #5 on **Table II: Summary of Faculty**
- 38 **Intellectual Contributions and Qualifications (RE: Standards**
- 39 **2, 9, & 10)** at PDF page 50 of 77. The Intellectual Contributions
- 40 of the faculty who are Professionally Qualified need not be the
- 41 same, but may be the same, as the Intellectual Contributions of the
- 42 faculty who are Academically Qualified. Typically, the IC of PQ
- 43 are different than the IC of AQ. In any event, the IC expectations
- 44 for the AQ and the PQ must be stated clearly. *Repeat at Executive*
- 45 *Council 4a v.*
- 46

1 **continuation of Strategic Planning Council (SPC)**  
2

- 3 1f iii. As a school's **and/or** as a faculty member's commitment to graduate  
4 courses increases so too must the school's **and** that faculty member's  
5 commitment to Practice and/or Scholarship.  
6 1f iv. Each individual contribution must be categorized as only one type of  
7 Intellectual Contribution. That is, an individual Intellectual Contribution  
8 either is 100% Learning or is 100% Practice or is 100% Scholarship.  
9 AACSB does not permit fraction allocations of individual Intellectual  
10 Contributions with respect to Learning, Practice, and Scholarship.  
11 1f iv [a] *There are multiple accreditation motives (e.g., updating report*  
12 *data) for requiring a web-based submission of the faculty's annual*  
13 *reports. One major motive is item 1f iv.*  
14 1f v. AACSB does permit fractional allocations with respect to co-authorship.  
15 The school is free to specify how it wishes to "count" co-authorship. For  
16 example, the school may choose to count a Peer Reviewed Journal (PRJ)  
17 authored by two equal co-authors either as 50% and 50% or the school  
18 may choose to count it as 1 and 1. The school must pick one rule and  
19 consistently apply that rule as the school counts all co-authorships.  
20 1f vi. In addition to categorizing Intellectual Contributions by Learning,  
21 Practice, and Scholarship, the school also must categorize each  
22 contribution by Peer Reviewed Journal (PRJ) and Other Intellectual  
23 Contributions (OIC).  
24 1f vi [a] The definition of OIC must support the Mission.  
25 1f vi [b] The school has great latitude when defining OIC that "count" at  
26 that school. The only mandatory component of OIC is that it must  
27 be available for "public" review. Thus, sponsored research for the  
28 Department of Defense that is the most basic research, but is  
29 classified, can not be counted as OIC; while a consulting report  
30 that the client allows to be placed on a web site may be counted as  
31 OIC. Authoring an Official Syllabus may be OIC.  
32 1f vi [c] In terms of maintaining "qualified" faculty, the school must adopt  
33 and consistently apply one rule for counting OIC for Academically  
34 Qualified faculty as well as adopt and consistently apply one rule  
35 for counting OIC for Professionally Qualified faculty. The OIC  
36 rule for AQ may be identical to or may be different from the OIC  
37 rule for PQ. What is required is a clearly stated and consistently  
38 applied rule on OIC for the AQ faculty and for the PQ faculty.  
39

1 **continuation of Strategic Planning Council (SPC)**  
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- 3 2. The interpretation of Participating Faculty changed between April 2003 and January  
4 2004. The 2003 interpretation would have caused UNO real problems (i.e., adjuncts with  
5 right to election to UPC and GPC). However, the 2004 interpretation paints the current  
6 CBA *Bylaws* section 2.1 definition of voting faculty in a positive light. AACSB requires  
7 that 75% of the College's SCH be taught by Participating Faculty; as well as no less than  
8 60% in each program **and** in each discipline (see PDF pages 39 and 40 of 77). Under the  
9 2004 interpretation, Participating Faculty are reasonably expected to participate more in  
10 the academic community than merely delivering instruction (e.g., some voting rights or  
11 mentor student groups or etc.) See Executive Council item 3.
- 12 3. Propose for faculty **vote** how will Mission Statement guide action and prioritize choices,  
13 per CBA *Bylaws* section 4.8.2.
- 14 4. Report to the faculty Action Items per CBA *Bylaws* section 4.8.3.
- 15 4a. Action Items are one year, two years, and three years implementations of the long  
16 run Mission Statement.
- 17 4a i. Action Items must identify specific resource commitments in terms of  
18 personnel, financial resources, and infrastructure. See, Executive Council  
19 item 2a.
- 20 4a ii. Show how Action Item will change environment of UNO CBA.  
21

## **Undergraduate Program Council (UPC) and Graduate Program Council (GPC)**

*The tasks of these two Councils are nearly identical. The differences are in the learning goals of the degree programs and the educational/instructional level. Identical tasks are referred to generically as "degree program" or "program"; while tasks unique to the graduate level are listed last and identified as such.*

1. List of all degree programs at UNO and list of all degree programs in CBA.
  - 1a. Separately list all degree programs potentially included in the accreditation review. A "degree" is a diploma issued by UNO. Thus, because UNO CBA uses Concentrations and Specializations, the BSBA is a degree and Marketing is not a degree. However, if seek or if have separate Accounting accreditation, then Accounting must be separately listed and assessed even if it is embedded within the BSBA or the MBA or the EMBA. Economics is excluded; unless a major within Economics has a strong (e.g., 25%) "management" component, regardless of the College granting the degree. UNO Certificates, whether undergraduate or graduate, are not degrees.
    - 1a i. If a degree program's title or if marketing could create confusion over accreditation, then either inclusion in the accreditation review is required or explanation of the exclusion is required.
    - 1a ii. If an undergraduate degree program, then include if 25+% of SCH from "business".
    - 1a iii. If a graduate degree program, then include if 50% from "business". See PDF page 7 of 77.
  - 1b. Separately list all degree programs to be excluded.
    - 1b i. Specialized degree programs (e.g., public administration; technology management). See *Standards* PDF page 7 of 77.
    - 1b ii. Programs delivered jointly with another institution AND marketed as a joint degree of both institutions (e.g., ?? China MBA ??).
  - 1c. Separately list all degree programs to be included in the accreditation review.
    - 1c. i. This list is the result of negotiation between the review team and the College. **This negotiation must be completed no later than two years before the review team's visit.**
  - 1d. Lists submitted over signature of institution's chief academic officer (i.e., UNO AAVC.)
  - 1e. Identify all stakeholders for each included degree program.
  - 1f. Demonstrate comparable quality of BOTH inputs and outputs for all degree programs that are delivered in multiple locations (e.g., on campus versus on-line versus in a different country) and/or delivered using multiple modes (e.g., MBA versus EMBA).
2. Explain how degree programs to be reviewed serve the student populations identified in the Mission.

1 **continuation of Undergraduate Program Council (UPC) and Graduate Program Council (GPC)**  
2

- 3 3. Identify the school's admission standards, by degree program.  
4 3a. Explain who controls the admission standards (e.g., Regents versus GPC) and  
5 explain the policy of the admission standards (e.g., open admissions versus  
6 minimally selective).  
7 3a i. Admission standards must support the Mission.  
8 3b. Explain how the admission standards generate the characteristics of the student  
9 population that is admitted.  
10 3c. Explain how the characteristics of the student population generate the demand for  
11 Academic Assistance by that population.  
12 3d. Assess how the admission standards support the Mission. See, below items 10f  
13 through 10f ii [a].
- 14 4. Explain how fulfill curriculum development by Participating Faculty (i.e., do more than  
15 mere teaching: e.g., mentor student groups). Note, see Strategic Planning Council item  
16 2.
- 17 5. Explain how fulfill course development by both Participating Faculty and Supporting  
18 (i.e., merely teach class) Faculty. Note, see Executive Council item 3.
- 19 6. Explain how fulfill course delivery both by Participating Faculty and by Supporting  
20 Faculty.  
21 6a. The opportunity for a student's interactive engagements with faculty is a core  
22 component of learning. Concerns will rise, as will the need for explanations rise,  
23 [i] as the percent of student credit hours in large sections increases, and/or  
24 [ii] as the ratio of students to faculty increases, and/or  
25 [iii] as the degrees per faculty member increases.
- 26 7. Explain how fulfill academic assessment within a course.  
27 7a. Identify processes and criteria for grading evaluation and for assessment.  
28 **Grading and assessment are fundamentally different.** Assessment is far  
29 narrower. *Assessment is a pass-fail monitoring of achievement of traits of the*  
30 *objectives of the learning goals of a degree program's curriculum.* Grading is a  
31 faculty member's professional appraisal of a student's differential  
32 accomplishments of aggregated tasks within a course. For example, extra credit is  
33 irrelevant to assessment, but might contribute to a course grade. A graded event  
34 (but more likely one or more discrete fragments of a grade event) within a course  
35 might be susceptible to simultaneous assessment and grading. For example, a  
36 course task might call upon the students to make a presentation. The grade for the  
37 presentation, typically, is an aggregated appraisal of relative performance across  
38 multiple discrete fragments (e.g., public speaking, critical thinking, writing). One  
39 or more those these discrete fragments *might* be traits that will be assessed. The  
40 grade on the entire presentation can not be used to assess public speaking.  
41 However, an assessment of public speaking might be done at the time of a  
42 student's presentation, and if also separately graded, that assessment could feed  
43 the determination of the student's presentation grade. Because of this potential for  
44 simultaneity, *the entire assessment burden on each individual faculty member*  
45 *across all of their courses is expected to be less than one hour per semester.*  
46

1 **continuation of Undergraduate Program Council (UPC) and Graduate Program Council (GPC)**  
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3 7b. Identify processes and criteria for early identification of retention issues and  
4 appropriate intervention, and (potential) separation from program.

5 7b i. Demonstrate tracking of intervention and separation. See also below  
6 items 10f ii [a].

7 8. Explain how fulfill academic advising, by program.

8 9. Explain how fulfill career advising, by program.

9 **10. ASSESSMENT serves many purposes.** Assessment makes the faculty's expectations  
10 for the curriculum explicit as well as the need for curriculum alignment across courses.  
11 Assessment makes the faculty's expectations of for the student explicit. Assessment  
12 provides an informational feedback loop for the faculty, for the students, and for the  
13 degree program. As an example of making explicit the faculty's expectations, the design  
14 of the assessment tools should include an expected success rate, which might be  
15 substantially less than 100%. Assessment is of the curriculum in achieving the learning  
16 goals for the student. Accordingly, one should not assess items which are peripheral to  
17 the Mission or which are personally embarrassing for students. For additional support  
18 related to AACSB assessment, please visit the AACSB Assessment Resource Center at  
19 <http://www.aacsb.edu/ARC> or the Southern Illinois University Edwardsville assessment  
20 site at <http://www.siu.edu/~deder/assess/index.html>. Milton Blood of AACSB will  
21 accept for forwarding accreditation and assessment questions at [milton@AACSB.edu](mailto:milton@AACSB.edu) or  
22 at [accreditation@AACSB.edu](mailto:accreditation@AACSB.edu). It is too early to identify schools (of any academic stripe)  
23 that have assessment best practices. It is not necessary to base local assessment efforts  
24 upon an express review of the assessment literature, although consulting that literature is  
25 encouraged.

26 10a. Develop learning goals (i.e., desired end state: e.g., Students will be critical  
27 thinkers.) by degree program which specify intellectual and behavioral  
28 competencies the program is intended to instill. The learning goals spring from  
29 the degree program. The degree program springs from the Mission of the College  
30 and the University. The learning goals must be consonant with the University's  
31 Mission, the College's Mission, and (if it exists) the degree program's Mission.

32 10a i. Each degree program should have between 4 and 10 learning goals.

33 10a i [a] The College's assessment efforts may start slow (e.g., assess 1 or 2  
34 of the identified learning goals in the first year of the assessment  
35 effort) and grow into the full assessment. However, by the start of  
36 the year prior to the self-study year, results from the full  
37 assessment should be available to the College. *It is expected item*  
38 *10a iii, alone, will consume between 1.5 and 2.0 academic years.*  
39 However, all schools being visited in AY06 or later are expected to  
40 have in operation full assessment effort.

41 10a ii. Some learning goals are likely to be shared by degree programs, while  
42 others are likely to be unique to a degree program.  
43

1 **continuation of Undergraduate Program Council (UPC) and Graduate Program Council (GPC)**  
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- 3 10a iii. Must name, define, operationalize, and assess each learning goal. This  
4 requires the **learning goal** (i.e., desired end state for -a- student), the  
5 **objective** (i.e., major student actions), the measurable **trait** (i.e., discrete  
6 student actions), and **standards** (i.e., criteria for monitoring the discrete  
7 student actions) for satisfactory and unsatisfactory student performance.  
8 *Each objective must have at least one assessment tool, but a single*  
9 *assessment tool could be used to assess more than one objective.* The  
10 College may use as many levels of quality as the College desires, but,  
11 typically, Colleges only use two levels (i.e. pass and fail) or three levels  
12 (i.e., exemplary, satisfactory, and unsatisfactory). An example of a set of  
13 such names, definitions, and operationalization could be the following:  
14 [a] Learning Goal: Students will be ethical decision makers.  
15 [b] Objective: Students prioritizes the ethical decision when  
16 confronted with alternative profitable decisions.  
17 [c] Trait: Student identifies ethical consequences of a business  
18 decision.  
19 [d] Unsatisfactory performance on trait: Student only identifies cost  
20 and revenue items.  
21 [e] Satisfactory performance on trait: Student identifies ethical  
22 consequences for self and immediate dependants.  
23 [f] Exemplary performance on trait: Student identifies and compares  
24 ethical consequences for self, immediate dependants, distant  
25 others, and the whole of Society.

26 Accordingly, *assessment is not necessarily a value added metric*, but the  
27 assessment tools could be constructed to yield value added data. That,  
28 however, is far more difficult and is not required by AACSB.  
29

1 **continuation of Undergraduate Program Council (UPC) and Graduate Program Council (GPC)**  
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3 10a iv. Identify both general knowledge and skills learning goals (e.g., oral  
4 communication) as well as management-specific learning goals (e.g.,  
5 accounting).

6 10a iv [a] The old AACSB undergraduate curriculum rule setting a maximum  
7 of **50%** general education (i.e., outside CBA) credit hours and a  
8 maximum of **50%** CBA credit hours has been **repealed**. Each  
9 undergraduate degree program is free to design the curriculum it  
10 thinks best, as long as that degree program's structure is justified.  
11 Note, a major reason the 50-50 was abandoned is the shift to  
12 assessment. *Assessment looks at the achievement of the individual*  
13 *student*, rather than a group of graduates. The quality of the  
14 graduates as a group is found by determining the quality of the  
15 individual student, and aggregating that result. A College may  
16 assess by a **census** or may assess by a **sample**.

17 10a iv [b] See, *Standards* 15 through 20 (at end of this document) for **lists of**  
18 **detailed topics of curricula expected of degree programs** at  
19 various educational levels. Also see, starting at PDF page 70 of  
20 77.

21 10a v. Identify where in the degree program's curriculum each learning goal will  
22 be delivered.

23 10a v. [a] Clearly, the old "matrix" of learning goals and courses is a  
24 permissible tool. However, the matrix, alone, is neither necessary  
25 nor sufficient to fully discharge this assessment requirement. It is  
26 more like a helpful first step.

27 10a v [b] Note item 10f below, the delivery of a learning goal might occur  
28 prior to admission to the program, or might occur concurrently  
29 with the program but in a different academic unit, or might occur  
30 concurrently but in a non-academic context. Regardless of  
31 location of delivery, the degree program is responsible for quality  
32 and responsible for assessing achievement of the learning goal.

33 10a vi. Justify how the curriculum and its learning goals serve each of the various  
34 Missions.

35 10b. Propose for a **vote** of the full faculty (i.e., CBA voting faculty on BSBA;  
36 Graduate Faculty on MBA, EMBA, and MIB) the learning goals.

37 10c. Propose for a **vote** of the full faculty (i.e., CBA voting faculty on BSBA;  
38 Graduate Faculty on MBA, EMBA, and MIB) where in the curriculum the  
39 learning goals are covered.  
40

1 **continuation of Undergraduate Program Council (UPC) and Graduate Program Council (GPC)**  
2

3 10d. Engage in a regular, systematic, and sustained monitoring of the curriculum's  
4 achievement of the learning goals identified for that degree program. Curricula  
5 assessment monitors whether graduates are prepared appropriate to the learning  
6 goals. **Failure on this item is the most frequent cause of failure to achieve or**  
7 **to obtain reaffirmation of accreditation.** The prime problem is a broken  
8 feedback loop between the creation of information from the assessment data and  
9 evidence that the assessment information is used in a process of continuous  
10 improvement.

11 10e. Assessment tools can be characterized as either **direct** monitoring (e.g., student  
12 completes a task and student's performance is monitored) or as **indirect**  
13 monitoring (e.g., survey of alumni). Indirect monitoring is neither necessary nor  
14 sufficient. Direct monitoring is both necessary and sufficient. *The purpose of*  
15 *assessment is to monitor whether the student did or did not achieve the learning*  
16 *goal.* Indirect monitoring, alone, can not achieve that purpose.

17 10f. *Direct* monitoring tools include, but are not limited to:

18 [a] **selection** assessment tools;

19 [b] **course embedded** assessment tools; and

20 [c] **stand-alone testing** assessment tools (e.g., non-course-embedded graduation  
21 requirement [e.g., MBA Business Case]).

22 10f i. *Assessment monitors achievement of learning goals.* That monitored  
23 achievement may be the result of admission standards (i.e., selection  
24 assessment tool), or may be the result of the courses in the curriculum, or  
25 may be the result of a non-course-embedded graduation requirement (i.e.,  
26 stand-alone testing assessment tool). Regardless of the cause of  
27 achievement, the College is responsible for and must assess that  
28 achievement. It is not sufficient to merely assert that selection itself  
29 guarantees achievement of the learning goal. The College must verify that  
30 its intended cause of achievement is, in fact, functioning. Thus, a College  
31 might use a TOFL test to seek to achieve a minimally desired level of  
32 English language skills; however, the College must make some effort to  
33 detect whether that selection criteria works. This detection effort may be  
34 on a population (i.e., census) basis or may be on a sample basis, but must  
35 be sufficient to allow the faculty to make decisions. *The assessment tool*  
36 *must be able to monitor the learning goal being assessed.* For example, a  
37 multiple-choice test does not monitor ability to write clearly.

38 10f i [a] The Review Team will want to review some student output. Do  
39 not retain all raw data of assessment. Generically, merely present  
40 the descriptive statistics of each assessment tool. But, retain some  
41 randomly selected small pool (e.g., lesser of 1% or 50 students) of  
42 student output from each assessment tool for the Review Team to  
43 review upon its request. *The Review Team will evaluate the*  
44 *assessment tools.*  
45

1 **continuation of Undergraduate Program Council (UPC) and Graduate Program Council (GPC)**  
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3 10f ii. Assessment tools may be used at any stage of the program. *Doing all*  
4 *assessment in the capstone course is poor design and is suspect.*  
5 Assessment, typically, will occur in the core courses. Assessment in the  
6 non-core courses must be well designed to avoid biased selection. For  
7 example, assessing writing skills in each of the senior level courses for the  
8 majors clearly would be good design; whereas, -only- assessing BSBA  
9 Accounting content knowledge in courses solely populated with  
10 Accounting majors clearly would be bad design. *While not required by*  
11 *AACSB, it is a beneficial organizational gambit to have every core course*  
12 *contain at least one objective (see item 10a iii above) as well as at least*  
13 *one assessment tool.* Recall, a school may slowly start its assessment  
14 efforts.

15 10f ii [a] When a student is detected as not having achieved a learning goal,  
16 then the degree program must be prepared to initiate some  
17 corrective action that assures that graduates of the degree program  
18 have achieved its learning goals. The design of the assessment tool  
19 must include a consistent response to detecting non-achievement of  
20 a learning goal. This is separate from and distinct from items 10d  
21 and 10f iv.

22 10f iii. Establish a process for collection of course embedded assessment data  
23 from individual faculty.

24 10f iv. Establish a process for turning that data into information that leads to  
25 instructional improvement effort for the curriculum.

26 10f iv [a] **The curriculum of the degree program is being assessed.** It is a  
27 misuse of assessment data to use it to grade students, to use it to  
28 evaluate faculty, or to use it to evaluate a course. Course  
29 embedded direct assessment tools are monitoring student  
30 achievement of a learning goal, and that learning goal might or  
31 might not have that course as the sole delivery point of the learning  
32 goal. Even if a course is the sole delivery point of a learning goal,  
33 it is a misuse of assessment data to grade students, to evaluate  
34 faculty, or to evaluate a course. **Use of assessment data for**  
35 **purposes other than assessment challenges the validity of the**  
36 **assessment data collected and calls into question the College's**  
37 **accreditation.**

38 10f v. Stand-alone testing or performance (e.g., graduation requirement outside  
39 of a class: [e.g., senior project]) may be used as a direct assessment tool.  
40 However, experience indicates that the absence of the grade as a motivator  
41 creates an array of difficulties with obtaining accurate measurement of  
42 achievement. For example, if assessment is based upon an ungraded  
43 Saturday morning pre-graduation pencil and paper test, then, because of  
44 senioritis, students are far more likely to fail to attend, or if they do attend  
45 they do not try mentally. The design of any stand-alone testing should  
46 expressly address this risk.  
47

1 **continuation of Undergraduate Program Council (UPC) and Graduate Program Council (GPC)**  
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- 3 10g. Indirect assessment tools only may supplement direct assessment tools.  
4 10g i. A survey of alumni can be quite useful for establishing a trend in the  
5 achievement of a learning goal, but a survey does not detect achievement  
6 of the learning goal by -a- student. Assessment must detect achievement  
7 of the learning goal by -a- student.  
8 10h. Show how the faculty use the information from the direct and from the indirect  
9 assessment tools to inform and to motivate changes in curriculum, pedagogy,  
10 teaching, and learning materials. **Failure to do this is the most frequent cause**  
11 **of failure to earn reaffirmation of accreditation during the review visit.**  
12 10i. Demonstrate broad, not narrow, faculty involvement in each step of the process.  
13 **If a single person or if only a small fraction of the faculty bear full**  
14 **responsibility for assessment, then the validity of the assessment is called**  
15 **into question, and the College's accreditation also is called into question.**  
16 10i i However, the complexity of data collection and the organizational  
17 requirements are such that it is quite likely the College will need to, on a  
18 continual basis, *dedicate faculty assigned time and a high quality student*  
19 *worker to the assessment tasks.*  
20 10i i Demonstrate how the faculty as a whole actively manage the curriculum.  
21 Include evidence of faculty engaging the perspectives of stakeholders in  
22 curriculum development. See, External Relations Council item 3. This  
23 includes demonstrating how the faculty review and revise the curriculum  
24 and learning experiences in response to assessment information. See  
25 above, items 10d and 10h.  
26 10j. Describe effort normally required for each degree program (i.e., effort of the  
27 College, effort of the faculty, and effort of -a- student). (See, Executive Council  
28 item 3.)  
29 10j i Demonstrate how each degree program provides sufficient time, content  
30 coverage, student effort, and student-faculty interactions to accomplish the  
31 learning goals.  
32 10j ii. Demonstrate how students:  
33 [a] are engaged in challenging learning experiences (e.g., course  
34 syllabi);  
35 [b] are involved in learning (e.g., cases);  
36 [c] engage in collaborative and cooperative education (e.g., groups);  
37 [d] students obtain substantive and substantial interaction with faculty;  
38 and  
39 [e] have and apply sufficient time on task.  
40

1 **continuation of Undergraduate Program Council (UPC) and Graduate Program Council (GPC)**  
2

3 10j iii. Demonstrate how the faculty:

- 4 [a] communicate clearly and frequently high expectations to all
- 5 stakeholders (i.e., not just course syllabi);
- 6 [b] attempt to satisfy the learning goals (e.g., course syllabi)
- 7 [c] provide students with frequent, prompt, and accurate feedback;
- 8 [d] have and apply sufficient time on task;
- 9 [e] have and use a process to evaluate and generate instructional
- 10 improvements;
- 11 [f] develop and evaluate innovation; and
- 12 [g] communicate results of assessment to all stakeholders.

13 10k. Describe pedagogical and delivery characteristics of each delivery mode of each  
14 degree program.

15 10l. The MBA program must be more integrative and interdisciplinary. The MBA  
16 must develop capabilities to lead, to apply knowledge, and to adapt and innovate.  
17 See, *Standard 18* at the end of this document for detail.

18 10m. Specialized Masters programs (e.g., EMBA, MIB) require deeper content  
19 knowledge and the capabilities must be more focused on the specialization. See,  
20 *Standard 19* at the end of this document for more detail.  
21  
22

**Faculty Development Council (FDC)**

1. Systematic processes to orient, to guide, and to mentor all faculty (i.e., both Participating Faculty and Support Faculty) across the entire career path.
2. Identify how develop all faculty to serve the student population.
3. Process to encourage, support, and *assess* faculty development to serve the student population. *To gain an understanding of what is meant by "assess", see UPC & GPC item 10.*
4. Process to encourage, support, and assess faculty development to the serve faculty's Intellectual Contributions. Note, see Strategic Planning Council items 1f. through 1f v.
5. List all stakeholders of the faculty development processes.
6. Consult with all stakeholders of the faculty development processes.
7. Communicate resource needs to the Technology and Educational Resources Council, to the Strategic Planning Council, and to the Executive Council.

**Personnel Advisory Council (PAC)**

1. Evaluation processes (i.e., promotion, tenure, annual review, and rewards) must support the Mission.
2. Evaluation processes must be clear and communicated.
3. Clearly state the process for evaluating Intellectual Contributions. Note, see Strategic Planning Council item 1f.
4. Communicate results and resource needs to Faculty Development Council, to the Strategic Planning Council, and to the Executive Council.

**Technology and Educational Resources Council (TERC)**

1. Identify technology (e.g., hardware, software, databases, etc.) and educational resources needed to support degree programs.
2. Identify technology educational resources needed to support students.
3. Identify technology educational resources needed to support faculty who are serving students.
4. Identify technology educational resources needed to support Intellectual Contributions. Note, see Strategic Planning Council items 1f.
5. List all stakeholders of the College's technology and educational resources.
6. Consult with all stakeholders of the College's technology and educational resources.
7. Communicate results and resource needs to the Undergraduate Program Council and the Graduate Program Council (see UPC & GPC item 10j), to the Strategic Planning Council, and to the Executive Council.

**External Relations Council (ERC)**

1. Identify all external stakeholders of the College.
2. Consult with all external stakeholders and seek input on the content of the Mission Statement.
3. Consult with all external stakeholders and seek input on each degree program's curriculum. (See, UPC & GPC item 10b i.)
4. Consult with all external stakeholders and seek input on and expertise with assessing each degree program's learning goals.
5. Communicate results to the Undergraduate Program Council, to the Graduate Program Council, to Strategic Planning Council, and to the Executive Council.

## Executive Council (ExC)

- 1
- 2
- 3 1. Identify and provide the infrastructure and financing sufficient to support the Mission.
- 4 2. Identify and provide the resources sufficient for Action Items.
- 5 2a. Prepare, by degree program, **Table of Financial Support for Strategic Action**
- 6 **Items**. See *Standards* PDF page 32 of 77. (For an understanding of what is a
- 7 "degree program", see, UPC & GPC item 1.)
- 8 2a. i. Resources for priority items may be existing and continuing resources or
- 9 may new resources.
- 10 3. Inventory all demands on faculty for performing each task as well as inventory all
- 11 demands on all tasks in aggregate. (See, UPC & GPC item 10j.)
- 12 3a. Assure sufficient faculty and resources for instruction.
- 13 3a i. Prepare **Table 1A: Summary of Faculty Sufficiency in Discipline and**
- 14 **School (RE: Standard 9 - Using Student Credit Hours)**. See
- 15 *Standards* PDF page 47 of 77.
- 16 3a i [a] Participating (i.e., do more than mere teaching) Faculty should
- 17 generate 75+% all CBA's total SCH.
- 18 3a ii [b] Participating Faculty should generate 60+% of a degree program's
- 19 SCH.
- 20 3a iii [c] Participating Faculty should generate 60+% of a discipline's SCH
- 21 (i.e., based upon CBA's organizational structure).
- 22 3a. ii. Prepare **Table 1B: Summary of Faculty Sufficiency in Discipline and**
- 23 **School (RE: Standard 9 - Using Contact Hours)**. See *Standards* PDF
- 24 page 48 of 77.
- 25 3a. iii. Prepare **Table 1C: Summary of Faculty Sufficiency in Discipline and**
- 26 **School (RE: Standard 9 - Using Courses)**. See *Standards* PDF page 49
- 27 of 77.
- 28 3b. Assure sufficient faculty and resources for each task.
- 29 3c. See, UPC & GPC items 10i and 10i a. *Expect a continual need for faculty*
- 30 *assigned time and a high quality student worker related to assessment.*
- 31 4. Identify qualifications of faculty (i.e., Academically Qualified, Professionally Qualified,
- 32 and Other {some say "not qualified"}).
- 33 4a. Prepare, by degree program (for an understanding of what is a "degree program",
- 34 see, UPC & GPC item 1), **Table II: Summary of Faculty intellectual**
- 35 **Contributions and Qualifications (RE: Standards 2, 9, & 10)**. See *Standards*
- 36 PDF page 50 of 77.
- 37 4a i. Academically Qualified (e.g., teaching in field of doctorate) faculty should
- 38 generate 50+% of the SCH by degree program and for the school. See,
- 39 PDF page 42 through 44 of 77.
- 40 4a i [a] If the degree program is a graduate degree, then a higher
- 41 percentage of the faculty should be Academically Qualified.
- 42 4a ii. Academically Qualified faculty plus Professional Qualified (see, PDF
- 43 page 44 of 77) faculty should generate 90+% of the SCH by degree
- 44 program and for the school.
- 45 4a iii. Other (e.g., ABD) faculty should not generate more than 10% of the SCH
- 46 by degree program or for the school.
- 47

1 **continuation of the Executive Council (ExC)**  
2

- 3 4a iv. Using a **rolling five year** measurement period, **qualification will be lost**  
4 (whether it is Academic Qualification or it is Professional Qualification),  
5 if the faculty member is [a] not involved in continuous development  
6 and/or [b] has no Intellectual Contributions.
- 7 4a v. Note footnote #5 on **Table II: Summary of Faculty Intellectual**  
8 **Contributions and Qualifications (RE: Standards 2, 9, & 10)** at PDF  
9 page 50 of 77. The Intellectual Contributions of the faculty who are  
10 Professionally Qualified need not be the same, but may be the same, as the  
11 Intellectual Contributions of the faculty who are Academically Qualified.  
12 Typically, the IC of PQ are different than the IC of AQ. In any event, the  
13 IC expectations for the AQ and the PQ must be stated clearly. *Repeat at*  
14 *Strategic Planning Council If ii [b].*
- 15 5. Manage the whole faculty as a portfolio. This portfolio must match the prioritized mix of  
16 the Mission. Individual faculty members need not match the mix; the faculty as a whole  
17 portfolio, must match the prioritized mix of the Mission.
- 18 6. Identify and provide sufficient continuous development resources for all Participating  
19 Faculty and for all Supporting Faculty, regardless of the contractual arrangement with the  
20 institution.
- 21 6a. The College may count those resources provided by the Supporting Faculty  
22 personally or by their primary employers.
- 23 7. Identify and provide planning processes for faculty resources.
- 24 8. Identify and provide a mixture of facilities and staff sufficient to support students with  
25 Academic Assistance, Academic Advising, and Career Advising.
- 26 9. Identify and provide facilities and staff sufficient to support faculty's Intellectual  
27 Contributions.  
28  
29

## AACSB Standards.

<http://www.aacsb.edu/accreditation/business/standards01-01-04.pdf>

The *Standards* tend to be very stable (i.e., change requires a vote of the Deans).

However, the interpretation of the *Standards* is expected to be far more evolutionary (i.e., adjustments made by AACSB staff in consultation with the Deans).

For example, immediately above is linked the January 1, 2004 version of the document containing and interpreting the *Standards*. It is 77 pages long. The April 25, 2003 version

<http://www.aacsb.edu/accreditation/business/standards-4-25.pdf>

was 71 pages long. Mostly, the changes were in the form of added examples, although some changes were significant (e.g., narrowing the definition of Participating Faculty).

Of those 70+ pages, the *Standards* consume a mere 4 pages, and are unchanged between those two versions. In that document, the *Standards* appear twice, the first time as a stand-alone Section 2 (quoted in full below) and second as bolded text within the interpretation sections.

### SECTION 2: STANDARDS FOR BUSINESS ACCREDITATION

#### STRATEGIC MANAGEMENT STANDARDS

1: The school publishes a mission statement or its equivalent that provides direction for making decisions. The mission statement derives from a process that includes the viewpoints of various stakeholders. The school periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders. [MISSION STATEMENT]

2: The school's 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 mission includes the production of intellectual contributions that advance the knowledge and practice of business and management. [MISSION APPROPRIATENESS]

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

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

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

#### PARTICIPANTS STANDARDS

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

1 7: The school has academic standards and retention practices that produce high quality  
2 graduates. The academic standards and retention practices are consistent with the school's  
3 mission. [STUDENT RETENTION]  
4

5 8: The school maintains a staff sufficient to provide stability and ongoing quality  
6 improvement for student support activities. Student support activities reflect the school's  
7 mission and programs and the students' characteristics. [STAFF SUFFICIENCY STUDENT  
8 SUPPORT]  
9

10 9: The school maintains a faculty sufficient to provide stability and ongoing quality  
11 improvement for the instructional programs offered. The deployment of faculty resources  
12 reflects the mission and programs. Students in all programs, majors, areas of emphasis, and  
13 locations have the opportunity to receive instruction from appropriately qualified faculty.  
14 [FACULTY SUFFICIENCY]  
15

16 10: The faculty has, and maintains, intellectual qualifications and current expertise to  
17 accomplish the mission and to assure that this occurs, the school has a clearly defined process to  
18 evaluate individual faculty member's contributions to the school's mission. [FACULTY  
19 QUALIFICATIONS]  
20

21 11: The school has well-documented and communicated processes in place to manage and  
22 support faculty members over the progression of their careers consistent with the school's  
23 mission. These include:

- 24 • Determining appropriate teaching assignments, intellectual expectations, and  
25 service workloads.
- 26 • Providing staff and other mechanisms to support faculty in meeting the  
27 expectations the school holds for them on all mission-related activities.
- 28 • Providing orientation, guidance and mentoring.
- 29 • Undertaking formal periodic review, promotion, and reward processes.
- 30 • Maintaining overall plans for faculty resources.

31 [FACULTY MANAGEMENT AND SUPPORT]  
32

33 12: The business school's faculty in aggregate, its faculty subunits, and individual faculty,  
34 administrators, and staff share responsibility to:

- 35 • Ensure adequate time is devoted to learning activities for all faculty members and  
36 students.
- 37 • Ensure adequate student-faculty contact across the learning experiences.
- 38 • Set high expectations for academic achievement and provide leadership toward  
39 those expectations.
- 40 • Evaluate instructional effectiveness and overall student achievement.
- 41 • Continuously improve instructional programs.
- 42 • Innovate in instructional processes.

43 [AGGREGATE FACULTY AND STAFF EDUCATIONAL RESPONSIBILITY]  
44

- 1 13: Individual teaching faculty members:  
2 • Operate with integrity in their dealings with students and colleagues.  
3 • Keep their own knowledge current with the continuing development of their  
4 teaching disciplines.  
5 • Actively involve students in the learning process.  
6 • Encourage collaboration and cooperation among participants.  
7 • Ensure frequent, prompt feedback on student performance.

8 [INDIVIDUAL FACULTY EDUCATIONAL RESPONSIBILITY]  
9

- 10 14: Individual Students:  
11 • Operate with integrity in their dealings with faculty and other students.  
12 • Engage the learning materials with appropriate attention and dedication.  
13 • Maintain their engagement when challenged by difficult learning activities.  
14 • Contribute to the learning of others.  
15 • Perform to standards set by the faculty.

16 [STUDENT EDUCATIONAL RESPONSIBILITY]  
17

## ASSURANCE OF LEARNING STANDARDS

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.
- 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]

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]

1 17: The bachelor's or undergraduate level degree programs must provide sufficient time,  
2 content coverage, student effort, and student-faculty interaction to assure that the learning goals  
3 are accomplished. [UNDERGRADUATE EDUCATIONAL LEVEL]  
4

5 18: Master's level degree in general management (e.g., MBA) programs: Knowledge and  
6 skills. Participation in a master's level degree program presupposes the base of general  
7 knowledge and skills appropriate to an undergraduate degree. Learning at the master's level is  
8 developed in a more integrative, interdisciplinary fashion than undergraduate education.  
9

10 The capacities developed through the knowledge and skills of a general master's level program  
11 are:  
12

- 13 • Capacity to lead in organizational situations.
- 14 • Capacity to apply knowledge in new and unfamiliar circumstances through a  
15 conceptual understanding of relevant disciplines.
- 16 • Capacity to adapt and innovate to solve problems, to cope with unforeseen events,  
17 and to manage in unpredictable environments.  
18

19 Adapting expectations to the school's mission and cultural circumstances, the school specifies  
20 learning goals and demonstrates master's level achievement of learning goals for key  
21 management-specific knowledge and skills in each master's level general management program.  
22 [MASTER'S LEVEL GENERAL MANAGEMENT LEARNING GOALS]  
23

24 19: Master's level degree in specialized programs: Knowledge and Skills. Participation in a  
25 master's level program presupposes the base of general knowledge and skills appropriate to an  
26 undergraduate degree and is at a more advanced level. The level of knowledge represented by  
27 the students of a specialized master's level program is the:  
28

- 29 • Application of knowledge even in new and unfamiliar circumstances through a  
30 conceptual understanding of the specialization.
- 31 • Ability to adapt and innovate to solve problems.
- 32 • Capacity to critically analyze and question knowledge claims in the specialized  
33 discipline.  
34

35 Master's level students in specialized degree programs demonstrate knowledge of theories,  
36 models, and tools relevant to their specialty field. They are able to apply appropriate specialized  
37 theories, models, and tools to solve concrete business and managerial problems. Adapting  
38 expectations to the school's mission and cultural circumstances, the school specifies learning  
39 goals and demonstrates achievement of learning goals in each specialized master's degree  
40 program. [SPECIALIZED MASTER'S DEGREE LEARNING GOALS]  
41

42 20: The master's level degree programs must provide sufficient time, content coverage,  
43 student effort, and student-faculty interaction to assure that the learning goals are accomplished.  
44 [MASTER'S EDUCATIONAL LEVEL]  
45

1 21: Doctoral level degree: Knowledge and Skills: Doctoral programs educate students for  
2 highly specialized careers in academe or practice. Students of doctoral level programs  
3 demonstrate the ability to create knowledge through original research in their areas of  
4 specialization. Normally, doctoral programs will include:

- 5
- 6 • The acquisition of advanced knowledge in areas of specialization.
  - 7 • The development of advanced theoretical or practical research skills for the areas  
8 of specialization.
  - 9 • Explicit attention to the role of the specialization areas in managerial and  
10 organizational contexts.
  - 11 • Preparation for teaching responsibilities in higher education (for those students  
12 who expect to enter teaching careers).
  - 13 • Dissertation, or equivalent, demonstrating personal integration of, and original  
14 intellectual contribution to, a field of knowledge.
  - 15 • Other areas as identified by the school.

16 [DOCTORAL LEARNING GOALS]

17

18 [end of *Standards*]

19