



ACBSP Feedback Report

October 18, 2008

Troy University Evaluation Feedback Report

Introduction

Congratulations on the completion of your self-study and site-visit for specialized business accreditation through the Association of Collegiate Business Schools and Programs (ACBSP). This report is based upon the data and information from your self-study and site-visit as it relates to the appropriate sections of the ACBSP Standards and Criteria. This report provides some basic information on the process used to evaluate your business programs and a detailed listing of the strengths and areas of improvement as identified by the team. This report is not intended to tell you what to do differently, but will provide you with feedback on things you appear to be doing well and where there appear to be opportunities for improvement as defined in the ACBSP Standards and Criteria.

Background

After receiving the self-study report, ACBSP put together a team of trained program evaluators to conduct the site visit. ACBSP selects visiting team members from a pool of well qualified persons who have experience in the Association's evaluation process.

Each member of the team independently evaluated the self-study to identify strengths and opportunities for improvement using the ACBSP Standards and Criteria. The evaluation team met via conference call prior to the site-visit to come to consensus on comments and scoring for each section of the ACBSP Standards and Criteria. The site-visit was essential to verify or make changes in this work.

After the site visit was finished and the team chair completed the final report, the report was forwarded to ACBSP headquarters. ACBSP is now sending the team's report to the institutional representative for review and comment. The response should be signed by the President of the institution. A written response is requested within two weeks of receipt of this report. After the institution's response is received by ACBSP, it becomes a part of the material to be reviewed by the Board of Commissioners.

After careful review of the self-study report, the visiting team's findings, the response by the institution, and other relevant materials, the Board of Commissioners makes a determination of whether the business school or program meets the accreditation standards of ACBSP.



EXECUTIVE SUMMARY

Key summary findings from the feedback report:

Preface: This report was prepared under the 2004 ACBSP Standards and Criteria that promulgate quality education and continuous improvement. Under these standards, a site visit feedback report often contains much more feedback for an institution than has previously been experienced by that institution. It is important to understand that this feedback is developed in the spirit of assisting the institution in achieving its stated goals and making progress toward continuous quality improvement systems. While the report contains many points of feedback for the institution to consider, the critical point(s) for action will be summarized by the Board of Commissioners in their decision letter regarding accreditation status.

1. The most important strengths or outstanding practices identified by the site visit team are:

Troy University and Sorrell College of Business officers, deans, committee chairs and faculty have demonstrated and continue to demonstrate strong leadership skills in the merger and integration of the three distinct university units that existed prior to 2005. This was a challenging undertaking that continues to hold significant importance for the organization.

Faculty and staff participate in the strategic planning process through the Discipline Coordinating Committees (DCCs), Program Quality & Accreditation Committees, Strategic Planning Committees, and annual planning meetings. The strategic plan is communicated, updated and improved through various means of communication including the Dashboard system. Campus and site administrators understand their role and specific goals for fulfilling the strategic plan.

The on-going Course Certification Process is developed, deployed and has resulted in the verification of a well-qualified and deployed faculty.

The Sorrell College of Business has a process of using DCCs that are entrusted with developing course master syllabi. These committees utilize faculty at all locations to help ensure consistency in understanding and addressing curriculum issues.

The E-Campus has a strong support network to facilitate the online learning experience. The support unit has significant human resources allocated to its operation. Furthermore, the unit staffs twenty-four hour access to a library specialist for students.

2. The most significant opportunities for improvement identified by the site visit team are:

The DCC system appears to be in an early stage of deployment that has not yet achieved consistency nor systematically reported results and implemented continuous improvement. Full deployment of the DCC system may be critical to the achievement of many of SCOB's strategic initiatives reported in the self-study.

SCOB has historically analyzed MFT results as its primary assessment tool. It is not apparent how the results of other direct measures of student learning are analyzed and used for continuous improvement. The MFT is a vital and necessary component of knowledge assessment, but it is not sufficient to measure other organizational goals. SCOB's strategic initiatives and mission statement clearly identify multiple objectives that are not measured. For example, the mission states that SCOB will be the "first choice for higher business education students in their quest to succeed in a dynamic and global economy" as well as SCOB "will create the model for 21st century business education and community service." These mission points do not currently have multiple direct measures. Addressing this gap may assist SCOB in achieving its mission and other strategic initiatives.

The site visit team understands the role of the DCC in outcomes assessment. However, it appears that student learning outcomes and content in courses offered through E-campus and some international sites are not assessed in a fully-deployed manner that is systematic and consistent with other SCOB campuses. Consistent and systematic oversight of all courses offered throughout SCOB may assist in achieving the strategic initiative to improve learning outcomes and overcoming the strategic challenge of continuing to create one integrated university.

There are several mechanisms in place to collect information and analyze results; however there does not appear to be a systematic approach to establishing information importance, setting goals, or tracking performance improvements made as a result of the information. Several anecdotal examples of such improvements were provided, however the development of a systematic approach to this area of opportunity may help SCOB better address its identified challenges of worldwide consistency in quality.

SCOB has used discrete direct student outcomes assessment data, but a systematic approach to trending of data was not evident to the site visit team. Data trending is an important step in the development of a continuous quality improvement system.

Although an approach is in place and some improvements have been made to date, the overall impact of and a systematic approach to continuous improvement has not yet been established. In other words, improvements appear to be made in an ad hoc manner in many instances and are primarily reactive rather than proactive in nature. For example, the site visit team was not able to identify a process to assess the linkages between student learning outcomes, program outcomes and SCOB's mission. Addressing this opportunity for improvement is important to closing the feedback loop.

The human resource plan includes elements addressing faculty development, but a systematic approach to faculty development is not evident. SCOB's strategic initiative to improve full-time and part-time faculty development and engagement suggests that development, deployment and continuous improvement of a systematic approach to developmental planning are appropriate.

The site visit team recognizes that SCOB has a system in Digital Measures to track faculty credentials and activity. Furthermore, SCOB espouses a strong commitment to quality in the classroom and the recruitment of quality faculty. However, the team was not able to find documentation that systematically links faculty credentials and performance evaluations to student learning outcomes. Addressing this opportunity for improvement may be important to demonstrating alignment with SCOB's vision, mission and values as well as building a quality learning environment.

It is recognized that the Master of Science in Human Resource Management and Master of Science in Management programs are delivered by SCOB with focus on the role, theory and practice of human resource management and general management in organizations, often for non-business baccalaureates. For that reason, SCOB does not currently address all components of the CPC in these curricula. However, competency in all areas of the CPC must be documented in all degree programs. SCOB may consider alternative methods of documenting these competencies in ways that are consistent with the program target markets and learning objectives. Addressing this opportunity may assist SCOB in enhancing the depth and breadth of these programs.

ACBSP
Feedback Report
Table of Contents

	<i>Page</i>
EXECUTIVE SUMMARY	ii
STANDARD #1 Leadership	1
STANDARD #2 Strategic Planning	3
STANDARD #3 Student and Stakeholder Focus	4
STANDARD #4 Measurement and Analysis of Student Learning and Performance	5
STANDARD #5 Faculty and Staff Focus	10
STANDARD #6 Educational and Business Process Management	18

STANDARD #1. Leadership

Administrators (chief academic officers, deans, department chairs) and faculty must personally lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. The values and expectations must be integrated into the business school's or program's leadership system; and the business school or program must continuously learn, improve, and address its societal responsibilities and community involvement.

Strengths

++ Troy University and Sorrell College of Business officers, deans, committee chairs and faculty have demonstrated and continue to demonstrate strong leadership skills in the merger and integration of the three distinct university units that existed prior to 2005. This was a challenging undertaking that continues to hold significant importance for the organization.

+ Ethical behaviors are fostered throughout the organization in a number of different ways including published student and faculty handbooks, annual convocation, Troy Business Research Symposium, newsletters, course syllabi, Turnitin.com, e-mails, and state mandated annual compliance forms. This is in alignment with the stated value of integrity and ethics throughout Sorrell College of Business (SCOB).

+ Many different venues have been developed to communicate more effectively throughout SCOB. The mission and vision are clearly highlighted in many forms of communication including web resources and syllabi. Newsletters and Blackboard are used to discuss curricula. The annual convocation and the Troy Research Business Symposium support the other communication processes noted above. This is important to achieving SCOB's strategic initiative to improve communication.

+ Elements of an outcomes assessment system have been developed in SCOB. There is some anecdotal evidence of changes that have been made to improve performance. Development of the Discipline Coordinating Committees (DCCs) to spearhead future improvement efforts appears to be a potentially effective and systematic approach to achieving the strategic initiative to improve learning outcomes.

+ E-Campus technical staff understands its role as a support unit of Troy University. E-Campus has developed a new administrative structure designed to encourage the effective delivery of quality online programs and courses.

+ The systematic approach to strategic planning documented in Dashboard provides a systematic means to evaluate the performance of administrators. The DCCs and the faculty performance development plans are systematic approaches to evaluating faculty performance. Both systems may be utilized by SCOB in their initiatives to improve learning and academic program offerings.

Name of Applicant

Feedback Report

+ Development of the Center for International Business and Economic Development is evidence of an approach to address the impact of SCOB on society through improved services and operations. Additionally, faculty, administrators and students in the regions are actively involved with the community on many different projects and initiatives.

+ SCOB has a number of active advisory boards. Each of the Alabama campuses has an advisory council that meets twice a year. Members of these councils are members of the SCOB Business Advisory Council. This board meets twice a year. The School of Accountancy has an advisory board that meets once per year. Active advisory boards are important to ensuring that community and employer needs are being met.

Opportunities for Improvement

-- Although it is noted that the DCCs are a systematic approach to performance improvement, the DCC system appears to be in an early stage of deployment that has not yet achieved consistency nor systematically reported results and implemented continuous improvement. Full deployment of the DCC system may be critical to the achievement of many of SCOB's strategic initiatives reported in the self-study.

- It is noted that Troy and SCOB's organizational structures have gone through a series of modifications and improvements as a result of the merger in 2005. However, there is still residual misunderstanding and concern among some faculty and administrators about the current and future efficacy of the new structure. This is relevant to SCOB's strategic challenge to continue to integrate the three distinct universities involved in the merger.

- While it is noted that a viable Business Advisory Council is in place and active, its representatives are all from the United States, and most are from Alabama. This does not appear to be consistent with SCOB's strategic initiative to internationalize all aspects of its programs and develop international strategic partners.

- Although a new E-Campus structure has been developed to administer and support online programs, there does not appear to be direct involvement of the DCCs over SCOB's online programs and courses. DCC involvement may be an important factor in SCOB's initiatives to improve learning outcomes and achieve consistency across campuses and sites.

STANDARD #2. Strategic Planning

The business school or program must have a process for setting strategic directions to better address key student and program performance requirements. The strategy development process should lead to an action plan for deploying and aligning key plan performance requirements. It should also create an environment that encourages and recognizes innovation and creativity.

Strengths

- ++ Faculty and staff participate in the strategic planning process through the Discipline Coordinating Committees, Program Quality & Accreditation Committees, Strategic Planning Committees, and annual planning meetings. The strategic plan is communicated, updated and improved through various means of communication including the Dashboard system. Campus and site administrators understand their role and specific goals for fulfilling the strategic plan.
- + Dashboard documents a formal process to establish expected outcomes, assess those outcomes, plan for improvement and provide evidence of improvement for the university and SCOB.
- + Strategic initiatives are outlined in Table 6 on pages 52 through 56 of the self-study and on SCOB's strategic planning site on Dashboard. These initiatives include timeline, actions taken and direct tie-in to the mission of SCOB and the university.

Opportunities for Improvement

- Although it is noted that timelines for strategic initiatives are present in Table 6 of the self-study, these timelines are stated in a manner that is non-specific and without evidence of interim goals, action plans and performance measures. The strategic planning system in Dashboard partially addresses this through the work logs and green progress bars that can be updated to reflect progress toward goals. However, this system does not appear to be fully deployed across all strategic initiatives and reporting units in SCOB. Full deployment of the strategic planning and management system may prove beneficial to SCOB in achieving its strategic initiatives.
- While it was made clear to the site visit team that Dashboard will be improved or replaced in the near future, it is important to note that there were inconsistencies between strategic initiatives reported in the self-study and the initiatives posted on Dashboard. Some of this may be due to the technical linkage to the outcomes assessment system on Dashboard that is not operating as expected. Successful achievement of strategic initiatives may be affected by inconsistent alignment and communication.
- Although the importance of human resource planning and its relationship to achievement of the strategic plan is clearly acknowledged by SCOB and Troy administrators, a systematic approach to aligning the hiring process with the strategic planning process was not evident. Addressing this opportunity for improvement may aid SCOB in achieving its goal to recruit and retain doctorally and professionally qualified full-time and part-time faculty.

STANDARD #3. Student and Stakeholder Focus

A business school or program must have a systematic procedure to determine requirements and expectations of current and future students and stakeholders, including how the business school or program enhances relationships with students and stakeholders and determines their satisfaction. Stakeholders may include parents, employers, alumni, donors, other schools, communities, etc.

Strengths

- + Targeted student segments are identified on page 59 of the self-study. Identification of student segments is an important step both in the continuous improvement process and achieving the vision and mission of SCOB.
- + Multiple methods (including alumni and employer surveys) are used to gather data concerning student and stakeholder satisfaction. A comprehensive list of stakeholders and “listening” methods is found on pages 60-61 of the self-study. Multiple methods of data gathering helps ensure that all student segments and stakeholders are represented.
- + Stakeholders and their key requirements have been identified in Table 8 on page 62 of the self-study. Identification of key requirements is important to deployment of continuous improvement processes in SCOB.

Opportunities for Improvement

- While it is noted that satisfaction measures for each student and stakeholder group are defined in Table 9 on pages 68 and 69 of the self-study, these measures are not quantifiable. Furthermore, the site visit team was unable to find evidence of a systematic approach to providing communications channels for students’ suggestions and concerns. Quantifiable satisfaction measures and a systematic approach to resolving student’s suggestions and concerns may be important to achieving SCOB’s vision to be the first choice for higher business education students.
- Satisfaction survey data from alumni and employers are made available to regional directors, site directors, campus administrators and faculty. This data does not appear to be analyzed or used for continuous improvement in a systematic manner throughout SCOB’s campuses. A systematic approach to analysis of survey data and continuous improvement may help the college meet its vision to become a model for 21st century business education and community service.

STANDARD #4. Measurement and Analysis of Student Learning and Performance
Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

4.1 Selection and Use of Information and Data

Strengths

- + SCOB has a comprehensive outcomes assessment plan documented in Dashboard that flows from its new mission statement into its classroom assessments. The outcomes assessment plan is straightforward, well defined, and updated in a systematic manner.
- + SCOB assesses student learning outcomes in a systematic fashion. For example, its assessment plan allows for direct outcomes assessments of its undergraduate and graduate students. Direct assessments are criterion-referenced exams administered through the undergraduate and graduate capstone experiences, the Pre-PHR for the MSHRM, and the norm-referenced MFT for both undergraduate and graduate students. Utilizing direct assessments helps ensure consistent and acceptable levels of learning for SCOB students.
- + Faculty and administrators are provided with aggregate MFT data and are familiar with the importance of outcomes assessment. Students see their individual MFT results and faculty may share aggregate results with the students. All campuses have access to their MFT results separate from other campuses so that they can benchmark their performance against other locations. Unacceptable MFT results have resulted in changes to courses and curricula on an ad hoc basis on all campuses.

Opportunities for Improvement

- Although SCOB has historically analyzed MFT results, it is not apparent how the results of other direct measures of student learning are analyzed and used for continuous improvement. The MFT is a vital and necessary component of knowledge assessment, but it is not sufficient to measure other organizational goals. SCOB's strategic initiatives and mission statement clearly identify multiple objectives that are not measured. For example, the mission states that SCOB will be the "first choice for higher business education students in their quest to succeed in a dynamic and global economy" as well as SCOB "will create the model for 21st century business education and community service." These mission points do not currently have multiple direct measures. Addressing this gap may assist SCOB in achieving its mission and other strategic initiatives.
- The site visit team understands the role of the DCC in outcomes assessment. However, it appears that student learning outcomes and content in courses offered through E-campus and some international sites are not assessed in a fully-deployed manner that is systematic and consistent with other SCOB campuses. Consistent and systematic oversight of all courses offered throughout SCOB may assist in achieving the strategic initiative to improve learning outcomes and overcoming the strategic challenge of continuing to create one integrated university.
- Student learning outcomes vary significantly in rigor and breadth across SCOB programs. For example, at the master's level there are six student learning outcomes for the MBA and fifty-eight for the MSHRM. A systematic approach to establishing a learning outcomes system that is

consistent across programs may be important to improving results and addressing inconsistencies within the post-merger organization structure.

STANDARD #4. Measurement and Analysis of Student Learning and Performance
Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

4.2 Selection and Use of Comparative Information Data

Strengths

- + SCOB uses comparative information and data to make ad hoc improvements at both the undergraduate and graduate levels. For example, SCOB noticed a decline in the undergraduate finance scores on the MFT over a period of five years. This resulted in the SCOB adding a second finance course to the core curriculum. Use of comparative information is an important step in improving business education performance.
- + Criteria for selecting comparable schools are identified in appendix 4B of the self-study. Selection of a peer group of institutions for comparison is important to implementing a benchmarked continuous improvement system.

Opportunities for Improvement

- Although SCOB has implemented and deployed the use of MFT and capstone comparative data to measure student success, the site visit team was unable to determine how SCOB uses other direct comparative measures, if any, to measure overall student performance. Multiple direct assessment instruments are important to validating fulfillment of the mission and improving student learning.
- MFT is the primary direct assessment measure. Targets have been set (70% to exceed national mean minus one standard deviation) and comparisons are made for MFT results. Identified gaps in performance at the program and class level are not systematically used to drill down to root causes of problems and drive improvement. Furthermore, selecting one summative measure may not be sufficient to identify deficiencies in student learning at the program and class level to take corrective action. This is important to SCOB's strategic initiative to improve learning outcomes.

STANDARD #4. Measurement and Analysis of Student Learning and Performance
Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

4.3 Selection and Use of Information Results

Strengths

+ Using fact-based data (MFT results), SCOB determined that aggregate student scores averaged lower than goals established by SCOB against national norms. In response, SCOB faculty were charged with finding root causes of the problem and developing viable solutions. Root causes identified were: students were allowed into classes without the necessary prerequisites, students were shopping for easy teachers, and students did not take the MFT seriously. These findings resulted in the following actions: (1) manual checks of every class roster to assure compliance with prerequisites; (2) appointment of a new Director of Academics for E-Campus to work with faculty teams to assure that courses are taught the way they are designed; and (3) inclusion of the MFT exam for at least 10% of a student's final grade in the capstone strategy course. This is an example of appropriately selecting and using information results.

Opportunities for Improvement

- - Although there are several mechanisms in place to collect information and analyze results, there does not appear to be a systematic approach to establishing information importance, setting goals, or tracking performance improvements made as a result of the information. Several anecdotal examples of such improvements were provided, however the development of a systematic approach to this area of opportunity may help SCOB better address its identified challenges of worldwide consistency in quality.

-- Although SCOB has used discrete direct student outcomes assessment data, a systematic approach to trending of data was not evident to the site visit team. Data trending is an important step in the development of a continuous quality improvement system.

- Although SCOB has used MFT institutional mean scores to improve student learning, it is not apparent how it has used the scores from MFT's assessment indicators in a systematic manner. This is relevant because these assessment indicators (five for MBA and nine for Undergraduate) provide student learning performance measures on Accounting, Economics, Management, Quantitative Business Analysis, Finance, Marketing Legal and Social Environment, Information Systems, and International Issues.

STANDARD #4. Measurement and Analysis of Student Learning and Performance
Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

4.4 Continuous Process Improvement: Student Learning and Performance

Strengths

+ Points of Institutional Effectiveness (PIEs) are completed each year to determine what the university does well and what needs improvement. The performance level on MFTs has been identified as an opportunity for improvement through this process.

Opportunities for Improvement

-- Although an approach is in place and some improvements have been made to date, the overall impact of and a systematic approach to continuous improvement has not yet been established. In other words, improvements appear to be made in an ad hoc manner in many instances and are primarily reactive rather than proactive in nature. For example, the site visit team was not able to identify a process to assess the linkages between student learning outcomes, program outcomes and SCOB's mission. Addressing this opportunity for improvement is important to closing the feedback loop.

STANDARD #5. Faculty and Staff Focus

The ability of a business school or program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business school or program must: (1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan which matches faculty credentials and characteristics with program objectives; (2) evaluate the faculty based on defined criteria and objectives; (3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and (4) foster an atmosphere conducive to superior teaching.

5.1 Human Resource Planning

Strengths

- + SCOB is engaged in human resource planning that supports university goals and includes faculty input. Initial stages of deployment of the human resource plan are evident. This is important to overcoming the strategic challenge of finding enough qualified faculty to meet SCOB needs.
- + The human resource plan includes many faculty training and development elements that have served SCOB well and will assist in addressing the strategic initiative to improve faculty engagement.
- + The faculty and staff promotion process is systematic and clearly articulated in the Faculty Handbook and Staff Handbook.

Opportunities for Improvement

- - While it is noted that the human resource plan includes elements addressing faculty development, a systematic approach is not evident. SCOB's strategic initiative to improve full-time and part-time faculty development and engagement suggests that development, deployment and continuous improvement of a systematic approach to developmental planning are appropriate.

STANDARD #5. Faculty and Staff Focus

The ability of a business school or program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business school or program must: (1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan which matches faculty credentials and characteristics with program objectives; (2) evaluate the faculty based on defined criteria and objectives; (3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and (4) foster an atmosphere conducive to superior teaching.

5.2 Employment

Strengths

- ++ The on-going Course certification Process is developed, deployed and has resulted in the verification of a well-qualified faculty.
- + There is an established orientation procedure and mentoring process for new faculty. Faculty hired to teach online or hybrid courses are provided Teaching Online Proficiency courses (TOPI, TOPII).

Opportunities for Improvement

- The site visit team recognizes that SCOB has a system in Digital Measures to track faculty credentials and activity. Furthermore, SCOB espouses a strong commitment to quality in the classroom and the recruitment of quality faculty. However, the team was not able to find documentation that systematically links faculty credentials and performance evaluations to student learning outcomes. Addressing this opportunity for improvement may be important to demonstrating alignment with SCOB's vision, mission and values as well as building a quality learning environment.
- While it is noted that there is a good working relationship between full-time and part-time faculty, the site visit team was unable to ascertain how SCOB determines and justifies the appropriate percentage of full-time versus part-time faculty. Addressing this opportunity may help SCOB establish a systematic approach to meeting student and program learning outcomes.
- Evidence of systematic participation in department activities by part-time faculty was not available. Part-time faculty members are an integral part of the operations and course delivery in SCOB. Addressing part-time faculty participation in department activities may help SCOB achieve its strategic initiative to improve faculty engagement and development.

STANDARD #5. Faculty and Staff Focus

The ability of a business school or program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business school or program must: (1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan which matches faculty credentials and characteristics with program objectives; (2) evaluate the faculty based on defined criteria and objectives; (3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and (4) foster an atmosphere conducive to superior teaching.

5.3 Faculty Deployment

Strengths

++ The on-going Course Certification Process is developed, deployed and has resulted in the verification of a well-qualified and deployed faculty.

Opportunities for Improvement

- Although the faculty is well deployed, a systematic approach to ensuring that there are sufficient human resources at every location to address advising and administration needs was not evident. The lack of sufficient human resources at all locations may hinder the ability to meet advising and administration needs for specific locations.

STANDARD #5. Faculty and Staff Focus

The ability of a business school or program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business school or program must: (1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan which matches faculty credentials and characteristics with program objectives; (2) evaluate the faculty based on defined criteria and objectives; (3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and (4) foster an atmosphere conducive to superior teaching.

5.4 Faculty Size and Load

Strengths

- + The critical elements for determining size and load have been identified and incorporated into the early stages of a systematic approach. There are also recently developed faculty rosters in place to monitor teaching load on an on-going basis.
- + Three personnel documents to monitor faculty activities: Professional Development Plan (PDP), Self-Evaluations, and Supervisor Review.

Opportunities for Improvement

- Appendix 5.G. Faculty Load lists nine activities required of faculty. Troy University has an opportunity to develop a systematic process to ensure that all faculty members at all locations are involved in some of the nine functions of faculty members.

STANDARD #5. Faculty and Staff Focus

The ability of a business school or program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business school or program must: (1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan which matches faculty credentials and characteristics with program objectives; (2) evaluate the faculty based on defined criteria and objectives; (3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and (4) foster an atmosphere conducive to superior teaching.

5.5 Faculty Evaluation

Strengths

+ An approach has been deployed to evaluate both part-time and full-time faculty that covers scholarship, teaching and service. The E-Campus works with the programs to provide information for adjunct faculty evaluations.

+ A systematic approach to compensation and recognition is evident and fully deployed.

Opportunities for Improvement

- While a faculty evaluation system is deployed, an opportunity exists to fully deploy the process to facilitate continuous improvement of the educational systems and processes.

STANDARD #5. Faculty and Staff Focus

The ability of a business school or program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business school or program must: (1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan which matches faculty credentials and characteristics with program objectives; (2) evaluate the faculty based on defined criteria and objectives; (3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and (4) foster an atmosphere conducive to superior teaching.

5.6 Faculty and Staff Development

Strengths

+ Professional Development Plans (PDP) are in the early stages of development. The full deployment of the PDPs will allow directors to identify and prioritize faculty development needs.

Opportunities for Improvement

- Allocation of faculty and staff development resources seems to be at the discretion of site administration. There does not appear to be a systematic process deployed across all campuses to support faculty and staff engagement. Deploying a systematic process may ensure that faculty and staff development resources are sufficient on all campuses and provide faculty and staff engagement opportunities.

STANDARD #5. Faculty and Staff Focus

The ability of a business school or program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business school or program must: (1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan which matches faculty credentials and characteristics with program objectives; (2) evaluate the faculty based on defined criteria and objectives; (3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and (4) foster an atmosphere conducive to superior teaching.

5.7 Faculty Operational Procedures, Policies and Practices

Strengths

+ Troy procedures, policies and practices address all bullets indicated in the standard, and they are written a readily available to all faculty members.

Opportunities for Improvement

STANDARD #5. Faculty and Staff Focus

The ability of a business school or program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business school or program must: (1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan which matches faculty credentials and characteristics with program objectives; (2) evaluate the faculty based on defined criteria and objectives; (3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and (4) foster an atmosphere conducive to superior teaching.

5.8 Scholarly and Professional Activities

Strengths

+ Faculty are involved in scholarly and professional activities systematically documented in Digital Measures.

Opportunities for Improvement

- It is not clear how the balance of faculty involvement in scholarly and professional activities is improved and aligned with SCOB's mission. For example, are the scholarly and professional activities appropriate and consistent across all sites?

STANDARD #6. Educational and Business Process Management

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of global society. Since business graduates must be equipped to interact with other members of society, adapt to societal changes, and serve as business advocates, students must be encouraged to study global topics that will prepare them for these challenges.

Given these academic demands, business schools and programs are encouraged to be innovative and to provide flexible curriculum options. Two of the major goals of the curriculum should be the development of intellectual curiosity and the creative capacity for independent thought and action. However, regardless of their major, all business graduates are expected to have received a general exposure to economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business. Thus, business students share common professional requirements. For this reason, certain common subject matter and areas of specialization are expected to be covered in baccalaureate and graduate degree programs in business schools and programs.

Financial resources, physical facilities, library and other learning resources, equipment including computing hardware and software, and resources at off-campus sites must be adequate to support a strong curriculum and excellence in teaching.

Each business school or program must have policies and procedures addressing the areas of recruiting, admitting and retaining its students.

6.1 Education Design and Delivery

Strengths

++ The Sorrell College of Business has a process of using DCCs that are entrusted with developing course master syllabi. These committees utilize faculty at all locations to help ensure consistency in understanding and addressing curriculum issues.

+ The Sorrell College of Business has developed course matrices to identify desired skill preparation in each individual undergraduate course.

Opportunities for Improvement

-- It is recognized that the Master of Science in Human Resource Management and Master of Science in Management programs are delivered by SCOB with focus on the role, theory and practice of human resource management and general management in organizations, often for non-business baccalaureates. For that reason, SCOB does not currently address all components of the CPC in these curricula. However, competency in all areas of the CPC must be documented in all degree programs. SCOB may consider alternative methods of documenting these competencies in ways that are consistent with the program target markets and learning objectives. Addressing this opportunity may assist SCOB in enhancing the depth and breadth of these programs.

STANDARD #6. Educational and Business Process Management

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of global society. Since business graduates must be equipped to interact with other members of society, adapt to societal changes, and serve as business advocates, students must be encouraged to study global topics that will prepare them for these challenges.

Given these academic demands, business schools and programs are encouraged to be innovative and to provide flexible curriculum options. Two of the major goals of the curriculum should be the development of intellectual curiosity and the creative capacity for independent thought and action. However, regardless of their major, all business graduates are expected to have received a general exposure to economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business. Thus, business students share common professional requirements. For this reason, certain common subject matter and areas of specialization are expected to be covered in baccalaureate and graduate degree programs in business schools and programs.

Financial resources, physical facilities, library and other learning resources, equipment including computing hardware and software, and resources at off-campus sites must be adequate to support a strong curriculum and excellence in teaching.

Each business school or program must have policies and procedures addressing the areas of recruiting, admitting and retaining its students.

6.2 Management of Educational Support Service Processes and Business Operation Processes

Strengths

++ The E-Campus has a strong support network to facilitate the online learning experience. The support unit has significant human resources allocated to its operation. Furthermore, the unit staffs twenty-four hour access to a library specialist for students.

Opportunities for Improvement

STANDARD #6. Educational and Business Process Management

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of global society. Since business graduates must be equipped to interact with other members of society, adapt to societal changes, and serve as business advocates, students must be encouraged to study global topics that will prepare them for these challenges.

Given these academic demands, business schools and programs are encouraged to be innovative and to provide flexible curriculum options. Two of the major goals of the curriculum should be the development of intellectual curiosity and the creative capacity for independent thought and action. However, regardless of their major, all business graduates are expected to have received a general exposure to economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business. Thus, business students share common professional requirements. For this reason, certain common subject matter and areas of specialization are expected to be covered in baccalaureate and graduate degree programs in business schools and programs.

Financial resources, physical facilities, library and other learning resources, equipment including computing hardware and software, and resources at off-campus sites must be adequate to support a strong curriculum and excellence in teaching.

Each business school or program must have policies and procedures addressing the areas of recruiting, admitting and retaining its students.

6.3 Enrollment Management

Strengths

- + SCOB has clear standards for admitting both undergraduate and graduate students.
- + Because of state mandates, SCOB has clear standards for articulations between community colleges.
- + When SCOB has recognized problems with course quality for courses from community colleges, they have designed alternatives for students.

Opportunities for Improvement

STANDARD #6. Educational and Business Process Management

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of global society. Since business graduates must be equipped to interact with other members of society, adapt to societal changes, and serve as business advocates, students must be encouraged to study global topics that will prepare them for these challenges.

Given these academic demands, business schools and programs are encouraged to be innovative and to provide flexible curriculum options. Two of the major goals of the curriculum should be the development of intellectual curiosity and the creative capacity for independent thought and action. However, regardless of their major, all business graduates are expected to have received a general exposure to economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business. Thus, business students share common professional requirements. For this reason, certain common subject matter and areas of specialization are expected to be covered in baccalaureate and graduate degree programs in business schools and programs.

Financial resources, physical facilities, library and other learning resources, equipment including computing hardware and software, and resources at off-campus sites must be adequate to support a strong curriculum and excellence in teaching.

Each business school or program must have policies and procedures addressing the areas of recruiting, admitting and retaining its students.

6.4. Results

Strengths

Opportunities for Improvement

STANDARD #6. Educational and Business Process Management

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of global society. Since business graduates must be equipped to interact with other members of society, adapt to societal changes, and serve as business advocates, students must be encouraged to study global topics that will prepare them for these challenges.

Given these academic demands, business schools and programs are encouraged to be innovative and to provide flexible curriculum options. Two of the major goals of the curriculum should be the development of intellectual curiosity and the creative capacity for independent thought and action. However, regardless of their major, all business graduates are expected to have received a general exposure to economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business. Thus, business students share common professional requirements. For this reason, certain common subject matter and areas of specialization are expected to be covered in baccalaureate and graduate degree programs in business schools and programs.

Financial resources, physical facilities, library and other learning resources, equipment including computing hardware and software, and resources at off-campus sites must be adequate to support a strong curriculum and excellence in teaching.

Each business school or program must have policies and procedures addressing the areas of recruiting, admitting and retaining its students.

6.5 Improvement

Strengths

Opportunities for Improvement