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# Sample Self-Study

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Volume 1

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International Assembly for Collegiate Business Education  
11374 Strang Line Road  
Lenexa, Kansas 66215  
USA

## **PREFACE**

Spalding University and its School of Business have graciously allowed the International Assembly for Collegiate Business Education (IACBE) to reproduce herein Volume 1 of their self-study for use as a model by other IACBE members in the preparation of their own self-study documents.

In this example self-study, certain editorial revisions have been made and the names and personal information of Spalding University administration and faculty have been changed in order to protect individual privacy as much as possible. However, these revisions and changes have been made in such a way as to maintain consistency in the relationships between the individuals, the relevant tables, and the narrative responses to the accreditation principles.

This sample self-study is an excellent example of a properly-formatted, well-organized, and thoroughly-prepared self-study, and we hope that our members find it useful as they proceed through the accreditation process.

The IACBE sincerely thanks Spalding University, and especially the Chair of the School of Business, for their kind permission to share their self-study with other IACBE members.



**Self-Study  
for IACBE Accreditation**

**Volume 1**

**Self-Study Year: 2009-2010**

**Submitted: September 2010**

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## **SUMMARY INSTITUTIONAL INFORMATION**

|   |   |
|---|---|
| Name of Institution:                              | <u>Spalding University</u>  |
| Chief Executive Officer's Name/Title:             | <u>Laura Ogden O'Malley, Ed.D.</u><br><u>President</u>  |
| Chief Academic Officer's Name/Title:              | <u>David Roland, J.D., M.Div.</u><br><u>Senior Vice President for Academic Affairs</u><br><u>(As of July 1, 2010 title change to Provost)</u> |
| Head of Academic Business Unit's Name/Title:      | <u>Amy K. Rice, Ph.D., Chair, School of Business</u>  |
| Academic Year Covered by Self-Study:              | <u>2009-2010</u>  |
| Date of Submission of Self-Study to the IACBE:    | <u>September 2010</u>   |
| Primary Contact During Accreditation Site Visit:  |   |
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## **BACKGROUND INFORMATION**

### ***1. Identify the name and title of each individual who participated in preparing the self-study.***

The following individuals participated in the preparation of the self-study:

Dr. Amy K. Rice, Chair, School of Business, Professor of Marketing  
Mr. Richard Wright, Assistant Professor of Management  
Ms. Catherine Avery, Assistant Professor of Accounting  
Dr. Martha Conlin, Assistant Professor of Accounting  
Dr. David Roland, Senior Vice President for Academic Affairs  
Dr. Elizabeth Rogers, Dean, College of Business and Communication, Associate Professor of Communication  
Kimberly Richman, Administrative Assistant, College of Business and Communication  
Tammy Witt, Graduate Assistant, College of Business and Communication  
Edward Vogel, Executive Director, Information Technology  
Gina Allen, Registrar  
Carla Wirth, Senior Executive Director, Academic Resource Center  
Karen Thomas, Institutional Effectiveness  
Patricia Eubanks, Director, Library  
Jackie Peterson, Business Manager, Business Office

### ***2. In one or two paragraphs, provide a brief history of the institution. If the history is stated in the institution's catalog, provide the page numbers for the relevant section.***

Spalding University celebrates almost two centuries of academic tradition and service, extending back to 1814 when the Sisters of Charity of Nazareth established Nazareth Academy at Nazareth, near Bardstown, Kentucky. The earliest public examination ceremony was held in 1825 with Henry Clay presiding and presenting the awards. The charter enabling the institution to confer academic diplomas was granted by the legislature of the Commonwealth of Kentucky in 1829. The name of the University honors Catherine Spalding, the founder of the Sisters of Charity of Nazareth, who was responsible for securing the 1829 charter and is also regarded as the founder of social work in the Louisville area.

In 1920, Nazareth College was opened in Louisville, Kentucky, as the first four-year Catholic college for women in the Commonwealth. One year later, Nazareth Junior College was formally opened on the old Nazareth campus. The two institutions were merged in 1940 into Nazareth College with two campuses. The two separated in 1961 to form Nazareth College at Nazareth and Catherine Spalding College in Louisville, but merged again in 1969 to form Spalding College. In 1971, all instructional activity was consolidated on the Louisville campus.

In 1973, the College was incorporated as an independent, urban, coeducational institution in the Catholic tradition for students of all traditions. In 1984, in recognition of the wide range of programs offered, the institution was designated Spalding University. The 2005 Carnegie Classification identifies Spalding University as a Doctoral/Research University.



**3. *In one or two paragraphs, provide a brief history of the academic business unit. If the history is stated in the institution's catalog, provide the page numbers for the relevant section.***

The history of the School of Business has been characterized by growth, quality programs, and significant contribution to the University. The School of Business at Spalding was created in 1979 with a traditional undergraduate program, the Bachelor of Science in Business Administration. In 1980, the University developed and implemented a Weekend (WEC) program targeted to the non-traditional student, and the business degree was one of its first degrees.

In the fall of 1999, the undergraduate degree in Accounting was launched. The program prepares students for immediate employment in the accounting field and, for those who want to pursue public accounting, the program prepares them to sit for the Certified Public Accountant (CPA) examination. In 2003, the school had its first accounting graduates. In the fall of 2006, the second degree in accounting was added as an option for students that already have a bachelor's degree but would like to pursue a career in the accounting or finance field. In 2008, the school had its first second degree in accounting graduates.

**4. *List each business program included in the accreditation review, and identify all of the locations at which the programs are offered. These programs and locations must be the ones that were approved by the IACBE Board of Commissioners when the academic business unit was granted candidacy status or applied for reaffirmation of accreditation. If these programs differ from the ones that appear in the institution's catalog for the self-study year, provide an explanation for this difference.***

The programs included in the accreditation review include the Bachelor of Science in Accounting (BSA) and the Bachelor of Science in Business Administration (BSBA). These programs are offered only on Spalding University's campus at 845 South Third Street in Downtown Louisville, Kentucky.

Two programs that appear in the institution's catalog for the self-study year are not included in the IACBE accreditation review process. The exclusion of both programs was approved by the IACBE Board of Commissioners during the candidacy process. First, the Associate of Arts in Business Administration (AABA) has been excluded from the accreditation process. The AABA degree has a small number of majors and graduates, therefore, providing an insignificant number of students for assessment purposes. Further, most students that pursue the AABA actually continue on to receive a Bachelor's degree from Spalding in business or accounting. So, most AABA graduates will be included in assessment at the Bachelor's level. Over the last three academic years, 88% of students that graduated with the AABA went on to either graduate with a Bachelor's degree or are currently pursuing their Bachelor's degree at Spalding.

Second, a concentration in Not-for-Profit Management is listed in the self-study year catalog. This concentration has no students and has been eliminated as a concentration within the BSBA degree program. There was no student interest in this concentration at the undergraduate level, but the Dean of the College of Business and Communication is researching the idea of offering a Not-for-Profit Management concentration at the graduate level.

**5. Provide the following enrollment information:**

**a. Total enrollment of the institution by headcount.**

The total enrollment of Spalding University by headcount for the 2009-2010 academic year was 2,373. Of this total, 1,350 were undergraduate students and 1,023 were graduate students.

**b. For each of the programs listed in item 4 above, the total enrollment by headcount in each program (including each major, concentration, or emphasis), and the total enrollment by headcount in all programs combined. This information should be presented as shown in the sample table below.**

The total enrollments in the Bachelor of Science in Accounting (BSA) and Bachelor of Science in Business Administration (BSBA) for the self-study year are provided in the table below. The sums of the columns are greater than the totals for headcount enrollment due to double majors in accounting and business administration. During the self-study year, six accounting majors also majored in business administration. Also, during the self-study year, 13 business administration majors also majored in accounting.

**6. For each of the programs listed in item 4 above (including each major, concentration, or emphasis), provide the number of such degrees conferred during the self-study year and the previous two academic years. This information should be presented as shown in the sample table below.**

The total number of degrees conferred for the previous three years is provided in the table below.

**Enrollment and Degrees Conferred**

| PROGRAM                        | HEADCOUNT<br>ENROLLMENT<br>SELF-STUDY<br>YEAR<br>2009-2010 | NUMBER OF DEGREES CONFERRED     |   |  |
|--------------------------------|--|---------------------------------|---|--|
|                                |  | SELF-STUDY<br>YEAR<br>2009-2010 | YEAR<br>PRIOR TO<br>SELF-STUDY<br>YEAR<br>2008-2009 | TWO YEARS<br>PRIOR TO<br>SELF-STUDY<br>YEAR<br>2007-2008 |
| BACHELOR’S-LEVEL PROGRAMS      |  |                                 |   |  |
| Accounting (BSA)               | 70   | 14                              | 12  | 5  |
| Business Administration (BSBA) | 159  | 35                              | 21  | 31   |
| TOTALS <sup>1</sup>            | 210  | 45                              | 33  | 36   |

<sup>1</sup> Since the figures in the table are expressed in terms of headcount and since some students in the bachelor's-level programs pursue double majors, the sums of the columns may be greater than the totals. For example, if someone double majored in both accounting and business administration, then that person is counted in both the accounting and business administration figures, but only once in the totals.

**7. *Describe any situations present at your institution requiring a special understanding during the accreditation process.***

During the self-study year, Dr. Julia A. Woodley served as President of Spalding University. As of July 1, 2010, Spalding University has a new President, Laura Ogden O'Malley, Ed.D. Laura previously served as Vice-President for External Relations, Enrollment Management, and Student Affairs at Spalding.

Also, the University Strategic Plan's final year was the self-study year. A new strategic agenda will be developed with the inauguration of our new President. The new strategic agenda will include the strategic planning process, with a goal for completing the new strategic plan during the 2010-2011 academic year.

Finally, the new President has created a new executive structure. As of July 1, 2010 Dr. David Roland, formerly known as the "Senior Vice President for Academic Affairs" is now our "Provost." Dr. Richard Hudson, formerly known as the "Associate Vice President for Student Development and Campus Life," will return to Dean for Student Development and Campus Life. In the new model, we have a President, a Provost, and the Executive Team. Members of the Executive Team include: our Provost, Dr. David Roland; the four academic Deans, Dean of Health and Natural Sciences, Janet Casey; Dean of Education, Beverly Keepers; Dean of Social Science and Humanities, James Lindsay; and Dean of Business and Communication, Elizabeth Rogers; the two operational Deans, Dean of Enrollment Management, Charles Layton; and Dean of Student Development and Campus Life, Richard Hudson; the Directors of our operational areas, Advancement and Philanthropy, Candace Phillips; Human Resources, Megan Williams; Information Technology, Edward Vogel; Marketing and Public Relations, Jeffrey Graham; and Director of Finance, Leslie Conyers. Both the University organizational chart that was followed during the self-study year and the new organizational chart have been included in Appendix I.

# **ACCREDITATION PRINCIPLES**

## **Principle 1: Outcomes Assessment**

### **1.1 Outcomes Assessment**

**Excellence in business education is evaluated through the assessment of the academic business unit's mission and broad-based goals, student learning outcomes, and operational outcomes. This requires the academic business unit to have developed and fully implemented an outcomes assessment process. This process includes an outcomes assessment plan, the identification of necessary changes and improvements as a result of implementing the plan, the integration of those changes into its strategic planning process, and the documentation of realized outcomes.**

### **Self-Study Guidelines**

- 1. Provide a copy of the academic business unit's outcomes assessment plan that encompasses each degree level as described above (this should be placed in the appendix of the self-study).*

The outcomes assessment plan for the School of Business at Spalding University can be found in Appendix A. The direct and indirect measurement tools and their associated evaluation rubrics used for outcomes assessment are located in Appendix B and C, respectively.

- 2. Provide a statement of the academic business unit's mission and its broad-based student learning and operational goals.*

In keeping with the mission of Spalding, the mission of the School of Business, as approved by all School of Business faculty members during the 2003 strategic planning process is:

The Spalding University School of Business is a diverse community of learners dedicated to addressing societal and organizational needs of the times by preparing professionals through a quality business curriculum built on a liberal arts foundation. These integrated courses of study are characterized by spiritual values, which include professional ethics and social responsibility, by recognition of the impact of cultural diversity, and by the promotion of peace and justice through service.

### **Broad-Based Goals**

In order to realize its mission, the School of Business pursues a set of broad-based student learning goals and operational goals.

### **Student Learning Goals**

1. Our students will acquire the appropriate knowledge and skills relevant to their major fields of study.

2. Through active learning and experiential education, our students will acquire a solid business foundation for the professional world.
3. Our students will be able to effectively communicate business concepts to a diverse group of organizational stakeholders.
4. Our students will develop into leaders that can work ethically, responsibly, and effectively in a variety of organizational settings and within a diverse society.

### Operational Goals

1. The School of Business will offer academic programs that advance academic excellence and meet the needs of a changing business world.
2. The School of Business will provide a strong, interactive learning environment to help students build better lives, better careers, and better futures.
3. The School of Business at Spalding will be the school of choice for business and accounting education in the minds of the external community and will expand external relationships with organizations within the regional community.
4. The School of Business will increase financial agility by managing institutional resources with vision, skill, and integrity.
3. *Provide assessment data resulting from implementing your outcomes assessment plan (i.e., the data resulting from implementing the measurement tools identified in the academic business unit's outcomes assessment plan). The self-study must provide assessment results for each of the following areas:*
  - a. *Intended student learning outcomes: Provide student learning data relating to the intended business-specific content outcomes and business-related professional skills outcomes in each business program included in the accreditation review. This information must include data relating to the extent of student achievement of the outcomes as determined by the performance targets/criteria identified by the academic business unit in its outcomes assessment plan.*

Student learning outcome data resulting from the implementation of our outcomes assessment plan are provided below for the Bachelor of Science in Business Administration (BSBA) and the Bachelor of Science in Accounting (BSA).

### **Bachelor of Science in Business Administration (BSBA)**

#### Intended Student Learning Outcomes

1. Students completing the business administration program will demonstrate knowledge of core business concepts.
2. Students will demonstrate the ability to integrate core business concepts and implement solutions across the major functional areas of a business.

3. Students will evidence the ability to effectively work within a group setting.
4. Students will evidence the ability to write effectively.
5. Students will evidence the ability to think critically to solve problems and make business decisions.

#### Assessment Measurement Tools for Intended Student Learning Outcomes

##### **COMP-XM Examination (Direct Measure)**

The COMP-XM® Examination uses a business simulation to assess business judgment and analytical skills. In COMP-XM®, each student manages a simulated business over the course of five years. After each simulated year, the student takes an exam with questions and answers that evolve as the student makes decisions about their business.

Students are tested on the following topics: 1) financial theory and analysis, 2) operation management, 3) leadership and change management, 4) marketing theory and analysis, 5) integration of business units, 6) communication and teamwork dynamics, and 7) fiduciary responsibility by managers.

The COMP-XM® Examination is given in the final week of BA 481 Integrative Strategic Management. Scores are provided by CAPSIM® for our students, as well as all students that have taken COMP-XM®.

##### **Results**

It was expected that our students would score within 15% of the national norm on the COMP-XM®. The average total score for all CAPSIM® Foundation COMP-XM® students was a 580. An average score for our students was calculated across the three sections of BA 481 Integrative Strategic Management and this score was compared to all students that have taken COMP-XM®. The average score of our students was a 482. In other words, our students scored approximately 20% below the national norm. Therefore, our students did not meet the criteria for this measure. It should be noted that even though our students did not quite meet the criteria the average score of 482 was a 21% improvement over the average score of 398 from 2008-2009.

| <b>Class Section</b>         | <b>Average COMP-XM Score</b> |
|------------------------------|------------------------------|
| BA 481 - AAP Session 3       | 470                          |
| BA 481 – Day Session 6       | 490                          |
| BA 481 – AAP Session 6       | 485                          |
| <b>Overall Average Score</b> | <b>482</b>                   |

### **Foundation® Business Simulation and Rubric (Direct Measure)**

The Foundation® Business Simulation teaches business R&D, HR, Finance, Marketing, Production, Strategy, Tactics, Leadership and Teamwork. In the Foundation® Business Simulation, students run a \$40 million company for five to eight years. The simulation is played as a team competition. Foundation® companies operate in two market segments: "Low Tech" and "High Tech." Students begin the simulation with one product, but can develop a portfolio of up to five products. Each simulated year they will make decisions in Research and Development, Marketing, Finance, Human Resources and Production.

Students select the benchmarks that will measure success. They choose from two or more measures including Return on Equity (ROE), Return on Investment (ROI), Market Capitalization, Market Share (in Dollars), Cumulative Profit, Return on Assets (ROA), Asset Turnover and Stock Price.

The Foundation® Business Simulation is used throughout BA 481 Integrative Strategic Management. The assessment criteria for this direct measure is applied to only the final competition round. The rubric for measuring the learning goals associated with the simulation can be found in Appendix B.

### **Results**

It was expected that 75% of completed Foundation final competition round simulations would be judged as above average (a total score of 42 or higher). The total number of groups that scored a 42 or higher was calculated across the three sections of BA 481 Integrative Strategic Management. It was found that 78% of the completed Foundation final competition round simulations were judged as above average or higher. In other words, 78% of students scored a 42 or higher. Therefore, students slightly exceeded the criteria for this measure.

| <b>Class Section</b>                        | <b>Average Score on Simulation Rubric</b> | <b>Percentage Scoring Above Average (42 or higher)</b> |
|---|---|--|
| BA 481 - AAP Session 3                      | 42  | 67%  |
| BA 481 – Day Session 6                      | 49  | 100%   |
| BA 481 – AAP Session 6                      | 56  | 67%  |
| <b>Overall Average Score and Percentage</b> | <b>49</b>                                 | <b>78%</b>   |

### **Foundation Business Simulation Written Assignments and Rubric (Direct Measure)**

At the end of the first four Foundation Business Simulation competition rounds in BA 481 Integrative Strategic Management, each student completes a competition round individual written assignment. The assignment information is given to students during the first class meeting. Individual assignments are completed and submitted to the instructor prior to beginning the next competition round. Individual assignments are graded on the knowledge and understanding of the information presented by the CAPSIM® Foundation Simulation and all supporting material. The rubric for measuring the written assignments can be found in Appendix B. The assignments are as follows (detailed assignment descriptions are also located in Appendix B):

Competition Round 1 Written Assignment: Outline Your Strategy

Competition Round 2 Written Assignment: Competencies and Competitive Advantage

Competition Round 3 Written Assignment: Best Case/Worst Case Scenario

Competition Round 4 Written Assignment: Competitor Analysis

### **Results**

It was expected that 75% of students would score a 4 or higher (at least 80 points) on each Foundation Business Simulation written assignment. The total number of students that scored a 4 or higher (at least 80 points) was calculated across two sections of BA 481 Integrative Strategic Management. It was found that 95% of students scored a 4 or higher across the four competition round written assignments. Therefore, our students exceeded the target criteria.

It should be noted that in the Session 3 section of BA 481 Integrative Strategic Management, the written assignment was a group assignment and did not use a rubric. It was decided that this method did not provide a sufficient assessment of individual writing and the assignment was changed for both sections of BA 481 in Session 6. An individual written assignment rubric was also added at this time.

| <b>Written Assignment</b>                       | <b>Average Score on Written Assignment Rubric</b> | <b>Percentage Scoring 4 or higher (at least 80 points)</b> |
|---|---|--|
| Round 1: Outline Your Strategy                  | 92  | 90%  |
| Round 2: Competencies and Competitive Advantage | 93.5  | 100%   |
| Round 3: Best Case/Worst Case Scenario          | 96.5  | 100%   |
| Round 4: Competitor Analysis                    | 92  | 90%  |
| <b>Overall Average Score and Percentage</b>     | <b>93.5</b>                                       | <b>95%</b>   |



### **Foundation® Business Simulation Peer-to-Peer Evaluation for Group Member Effectiveness (Indirect Measure)**

The Peer-to-Peer Evaluation helps identify individual contributions within the Foundation Business Simulation. The evaluation provides a non-confrontational method for students to help teammates establish their strong and weak points. Students enter their reviews by logging into the CAPSIM® website. Students enter their responses on a 1 (Poor) to 5 (Outstanding) basis. The CAPSIM® website generates a summary table that shows the evaluation response for each student including the overall score. The specific questions on the peer-to-peer evaluation are as follows:

1. Overall opinion of this person's contribution to the effort of the group.
2. Came to group meetings prepared to solve the requirements of the project.
3. Capacity to solve project problems.
4. Willingness to cooperate with others (if not at meetings then cooperation would be difficult).
5. Willingness to listen to others.
6. Attendance at group meetings.
7. Attitude towards project.
8. Leadership, i.e. provided some type of direction in project.
9. Individual effort in getting things done as assigned.
10. Contribution of time to overall group project.

#### **Results**

It was expected that 75% of students would score a 4 or higher on the peer-to-peer evaluation of the Foundation simulation group experience. The total number of students that scored a 4 or higher was calculated across the three sections of BA 481 Integrative Strategic Management. It was found that 79% of students scored a 4 or higher on the peer-to-peer evaluation. Therefore, our students exceeded the target criteria.

### **2009-2010 Graduating Senior Survey (Indirect Measure)**

The graduating senior survey is given out each year to upcoming graduates. The survey is provided to each School and the School determines the appropriate way to have students complete the survey. The School of Business has students complete the survey in BA 481 Integrated Strategic Management because this is generally the last class students take prior to graduation. Data from this survey is maintained by the Office of Institutional Effectiveness. The survey in its entirety can be found in Appendix C. The focus of this indirect measure is on Question #23, “As a result of the coursework at Spalding University, I developed competencies that prepared me for success in my chosen profession”.

#### **Results**

It was expected that 90% of graduates would either agree (4) or strongly agree (5) with the statement “As a result of the coursework at Spalding University, I developed competencies that prepared me for success in my chosen profession”. The data revealed that 88% of business

administration graduates either agreed or strongly agreed with this statement. Therefore, the target was not quite met.

### **School of Business Alumni Survey 2009-2010 (Indirect Measure)**

Beginning with graduates from the class of 2009, the School of Business sends out an Alumni Survey to the previous year's graduates. The survey is distributed in February to students that graduated the previous June. Therefore, the 2009 graduates of the School of Business received an Alumni Survey in February 2010. A complete copy of this survey can be found in Appendix C. The focus of this indirect measure is on Question #3, "Do you feel that your job performance has improved as a result of the business curriculum at Spalding".

### **Results**

It was expected that 90% of the previous year's graduates would state that their job performance has improved as a result of the School of Business curriculum. Of those alumni that responded to the survey, 100% stated that their job performance had improved. Therefore, the target was exceeded.

| <b>Summary Table of Assessment Results</b><br><b>Bachelor of Science in Business Administration (BSBA)</b> |   |   |
|--|---|---|
| <b>Direct Measures</b>   | <b>Assessment Criteria</b>  | <b>Results of Assessment</b>  |
| COMP-XM Examination  | Students completing the BSBA will compare favorably with other business students completing similar programs nationally by scoring within 15% of the national norm.                                 | On average, students completing the BSBA scored within 20% of the national norm.  |
| Foundation Business Simulation   | 75% of completed Foundation final competition round simulations judged as above average (total of 42 or higher).  | 78% of completed Foundation final competition round simulations were judged as above average across 14 student learning goals.  |
| Foundation Business Simulation Written Assignment  | On a writing rubric, 75% of BSBA students will score a 4 or higher (at least 80 points) on each Foundation Business Simulation written assignment.  | 95% of students scored a 4 or higher across the four Foundation Business Simulation written assignments.  |
| <b>Indirect Measures</b>   | <b>Assessment Criteria</b>  | <b>Results of Assessment</b>  |
| Peer-to-Peer Evaluation of Foundation Business Simulation Group Experience                                 | On a scale from 1 to 5, with 5 being outstanding, 75% of BSBA students will score a 4 or higher on the peer-to-peer evaluation.   | 79% of BSBA students scored a 4 or higher on the Peer-to-Peer evaluation of the Foundation simulation group experience.   |
| Graduating Student Survey Question #23   | On a scale from 1 to 5, with 5 being strongly agree, 90% of BSBA graduates either agree (4) or strongly agree (5) that they developed competencies to prepare them for success in their profession. | 88% of BSBA graduates either agree or strongly agree that they developed competencies to prepare them for success in their profession.  |
| School of Business Alumni Information Survey Question #3   | 90% of the previous year's BSBA graduates state that their job performance has improved as a result of the business curriculum at Spalding.   | 100% of the previous year's BSBA graduates that responded to the alumni survey stated that their job performance has improved as a result of the business curriculum at Spalding. |

## **Bachelor of Science in Accounting (BSA)**

### **Intended Student Learning Outcomes**

1. Students completing the accounting program will demonstrate knowledge of core accounting concepts.
2. Students will evidence the ability to effectively work within a group setting.
3. Students will evidence the ability to write effectively.
4. Students will evidence the ability to think critically to solve problems and make business and accounting decisions.

### **Assessment Measurement Tools for Intended Student Learning Outcomes**

#### **Comprehensive In-House Exam (Direct Measure)**

After the 2008-2009 academic year it was decided that an Accounting Comprehensive In-House Exam needed to be developed as an additional measure of accounting student learning outcomes. Beginning with the 2009-2010 academic year, the Accounting Comprehensive In-House Exam is given to accounting majors as part of ACC 320 Auditing Systems. The test is set up as an online exam taken individually by students via the Blackboard site for the course. The test is divided into three sections:

Part One: Principles of Accounting and Intermediate

Part Two: Taxation and Cost Accounting

Part Three: Fund Accounting, Auditing and Advanced Accounting

#### **Results**

It was expected that all accounting graduates would score at least a 70% on the accounting comprehensive exam. Results of the test indicated that 50% of accounting graduates that took the exam scored at least a 70% on the accounting comprehensive exam. Therefore, the target was not met.

#### **Auditing Project and Rubric (Direct Measure)**

The Biltrite Project in the Auditing textbook is worked on throughout the session as students complete the chapter(s) relating to each module. Each module is typed utilizing the Microsoft Excel spreadsheets identified in the module. Each module is completed after the discussion of the chapter(s) in the book that relate to that module's topic. All of the spreadsheets in each module should be completed following the instructions in the module and printed out in a professional format.

The completed project is due at the end of the last class meeting. The completed project includes the report based on the Introduction, the spreadsheets and reports for each module, and the final

Audit Report. In addition, an electronic version of the spreadsheets and reports for the completed project are uploaded to Blackboard by the day after the last class meeting.

### Results

It was expected that 80% of auditing projects would be judged at a 4 or higher on the auditing project rubric. It was also expected that 80% of projects would be judged at a 4 or higher on the following statements:

1. The project is well written.
2. The project has depth of thought.

Overall, 88% of auditing projects were judged at a 4 or higher on the auditing project rubric. Also, 100% of projects were judged as well written and 84% of projects were judged as having depth of thought. Therefore, our students exceeded the target criteria.

### **Foundation® Business Simulation Peer-to-Peer Evaluation for Group Member Effectiveness (Indirect Measure)**

The Peer-to-Peer Evaluation helps identify individual contributions within the Foundation Business Simulation. The evaluation provides a non-confrontational method for students to help teammates establish their strong and weak points. Students enter their reviews by logging into the CAPSIM® website. Students enter their responses on a 1 (Poor) to 5 (Outstanding) basis. The CAPSIM® website generates a summary table that shows the evaluation response for each student including the overall score. The specific questions on the peer-to-peer evaluation are as follows:

1. Overall opinion of this person's contribution to the effort of the group.
2. Came to group meetings prepared to solve the requirements of the project.
3. Capacity to solve project problems.
4. Willingness to cooperate with others (if not at meetings then cooperation would be difficult).
5. Willingness to listen to others.
6. Attendance at group meetings.
7. Attitude towards project.
8. Leadership, i.e. provided some type of direction in project.
9. Individual effort in getting things done as assigned.
10. Contribution of time to overall group project.

### Results

It was expected that 75% of accounting students would score a 4 or higher on the peer-to-peer evaluation of the Foundation simulation group experience. The total number of students that scored a 4 or higher was calculated across the three sections of BA 481 Integrative Strategic Management. It was found that 100% of accounting students scored a 4 or higher on the peer-to-peer evaluation. Therefore, our students exceeded the target criteria.

### **2009-2010 Graduating Senior Survey (Indirect Measure)**

The graduating senior survey is given out each year to upcoming graduates. The survey is provided to each School and the School determines the appropriate way to have students complete the survey. The School of Business has students complete the survey in BA 481 because this is generally the last class students take prior to graduation. Data from this survey is maintained by the Office of Institutional Effectiveness. The survey in its entirety can be found in Appendix C. The focus of this indirect measure is on Question #23, “As a result of the coursework at Spalding University, I developed competencies that prepared me for success in my chosen profession”.

#### **Results**

It was expected that 90% of accounting graduates would either agree (4) or strongly agree (5) with the statement “As a result of the coursework at Spalding University, I developed competencies that prepared me for success in my chosen profession”. The data revealed that 80% of accounting graduates either agreed or strongly agreed with this statement. Therefore, the target was not met.

### **School of Business Alumni Information Survey 2009-2010 (Indirect Measure)**

The School of Business sends out an Alumni Survey to the previous year’s graduates. The survey is distributed in February to students that graduated the previous June. Therefore, the 2009 graduates of the School of Business received an Alumni Survey in February 2010. A complete copy of this survey can be found in Appendix C. The focus of this indirect measure is on Question #3, “Do you feel that your job performance has improved as a result of the business curriculum at Spalding”.

#### **Results**

It was expected that 90% of the previous year’s graduates would state that their job performance has improved. Of those accounting alumni that responded to the survey, 100% stated that their job performance had improved. Therefore, the target was exceeded.

| <b>Summary Table of Assessment Results<br/>Bachelor of Science in Accounting (BSA)</b> |   |   |
|--|---|---|
| <b>Direct Measures</b>   | <b>Assessment Criteria</b>  | <b>Results of Assessment</b>  |
| Accounting Comprehensive In-House Exam   | All accounting graduates will score at least a 70% on the accounting comprehensive exam.  | 50% of accounting graduates that took the exam scored at least a 70% on the accounting comprehensive exam.  |
| Auditing Project   | Overall, 80% of auditing projects will be judged at a 4 or higher on the auditing project rubric. Also, 80% of projects will be judged at a 4 or higher on the following statements:<br>1. The project is well written<br>2. The project has depth of thought | Overall, 88% of auditing projects were judged at a 4 or higher on the auditing project rubric. Also, 100% of projects were judged as well written and 84% of projects were judged as having depth of thought. |
| <b>Indirect Measures</b>   | <b>Assessment Criteria</b>  | <b>Results of Assessment</b>  |
| Peer-to-Peer Evaluation of Foundation Business Simulation Group Experience             | On a scale from 1 to 5, with 5 being outstanding, 75% of students will score a 4 or higher on the peer-to-peer evaluation.  | 100% of BSA students scored a 4 or higher on the peer-to-peer evaluation of the Foundation simulation group experience.   |
| Graduating Student Survey  | On a scale from 1 to 5, with 5 being strongly agree, 90% of accounting graduates either agree (4) or strongly agree (5) that they developed competencies to prepare them for success in their profession.   | 80% of accounting graduates either agree or strongly agree that they developed competencies to prepare them for success in their profession.  |
| School of Business Alumni Information Survey Question #3                               | 90% of the previous year's BSA graduates state that their job performance has improved as a result of the business curriculum at Spalding.  | 100% of the previous year's BSA graduates that responded to the alumni survey stated that their job performance has improved as a result of the business curriculum at Spalding.                              |

- b. Operational effectiveness: Provide assessment data relating to the intended operational outcomes of the academic business unit. This information must include data relating to the extent of achievement of the outcomes as determined by the performance targets/criteria identified by the academic business unit in its outcomes assessment plan.*

#### Intended Operational Outcomes

##### **Intended Operational Outcome #1:**

The School of Business will be successful in increasing the use of technology in classes.

##### Measures and Assessment Criteria

The continued and more advanced use of the Blackboard learning platform and Microsoft Office Suite in courses

##### Results

Blackboard was used across all courses taught by full-time faculty. Blackboard was also used at a more advanced level by not only using the site to post syllabi, course notes, and assignments but also using the site to administer tests. The entire Microsoft Office Suite is used extensively in BA 220 Business Computer Applications. An excel project was also added to BA 366 Financial Management. Also, Excel is used in most accounting courses.

##### **Intended Operational Outcome #2:**

The School of Business will be successful in increasing students' level of experience in business settings during their programs of study.

##### Measures and Assessment Criteria

A count of the number of students completing internships.

##### Results

Only one student in the School of Business completed an internship during the self-study year.

##### **Intended Operational Outcome #3:**

The School of Business will conduct external evaluations of program offerings.

##### Measures and Assessment Criteria

Review conducted by School Advisory Board every other year. (Next scheduled review 2010-2011 academic year).



### Results

First, the entire curriculum is reviewed in whole every other year. This extensive review is led by the Chair of the School of Business and involves the faculty of the School, the Business Advisory Board and alumni. The last extensive review of the curriculum was conducted in the 2008-2009 academic year. As documented in the 2009-2010 School of Business Unit Scorecard, the next extensive curriculum review is scheduled for the 2010-2011 academic year.

Second, on a continuous basis, the faculty of the School of Business review individual course requirements. Therefore, smaller curriculum changes occurred during the self-study year. Three curriculum changes were made: 1) ACC 316 Accounting Information Systems was eliminated from the accounting curriculum, 2) BA 320 Management Information Systems was added to the accounting curriculum and 3) the requirement for business administration electives was changed to require that transfer business electives must be at the 200 level or above.

### **Intended Operational Outcome #4:**

BSA and BSBA students will be advised in an efficient and effective manner by advisors.

### Measures and Assessment Criteria

On the graduating senior survey, 80% of students rate their satisfaction with advising as a 4 or higher on a scale from 1 to 5, with 5 being Very Satisfied.

### Results

On the graduating senior survey, 90% of students rated their satisfaction with advising as a 4 or higher.

### **Intended Operational Outcome #5:**

The School of Business will be successful in scheduling courses to maximize course enrollments.

### Measures and Assessment Criteria

A count of the number of cancelled courses and independent studies conducted during the self-study year.

### Results

Three Adult Accelerated Program courses were cancelled and four independent studies were conducted.

### **Intended Operational Outcome #6:**

The School of Business will be successful in maintaining enrollments of full-time day and AAP students in BSA and BSBA degree programs.

### Measures and Assessment Criteria

Enrollment numbers in day and AAP for both BSA and BSBA.

### Results

A 13% increase in full-time and part-time day students occurred from 08/09 to 09/10. A 45% increase in full-time and part-time AAP students occurred from 08/09 to 09/10.

### **Intended Operational Outcome #7:**

The School of Business will be successful in encouraging engagement with business community, professional organizations, and the community at large.

### Measures and Assessment Criteria

Involvement in organizations by full-time faculty, number of speakers in classes, number of relationships with community partners, and continuation of School of Business Advisory Board.

### Results

The full-time faculty members were involved in a total of eight different professional organizations. These organizations included Junior Achievement, the American Marketing Association, the Association for Business Communication, IACBE, the International Association for Business Communication, KY-CPA, the Society for Human Resource Management, the AICPA and the CMA. A total of three speakers were utilized in the following courses: BA 352 Human Resource Management, MKT 240 Principles of Marketing and MKT 342 Marketing Research. The School of Business had relationships or partnerships with the following community organizations: Junior Achievement – service learning project in BA 366 Financial Management, Women 4 Women – offering of Financial Success course for free to our students and community participants, Jefferson County Public Schools – offered “Experience Spalding Day” for students from Central High School and Young Professionals Association of Louisville – sponsored two events on campus. The School of Business Advisory Board met a total of four times during the self-study year. Two new board members were added during this time.

#### ***c. Provide a summary of the changes and improvements that were needed based on the results from implementing the outcomes assessment plan.***

In order to provide a complete picture of changes and improvements, plans of action, and realized outcomes within the School of Business at Spalding, information from the 2008-2009 academic year and 2009-2010 academic year will be summarized.

### 2008-2009 to 2009-2010 Needed Changes and Improvements

Based on the results from implementing the outcomes assessment plan in 2008-2009, a total of eleven changes and improvements were addressed in the 2009-2010 academic year.

### Student Learning Outcome-Related Changes

1. Continue to use CAPSIM® Business Simulation for one additional year to determine usefulness of simulation for assessment purposes. Make changes to BA 481 Integrative Strategic Management course design to improve course and outcome achievement.
2. Create better rubric to measure learning goals related to CAPSIM® Foundation final competition round simulation in BA 481. Change assessment criteria to “above average” from “outstanding”.
3. Add assignments and rubrics to measure group interaction and writing in BA 481.
4. Collect data related to the development of competencies to prepare for success in their profession via Spalding University Graduating Senior Survey. Collect data related to job performance improvement via the School of Business Alumni Survey.
5. Eliminate accounting employer survey due to low response rates and the increasing difficulty associated with collecting this data.
6. Add new, more detailed rubric for the assessment of the auditing project in ACC 320 Auditing Systems.

### Operational Outcome-Related Changes

1. Attempt to increase the number of students participating in internships.
2. Encourage not only the increase of, but more advanced use of, technology in courses via both Blackboard and Microsoft Office Suite.
3. Start to collect advisor evaluation information via the Graduating Senior Survey instead of using a separate advisor survey.
4. Schedule courses to maximize student enrollments. Continue to work with advisors to improve placement of students into courses and adjust future schedules as needed.
5. Expand membership and involvement of the School of Business advisory board.

### 2009-2010 to 2010-2011 Needed Changes and Improvements

Based on the results from implementing the outcomes assessment plan in 2009-2010, a total of ten changes and improvements need to be addressed in the 2010-2011 academic year.

### Student Learning Outcome Related Changes

1. Continue to develop plans to improve scores on COMP-XM in BA 481. It is important to make sure core courses are aligned with the simulation material and make sure students are taking core classes in the proper order to provide the best scenario for success in the capstone course. Advisors will be told to register students to take BA 366 Financial Management as close as possible to BA 481. Specifically, day students should take BA 366 in Session 5 before taking BA 481 in Session 6. Adult Accelerated Program students should take BA 366 in either Session 2 or Session 5 before taking BA 481 in Session 3 or Session 6.

2. Continue to improve student interaction in group settings. The faculty will begin to use the CAPSIM® rubric in all classes for peer-to-peer assessment of group work. This change will let students know what is expected of them in an effective group interaction starting with their very first classes in the School of Business. A policy will also be created for the required use of the peer-to-peer assessment by part-time faculty.
3. In order to make sure our accounting students are well prepared for their first position in the field and/or the CPA exam three changes will be made. The auditing course will be changed to a 400-level course; a graduated grading system will be created for the Accounting Comprehensive Exam and the accounting faculty will inform students of the Accounting Comprehensive Exam beginning in ACC 261 Principles of Accounting I.
4. The process for collecting data from alumni needs to be improved. The alumni survey should be sent out more than once to increase the response rate. Also the survey should be sent out using more than one method (email and mail).

#### Operational Outcome-Related Changes

1. We need to continue to increase students' level of experience in business settings during their program of study by encouraging students to complete internships. The encouragement should start with advisors by making sure advisors understand the options available for internships.
2. Increase use of technology in courses by all faculty members by encouraging the greater and more advanced use of Blackboard by part-time faculty.
3. Conduct an external evaluation of current program offerings as well as any potential new tracks or programs during the 2010-2011 academic year.
4. Raise the assessment criteria for advisor effectiveness to 85% from 80%.
5. Continue to schedule courses to maximize student enrollments by working with advisors to improve placement of students into courses and by adjusting future schedules as needed.
6. Solicit advice from business community by continuing to expand the advisory board, developing committees and establishing specific goals for year.

*d. Provide evidence that action plans were developed to make the identified changes and improvements, and provide a summary of the plans.*

The process for developing action plans based on assessment results always involves a discussion with the full-time faculty members of the School of Business. Between the 2008-2009 academic year and the 2009-2010 academic year this discussion took place in summer of 2009. Between the 2009-2010 academic year and the 2010-2011 academic year this discussion took place in summer 2010. Specifically, for the self-study year action plans were developed to make the identified changes and improvements during a faculty meeting on July 19, 2010. In each year, once plans were finalized the responsible party(s) was identified and a timeline was established for implementing the plans of action. The action plans specifically associated with the 2009-2010 assessment results and the self-study year are displayed in the table below.

| <b>Summary Table of Action Plans 2009-2010 to 2010-2011</b> |  |  |  |
|---|--|--|--|
| <b>Change or Improvement</b>                                | <b>Action Plan</b>   | <b>Responsible Party</b>   | <b>Timeline</b>  |
| Alignment of courses with simulation and BA 481.            | Alert advisors to connection between BA 366 and BA 481.  | Chair, School of Business  | September 10, 2010<br>Follow up – Spring 2011                        |
| Emphasize importance of working in group settings.          | Use CAPSIM peer-to-peer evaluation rubric in all courses using group work.   | Chair, School of Business notifies; All faculty use in classes         | Session 1, 2010  |
| Continue to encourage internships.                          | Talk with advisors about internship opportunities and explain options for internships.                                   | Chair, School of Business Advisors                                     | September 10, 2010<br>Follow up – Spring 2011                        |
| Improve scores on Accounting Comprehensive Exam.            | Change auditing to 400 level course; develop graduating grading scale; tell about exam in ACC 261 and other ACC courses. | M. Conlin<br>C. Avery  | Session 1, 2010; grading system applied Session 5 2011               |
| Increase use of technology by part-time faculty.            | Encourage use or advanced use of Blackboard among part-time faculty.   | Chair, School of Business  | Fall 2010  |
| Increase response rate for alumni survey.                   | Send out survey more than once; send out using different methods.  | Chair, School of Business  | February 2011  |
| Conduct External Review of Curriculum.                      | Complete external review of curriculum.  | Chair, School of Business; Advisory Board                              | November 2010  |
| Change advisor effectiveness assessment criteria.           | Increase target from 80% to 85%.   | Chair, School of Business; Advisors                                    | July 2010  |
| Improve placement of students into courses.                 | Discuss with advisors best sequence of courses for students; adjust future schedules if needed.                          | Chair, School of Business  | September 10, 2010<br>Follow Up – Spring 2011                        |
| Increase connections with external community.               | Increase members of Advisory Board; establish committees on Board; prioritize goals.                                     | Chair, School of Business; Dean, College of Business and Communication | Committee/goals – July 2010<br>New members – 2010-2011 academic year |

- e. Describe the ways in which the action plans were integrated into the strategic planning processes of the academic business unit and the institution. If applicable, describe the ways in which the academic business unit's action plans were connected to the institutional budgeting process.*

Action plans are integrated into both the School of Business and University strategic planning process by including the plans on the School of Business Unit Scorecard in the “Use of Results” column. Therefore, action plans developed in summer 2009 influenced outcome development and assessment criteria in the 2009-2010 Unit Scorecard. Subsequently, action plans developed in summer 2010 influenced outcome development and assessment criteria in the 2010-2011 Unit Scorecard. The School of Business’ Unit Scorecards for 2008-2009, 2009-2010 and 2010-2011 are located in Appendix D. A complete description of the Unit Scorecard process is detailed in **Principle 2.1.1.a** under “Strategic Planning Process.”

The School of Business’ action plans did not involve changes to the budget; therefore, the plans were not connected to the institutional budgeting process.

- f. Provide a summary of the realized outcomes that resulted from the execution of the action plans.*

The realized outcomes from 2008-2009 to 2009-2010 and from 2009-2010 to 2010-2011 are summarized in the tables on pages 25 and 26. All items in the 2008-2009 to 2009-2010 summary table were developed, implemented, and completed in the 2009-2010 academic year. Items in the 2009-2010 to 2010-2011 summary table are either developed, implemented, or completed. If the item has not been completed, a note has been added to indicate when we will see the realized outcomes associated with that particular action plan.

### Summary Table of Realized Outcomes 2008-2009 to 2009-2010

| Change or Improvement  | Plan(s) of Action  | Realized Outcome   |
|--|--|--|
| Continue to use CAPSIM® simulation for one additional year to determine usefulness.                                    | Make changes to BA 481 course design to improve course and outcome achievement using CAPSIM® simulation.   | Specific changes made in BA 481 in fall 2009: adjustments to the number of practice rounds and competition rounds; adjustments to assignments used in class, and providing more time to complete the COMP-XM®. We feel these changes helped increase scores on the COMP-XM® exam in 09/10.   |
| Improve assessment of CAPSIM Foundation final competition round simulation.  | Create better rubric for measurement and change assessment criteria to “above average” from “outstanding”.   | Rubric was created in fall 2009 and the new rubric was used for the first time in BA 481 Session 3, 2009. The assessment criteria was changed on the 2009-2010 Unit Scorecard and the new criteria was used in all three sections of BA 481 in 2009 and 2010.  |
| Establish measures of group interaction and writing effectiveness.   | Create assignments and/or rubrics to measure peer-to-peer group interaction and writing in BA 481.   | The peer-to-peer group evaluation in the CAPSIM system was first used to measure peer-to-peer group interaction in BA 481 Session 3, 2009.   |
| Change data collection method for assessment of competencies developed and job performance improvement once graduated. | Use Graduating Senior Survey and School of Business Alumni Survey to collect data.   | This data is now collected via the Graduating Senior Survey and the School of Business Alumni Survey.  |
| Eliminate accounting employer survey.  | Collect data from accounting students via School of Business Alumni survey on job performance since graduation.  | The accounting employer survey was eliminated and replaced with data from the School of Business Alumni survey.  |
| Change assessment of auditing project in ACC 320.  | Develop a new more detailed rubric for assessment of project.  | A more detailed rubric was developed and utilized for the first time in Session 5, 2010.   |
| Continue to encourage internships.   | Meet with advisors to encourage internships and explain options for internships.   | Regular discussions and/or meetings were held with advisors in the School of Business and in the Academic Resource Center to discuss internship possibilities.   |
| Increase use of technology by full-time faculty.   | Encourage use or more advanced use of Blackboard by full-time faculty. Also, encourage greater use of Microsoft Office Suite, especially Excel in classes where appropriate. | Regular discussions were held with full-time faculty on use of both Blackboard and Microsoft Office Suite. Blackboard is now used in all courses taught by full-time faculty. Microsoft Office Suite and specifically Excel is used more extensively in courses such as finance and accounting. Also, BA 220 specifically focuses on the different uses of technology. |
| Change assessment measure for advisor effectiveness.   | Advisor effectiveness now measured via the graduating senior survey instead of a separate advisor survey.  | Data on advisor effectiveness was collected via the Graduating Senior Survey in late spring 2010.  |
| Improve placement of students into courses.  | Discuss with advisors best sequence of courses for students; Adjust schedule to reduce and hopefully eliminate cancelled courses.  | Regular discussions and/or meetings were held with advisors in the School of Business and in Academic Resource Center. The 2010-2011 AAP schedule was adjusted to either reduce or eliminate cancelled courses.  |
| Increase connections with external community.  | Increase members of Advisory Board.  | Two new advisory members were added during 2009-2010.  |

### Summary Table of Realized Outcomes 2009-2010 to 2010-2011

| Change or Improvement                              | Plan(s) of Action   | Realized Outcome  |
|--|---|---|
| Alignment of courses with simulation and BA 481.   | Meet with advisors to discuss connection between BA 366 and BA 481.   | Meeting held with Advisors on September 10, 2010 to discuss. Follow up meeting will be held in spring 2011.   |
| Emphasize importance of working in group settings. | Use CAPSIM® peer-to-peer evaluation rubric in all courses using group work. Create policy for use by part-time faculty as well.   | Rubric has been finalized and use of the rubric will begin with full-time faculty starting in Session 1, 2010. Policy developed in Fall 2010 and information will go out to part-time faculty via email.  |
| Continue to encourage internships.                 | Meet with advisors about internship opportunities and explain options for internships.  | Meeting held with Advisors on September 10, 2010 to discuss. Follow up meeting will be held in spring 2011.   |
| Improve scores on Accounting Comprehensive Exam.   | Change auditing to 400-level course; develop graduating grading scale; tell about exam in ACC 261 and other ACC courses.          | Curriculum committee proposal for ACC 320 approved in fall 2010. Graduated grading scale is being developed and will be used for first time in Session 5, 2011. Beginning in Session 1, 2010 students in all sections of ACC 261 are being informed of the comprehensive exam for accounting majors.  |
| Increase use of technology by part-time faculty.   | Encourage use or greater use of Blackboard among part-time faculty.   | Discussed in full-time faculty meeting on August 25, 2010. Goal shared via email and a part-time faculty meeting in fall 2010. Data will be collected from part-time faculty at end of 2010-2011 academic year.   |
| Increase response rate for alumni survey.          | Send out survey more than once; send out using different methods.   | Survey is scheduled to be sent out in February 2011.  |
| Conduct External Review of Curriculum.             | Complete external review of curriculum.   | External review of curriculum will be conducted in late fall 2010.  |
| Change advisor effectiveness assessment criteria.  | Increase target from 80% to 85%.  | Target was increased from 80% to 85% on the 2010-2011 Unit Scorecard.   |
| Improve placement of students into courses.        | Discuss with advisors best sequence of courses for students; Adjust schedule to reduce and hopefully eliminate cancelled courses. | Meeting held with Advisors on September 10, 2010 to discuss. Follow up meeting will be held in Spring 2011. The 2011-2012 AAP course schedule will be adjusted in November 2010 by offering fewer sections of certain courses.  |
| Increase connections with external community.      | Increase members of Advisory Board; establish committees on Board; agree on goals for Board.                                      | Dean is seeking out potential new board members; Four committees were created for the Board during the July 2010 meeting: Curriculum Review, Program Communication, Board Development and an Ad Hoc Committee. Goals for the year were agreed upon at the July 2010 meeting as follows: Curriculum Review, looking for unmet educational needs, recruitment and retention of students, and spreading the word about our programs. |



## **1.2 Summary Evaluation of Outcomes Assessment**

**Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its outcomes assessment process in supporting excellence in business education.**

*Provide a summary evaluation of the academic business unit's outcomes assessment process. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:*

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its outcomes assessment process in supporting excellence in business education, and provide a narrative assessment of the extent to which the academic business unit is accomplishing its mission and broad-based goals.*

The School of Business is continually attempting to accomplish both our mission and broad-based goals. We believe that our assessment plan is set up to measure our progress toward achieving both and, therefore, the plan supports excellence in business education. The current strategic planning process, which includes outcomes assessment, of the School of Business and the University is a fluid process that has been in place since 2004.

- 2. Identify any changes and improvements needed in the academic business unit's outcomes assessment process.*

Based on the results of the 2009-2010 outcomes assessment process the following changes or improvements are needed:

1. Alignment of core courses with simulation and BA 481.
2. Emphasize importance of working in group settings and the group interaction experience.
3. Continue to encourage internships.
4. Improve scores on the Accounting Comprehensive Exam.
5. Increase the use of technology by part-time faculty.
6. Increase the response rate for alumni survey by following new data collection method.
7. Conduct an External Review of the Curriculum.
8. Change advisor effectiveness assessment criteria by increasing the goal.
9. Improve placement of students into courses to decrease independent studies and cancelled courses.
10. Increase connections with external community via the Advisory Board.

In order to implement this list of ten changes or improvements the faculty members of the School of Business have proposed ten courses of action.

**3. *Describe proposed courses of action to make those changes and improvements.***

The proposed courses of action to make the above mentioned changes and improvements include:

1. Alert advisors to connection between BA 366 and BA 481 through regularly scheduled meetings.
2. Use CAPSIM peer-to-peer evaluation rubric in all courses using group work. Create a policy for the use of this rubric by all School of Business faculty members, both full-time and part-time.
3. Talk with advisors about internship opportunities and explain the different options for internships.
4. Change ACC 320 Auditing Systems to a 400-level course; develop a graduated grading scale for the Accounting Comprehensive Exam; begin to tell accounting students about the exam in ACC 261 Principles of Accounting I and continue this process through all other ACC courses until they take the exam.
5. Encourage the use or more advanced use of Blackboard among part-time faculty via an annual part-time faculty meeting and through AAP development programs.
6. Send out School of Business Alumni Survey more than once and send out using different methods (email and mail) in order to increase the response rate for the survey.
7. Complete the extensive external review of the business curriculum.
8. Increase the advisor effectiveness target from 80% to 85%.
9. Discuss with advisors the best sequence of courses for students through regularly scheduled meetings and adjust future course schedules to decrease independent studies and cancelled courses.
10. Add new members to the School of Business Advisory Board; establish committees on the Board; and set up specific goals for the year.

The faculty members of the School of Business believe that by incorporating the above courses of action into our current system we will see changes or improvements in our realized outcomes in the upcoming academic year.

## **Principle 2: Strategic Planning**

### **2.1 Strategic Planning**

**Excellence in business education requires an effective strategic planning process that focuses the academic business unit's decision making toward defined goals, and provides strategic directions that guide it into the future. This requires the academic business unit to have developed and implemented a strategic planning process that is consistent with the process used by the institution and that is linked to the unit's outcomes assessment process. In addition, the academic business unit must have used the process for continuous improvement in its overall performance and its business programs.**

#### **Self-Study Guidelines**

- 1. Describe the academic business unit's strategic planning process. In this description:**
  - a. Explain the ways in which the academic business unit's mission is consistent with the mission of the institution, and the ways in which it focuses and directs the unit's decision making toward defined goals and objectives. In addition, discuss the ways in which the academic business unit and institutional strategic planning processes are consonant with each other.**

The School of Business' mission statement is consistent with the mission of the University in the following ways:

#### *Diverse Community of Learners*

Both Spalding and consequently the School of Business welcome students, faculty, staff and administrators who are diverse in age, experience, intellect, race, class, minority status, gender, religion and culture. Participation in this inclusive learning environment promotes the acceptance and appreciation of the values and unique life experiences of each individual.

#### *Dedicated to Meeting Societal and Organizational Needs*

The University and the School of Business are committed to providing curricula and programs that address evolving needs and to contributing knowledge and understanding derived from teaching, scholarship and creative activity.

#### *Preparing Professionals through a Quality Business Curriculum Built on Liberal Arts Foundation*

We provide a stimulating educational atmosphere, personal student/faculty interaction, and individual attention to a student's total learning. Not only do students receive professional knowledge but they also practice habits of mind that transcend disciplines and cultures, and realize habits of heart that relate understanding and judgment of life.

*Characterized by Professional Ethics, Social Responsibility, Cultural Diversity and the Promotion of Peace and Justice*

Rooted in the Catholic tradition, the Spalding community embraces individuals of all traditions, encouraging them to live from a personal and professional value system. Spalding serves human needs by supporting members of its community to exercise leadership in applying their learning to the fundamental needs of human life in both social and professional contexts. All are encouraged to recognize social, economic, and environmental issues, and to engage actively in the promotion of a just and peaceful world.

The missions of both the University and the School of Business guide the strategic planning process. First, the mission of the University guided the development of the *2004-2009 University Strategic Plan* and guided the development of the mission of the School of Business. Second, the mission of the School of Business directs the School of Business in areas such as goal and outcomes development and action plans related to both the learning environment for our students and internal operations and processes.

Strategic Planning Process

Since 2004, Spalding and the School of Business have used a system for strategic planning and assessment based initially on a 5-column model and a balanced scorecard. Beginning with fiscal year 2007-2008, these two models were combined into the “Unit Scorecard”. The Unit Scorecard includes goals and outcomes related to:

- 1) student learning;
- 2) internal operations and processes;
- 3) finance; and
- 4) organizational learning and development (staff and faculty)

Every academic unit is required to develop a Unit Scorecard that contains goals directly tied to the *2004-2009 University Strategic Plan*, with measurable objectives and annual reports on the results and use of the evaluations. The Unit Scorecard approach is used to guide performance and clarify targets. The Unit Scorecard is also designed to align people, resources, and processes, while maximizing the potential of new initiatives and identifying innovative opportunities. Not only does the Unit Scorecard allow for the use of results to drive new action steps in the coming year, but it allows all faculty and staff to have a sense of satisfaction about their specific role in the achievement of the University’s objectives and improvements.

Specifically, the School of Business submits a six column Unit Scorecard tied directly to the *2004-2009 University Strategic Plan* (a copy of the School of Business’ 2008-2009, 2009-2010 and 2010-2011 Unit Scorecards can be found in Appendix D). This six-column model provides the framework that all units must use in designing their strategic plans. The columns include:

| <b>Perspective</b>   | <b>University Strategic Plan Area</b>  | <b>Intended Outcomes and Assessment Procedures</b>  | <b>Baseline</b>   | <b>Outcome(s) Results</b>  | <b>Use of Outcome(s) Results</b>   |
|--|--|---|---|--|--|
| <p>This is split into four sections:</p> <p>1) Student Learning Outcomes</p> <p>2) Internal Operations and Processes</p> <p>3) Finance</p> <p>4) Organizational Learning and Development (Staff/Faculty)</p> | <p>This section includes:</p> <p>Each intended outcome's relation to at least one part of the 2004-2009 <i>University Strategic Plan</i></p> | <p>This section includes the:</p> <p>1) School's intended goals and outcomes</p> <p>2) Assessment procedures to measure goals and outcomes</p> <p>3) Specific assessment criteria</p> | <p>This section includes:</p> <p>Results from previous year unless either outcome or assessment is being used for the first time.</p> | <p>This section includes:</p> <p>Results utilizing the specific assessment criteria.</p> | <p>This section includes:</p> <p>Whether or not the goal has been met, not met, or exceeded. Based on the results, a plan of action is determined and also reported.</p> |

Therefore, the School of Business' strategic planning process is as follows:

1. The University Strategic Plan and Mission guide the School of Business' Mission, Goals and Intended Outcomes.
2. Intended Goals and Outcomes are established in the areas of Student Learning, Internal Operations, Finance, and Organizational Learning and Development on the Unit Scorecard. The intended goals and outcomes can be at the short-term or long-term level.
3. Assessment Measures are established for each intended goal/outcome with specific assessment procedures and criteria.
4. Results of assessment are collected throughout the year based on the unit scorecard assessment timetable.
5. Results are reported and compared to the baseline from the previous year (unless the assessment and/or outcome are new).
6. Based on the results, it is determined whether the goal was met, not met, or exceeded.
7. A plan of action is determined based on the outcome results.
8. This plan of action is incorporated into the next year's Unit Scorecard and then the process continues again.

- b. Describe the processes used by the academic business unit for developing action items for the enhancement and development of its resources, educational processes, and the academic quality of its business programs. Provide evidence of these improvements.***

The process used to develop action items for the enhancement and development of resources, educational processes, and academic quality flows directly from the Unit Scorecard process. Once outcome(s) results are reported, a plan of action is determined. If the results of assessment show that changes need to be made in relation to either student learning outcomes or operational outcomes a specific process would be followed depending on whether or not the change involves a budgetary decision. If the change does not involve a budgetary decision, change would start with faculty discussion, followed by a discussion with the Dean of the College of Business and Communication, and then possibly the Senior Vice President for Academic Affairs. If the change involves additions and/or deletions to the University catalog, approval would have to be obtained from the University Curriculum Committee. Once approved, the change is then implemented at the School level. For any changes involving budgetary decisions, final approval would be obtained from the Senior Vice President for Academic Affairs, the President of the University, and the Board of Trustees and, if approved, would be included in the next fiscal year's budget.

Evidence of improvements can be seen by looking at the links between the 2008-2009, 2009-2010, and 2010-2011 Unit Scorecards. An example from the Bachelor of Science in Accounting and the Bachelor of Science in Business Administration follows.

One example of evidence of improvement in the Bachelor of Science in Accounting is in relation to our direct assessment of student's ability to analyze and interpret data. In 2008-2009, the direct assessment of this outcome was the completion of a survey by the auditing instructor on each student's auditing project. The assessment data showed us that we met our assessment criteria and, in fact, exceeded our expectations. Also, due to the importance of this outcome, it was decided that we should continue to assess it and include it on the 2009-2010 Unit Scorecard. Two plans of action resulted from the assessment of this outcome. First, we decided to develop a more sophisticated rubric to measure the auditing project and its associated outcome. Second, we felt that we needed a separate assessment that provided a better measure of accounting student's proficiency in the ability to analyze and interpret data. Thus, the 2009-2010 Unit Scorecard reflects the use of an auditing project rubric, the assessment of two specific elements of the project, and the addition of an accounting comprehensive exam. The assessment data from 2009-2010 showed us that we exceeded our overall assessment criteria and specific assessment criteria. Once again, considering the importance of this outcome it will be carried forward to the 2010-2011 Unit Scorecard. This example of evidence of improvement is also shown in table form below.

#### Bachelor of Science in Accounting (BSA) Intended Outcome

Students completing the BSA will show proficiency in the ability to analyze and interpret data.  
Assessment: Auditing Project in ACC 320 Auditing

| <b>Unit Scorecard Year</b> | <b>2008-2009</b>  | <b>2009-2010</b>  | <b>2010-2011</b>  |
|----------------------------|---|---|---|
| Assessment Criteria        | Overall, 80% of auditing projects judged at 4 or higher   | Overall, 80% of auditing projects judged at 4 or higher; 80% 4 or higher on writing; 80% judged 4 or higher on depth of thought | Overall, 80% of auditing projects judged at 4 or higher; 80% 4 or higher on writing; 80% judged 4 or higher on depth of thought |
| Results                    | Exceeded Results  | Exceeded Results  | To be collected in 2011   |
| Plan(s) of Action          | <ol style="list-style-type: none"> <li>1. Remain as outcome for 2009-2010</li> <li>2. Add rubric for assessment</li> <li>3. Add outcome and assessment to measure student's knowledge of core accounting concepts.</li> </ol> | <ol style="list-style-type: none"> <li>1. Remain as outcome for 2010-2011</li> <li>2. No additional changes needed</li> </ol>   | To be determined in 2011  |

One example of evidence of improvement in the Bachelor of Science in Business Administration is in relation to our direct assessment of student's ability to analyze business problems and implement solutions. In 2008-2009, one direct assessment of this outcome was the completion of the CAPSIM Foundation Business Simulation by students in BA 481 Integrative Strategic Management. The Academic Year 2008-2009 was the first year using the CAPSIM simulation. The assessment data showed us that we did not meet the assessment criteria of 80% of completed business simulations being judged as outstanding. Therefore, a plan of action was established for the 2009-2010 year. The following changes were made:

1. Working with the instructor for BA 481 a plan was developed to make better use of the simulation with our session system.
2. The assessment criteria were adjusted to be more reflective of our expectations.
3. A more sophisticated rubric was created to measure the learning outcomes associated with the simulation.
4. Additional outcomes and assessments were added to measure writing and group work associated with the simulation.

Thus, the 2009-2010 Unit Scorecard reflects these changes. The assessment data from 2009-2010 showed us that we met the assessment criteria of 75% of completed business simulations being judged as above average. This example of evidence of improvement is also shown in table form on the next page.

### Bachelor of Science in Business Administration (BSBA) Intended Outcome

Students completing the BSBA show proficiency in their ability to analyze business problems and implement solutions. Assessment: CAPSIM Foundation Business Simulation Final Competition Round

| Unit Scorecard Year | 2008-2009  | 2009-2010   | 2010-2011  |
|---------------------|--|---|--|
| Assessment Criteria | 80% of completed simulations judged as outstanding across 14 student learning goals.   | 75% of completed simulations judged as above average across 14 student learning goals.  | 75% of completed simulations judged as above average across 14 student learning goals. |
| Results             | Goal not met.  | Goal met.   | To be collected in 2011  |
| Plan(s) of Action   | <ol style="list-style-type: none"><li>1. Remain as outcome for 2009-2010</li><li>2. Add rubric for assessment</li><li>3. Instructor determine how to make better use of simulation in session system</li><li>4. Adjust assessment criteria to be more reflective of our expectations</li><li>5. Additional outcomes and assessments added to measure writing and group work associated with simulation</li></ol> | <ol style="list-style-type: none"><li>1. Remain as outcome for 2010-2011</li><li>2. Maintain assessment criteria level for 2010-2011 since the level was achieved for the first time.</li></ol> | To be determined in 2011   |

***c. Describe the methods used by the academic business unit to monitor and evaluate its progress in accomplishing its goals and objectives.***

The Chair of the School of Business organizes the monitoring and evaluation of our progress toward accomplishing our goals and objectives. Assessment data is gathered throughout the year and typically completed Unit Scorecards are due in July after the close of our fiscal year. Since the current year Unit Scorecard is linked to the previous year's Unit Scorecard the monitoring and evaluation of goals and objectives is a continuous process.

***d. If applicable, describe the ways in which the academic business unit's strategic planning process is linked to the institutional budgeting process.***

The budget process is directly tied to the 2004-2009 *University Strategic Plan* through the assessment results identified in each School's (including the School of Business') Unit Scorecard. The budgetary process is not used as a punitive measure in regards to outcomes assessment. This would minimize faculty acceptance of institutional assessment, potentially



impairing implementation of assessment procedures, and turning the process into a competition instead of focusing on continuous improvement. As directed by the Business Office:

Departmental Budget Managers confer with unit members regarding assessment results (from Unit Scorecards) and budget needs and then submit budget requests for review to the respective administrative Officer. Further, you are to review your Unit Scorecard in providing rationale for your request.

Therefore, for any changes involving budgetary decisions, final approval would be obtained from the Senior Vice President for Academic Affairs, the President of the University, and the Board of Trustees and, if approved, would be included in the next fiscal year's budget.

***e. Describe the ways in which various stakeholders of the academic business unit (e.g., faculty, staff, students, etc.) are involved and participate in its strategic planning process.***

The various stakeholders involved in the strategic planning process include faculty, upper administration (Dean of the College of Business and Communication and the Senior Vice President for Academic Affairs), the community, and our students.

First, faculty members are involved in the strategic planning process via input and approval of goals and outcomes, the creation of assessment rubrics, and the collection and interpretation of data in their specific courses.

Second, upper administration is involved in the process on two levels. At the Dean of the College of Business and Communication level, the Dean reviews and provides input into the Unit Scorecard process. At the Senior Vice President for Academic Affairs level, the Senior Vice President also reviews and provides final approval of the Unit Scorecard.

Third, the community is involved in the strategic planning process via the Business Advisory Board which consists of community members and alumni of the University. The mission of the School of Business, as well as the goals and Unit Scorecard, are shared with the advisory board. Input from members of the board is received and any relevant and reasonable suggestions are followed.

Fourth, students are involved in the strategic planning process via their feedback on evaluation tools used for assessment. Without student cooperation and honest evaluation in data collection, we would not have some of the assessment data used to create action plans for the future.

***2. Provide copies of the documents that are used in the academic business unit's strategic planning process (e.g., formal strategic plans, fully-integrated outcomes assessment/strategic plans, action plans, balanced scorecards, or other documents used in the planning process; these should be placed in the appendix of the self-study).***

Appendix D includes copies of the documents used in the School of Business' strategic planning process. Appendix D includes the Unit Scorecards for 2008-2009, 2009-2010, and 2010-2011. Copies of the 2004-2009 *University Strategic Plan* will be sent separately and will also be available for review by the site visit team.

## **2.2 Summary Evaluation of Strategic Planning**

**Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its strategic planning process in supporting excellence in business education.**

*Provide a summary evaluation of the academic business unit's strategic planning process. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:*

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its strategic planning process in supporting excellence in business education.*

The University and the School of Business have a sound process for strategic planning that was developed for consistency purposes for SACS accreditation. The process is easy to follow and effective. The current strategic planning process, which includes outcomes assessment, of the School of Business and the University is a fluid process that has been in place since 2004.

- 2. Identify any changes and improvements needed in the academic business unit's strategic planning process.*

It would be beneficial to more actively involve current students and the School of Business advisory board in the strategic planning process. Even though the strategic plan is currently shared with the Board, more enhanced involvement could be a possibility.

- 3. Describe proposed courses of action to make those changes and improvements.*

Current students could be more involved in the process by having these students review not only the Outcomes Assessment Plan but the School of Business Unit Scorecard in a designated required course. For BSBA students this review would fit well in either MKT 240 Principles of Marketing or MKT 342 Marketing Research. For BSA students, this review would fit well in ACC 301 Intermediate Accounting I. The School of Business Advisory Board could have increased involvement by the formation of a committee specifically to review the Outcomes Assessment Plan and Unit Scorecards.

## **Principle 3: Curriculum**

### **3.1 Program Design**

**Excellence in business education requires the design of each business program offered by the academic business unit to be consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.**

#### **Self-Study Guidelines**

- 1. Describe the curricular requirements for each business program included in the accreditation review. If this information is included in the institution's catalog, provide the page numbers for the relevant sections.*

As stated in the University Catalog ([www.spalding.edu/catalog](http://www.spalding.edu/catalog)), the curricular requirements for the Bachelor of Science in Accounting are:

#### **Bachelor of Science in Accounting (127 total credit hours)**

University Studies - 55 credit hours  
Accounting Major - 36 credit hours  
Required Support Courses - 30 credit hours  
General Electives - 6 credit hours

As also stated in the online University Catalog ([www.spalding.edu/catalog](http://www.spalding.edu/catalog)), the curricular requirements for the Bachelor of Science in Business Administration are:

#### **Bachelor of Science in Business Administration (127 total credit hours)**

University Studies - 55 credit hours  
Business Major - 36 credit hours  
Required Support Courses - 21 credit hours  
General Electives - 15 credit hours

During the self-study year, several curriculum proposals created changes to the above stated numbers. The new curricular requirements for each degree are listed in the updated catalog at [www.spalding.edu/catalog](http://www.spalding.edu/catalog).

- 2. Identify and describe all of the methods that the academic business unit employs to deliver each business program included in the accreditation review. If online or hybrid delivery modes are used, describe the kinds and amount of both student and faculty activity and effort required.*

The School of Business uses two methods to deliver business programs: the traditional day session system and the Adult Accelerated Program system. The 2009-2010 undergraduate academic calendar for both methods can be seen in the table on the following page. As can be seen in this table, Sessions 1, 2, and 3 are considered fall and Sessions 4, 5, and 6 are considered spring. Session 7 is considered summer.

### **2009-2010 Undergraduate Academic Calendar**

| <b>Summer 2009</b>      | <b>Fall 2009</b>             | <b>Spring 2010</b>         |
|-------------------------|------------------------------|----------------------------|
| Session 7      6/28-8/6 | Session 1      8/24 – 10/2   | Session 4      2/1-3/12    |
|                         | Session 2      10/12 – 11/20 | Session 5      3/22 – 4/29 |
|                         | Session 3      11/30 - 1/22  | Session 6      5/10 - 6/18 |

#### **Traditional Day Session System**

Spalding's traditional undergraduate academic schedule is divided into seven six-week sessions, with one-week breaks between each session. Most classes meet Monday through Thursday for 100 minutes each day, for a total of 2400 minutes of class contact for a 3-hour course.

Traditional daytime students can enter a program at the beginning of any one of the seven sessions offered throughout the year and focus on one or two classes each session instead of balancing five or six classes for a full semester.

#### **Adult Accelerated Program (AAP)**

Spalding University faculty designs some traditional day programs in an accelerated format. The Adult Accelerated Program is a weekend and evening program for working adults. Enrollment is restricted to students who are 23 years of age or older. Typically, students meet a minimum of four hours per week for six weeks. This schedule allows working adults to attend as full-time students, eligible for all benefits such as financial aid, while focusing on one or two courses at a time. Courses are scheduled in such a way that new students may enter a program at the beginning of any one of the seven sessions offered throughout the year. Once enrolled, students proceed at their own pace, taking no more than two courses in a given session, (the seven sessions are offered in three terms year-round), even stopping out for a session or two if they find it necessary to do so. The academic quality in AAP, in both teaching and content, is identical to that of the University's day classes.

#### **The School of Business and Methods of Program Delivery**

Students in the Bachelor of Science in Business Administration can complete their program in either the traditional day session system or the Adult Accelerated Program (AAP). Students in the Bachelor of Science in Accounting (BSA) program complete their degree in one of two ways. First, traditional day BSA students take all of their general education and business courses in the traditional day session system, but take their upper-level accounting courses in the AAP format. Second, AAP BSA students take all of their courses in the AAP six-week format.

#### **Faculty and Student Activity and Effort – Adult Accelerated Program (AAP)**

Since all AAP classes meet only six times per session, it is essential that both faculty and students place emphasis on learning from the start. Regarding faculty activity and effort, to

maximize in-class time, instructors give pre-assignments to be prepared prior to the first class meeting. Before the beginning of each session, the pre-assignments (and course outlines) for upcoming courses are available on the AAP website. Faculty members teaching in AAP are expected to have syllabi turned in at least one month before the start of class so that the syllabi can be posted to the web. Faculty members also have the added responsibility of developing additional assignments that are utilized between each class meeting. In most cases, these additional assignments lead to extra grading for the faculty members. Also, due to the varied obligations of AAP students, faculty may need to have hours scheduled to accommodate our AAP students, either in office or via Blackboard, email, or telephone.

Regarding student activity and effort, AAP students are advised to carefully weigh job, family, and other life obligations before committing to the heavy time investment required for a full-time class load. Students may prefer to begin with one course per session until they establish a manageable rhythm of study. In addition to the four hours in each class each week, they should expect to spend a minimum of 10-15 hours per week per AAP course working on such class-related activities as reading, studying, conducting research, performing group work, and completing assignments. Before the beginning of each session, students are expected to access their pre-assignments and course syllabi via the AAP website. Students are expected to purchase books, complete pre-assignments and bring pre-assignments to their first class meeting. Beyond the first class meeting, students are expected to complete their additional assignments on time.

- 3. State the number of contact hours required to earn one unit of academic credit for each business program. If the academic business unit uses online or hybrid delivery modes, describe the way in which the unit defines a student contact hour, and explain the ways in which the unit ensures that the quality of such programs is equivalent to that in more traditionally-delivered, face-to-face programs.***

The number of in-class contact hours required to earn one unit of academic credit for our business programs is approximately 13.3 in the undergraduate day session system and eight in the Adult Accelerated Program system. This equates to 40 in-class contact hours for a three-credit hour course in the undergraduate day session system and 24 in-class contact hours for a three-credit hour course in the Adult Accelerated Program system.

The difference between the traditional and accelerated delivery systems is that most accelerated classes have 60% of the class contact time as day classes but require extensive out-of-class assignments and preparations. Pre-assignments are a requirement for each course and must be completed by the student prior to the first class meeting. Examples of extensive out of class work are provided in the table on page 41 using three business administration classes (BA 250 Principles of Management, BA 395 Business Ethics and BA 481 Integrative Strategic Management) and three accounting classes (ACC 261 Principles of Accounting I, ACC 320 Auditing and ACC 420 Advanced Accounting Problems). These tables display the additional hours spent with material in these courses outside of face-to-face class time. For example, in BA 481 it is estimated that the average student spends an additional 23 hours outside of class time with the material from the course. In comparison, in the undergraduate day session system, this same contact with the material is completed using in-class time. Looking at another example, in ACC 261 it is estimated that the average student spends an additional 23 hours completing online

tests and exercises. In comparison, in the undergraduate day session system, tests are given during class time and most exercises are completed during class time.

|   | <b>BA 250 Out of Class Work</b>                           |                 | <b>BA 395 Out of Class Work</b>                     |                 | <b>BA 481 Out of Class Work</b>          |                 |
|---|---|-----------------|---|-----------------|--|-----------------|
| <b>Pre-assignment</b>                       | Complete Questions Chapters 1, 2,3                        | 5 hours         | Professional Exercise; Ethical Dilemmas, Ch.1,2     | 3 hours         | Five Rounds – Rehearsal Simulation       | 10 hours        |
| <b>Week 2</b>                               | Complete Questions Chapters 4, 5, and 6                   | 5 hours         | Ethical Business Challenges, Chapters 3, 4          | 3 hours         | Competition Round 1                      | 5 hours         |
| <b>Week 3</b>                               | Complete Questions Chapters 7, 9, and 11<br>Mid-Term Exam | 6 hours         | Mid Term Exam<br>Ethical Dilemmas, Chapters 6 and 7 | 5 hours         | Complete Round 2;<br>Competition Round 3 | 5 hours         |
| <b>Week 4</b>                               | Complete Questions Chapters 13, 14, and 15                | 5 hours         | Ethical Dilemmas, Chapters 8 and 9                  | 3 hours         | Competition Round 4, 5                   | 5 hours         |
| <b>Week 5</b>                               | Complete Questions Chapters 17, 18, and 19                | 5 hours         | N/A   | N/A             | Competition Round 6                      | 3 hours         |
| <b>Week 6</b>                               | Egg Drop Exercise<br>Final Exam                           | 5 hours         | Final Exam  | 3 hours         | Competition Rounds 7 and 8               | 5 hours         |
| <b>Additional Hours Spent with Material</b> |   | <b>31 Hours</b> |   | <b>17 Hours</b> |  | <b>23 Hours</b> |

|   | <b>ACC 261 Out of Class Work</b>            |                 | <b>ACC 320 Out of Class Work</b> |                 | <b>ACC 420 Out of Class Work</b> |                 |
|---|---|-----------------|----------------------------------|-----------------|----------------------------------|-----------------|
| <b>Pre-assignment</b>                       | Complete Problems Chapters 1, 2             | 3 hours         | Complete Exercises               | 1 hour          | Exercises                        | 2 hours         |
| <b>Week 2</b>                               | Complete Problems Chapters 3,4; Online Test | 4 hours         | Online Test Exercises            | 3 hours         | Online Test Exercises            | 5 hours         |
| <b>Week 3</b>                               | Problems Chapters 5, 6<br>Online Test       | 4 hours         | Online Test Exercises            | 3 hours         | Online Test Exercises            | 5 hours         |
| <b>Week 4</b>                               | Problems Chapters 7, 8, 9<br>Online Test    | 4 hours         | Online Test Exercises            | 3 hours         | Online Test Exercises            | 6 hours         |
| <b>Week 5</b>                               | Problems Chapters 10, 12; Online Test       | 4 hours         | Online Test Exercises            | 3 hours         | Online Test Exercises            | 5 hours         |
| <b>Week 6</b>                               | Problems Chapter 11, 13<br>Online Test      | 4 hours         | Online Test Exercises            | 3 hours         | Online Test Exercises            | 6 hours         |
| <b>Additional Hours Spent with Material</b> |   | <b>23 Hours</b> |                                  | <b>16 Hours</b> |                                  | <b>29 Hours</b> |

The School of Business ensures that the quality of the Adult Accelerated Program courses is equivalent to the undergraduate day session system courses via assessment of learning outcomes, the new part-time faculty assessment process, part-time faculty development opportunities, and the School of Business book list requirements.

First, learning outcomes are assessed with the same methods and measurements in the AAP and the undergraduate day session system. We assure this by having full-time faculty members teach the primary courses in which assessment is used (BA 481 Integrative Strategic Management and ACC 320 Auditing). The School of Business specifically compares AAP student scores with day student scores on the overall examination given in the capstone course. Beginning with the 2005-2006 academic year, the results of these comparisons are listed below.

#### 2005-2006 Academic Year

Assessment: Major Field Test

Results: In a t-test comparison of student scores on the Major Field Test, a significant difference was found at the .05 level of significance. AAP students scored higher on the major field test compared to undergraduate day students.

#### 2006-2007 Academic Year

Assessment: Major Field Test

Results: In a t-test comparison of student scores on the Major Field Test, a significant difference was found at the .05 level of significance. AAP students scored higher on the major field test compared to undergraduate day students.

#### 2007-2008 Academic Year

Assessment: Major Field Test

Results: In a t-test comparison of student scores on the Major Field Test, no significant difference between AAP and Day Student scores was found at the .05 level of significance.

#### 2008-2009 Academic Year

Assessment: CAPSIM COMP-XM Examination

Results: In a t-test comparison of student scores on the COMP-XM examination, a significant difference was found at the .05 level of significance. Day students scored higher on the COMP-XM compared to AAP students.

#### 2009-2010 Academic Year

Assessment: CAPSIM COMP-XM Examination

Results: In a t-test comparison of student scores on the COMP-XM examination, no significant difference between AAP and Day Student scores was found at the .05 level of significance.

For the years 2005-2008, comparisons revealed that AAP students either scored higher on the Major Field Test or scored just as well as day students. After the 2007-2008 academic year, it was decided to find a different examination for overall assessment. The CAPSIM COMP-XM was chosen because not only does it test for overall business knowledge but it incorporates a



real-world and real-time simulation throughout the course. The CAPSIM simulation and COMP-XM were first tested in the BA 481 AAP class in fall 2008. The scores from this test class lowered the overall AAP scores for the 2008-2009 academic year, thereby resulting in a significant difference between AAP and day student scores. If the scores from the test class are removed, and the t-test comparison is rerun, no significant difference between AAP and Day student scores is found. As seen from the 2009-2010 results, no significant difference was found between AAP and day student scores on COMP-XM. Overall, these comparisons support that the School of Business ensures that the quality of the AAP is equivalent to that of the traditional day program.

Second, all part-time faculty members hired to teach in AAP must be selected through the annual AAP assessment process. This assessment process has been followed since 2001 and is one way the University and the School of Business attempt to maintain a high-quality part-time faculty that, in turn, teach high-quality AAP courses. The assessment itself is a half-day event to which selected applicants are invited to conduct a teaching presentation for the discipline chairs, several of their faculty members, and the chair of AAP. The chairs and full-time faculty members also interview each applicant and review any written evaluation and/or exercise the applicants may submit or perform as a component of the assessment. The assessment is an interdisciplinary evaluation process in that chairs and full-time faculty from various disciplines assess teaching presentations by all applicants; this provides opportunities for feedback from adults whose disparate disciplines may mimic those of adults in AAP classes. Following applicants' presentations and interviews, the discipline chairs and their faculty and the AAP chair meet to assess each applicant and to decide which applicants to invite to be among the Spalding University part-time faculty available to be asked to teach in any session. The discipline chairs make the final hiring decisions.

Third, approximately two weeks after the assessment (in order for all newly hired part-time faculty members to be adequately informed prior to teaching) AAP hosts a half-day professional development session for part-time faculty hired through the assessment. During this professional development, the AAP chair informs part-time faculty about essential University and AAP instructional and other policies and discusses best practices in teaching adult learners; the professional development also provides networking opportunities for part-time faculty members interested in getting to know one another, AAP staff members, and full-time faculty members in their Spalding schools and colleges. If a part-time faculty member has previously taught for AAP but it has been at least four years since he or she has taught in the program or if a part-time faculty member has taught for the University for any number of years but has done so only for the day college, the AAP chair requests that such individuals also participate in the next AAP professional development session.

Beyond the initial development session required of all new part-time AAP faculty hires, the AAP chair organizes an Adult Education Conference. The first annual Adult Education Conference was held in spring 2010. The Senior Vice President for Academic Affairs has now requested that this development conference occur every spring. The conference is free and made available to both our part-time faculty members and our full-time faculty members teaching in AAP and our day traditional programs. Therefore, this conference provides an avenue for part-time and full-time faculty teaching the same courses across formats to interact and compare teaching methods.

Fourth, the School of Business maintains a book list for all courses in the AAP schedule. The books are selected by full-time faculty members (unless a full-time faculty member does not teach the course). This book list assures us that the same books and materials are being used across both AAP and the undergraduate day session system classes.

***4. State the number of semester hours, or quarter hours, of academic work that are required to earn an associate degree in a business field.***

As approved in the candidacy process, the Associate degree in the business field is not part of the accreditation process.

***5. State the number of semester hours, or quarter hours, of academic work that are required to earn a bachelor's degree in a business field.***

The total number of semester hours of academic work required to earn a bachelor's degree in either Accounting or Business Administration is 127 hours.

***6. State the number of semester hours, or quarter hours, of academic work that are required to earn a master's degree in a business field.***

The School of Business does not offer a master's degree in a business field.

***7. State the number of semester hours, or quarter hours, of academic work that are required to earn a doctoral degree in a business field, including the dissertation.***

The School of Business does not offer a doctoral degree in a business field.

## **3.2 Common Professional Component**

**Excellence in business education at the undergraduate level requires coverage of the key content areas of business. Thus, the Common Professional Component (CPC) topical areas, as outlined below, should be adequately covered within the content of undergraduate business programs.**

- A. Accounting
- B. Marketing
- C. Finance
- D. Management
  - 1. Management Principles
  - 2. Organizational Behavior
  - 3. Human Resource Management
  - 4. Operations Management
- E. Economic/Social/Legal Environment
  - 1. Legal Environment of Business
  - 2. Economics
  - 3. Business Ethics
- F. Decision-Support Tools
  - 1. Information Systems
  - 2. Quantitative Methods/Statistics
- G. International/Global Dimensions of Business
- H. Integrative Experience, such as:
  - 1. Strategic Management/Business Policy
  - 2. Required Internship
  - 3. Capstone Experience (an experience that enables a student to demonstrate the capacity to synthesize and apply knowledge in an organizational context, such as a thesis, project, comprehensive examination or course, etc.)

- 1. *Provide an Abbreviated Course Syllabus for each required course in your bachelor's degree business core (these should be placed in the appendix of the self-study).***

In order to identify which CPC topical areas are covered in our required course offerings an Abbreviated Course Syllabus was developed for each required course in the Bachelor of Science in Accounting and Bachelor of Science in Business Administration programs. The Abbreviated Course Syllabi are located in Appendix E.

- 2. *Provide a separate Table 1: Summary of Common Professional Component (CPC) Activity for each bachelor's-level program included in the accreditation review (including majors, concentrations, and emphases) that contains a different business core. The information in this table should be presented as shown in sample Table 1 in these guidelines (e.g., see Acct 214 with 45 contact hours under ACT A; this course also has 2 contact hours under OM D4 and 2 contact hours under IS F1). This information comes directly from the Recap section in the Abbreviated Course Syllabi.***

A separate table of CPC activity has been provided for the Bachelor of Science in Accounting (BSA) and the Bachelor of Science in Business Administration (BSBA). Table 1A: Summary of Common Professional Component (CPC) Activity for the Bachelor of Science in Accounting

summarizes total contact hours by key content area in Accounting. Table 1B: Summary of Common Professional Component (CPC) Activity for the Bachelor of Science in Business Administration summarizes total contact hours by key content area in Business Administration.

Based on the calculations in Table 1A and Table 1B, both the BSA and the BSBA provide a broad-based functional education in accounting and business. Both the BSA and the BSBA cover all of the CPC topical areas to some degree. Contact hours for CPC topical area coverage in the BSA range from 11 to 500 hours. Contact hours for CPC topical area coverage in the BSBA range from 15 to 100 hours.

Furthermore, both the BSA and BSBA curriculums devote adequate time to ethical, legal and economic issues, both domestically and globally. Specific contact hours in these areas are: ethical issues (BSA = 75; BSBA = 59), legal issues (BSA = 69; BSBA = 56), economic issues (BSA = 88; BSBA = 89) and global issues (BSA = 31; BSBA=69).

Finally, information technology has been appropriately integrated throughout the curriculum. Regarding the integration of information technology in the BSA, not only do two required courses specifically focus on information systems, but information systems are incorporated into eight other required courses throughout the BSA curriculum. Information technology is also integrated into the BSBA curriculum by requiring two courses that specifically focus on information systems. Also, information systems are integrated into six other required courses throughout the BSBA curriculum.

**3. *For any bachelor's-level business programs included in the accreditation review that do not cover all of the CPC topical areas, provide a rationale for this variation in CPC coverage.***

Both the Bachelor of Science in Accounting (BSA) and the Bachelor of Science in Business Administration (BSBA) cover all of the CPC topical areas to some degree. Contact hours for CPC topical area coverage in the BSA range from 11 to 500 hours. Contact hours for CPC topical area coverage in the BSBA range from 15 to 100 hours.

For the BSBA, the lowest amount of CPC topical coverage is in the areas of Organizational Behavior at 15 hours and Operations Management at 20 hours. For students majoring in Business Administration, although the number for Organizational Behavior and Operations Management is somewhat low, the overall number in Management related content is 142 contact hours; therefore, we feel that the management area is more than adequately covered.

For the BSA, the lowest amount of CPC topical coverage is in the areas of Human Resource Management at 11 hours, Organizational Behavior at 12 hours, and Operations Management at 17 hours. Since the BSA is a specialized business program possibly leading to a specialized certification [Certified Professional Accountant (CPA)], it is vital that this program primarily cover accounting and accounting related topics. Therefore, the largest amount of contact hours for the BSA is in the ACT (A) area.

4. *If your bachelor's-level programs contain majors, concentrations, or emphases that require additional courses beyond the business core, you may choose to obtain CPC credit for these courses by preparing a separate CPC table for each major, concentration, or emphasis.*

As stated in 3.2.2, since the core courses required for the BSA and BSBA are different, a separate table has been provided for each degree.

**Table 1A: Summary of Common Professional Component (CPC) Activity (Contact Hours)**  
**Bachelor of Science in Accounting**

| CPC AREA<br>CORE COURSES | ACT | MKT | FIN | MGT | OB | HRM | OM | LAW | ECN | ETH | IS  | QM | INTL | CAP | TOTALS |
|--------------------------|-----|-----|-----|-----|----|-----|----|-----|-----|-----|-----|----|------|-----|--------|
|                          | A   | B   | C   | D1  | D2 | D3  | D4 | E1  | E2  | E3  | F1  | F2 | G    | H   |        |
| ACC 261                  | 40  |     | 5   |     | 1  |     |    | 1   |     | 1   | 2   |    | 1    | 1   | 52     |
| ACC 262                  | 40  |     | 10  | 5   |    |     |    | 1   |     | 1   |     | 10 | 1    | 1   | 69     |
| ACC301                   | 40  |     | 1   |     |    |     |    |     |     | 1   | 3   |    | 2    | 2   | 49     |
| ACC 302                  | 40  |     | 2   | 1   |    |     |    |     |     | 1   | 3   |    | 2    | 2   | 51     |
| ACC 303                  | 40  |     | 2   | 1   |    |     |    | 1   | 1   | 1   | 3   |    | 2    | 2   | 53     |
| ACC 313                  | 40  |     |     |     |    |     |    |     | 1   | 1   | 1   |    |      |     | 43     |
| ACC 314                  | 40  |     | 5   |     |    |     |    | 1   |     | 1   |     | 10 | 1    | 1   | 59     |
| ACC 315                  | 40  |     |     |     | 1  |     |    | 10  |     | 5   |     |    |      | 1   | 57     |
| ACC 316 <sup>1</sup>     | 40  |     |     |     |    |     |    | 1   |     | 10  | 40  |    |      | 4   | 95     |
| ACC 320                  | 40  |     |     | 3   |    |     |    |     |     | 2   | 10  |    |      | 15  | 70     |
| ACC 415                  | 40  |     |     |     |    |     |    | 3   |     |     |     |    |      |     | 43     |
| ACC 420                  | 40  |     |     |     |    |     |    | 1   |     | 1   |     |    | 1    | 1   | 44     |
| BA 220                   |     |     |     |     |    |     |    |     |     |     | 40  |    |      |     | 40     |
| BA 250                   |     |     |     | 25  | 5  | 7   | 3  | 2   | 2   | 3   | 3   |    | 3    |     | 53     |
| BA 366                   | 10  |     | 40  |     |    |     |    | 1   |     | 1   |     | 10 | 1    | 1   | 64     |
| BA 385                   |     |     |     |     |    |     |    | 40  |     |     |     |    |      |     | 40     |
| BA 395                   |     |     |     |     | 3  |     |    | 3   |     | 40  |     |    | 3    |     | 49     |
| ECON 281                 |     |     |     |     |    |     | 4  | 2   | 40  | 2   |     |    | 3    | 4   | 55     |
| ECON 282                 |     |     | 2   |     |    |     | 2  | 1   | 40  | 1   |     |    | 6    | 1   | 53     |
| MATH 231 <sup>2</sup>    |     |     |     |     |    |     |    |     |     |     |     | 40 |      |     | 40     |
| MKT 240                  |     | 40  |     | 2   |    | 1   | 2  | 1   | 2   | 1   |     |    | 3    | 4   | 54     |
| BA 481                   | 10  | 10  | 10  | 7   | 2  | 3   | 6  |     | 2   | 2   | 5   | 7  | 2    | 20  | 86     |
| TOTALS                   | 500 | 50  | 77  | 44  | 12 | 11  | 17 | 69  | 88  | 75  | 110 | 77 | 31   | 60  | 1220   |

<sup>1</sup> ACC 316 will no longer be taught. <sup>2</sup>MATH 231 is a required support course and is included due to its coverage of a key content area.

**Table 1B: Summary of Common Professional Component (CPC) Activity (Contact Hours)**  
**Bachelor of Science in Business Administration**

| CPC AREA<br>CORE COURSES | ACT        | MKT       | FIN       | MGT       | OB        | HRM       | OM        | LAW       | ECN       | ETH       | IS        | QM        | INTL      | CAP       | TOTALS     |
|--------------------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
|                          | A          | B         | C         | D1        | D2        | D3        | D4        | E1        | E2        | E3        | F1        | F2        | G         | H         |            |
| ACC 261                  | 40         |           | 5         |           | 1         |           |           | 1         |           | 1         | 2         |           | 1         | 1         | 52         |
| ACC 262                  | 40         |           | 10        | 5         |           |           |           | 1         |           | 1         |           | 10        | 1         | 1         | 69         |
| BA 366                   | 10         |           | 40        |           |           |           |           | 1         |           | 1         |           | 10        | 1         | 1         | 64         |
| BA 250                   |            |           |           | 25        | 5         | 7         | 3         | 2         | 2         | 3         | 3         |           | 3         |           | 53         |
| BA 220                   |            |           |           |           |           |           |           |           |           |           | 40        |           |           |           | 40         |
| BA 320                   |            | 2         |           | 2         | 2         |           | 1         | 2         | 1         | 1         | 40        |           | 4         | 2         | 57         |
| BA 351                   |            |           | 3         | 3         | 2         | 40        |           | 1         |           | 2         | 1         | 1         | 2         | 1         | 56         |
| BA 385                   |            |           |           |           |           |           |           | 40        |           |           |           |           |           |           | 40         |
| BA 395                   |            |           |           | 3         |           |           |           | 3         |           | 40        |           |           | 3         |           | 49         |
| MKT 240                  |            | 40        |           | 2         |           |           | 1         | 1         | 2         | 1         |           |           | 3         | 4         | 54         |
| MKT 342                  |            | 40        |           | 1         |           |           | 1         |           |           | 1         | 1         | 3         |           | 4         | 51         |
| BA 461 <sup>1</sup>      |            | 4         |           | 6         | 3         | 3         | 2         | 1         | 2         | 3         | 1         |           | 40        |           | 65         |
| ECON 281                 |            |           |           |           |           |           | 4         | 2         | 40        | 2         |           |           | 3         | 4         | 55         |
| ECON 282                 |            |           | 2         |           |           |           | 2         | 1         | 40        | 1         |           |           | 6         | 1         | 53         |
| MATH 231 <sup>1</sup>    |            |           |           |           |           |           |           |           |           |           |           | 40        |           |           | 40         |
| BA 481 <sup>2</sup>      | 10         | 10        | 10        | 7         | 2         | 3         | 6         |           | 2         | 2         | 5         | 7         | 2         | 20        | 86         |
| <b>TOTALS</b>            | <b>100</b> | <b>96</b> | <b>70</b> | <b>54</b> | <b>15</b> | <b>53</b> | <b>20</b> | <b>56</b> | <b>89</b> | <b>59</b> | <b>93</b> | <b>71</b> | <b>69</b> | <b>39</b> | <b>884</b> |

<sup>1</sup> BA 461 and MATH 231 are required support courses for BSBA majors and have been included here due to their coverage of key content areas in business. For 2010-2011, BA 461 has been moved to a core course.

<sup>2</sup> This is a Strategic Management/Business Policy course, which integrates knowledge from all the functional areas of business. Therefore, this course includes all or most of the CPC topics.

### **3.3 General Knowledge and Skills**

**Excellence in business education at the undergraduate level requires a broad educational background on which to base collegiate business studies. This requires business students to have the general knowledge and skills that will prepare them to understand and appreciate the broader historical, cultural, social, political, and economic contexts in which business takes place and to function effectively in an ever-changing global environment.**

#### **Self-Study Guidelines**

##### **Institutions with Formal General Education Requirements**

- 1. Provide the page numbers for the section in the institution's catalog that describes its general education requirements.*

In each degree program, Spalding University requires the successful completion of a general education (University Studies) component at the collegiate level. Spalding undergraduate students are required to fulfill a specific number of semester hours in the humanities, natural sciences and mathematics, social sciences, religious studies, and communication. The general education requirements can be found in the University's online catalog at [www.spalding.edu/catalog](http://www.spalding.edu/catalog).

- 2. Provide Table 2: Undergraduate General Education Requirements. The information in this table should be presented as shown in sample Table 2 in these guidelines. The table should include both the number of credit hours in the institution's general education requirements and the percentage of the total number of credits required for graduation that is composed of general education credits. Table 2 should provide the required information for each business program at the associate and bachelor's level included in the accreditation review.*

For each degree program offered in the School of Business, a total of 55 general education credit hours are required. This equates to 43% of the total number of credits required for graduation.

**Table 2: Undergraduate General Education Requirements**

| <div>CREDIT HOURS</div> <div>PROGRAM</div> | MINIMUM CREDIT HOURS IN<br>GENERAL EDUCATION <sup>1</sup> |     | CREDIT HOURS<br>REQUIRED FOR<br>GRADUATION |
|--|---|-----|--|
|  | Hrs   | Pct |  |
| BACHELOR’S-LEVEL PROGRAMS                  |   |     |  |
| Accounting (BSA)                           | 55  | 43% | 127  |
| Business Administration (BSBA)             | 55  | 43% | 127  |

<sup>1</sup>6 credit hours are included in general education as required courses for BSA and BSBA (ECON 281 and ECON 282)



3. *Describe the remedial and developmental programs employed by the institution to assist undergraduate students in acquiring the basic skills (e.g., written composition and quantitative skills) necessary to be successful in their studies.*

The remedial and developmental programs employed by Spalding University to assist undergraduate students in acquiring basic skills necessary to be successful in their studies are housed in the Academic Resource Center (ARC). The ARC was established in August 2006 and provides the following programs specific to student success: Academic Coaching, the CARE Program, the SPARK Program, Students on Suspension (SOS), Educational Enrichment Services (EES), Successful Student Strategies (US 100), the Quality Enhancement Plan (QEP), the Mathematics Lab, and the Writing Center. A description of each of these programs follows.

#### Academic Coaching

Academic Coaching services assist students with increasing their academic potential. Coaching begins with the student taking the Learning and Study Skills Inventory (LASSI) to assess skills including information processing, selecting main ideas, test strategies, anxiety levels, concentration, time management, self-testing, motivation, and attitude. As a result, the coach and student develop a success plan.

#### The CARE Program

Students who are conditionally admitted to the University may be required to complete an academic coaching component and/or a reading class. The ARC developed CARE, implemented in fall 2009, to provide a structured program to track the academic coaching requirement. During the first semester, students are expected to complete CARE, which involves a variety of activities that focus on personal mission, time management, note-taking, and test-taking strategies.

#### The SPARK Program

In fall 2009, the Spalding Academy Recovery Kickstart Program (SPARK) was implemented as a component of academic probation. SPARK requires students to participate in a number of different activities determined at the first meeting with the SPARK coordinator. These include completing success components, reviewing catalog policies, and attending study hall. The design is focused on offering individualized assistance because students fail for a variety of reasons.

#### Students on Suspension (SOS)

SOS, implemented in fall 2007, is a last-chance intervention program for students facing dismissal who have not improved their GPAs as a result of academic probation. Students have up to 12 weeks to complete the program, which culminates with an appeal letter to the Council on Undergraduate Retention. If the SOS appeal is approved, the student will continue on academic probation. If the SOS appeal is denied, or if the student does not complete SOS, then the student is dismissed from the University.

### Educational Enrichment Services (EES)

EES began as a grant-funded partnership with Jefferson County Public Schools (JCPS) in fall 2005. The program evolved into free classes in math, writing, and reading structured to follow the regular Spalding schedule. The math class, EESM 090, is part of the math placement policy, and the reading class, EESR 092, is often a requirement for conditionally-admitted students. The writing class was discontinued when reading was offered in 2007-2008. Because the service is vital to our students' success, Spalding assumed responsibility for the classes still at no cost to the students. The instructor, who had been teaching the classes for JCPS the last two years, was hired as an adjunct instructor in the ARC to provide a seamless transition.

### Successful Student Strategies (US 100)

All new incoming students with less than 24 credit hours are required to take US 100 as part of their University Studies requirements, which serves as their freshman seminar.

### Quality Enhancement Plan (QEP)

The QEP is designed to help students be successful in MATH 113 College Algebra, which is the University Studies requirement for all majors. To achieve this goal, a new class, MATH 104, was developed to build students' intermediate algebra skills. The class is taught by the Math Educator and a Teaching Assistant to allow small group and individualized instruction.

### Mathematics Lab

Math tutoring began in fall 2006. With the implementation of the QEP pilot in fall 2007, the Mathematics Lab was available for tutoring when class was not in session. The Math Lab has evolved into a place where students come for math help in a variety of contexts.

### The Writing Center

The Writing Center provides one-on-one writing conferences to all levels of students to assist them throughout their writing process. During writing conferences, students collaborate with writing consultants to become better writers who communicate effectively with their audience.

### **3.4 Breadth and Depth of Curriculum**

**Excellence in business education requires bachelor's-level programs in business to include sufficient advanced courses to prepare students for careers and/or further study. In areas of business specialization, breadth and depth beyond the Common Professional Component should be demonstrated. (Normally, a minimum of 40 percent of the total credits for a bachelor's degree should be dedicated to business or related courses.)**

#### **Self-Study Guidelines**

- 1. Provide Table 3: Program Curriculum Composition. The information in this table should be presented as shown in sample Table 3 in these guidelines. For each business program included in the accreditation review, the table should include the number of credit hours in the business core, the required courses beyond the core, and the business and related elective courses, along with the percentage of the total number of credits required for graduation that is dedicated to each area.*

As documented in Table 3: Program Curriculum Composition, 57% (72 out of 127) of the credit hours required for graduates with a BSA degree is dedicated to business and related courses. Further, 50% (63 out of 127) of the credit hours required for graduates with a BSBA degree is dedicated to business and related courses.

- 2. For any program listed in Table 3 in which less than 40 percent of the total credits required for the degree is dedicated to business and related courses, provide a rationale explaining why this is the case.*

All programs listed in Table 3 have more than 40% of the total credits required for each degree dedicated to business and related courses.

- 3. For each program listed in Table 3, describe the extent to which the business and related courses in the program are upper-level courses.*

For the purposes of this self-study, upper level courses are defined as any course at the 300 level or above. Of the business and related courses in the BSA curriculum, 58% of the credits (14 courses, 42 credit hours) is composed of advanced courses. For the BSA, the advanced courses include: ACC 301 Intermediate I, ACC 302 Intermediate II, ACC 303 Intermediate III, ACC 313 Not for Profit Accounting, ACC 314 Cost Accounting, ACC 315 Individual Tax, ACC 316 Accounting Information Systems, ACC 320 Auditing, ACC 415 Corporate Tax, ACC 420 Advanced Accounting Problems, BA 366 Financial Management, BA 385 Legal Environment of Business, BA 395 Business Ethics, and BA 481 Integrative Strategic Management.

Of the business and related courses in the BSBA curriculum, 38% of the credits (8 courses, 24 credit hours) is composed of advanced courses. For the BSBA, the advanced courses include: BA 366 Financial Management, BA 320 Management Information Systems, BA 351 Management of Human Resources, BA 385 Legal Environment of Business, BA 395 Business Ethics, BA 461 Global Dimensions of Business, BA 481 Integrative Strategic Management, and MKT 342 Marketing Research.

**Table 3: Program Curriculum Composition**

| CREDIT 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### **3.5 Curriculum Review and Improvement**

**Excellence in business education requires curricula that are both current and relevant. Therefore, curriculum review and improvement should be an ongoing process that is supported by outcomes assessment, the results of which are used to ensure excellence in the business programs offered by the academic business unit.**

#### **Self-Study Guidelines**

- 1. Describe your process of continuous evaluation of the curricula in your business programs. This description should include an explanation of the ways in which outcomes assessment supports curriculum review and improvement in your academic business unit.*

Curriculum review and improvement is a continuous process involving faculty, college deans, school chairs, and the Senior Vice President for Academic Affairs. Spalding University faculty members in the School of Business have the primary responsibility for the content, quality, and effectiveness of the business curriculum. The Faculty Governance Document Article II Section E, Page 3 states:

The School and College Faculties shall have academic authority over all matters pertaining to admission, curriculum, and instruction for any and all certificate, undergraduate, and graduate programs administered in those units, subject to the provisions of any applicable school and college governance documents approved by the respective faculties of those School and Colleges, and the articles of the Faculty Governance Document.

The Faculty Governance Document Article III Section B, Page 3 elaborates:

The University Faculty shall be accountable for the quality of instruction and scholarship at the University and shall accept the responsibility and authority, both primary and shared, for developing, recommending to the President, Senior Vice President for Academic Affairs and/or the Board of Trustees, and monitoring policies affecting the academic environment, including but not limited to:

(c) recommending curricula, reviews of existing programs, revisions to existing programs, deletion of programs, and development and review of proposed new programs.

As stated in the Spalding University mission and the School of Business mission, it is very important that we provide an education “that meets the needs of the times.” Specifically, it is crucial that our existing curriculum prepares students for the current business environment. Therefore, the School of Business has adopted a curriculum review process specific to our School that includes 1) an extensive review process and a 2) continuous review process.

First, the entire curriculum is reviewed in whole every other year. This extensive review is led by the Chair of the School of Business and involves the faculty of the School, the Business

Advisory Board, and alumni. The last extensive review of the curriculum was conducted in the 2008-2009 academic year. The 2008-2009 curriculum review and changes were based on the following:

1. Data from a curriculum review survey. The respondents to this survey represented 10 industries and 23 different companies in the Greater Louisville area. Approximately 100 surveys were sent out, with a 31% return rate.
2. International Assembly for Collegiate Schools of Business (IACBE) accreditation Common Professional Component requirements for business education at the undergraduate level.
3. Our current faculty resources and Southern Association of Colleges and Schools (SACS) accreditation standards for terminally-degreed faculty coverage.
4. Data from the 2007-2008 Unit Scorecard Outcomes Assessment.
5. The consensus of the School of Business faculty on the specific changes (meetings held on 11/19/2008 and 12/15/2008).
6. A final review of the changes by the School of Business Advisory Board on 12/10/2008.

As documented in the 2009-2010 School of Business Unit Scorecard, the next extensive curriculum review is scheduled for the 2010-2011 academic year. The above-described process will be evaluated by both the faculty of the School of Business and the Business Advisory Board. We will then determine if any changes should be made to the process. Once this process evaluation is complete, we will commence with the extensive curriculum review.

Second, on a continuous basis, the faculty of the School of Business review individual course requirements. Less extensive changes to the curriculum, which can include but are not limited to, course description changes, course title changes, and prerequisite requirement changes, can occur on a yearly basis. These changes can be based on the faculty member's experience with a particular course, the results of our outcomes assessment, or changes in the current business environment that necessitate changes in the curriculum.

For both the extensive curriculum review and for continuous curriculum review, the School of Business develops goals for its programs as documented in the Unit Scorecard (Appendix D). Changes in curriculum can appear in the "Use of Results" column of the Unit Scorecard. All academic program changes or proposals that result from the internal review process are reviewed by the Senior Vice President for Academic Affairs, the College Dean, and the Chair of the School of Business before being submitted to the University Curriculum Committee.

***2. Document the involvement of your faculty in the periodic review of business programs and curricula.***

As described in ***Principle 3.5.1***, faculty members are involved in both the extensive review of the overall curriculum and the continuous review of individual course requirements. Documentation of this involvement can be found in emails sent to faculty to either set up meetings or to get feedback on curriculum, the agenda from the extensive curriculum review meeting on November 19, 2008, and Curriculum Committee proposals (the extensive curriculum review proposal sent

to Curriculum Committee in January 2009 and Curriculum Committee proposals from the self-study year). Any documentation of faculty involvement has been provided in a folder for the site visit team.

As an example, during the self-study year the following Curriculum Committee proposals were approved: we changed the requirement for general business electives – these electives must now be at the 200-level or above, ACC 316 Accounting Information Systems was deleted from the core courses for the Bachelor of Science in Accounting and BA 320 Management Information Systems was added as a required support course, and BA 461 Global Dimensions of Business was moved to the core from the required support courses. All of these changes were discussed with the School of Business faculty prior to being sent to Curriculum Committee. Once agreed upon by the faculty, the changes were discussed with the Senior Vice President for Academic Affairs, who also serves as Chair of the Curriculum Committee. These approved changes will take effect with students entering Spalding in fall 2010.

**3. *Describe the ways in which your alumni, the business community, and other external groups are involved in the periodic review of your business programs and curricula.***

As described in ***Principle 3.5.1***, the business community and alumni are involved in the periodic review of our business programs via the School of Business Advisory Board. In the last extensive review of the curriculum, the Advisory Board was provided with external review packets via email after our October 16, 2008 meeting. Not only did each Board member complete a packet, but each Board member also forwarded our external review packet to other business people in the community. This process provided us with survey data representing 10 industries and 23 different companies in the Greater Louisville area. The survey data and the resulting curriculum changes, as established by the Chair and faculty of the School of Business, were discussed at the December 10, 2008 meeting of the Board. Final approval was given by the Board at this time. Documentation of this involvement can be found in emails sent to advisory board members and agendas and minutes from Board meetings. Any documentation of Advisory Board involvement has been provided in a folder for the site visit team.

**4. *If the institution has formal general education requirements, describe the extent to which the business faculty is involved in the evaluation of these requirements.***

The evaluation of general education requirements occurs in the University Curriculum Committee. The Curriculum Committee has a permanent representative from the School of Business. This representative is responsible for sharing Curriculum Committee proposals that impact any business degree programs with the entire School of Business. Furthermore, any proposal that comes before the Curriculum Committee regarding changes to our formal general education requirements are evaluated and voted on by the representative from the School of Business. For the self-study year, R. Wright, Assistant Professor of Management, was the Curriculum Committee representative from the School of Business.

**5. *Describe the process for changing your curricula or developing a new program for your academic business unit. If this process is described in your Faculty Handbook, provide the page numbers for the relevant section.***

All changes to existing curricula as well as proposals for new programs must be approved by the University Curriculum Committee. To ensure that faculty are able to exercise their responsibility for the content, quality, and effectiveness of the curriculum, the Curriculum Committee Procedures state:

Any University faculty member, administrator, academic unit, or committee may submit proposals to the Committee. However, the proposals must be processed and approved by the Unit or School prior to being presented to the Committee for consideration.

The intent of this provision is strengthened by the next statement:

Review and/or action by the Curriculum Committee is contingent upon initial approval by the School chair and faculty and on recommendation by the college Dean to the Senior Vice President for Academic Affairs.

The Curriculum Committee procedures also protect the responsibility of the faculty as a whole for the content, quality, and effectiveness of the curriculum by providing for timely and broad deliberation of a proposal before it can be brought to a vote and passed.

Proposals shall be presented at one meeting for a first reading and shall be acted upon at the next meeting. This procedure gives the Committee time to discuss the proposals and gather additional information.

Dissenting opinions will be heard by the Committee. Any person who disagrees with a proposal will either appear in person or submit a written statement to explain his/her position.

Once a proposal is approved by the University Curriculum Committee, the changes to the existing curriculum or the new program begin in fall of the next academic year.



### **3.6 Master's Degree Curriculum**

**Excellence in business education requires that master's-level business programs should consist of a minimum of thirty semester credit hours (forty-five quarter hours) of graduate-level course work. The level of these courses should be beyond that of the undergraduate Common Professional Component (CPC) courses. The thirty semester hours (forty-five quarter hours) of graduate-level course work should be in courses normally reserved for graduate students.**

The School of Business does not offer a master's-level business program.

### **3.7 Doctoral Curriculum**

**Excellence in business education requires the curricula of doctoral-level programs in business to prepare students to make significant contributions to the academy.**

The School of Business does not offer a doctoral-level program in business.

### **3.8 Summary Evaluation of Curriculum**

**Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its curricula and curricula-related processes in supporting excellence in business education.**

#### **Self-Study Guidelines**

*Provide a summary evaluation of the academic business unit's curricula and curricula-related processes. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:*

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its curricula and curricula-related processes in supporting excellence in business education.*

The School of Business has more than adequate coverage of the Common Professional Component in both the Bachelor of Science in Business Administration and Bachelor of Science in Accounting. We also feel that our curriculum provides a more than sufficient amount of advanced courses to prepare students for careers and/or future study.

Further, the University provides students with a broad educational background through our University Studies (general education) program. The University also provides more than sufficient support programs to assist undergraduate students in their studies.

The University curriculum review process is a system that has been in place since November 2003 and works very well. All units are aware of the process and are provided with the necessary guidance to prepare proposals for review.

- 2. Identify any changes and improvements needed in the academic business unit's curricula and/or curricula-related processes.*

Although the coverage for Operations Management and Organizational Behavior is somewhat low, the overall number in Management related content is 142 contact hours. The coverage in these areas may need to be examined.

- 3. Describe proposed courses of action to make those changes and improvements*

The issue of additional coverage in the areas of Operations Management and Organizational Behavior will be specifically included as a topic of discussion with the School of Business Advisory Board. This particular topic will also be included as a separate question in the extensive external curriculum review to be held in 2010-2011.

## Principle 4: Faculty

### 4.1 Faculty Qualifications

Excellence in business education requires highly-qualified faculty. Therefore, to ensure that the academic business unit's business programs are properly supported, a high percentage of the undergraduate- and master's-level student credit hours delivered by the academic business unit must be taught by doctorally-qualified and professionally-qualified faculty members. At the doctoral level, it is expected that all doctoral student credit hours will be taught by doctorally-qualified faculty.

#### Self-Study Guidelines

1. *Provide the page numbers for the section in the institution's catalog that describes the academic credentials of each full-time and part-time faculty member.*

The academic credentials for each full-time and part-time faculty member in the School of Business can be found at [www.spalding.edu](http://www.spalding.edu), by clicking on Academics, then Business, then Faculty.

2. *Provide a current vita for all full-time and part-time business faculty members (these should be placed in the appendix of the self-study).*

A current vita for each full-time and part-time business faculty member is located in Appendix F. Complete portfolios (including current vita, graduate transcripts, biographies and scholarly and professional activities) for each business faculty member will be available for the site visit team.

3. *Provide Table 4: Faculty Qualifications. The information in this table should be presented as shown in sample Table 4 in these guidelines. All faculty who teach courses offered by the academic business unit must be included, with full- and part-time faculty members listed separately and in alphabetical order. In cases where a faculty member teaches at more than one program level (undergraduate, master's, doctoral levels) and/or in more than one major discipline during the self-study year, list each program level and discipline on a separate line under the headings "Program Level" and "Assigned Teaching Disciplines," respectively. Then, indicate the faculty member's qualification status for each program level and teaching discipline under the heading "Level of Qualification." For each full-time faculty member who is indicated to be either doctorally- or professionally-qualified in a teaching discipline outside of his/her degree discipline(s), provide a brief rationale for this qualification status. In determining whether a faculty member is doctorally-, professionally-, or minimally-qualified, see the definitions above (4.1, Description).*

All faculty members who teach courses offered by the School of Business have been included in Table 4: Faculty Qualifications. During the self-study year, the School of Business had one doctorally-qualified and three professionally-qualified full-time faculty members. Among part-time faculty, the School had three doctorally-qualified and 14 professionally-qualified faculty members.

A credentials justification has been provided for the following faculty and courses: E. Cullen for MKT 342 Marketing Research, C. Avery for BA 366 Business Finance, D. Kane for BA 366 Business Finance, ECON 281 Microeconomics and ECON 282 Macroeconomics, and M. Smith for BA 295 Overview of Not-for-Profit Organizations. The completed credentials justification form will be available in each of the above-mentioned faculty member's portfolios during the site visit. A brief rationale is provided here for these faculty members.

#### E. Cullen

E. Cullen is professionally qualified to teach MKT 342 Marketing Research due to her experience (13 years) at YUM!, Inc. as Director of Pipeline. She is directly involved in new product development, market research, and test marketing at YUM!. She has also served as Director of Media Services at YUM!, which included advertising and marketing research experience. Finally, she participated in marketing research, consumer profiling, and presentation planning as Associate Media Director at Temerlin McCain.

#### C. Avery

C. Avery is professionally qualified to teach BA 366 Business Finance because she has an MBA and 21 hours at the graduate level in Accounting discipline courses as well as 6 hours in Finance at the graduate level.

#### D. Kane

D. Kane is doctorally qualified to teach BA 366 Business Finance and professionally qualified to teach ECON 281 Microeconomics and ECON 282 Macroeconomics because she has three hours at the graduate level in advanced economics as well as six hours in Finance at the graduate level. Furthermore, Diane Kane has 22 years of experience in the area of finance in positions as high as Chief Financial Officer.

#### M. Smith

M. Smith is professionally qualified to teach BA 295 Overview of Not-for-Profit Organizations because she has 18 years of professional experience in not-for-profit management, most recently as Director of Gift Planning at the Community Foundation of Louisville, Inc. and the Manager of Planned Giving at the Home of the Innocents. Both of these organizations are large, not-for-profit organizations in the Louisville area.

- 4. Provide Table 5: Teaching Load and Student Credit Hours Generated. The information in this table should be presented as shown in sample Tables 5(U), 5(M), or 5(D) in these guidelines. Submit only one table, using the form that is appropriate for your academic business unit. Use Table 5(U) if you have only undergraduate programs. Full and part-time faculty members should be shown alphabetically and grouped separately. The table should account for all student credit hours taught in the business programs during the self-study year, including both required and elective business courses and courses taught at all off-campus locations. The qualification level of each faculty member for the credit hours taught, and totals, by faculty qualification level (doctorally- and professionally-qualified, and other) should be shown, as well as a grand total for**

***undergraduate-, master's-, and doctoral-level student credit hours taught. This table should also include the number of sections, course preparations, and disciplines taught by each faculty member.***

Teaching loads and student credit hours generated are displayed in Table 5(U). The School of Business has four full-time faculty members. Of the four full-time faculty members, one is doctorally qualified and three are professionally qualified. The full-time faculty of the School of Business taught a total of 34 courses at the undergraduate level. During the self-study year, 17 part-time faculty members were used to teach 29 courses.

- 5. Provide Table 6: Faculty Coverage Summary. The information in this table should be presented as shown in sample Tables 6(U), 6(M), or 6(D) in these guidelines. The data for this table come directly from the totals in Tables 5(U), 5(M), or 5(D): Teaching Load and Student Credit Hours Generated. Submit only one table, using the form that is appropriate for your academic business unit. Use Table 6(U) if you have only undergraduate programs, Table 6(M) if you have master's programs, and Table 6(D) if you have doctoral program.***

A summary of faculty coverage is presented in Table 6U: Faculty Coverage Summary.

**Table 4: Faculty Qualifications**

| FACULTY MEMBERS         | YEAR OF HIRE | HIGHEST DEGREE    |   | PROFESSIONAL CERTIFICATION | ASSIGNED TEACHING DISCIPLINES                | PROGRAM LEVEL                          | LEVEL OF QUALIFICATION       | TENURE |
|-------------------------|--------------|-------------------|---|----------------------------|--|--|------------------------------|--------|
|                         |              | TYPE              | DISCIPLINE  |                            |  |  |                              |        |
| FULL-TIME FACULTY       |              |                   |   |                            |  |  |                              |        |
| Avery, C.               | 2004         | MBA               | Business, 21 hours in accounting at graduate level                  |                            | Accounting                                   | Undergraduate                          | Professional                 | No     |
| Conlin, M. <sup>1</sup> | 2007         | ABD<br>MAC<br>MBA | Educational Leadership<br>Accounting<br>Business                    | CPA                        | Accounting                                   | Undergraduate                          | Professional                 | No     |
| Rice, A.                | 1998         | PhD               | Marketing   |                            | Marketing                                    | Undergraduate<br>Master's <sup>2</sup> | Doctoral<br>Doctoral         | Yes    |
| Wright, R.              | 1988         | MA<br>MS          | Human Resource Development<br>Systems Management                    |                            | Management                                   | Undergraduate<br>Master's <sup>2</sup> | Professional<br>Professional | Yes    |
| PART-TIME FACULTY       |              |                   |   |                            |  |  |                              |        |
| Barnes, H.              | 1986         | JD<br>MBA         | Law<br>Business Administration                                      |                            | Business Law                                 | Undergraduate                          | Doctoral                     | N/A    |
| Carter, F.              | 2004         | MA                | Computer Resources and Information Management                       |                            | Computer Applications<br>Information Systems | Undergraduate<br>Undergraduate         | Professional<br>Professional | N/A    |
| Crane, C.               | 1999         | JD                | Law   |                            | Business Law                                 | Undergraduate                          | Doctoral                     | N/A    |
| Cullen, E.              | 2005         | MA                | Speech Communication  |                            | Marketing Research                           | Undergraduate                          | Professional                 | N/A    |
| Davidson, L.            | 2004         | MS                | Administration  |                            | Marketing                                    | Undergraduate                          | Professional                 | N/A    |
| Kane, D.                | 2000         | PhD<br>MA<br>MBA  | Human Resource Development<br>Management<br>Business Administration |                            | Finance<br>Economics                         | Undergraduate<br>Undergraduate         | Doctoral<br>Professional     | N/A    |
| Kostas, S.              | 2005         | MS                | Human Resource Education  |                            | Management                                   | Undergraduate                          | Professional                 | N/A    |

| FACULTY MEMBERS   | YEAR OF HIRE | HIGHEST DEGREE |  | PROFESSIONAL CERTIFICATION                            | ASSIGNED TEACHING DISCIPLINES | PROGRAM LEVEL | LEVEL OF QUALIFICATION | TENURE |
|-------------------|--------------|----------------|--|---|-------------------------------|---------------|------------------------|--------|
|                   |              | TYPE           | DISCIPLINE   |   |                               |               |                        |        |
| PART-TIME FACULTY |              |                |  |   |                               |               |                        |        |
| Martin, F.        | 2004         | ABD MBA        | Organizational Management Business Administration  |   | Management                    | Undergraduate | Professional           | N/A    |
| Mitchell, N.      | 2001         | MS             | Agricultural Economics                             |   | Economics                     | Undergraduate | Professional           | N/A    |
| Mueller, N.       | 2008         | MT             | Taxation   | CPA   | Taxation                      | Undergraduate | Professional           | N/A    |
| Porter, R.        | 2002         | MBA MA         | Business Administration Human Resource Development |   | Management                    | Undergraduate | Professional           | N/A    |
| Randall, H.       | 2008         | MBA            | Business Administration                            |   | Marketing                     | Undergraduate | Professional           | N/A    |
| Russell, C.       | 2002         | MA             | Human Resource Development                         |   | Management                    | Undergraduate | Professional           | N/A    |
| Sellers, W.       | 2006;2009    | ABD MS         | Instructional Technology Computer Education        |   | Information Systems           | Undergraduate | Professional           | N/A    |
| Smith, M.         | 2009         | JD             | Law  |   | Not-for-Profit Management     | Undergraduate | Professional           | N/A    |
| Vernon, M.        | 2009         | JD MBA         | Law Business Administration                        |   | Not-for-Profit Management     | Undergraduate | Professional           | N/A    |
| Vogel, E.         | 2009         | MBA            | Business Administration                            | Graduate Certificate – Information Systems Management | Information Systems           | Undergraduate | Professional           | N/A    |

<sup>1</sup> Dr. Conlin is currently considered professionally qualified, but earned her Ed.D in June 2010.

<sup>2</sup> R. Wright and A. Rice each teach in the Master of Science in Business Communication program – this program is not part of IACBE accreditation because it is administered by the College and 70% of the courses are taught by School of Communication faculty.



**Table 5(U): Teaching Load and Student Credit Hours Generated**

| FACULTY MEMBERS   | FALL SEMESTER (2009)<br>(Sessions 1, 2, and 3) |      |      |      | SPRING SEMESTER (2010)<br>(Sessions 4, 5, and 6) |      |      |      | QUALIFICATION LEVEL<br>(UNDERGRADUATE) |                  |       |
|---|--|------|------|------|--|------|------|------|--|------------------|-------|
|   | UG   | # of | # of | # of | UG   | # of | # of | # of | DQ                                     | PQ               | OTHER |
|   | SCH  | SECT | PREP | DISC | SCH  | SECT | PREP | DISC | SCH                                    | SCH              | SCH   |
| FULL-TIME FACULTY   |  |      |      |      |  |      |      |      |  |                  |       |
| Avery, C.   | 291  | 5    | 3    | 1    | 276  | 5    | 5    | 1    |  | 567              |       |
| Conlin, M.  | 291  | 6    | 5    | 2    | 285  | 5    | 5    | 1    |  | 576 <sup>2</sup> |       |
| Rice, A. <sup>1</sup>   | 66   | 1    | 1    | 1    | 81   | 2    | 2    | 1    | 147                                    |                  |       |
| Wright, R. <sup>1</sup>   | 204  | 5    | 4    | 1    | 168  | 5    | 4    | 1    |  | 372              |       |
| PART-TIME FACULTY   |  |      |      |      |  |      |      |      |  |                  |       |
| Barnes, H.  | 48   | 1    | 1    | 1    | 51   | 1    | 1    | 1    | 99                                     |                  |       |
| Carter, F.  |  |      |      |      | 51   | 1    | 1    | 1    |  | 51               |       |
| Crane, C.   |  |      |      |      | 57   | 1    | 1    | 1    | 57                                     |                  |       |
| Cullen, E.  | 51   | 1    | 1    | 1    | 27   | 1    | 1    | 1    |  | 78               |       |
| Davidson, L.  | 72   | 2    | 2    | 1    | 24   | 2    | 1    | 1    |  | 96               |       |
| Kane, D.  | 81   | 2    | 2    | 1    | 75   | 2    | 2    | 1    | 84                                     | 72               |       |
| Kostas, S.  | 69   | 1    | 1    | 1    |  |      |      |      |  | 69               |       |
| Martin, F. <sup>3</sup>   | 42   | 1    | 1    | 1    | 36   | 1    | 1    | 1    |  | 78               |       |
| Mitchell, N.  | 129  | 2    | 2    | 1    | 42   | 1    | 1    | 1    |  | 171              |       |
| Mueller, N.   | 63   | 1    | 1    | 1    | 33   | 1    | 1    | 1    |  | 96               |       |
| Porter, R.  |  |      |      |      | 63   | 1    | 1    | 1    |  | 63               |       |
| Randall, H.   |  |      |      |      | 30   | 1    | 1    | 1    |  | 30               |       |
| Russell, C.   | 15   | 1    | 1    | 1    |  |      |      |      |  | 15               |       |
| Sellers, W.   | 36   | 1    | 1    | 1    |  |      |      |      |  | 36               |       |
| Smith, M./Vernon, M. <sup>4</sup>   | 30   | 1    | 1    | 1    |  |      |      |      |  | 30               |       |
| Vogel, E.   | 57   | 1    | 1    | 1    | 66   | 1    | 1    | 1    |  | 123              |       |
| TOTALS  | 1545   | 33   | 30   |      | 1365   | 31   | 29   |      | 387                                    | 2523             |       |
| TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY-QUALIFIED FACULTY                     |  |      |      |      |  |      |      |      | 387                                    |                  |       |
| TOTAL STUDENT CREDIT HOURS TAUGHT BY DOCTORALLY- AND PROFESSIONALLY-QUALIFIED FACULTY |  |      |      |      |  |      |      |      | 2910                                   |                  |       |
| TOTAL STUDENT CREDIT HOURS TAUGHT BY BUSINESS FACULTY DURING THE SELF-STUDY YEAR      |  |      |      |      |  |      |      |      | 2910                                   |                  |       |

<sup>1</sup> Both R. Wright and A. Rice completed their load with classes in the Master of Science in Business Communication program – this program is not a part of IACBE accreditation and is not accounted for here.

<sup>2</sup> M. Conlin completed her Ed.D. in June 2010 and all student credit hours generated beginning in 2010-2011 will be doctorally-qualified hours.

<sup>3</sup> F. Martin is currently ABD with plans of completing the dissertation in 2010.

<sup>4</sup> This was a team taught course.

Column Headings: UG = Undergraduate Level; SCH = Student Credit Hours; SECT = Course Sections; PREP = Course Preparations; DISC = Disciplines; DQ = Doctorally-Qualified; PQ = Professionally-Qualified

**Table 6(U): Faculty Coverage Summary**  
**(For use by academic business units with only undergraduate programs)**

| <b>STUDENT CREDIT HOURS (SCH) TAUGHT DURING SELF-STUDY YEAR</b>                 | <b>UNDERGRADUATE SCH</b> |
|---|--------------------------|
| Total SCH Taught by Business Faculty  | 2910                     |
| SCH Taught by Doctorally- and Professionally-Qualified Faculty                  | 2910                     |
| Percent of Total SCH Taught by Doctorally- and Professionally-Qualified Faculty | 100%                     |
| SCH Taught Only by Doctorally-Qualified Faculty                                 | 387                      |
| Percent of Total SCH Taught Only by Doctorally-Qualified Faculty                | 13% <sup>1</sup>         |

<sup>1</sup> M. Conlin completed her doctorate in June 2010 and is NOT included in this number. If M. Conlin would have been included, the percentage taught by Doctorally-Qualified Faculty increases to 33%. A. Rice usually teaches an additional course but had an additional course release during the self-study year. If A. Rice would have been included, the percentage taught by Doctorally-Qualified Faculty would have increased to 34%.

## **4.2 Faculty Load**

**Excellence in business education requires that faculty members have adequate time to devote to teaching, service, and scholarly activity. Therefore, a faculty member should not be expected to teach an excessive number of credit hours per academic term, nor should a faculty member be expected to have an excessive number of course preparations per academic term.**

**Appropriate reductions in teaching loads should be provided for faculty members who teach graduate courses; have significant administrative or service duties; direct multiple graduate theses, projects, or dissertations; or are engaged in extensive approved research.**

### **Self-Study Guidelines**

***1. Provide the following information pertaining to the institutional policies that relate to the teaching loads of faculty:***

***a. The institutional policy that determines the normal teaching load of full-time faculty.***

According to the Faculty Handbook, pages 37–38, the Senior Vice President for Academic Affairs determines the workload for full- and proportionate-time faculty, in consultation with the relevant dean and chair. Full-time faculty members, who have no administrative release, are normally responsible for 24 semester hours of instruction or its equivalent, as determined by the Senior Vice President for Academic Affairs. A Faculty Work Load Plan is submitted by each full-time faculty member as a part of the annual evaluation; once approved by the School chair/dean and Senior Vice President for Academic Affairs, any significant change in a faculty member's work plan will require consultation and re-approval by the School chair/dean.

***b. A description of the ways in which the policies are administered in terms of overloads and extra pay for overloads.***

According to the Faculty Handbook, page 15, full- and proportionate-time faculty members who teach courses outside their normal teaching loads are required to sign an adjunct faculty contract and are paid for the overload course or courses on the adjunct faculty scale. The salary schedule for adjunct faculty is available in the Office of Academic Affairs and is presented in **Principle 6.I**. Supervisors may require that a full- or proportionate-time faculty member seeking an overload teaching assignment receive written supervisory approval before accepting the assignment. During an academic year (July 1-June 30), full-time and proportionate-time faculty are limited to nine additional credit hours beyond their normal teaching loads. Any exception to this policy requires the approval of the Senior Vice President for Academic Affairs. Additional limits on overload teaching for full- and proportionate-time faculty may be incorporated in the annual faculty contract or announced in writing by the Senior Vice President for Academic Affairs.

- c. An explanation of any variations between the academic load policies used in the academic business unit and other academic units of the institution.***

There are no variations between the academic load policies used in the School of Business and other academic units of Spalding University.

- d. The policy on teaching loads for part-time and/or adjunct faculty.***

As described in Article XI, Section D-1 of the *Faculty Governance Document*, adjunct faculty members hold academic rank from adjunct lecturer to adjunct professor. Unless otherwise specified in writing, adjunct faculty will be appointed at the rank of adjunct lecturer. According to the Faculty Handbook page 12, adjunct faculty members are appointed on a per-course basis. Final appointment as an adjunct faculty member requires a contract signed by the adjunct faculty member and the Senior Vice President for Academic Affairs. The salary scale for adjunct faculty is available in the Office of Academic Affairs and is presented in ***Principle 6.1***.

- e. An identification of the documents that contain these policies and the page numbers for the relevant sections where these policies are stated.***

The documents that contain faculty load policies include the *Faculty Handbook* and the *Faculty Governance Document*. Copies of these documents have been sent separately and will also be available for the site visit team.

- 2. Referring to Table 5(U), (M), or (D): Teaching Load and Student Credit Hours Generated, explain any deviations between actual teaching loads and the institution's academic load policy.***

Based on the information provided in Table 5(U), there are no deviations between actual teaching loads and the institution's academic load policy. Undergraduate full-time faculty members are required to teach eight courses for load and can teach up to three additional courses for overload. The full-time faculty taught within these levels. We do not have a load policy for part-time faculty, therefore, no deviations exist.

- 3. List all faculty members who receive reductions in teaching loads for other professional responsibilities, and indicate the amount of the reduction and the reason.***

During the self-study year, Dr. Amy Rice was the only faculty member that received a reduction in teaching load in return for serving as Chair of the School of Business and Director of the Master of Science in Business Communication (MSBC) program. Dr. Rice received a two course reduction (six credit hours) for the role of Chair and a one course (three credit hours) reduction for the role of MSBC Director.

### 4.3 Program Coverage

**Excellence in business education requires appropriate program coverage by qualified faculty. Therefore, for each business program offered (including majors, concentrations, or emphases), the academic business unit should have at least one full-time doctorally-qualified or professionally-qualified faculty member who teaches in that program.**

#### **Self-Study Guidelines**

*Provide Table 7: Program Coverage. The information in this table should be presented as shown in sample Table 7 in these guidelines. This table should list all programs (including majors, concentrations, and emphases) included in the accreditation review, and should identify one full-time doctorally- or professionally-qualified faculty member who teaches in that program.*

Table 7: Program Coverage identifies one full-time doctorally- or professionally-qualified faculty member who teaches in the program for the two programs included in the accreditation review – the Bachelor of Science in Accounting (BSA) and Bachelor of Science in Business Administration (BSBA). Dr. Amy K. Rice not only teaches in the BSBA program but also provides the ultimate coordination and leadership for both programs in the School of Business. Ms. Catherine Avery not only teaches in the BSA program but also provides additional coordination and leadership specifically for the Bachelor of Science in Accounting.

**Table 7: Program Coverage**

| PROGRAM                          | FACULTY MEMBER | QUALIFICATION LEVEL      |
|----------------------------------|----------------|--------------------------|
| <b>BACHELOR'S-LEVEL PROGRAMS</b> |                |                          |
| Accounting (BSA)                 | C. Avery       | Professionally-Qualified |
| Business Administration (BSBA)   | A. Rice        | Doctorally-Qualified     |

## **4.4 Faculty Evaluation**

**Excellence in business education requires institutions and their academic business units to have high-quality processes for faculty evaluation. Therefore, each institution should have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, and for use in determining teaching effectiveness and the quality of student learning outcomes. This process should be appropriate for the level of degree program in which faculty are teaching.**

### **Self-Study Guidelines**

- 1. Describe the faculty evaluation process for your academic business unit and the ways in which it is used to measure teaching and student learning effectiveness. If the process is described in the Faculty Handbook, provide the page numbers for the relevant section.*

Spalding University has formal systems in place for annual faculty evaluation and for the awarding of tenure and promotion. First, the annual faculty evaluation process will be discussed followed by a discussion of the rank and tenure process.

### **Full-Time Faculty Annual Evaluation Process**

The *Faculty Governance Document* Article XII, page 22 outlines the evaluation process for all full- and proportionate-time faculty members. This provision mandates an annual review by the faculty member's immediate supervisor and Dean that begins with a self-evaluation. The evaluation addresses three major areas: teaching effectiveness, scholarship, and service. Faculty members in their first year of employment at the university are evaluated at the end of the first academic term in order to assure timely consultation should they be having difficulties. The timeline each year for submission of faculty evaluations is distributed to all faculty members in August of each year.

The School Chair or, in cases where there is no chair, the College Dean evaluates the faculty member's performance, making a recommendation regarding reappointment, continuance, non-renewal, or dismissal. The Deans evaluate Chairs. The Senior Vice President for Academic Affairs evaluates Deans.

The evaluation form containing the recommendation, signed by both parties after review and discussion, is submitted to the Dean of the College and then to the Senior Vice President for Academic Affairs. Any faculty member dissatisfied with her or his annual evaluation by any party may file with the Senior Vice President for Academic Affairs a written dissent with supportive reasons for attachment to the evaluation. Upon receipt of the file from the Senior Vice President for Academic Affairs, the University President, with the approval of the Board of Trustees, takes action regarding faculty status.

In accordance with the *Faculty Governance Document*, the instructions call for a self-evaluation by each faculty member to address the three performance areas of teaching, scholarship, and service for the calendar year using the previously agreed upon Professional Development plan as

a basis for the evaluation. Each College/School's rank and tenure criteria, including the School's definition of scholarship, for each performance area will serve as the framework for the individual faculty member's self-review (see School of Business Statement on Teaching, Scholarship and Service in Appendix G).

#### Part-Time Faculty Annual Evaluation Process

The unit head or designated supervisor/mentor will complete an evaluation of each part-time faculty member. The following items may be included:

1. Review of Student Evaluation of Instruction results for all assigned courses with each part-time instructor.
2. If necessary a class visit, providing opportunity to observe the instructor and provide feedback following the class.
3. If necessary, completion of the part-time faculty evaluation form and formulation of a plan for further enhancement of the faculty member's teaching effectiveness.

The Chair of the School of Business primarily relies on the student evaluation of instruction for part-time faculty evaluation. If numbers are returned that are considered low for business faculty (typically anything below a "4" on the overall course rating and the overall instructor rating), the Chair contacts the instructor to discuss the evaluations.

#### Full-Time Faculty Tenure and Promotion Process

Procedures for tenure and promotion are outlined in the *Faculty Governance Document* in Article XI Section F, page 17 and Article XI Section G, page 19 respectively. In addition, the Senior Vice President for Academic Affairs publishes instructions for the application process, including a timeline. The criteria for tenure and promotion are articulated by each School of the University. The School of Business Statement of Teaching, Scholarship, and Service for the purpose of tenure and promotion is located in Appendix G.

The procedure begins with the preparation of a portfolio by the faculty member who is applying for tenure and/or promotion. The portfolio includes an application form, vita in approved University format, and a narrative that addresses the three performance areas of teaching effectiveness, scholarship, and service.

The application form, instructions, and timeline are distributed to full-time and proportionate time faculty members by the Office of Academic Affairs. Faculty members submit the completed portfolio to their immediate supervisor. The supervisor reviews the portfolio and sends it to the Rank and Tenure Committee with a recommendation by a designated date. The Rank and Tenure Committee is composed of no fewer than nine tenured members, with one member from each school. After review and recommendation by the University Rank and Tenure committee, the portfolio is reviewed by the Dean of the College, who forwards the application (with his or her recommendation) to the Senior Vice President for Academic Affairs. The Senior Vice President for Academic Affairs forwards the completed application to the University President, who presents it to the Board of Trustees for final approval.

### *Third-year Review*

The Faculty Governance Document also contains provisions for a pre-tenure review of tenure-track faculty members to be completed by the University Rank and Tenure Committee. The faculty member prepares a portfolio and provides feedback to the faculty member. The portfolio is then returned to the faculty member and is not made part of the faculty member's file.

### *Seventh-year Review*

Article XII, page 22, of the *Faculty Governance Document* states:

Probationary faculty members who have completed their third year of service to the university undergo a third-year review designed to appraise their work up to that point, as well as to help them prepare to apply for tenure at the appropriate time. Probationary faculty members who complete their sixth year of service to the university without being awarded tenure and who choose not to apply for tenure in their seventh-year of service undergo a seventh-year review designed to appraise their work up to that point, as well as to help them prepare to apply for tenure at the appropriate time.

The faculty member applying for the seventh-year review prepares materials for the portfolio as outlined in the guidelines published by the Office of Academic Affairs. The committee makes recommendations to the individual faculty member after receiving the portfolio, which is then returned to the faculty member and not included in the official file.

- 2. *Provide copies of the instruments that are used in the faculty evaluation process and evidence that these instruments are being used (these instruments should be placed in the appendix of the self-study).***

The instruments used in the faculty annual evaluation process and the tenure and promotion process can be found in Appendix H. The original annual faculty evaluation documents are maintained in the Office of Academic Affairs. Copies of these documents are also maintained on file in the Chair of the School of Business office and in each faculty member's personal files. Copies of the annual self-evaluation for each full-time faculty member will be available for the site-visit team. Furthermore, an example of A. Rice's promotion portfolio from the self-study year will also be available to the site visit team.



## **4.5 Faculty Development**

**Excellence in business education requires business faculty to be engaged in a process of continuous improvement. Therefore, the academic business unit should provide opportunities for faculty development consistent with the expectations of the institution and its faculty; the mission and broad-based goals of the academic business unit; and the academic community.**

### **Self-Study Guidelines**

1. *Describe the faculty development program for your institution and for your academic business unit. If this information is contained in your Faculty Handbook, provide the page numbers for the relevant sections.*

Spalding University encourages and acknowledges the ongoing professional development of its faculty. According to the *Faculty Handbook*, page 23, continuing professional development of all teaching faculty at Spalding University is the shared responsibility of the University and the faculty. This shared responsibility is delegated to the Faculty Development Committee of the Faculty Senate. The duties and responsibilities of this committee are described in the *Faculty Governance Document* in Article VII, Section C-3, page 9.

The Faculty Development Committee shall promote awareness of matters pertaining to faculty and instructional development and make recommendations to the Faculty Senate regarding these matters; shall plan and assist in the implementation of workshops and seminars on matters for faculty and instructional development, shall distribute information regarding undergraduate advising; and shall enhance faculty involvement in scholarly research and/or creative activities and make recommendations for the funding of these activities. Reports by the Faculty Development Committee shall be made through the chair to the University President and the President of the Faculty Senate.

Ongoing professional development is also made a standard for gaining promotion to associate professor or full professor as outline in the *Faculty Governance Document* Article XI, page 14. The procedure for seeking promotion and/or tenure requires a comprehensive self-evaluation of professional development by the faculty member. Spalding University encourages the professional development of its faculty members through:

1. The annual Professional Development Plan completed in conjunction with the annual review as detailed in ***Principle 4.4 Faculty Evaluation***
2. Funding made available through the Office of Academic Affairs via the Faculty Development Committee
3. Speakers, programs, and events coordinated by the Office of Academic Affairs and the Faculty Development Committee
4. The funding of sabbatical leaves
5. Funding for each academic unit for Professional Development (used to support travel to professional meetings, etc.)

Each year as part of the annual faculty evaluation process, every full-time faculty member must complete a comprehensive self-evaluation that addresses the attainment of the goals in the Professional Development Plan as discussed in ***Principle 4.4*** and included in Appendix H. Then, in conjunction with their immediate supervisor, each faculty member prepares a new Professional Development Plan for the next calendar year that specifies professional development goals in the areas of teaching, scholarship, and service. Supervisors work closely with faculty members in the development of the plan, especially in regards to how the individual goals relate to the *2004-2009 University Strategic Plan*. The Professional Development Plan is part of the faculty member's annual evaluation, and is housed in the Office of Academic Affairs.

***2. Demonstrate the effectiveness of your faculty development program by providing examples of the results of its implementation within the academic business unit.***

The University supports professional development by making available to each academic unit a line item specifically for professional development in its annual budget. These funds are in addition to direct support offered by the Office of Academic Affairs and the Faculty Development Committee. Each full-time faculty member in the School of Business was allotted \$1000 in the 2009-2010 academic year to use toward faculty development.

The effectiveness of our faculty development program within the School of Business can be seen by examining the specific activities in which the full-time faculty members have participated during the self-study year. During 2009-2010, the following faculty development activities took place:

C. Avery

1. Had a paper (Service Learning and Community Partners: Value Added Evidence) accepted at and attended the Lilly Conference on Teaching and Learning
2. Held educational membership in and was actively involved in the Kentucky Society of Certified Public Accountants (KYCPA)
3. Attended the Kentucky Accounting Educators Conference

R. Wright

1. Had a paper (The Use of Simulation in an Accelerated Format) accepted at and attended the Lilly Conference on Teaching and Learning
2. Attended management development seminars at the Center for Non-Profit Excellence

M. Conlin

1. Attended the Adult Learning Conference at Spalding University
2. Held Professional Membership and was actively involved in the American Institute of Certified Public Accountants, the Kentucky Society of Certified Public Accountants (KYCPA) and the Institute of Management Accountants
3. Attended the Kentucky Accounting Educators Conference

4. Participated in the following workshops:
  - a. Online Teaching
  - b. Analyzing Financial Statements
  - c. Beyond Financial Accounting: Budgeting and Costing Techniques
  - d. International Business Conference Issues
  - e. Professional Issues Update Conference

#### A. Rice

1. Had two papers (The Use of Simulation in an Accelerated Format; Service Learning and Community Partners: Value Added Evidence) accepted at and attended the Lilly Conference on Teaching and Learning
2. Attended the IACBE conference
3. Participated in the Adult Learning Conference at Spalding University
4. Completed two book reviews for Flatworld Knowledge and McGraw-Hill
5. Attended professional speaking engagements through American Marketing Association
6. Held Membership in and was actively involved in the American Marketing Association (Board Member) and Association for Business Communication (Editorial Review Board)

As can be seen by the above list, Spalding and the School of Business strongly encourage faculty development that directly impacts our teaching. Attending conferences such as the Lilly Conference on Teaching and Learning not only provides us with the opportunity to present within the discipline of business but also provides us with the opportunity to present within the discipline of teaching and learning. Furthermore, attending conferences such as the Lilly Conference or the Kentucky Accounting Educators Conference provides an opportunity to learn new techniques to incorporate into the classroom.

As stated in both the University mission and the School of Business mission, it is vital that we also continue to meet the “needs of the times.” Memberships in organizations such as the Kentucky Society of Certified Public Accountants (KYCPA) and the American Marketing Association provide additional resources for maintaining a current level of knowledge in our disciplines and in turn the incorporation of this material into our classes. These memberships also provide a means for networking and making connections with employers in the local community.

In conclusion, the School of Business and Spalding University have effectively supported the development of our faculty. This support has allowed the faculty of the School of Business to engage in development activities that allow for continuous improvement in our programs and courses.

## **4.6 Faculty Policies**

**Excellence in business education requires the policies pertaining to faculty to be appropriate, published, and applied in a fair and consistent manner. Each institution should have written procedures, policies, and practices pertaining to faculty and their activities. These materials should be distributed to all faculty members.**

### **Self-Study Guidelines**

1. *Provide a copy of the institution's Faculty Handbook. This handbook should describe the institutional policies and practices that relate to faculty. If it is too bulky to include in the appendix of the self-study, send it as a separate document with the self-study.*

Spalding University has two documents that include written procedures, policies, and practices pertaining to faculty and their activities – the *Faculty Handbook* and the *Faculty Governance Document*. Copies of Spalding University's *Faculty Handbook* and *Faculty Governance Document* have been sent as separate documents due to their length. Copies of these two documents will also be available for the site visit team.

2. *Describe the ways in which faculty are made aware of these policies and are notified of changes.*

All faculty members have access to the *Faculty Handbook* and the *Faculty Governance Document* via Spalding University's website ([www.spalding.edu](http://www.spalding.edu)).

The *Faculty Senate Bylaws* provide for an initial review of the *Faculty Governance Document* by a Faculty Senate Committee after two years; subsequent reviews shall be provided for every five years. The Faculty Senate has one permanent representative from the School of Business. When appropriate, the committee makes recommendations to the Faculty Senate for amendment of the *Faculty Governance Document*.

The Faculty Senate studies any recommendation for amendment of the *Faculty Governance Document* proposed by the Board of Trustees and/or the University President as follows:

1. Amendments Initiated by the Faculty Senate

Amendments to the *Faculty Governance Document* shall be approved by a two-thirds majority vote of all voting members of the Faculty Senate. At least 10 days prior to the date of the Faculty Senate vote, the proposed amendment shall be distributed in writing and/or electronic mail to all members of the University Faculty. Once approved, such amendments shall then be submitted in writing and/or electronic mail to the University Faculty and, unless disapproved by at least one-half of the total University Faculty within 30 days by written vote or petition, shall be considered ratified. The amendment shall then take effect when and if approved by the University President and the Board of Trustees.

## 2. Amendments Initiated by the Board of Trustees and/or University President

Whenever possible, proposals to amend the *Faculty Governance Document* that come from the Board of Trustees and/or the University President should be referred to the Faculty Senate for review and possible action by the Senate, with the understanding that this clause shall in no way abridge the powers of the Board of Trustees as described in the *Bylaws of Spalding University*.

The *Faculty Governance Document* takes immediate effect once approved by the University Board of Trustees.

## **4.7 Summary Evaluation of Faculty**

**Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its faculty characteristics and activities and its faculty-related processes in supporting excellence in business education.**

### **Self-Study Guidelines**

*Provide a summary evaluation of the academic business unit's faculty characteristics and activities and its faculty-related processes. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:*

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding its faculty characteristics and activities and its faculty-related processes in supporting excellence in business education.*

Overall, the School of Business has a team of both full-time and part-time faculty who are committed to excellence in teaching and business education. We do have a somewhat low level of doctorally-qualified coverage; however, the percentage does not provide a full picture of the faculty as it is comprised for the 2010-2011 academic year. During the self-study year, one of our full-time faculty members completed her doctoral degree, one part-time faculty member is ABD with plans of completing the dissertation in 2010, and the Chair of the School of Business had an additional course release. If all of these doctorally-qualified credit hours would have been included in the self-study year calculations, we would be at 37% doctorally qualified coverage.

Regarding faculty load, the full-time faculty members are at the maximum for both load and overload classes, but this is by choice. Full-time faculty members still have adequate time to devote to service and scholarly activities. The degree programs offered by the School of Business are adequately covered, although it could be beneficial to have one person focus attention on the accounting program. Finally, faculty-related processes regarding faculty evaluation, faculty development, and faculty policies support excellence in business education.

- 2. Identify any changes and improvements needed in the academic business unit's faculty characteristics and activities and/or its faculty-related processes.*

The School of Business could consider hiring another doctorally-qualified full-time faculty member or attempt to find more part-time faculty with terminal degrees.

- 3. Describe proposed courses of action to make those changes and improvements.*

In order to hire a new full-time faculty member with a terminal degree, a request would be made during budget processing for the next fiscal year. Obviously, revenue history and revenue projections for the unit would influence this decision. In order to find part-time faculty with terminal degrees, a job announcement will be placed on the Spalding website. The Chair of the School of Business can also make a request to the Adult Accelerated Program to include a specific request for new part-time faculty members in the annual teaching assessment.

## **Principle 5: Scholarly and Professional Activities**

### **5.1 Scholarly and Professional Activities**

**Excellence in business education requires faculty members in the academic business unit to be involved in scholarly and professional activities that enhance the depth and scope of their knowledge, especially as it applies to their teaching disciplines.**

#### **Self-Study Guidelines**

- 1. Provide a current vita for all full-time and part-time business faculty members. The scholarly and professional activities of each faculty member should be referenced in the vita (these should be placed in the appendix of the self-study).*

All full-time and part-time faculty vitas are located in Appendix F.

- 2. Provide Table 8: Scholarly and Professional Activities of Full-Time Faculty. The information in this table should be presented as shown in sample Table 8 in these guidelines. Summarize the scholarly and professional activities for each full-time faculty member for the self-study year and the previous four years. Make certain that dates for all activities (e.g., professional meetings, papers presented, etc.) are provided in the vita. Supporting evidence for scholarly and professional activities should be readily available for the site visit team to review. Although they do not need to be included in this summary, a current vita reflecting scholarly and professional activities for all part-time and adjunct faculty members should be available to the site visit team.*

The scholarly and professional activities of each full-time faculty member for the self-study year and the previous four years are summarized in Table 8: Scholarly and Professional Activities of Full-Time Faculty. Furthermore, a separate document specifically outlining each scholarly and professional activity will be included in each full-time faculty member's portfolio for the site-visit team.

**Table 8: Scholarly and Professional Activities of Full-Time Faculty**

| FACULTY MEMBER         | HIGHEST DEGREE EARNED | PROFESSIONAL CERTIFICATION | SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS |           |             |             |                         |
|------------------------|-----------------------|----------------------------|--|-----------|-------------|-------------|-------------------------|
|                        |                       |                            | SCHOLARSHIP OF:  |           |             |             | PROFESSIONAL ACTIVITIES |
|                        |                       |                            | TEACHING   | DISCOVERY | INTEGRATION | APPLICATION |                         |
| Avery, C.<br>(2009-10) | MBA                   |                            | e-1; f-1<br>g-1<br>h-1                                 | c-1       | c-1<br>e-1  | c--1        | b-1                     |
| Avery, C.<br>(2008-09) | MBA                   |                            | e-1<br>f-1   | c-1       | c-1         | c-1<br>h-1  | d-1<br>e-1              |
| Avery, C.<br>(2007-08) | MBA                   |                            | g-1<br>h-1   |           | d-1         | h-1         | d-1                     |
| Avery, C.<br>(2006-07) | MBA                   |                            | i-1<br>j-1   |           | d-1         | h-1         | e-1                     |
| Avery, C.<br>(2005-06) | MBA                   |                            | i-1  |           | e-1         | h-1         | f-1                     |

| FACULTY MEMBER          | HIGHEST DEGREE EARNED | PROFESSIONAL CERTIFICATION | SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS |           |             |             |                         |
|-------------------------|-----------------------|----------------------------|--|-----------|-------------|-------------|-------------------------|
|                         |                       |                            | SCHOLARSHIP OF:  |           |             |             | PROFESSIONAL ACTIVITIES |
|                         |                       |                            | TEACHING   | DISCOVERY | INTEGRATION | APPLICATION |                         |
| Conlin, M.<br>(2009-10) | MAC, MBA              | CPA                        | f-6; g-2<br>i-1<br>m-1                                 |           |             |             | d-6<br>e-7<br>f-1       |
| Conlin, M.<br>(2008-09) | MAC, MBA              | CPA                        | f-5<br>g-1<br>m-1                                      | f-1       |             |             | d-5<br>e-7<br>f-1       |
| Conlin, M.<br>(2007-08) | MAC, MBA              | CPA                        | f-5; g-1<br>i-1<br>m-1                                 |           |             |             | d-5<br>e-6<br>f-1       |



| FACULTY MEMBER        | HIGHEST DEGREE EARNED | PROFESSIONAL CERTIFICATION | SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS |                   |             |             |                         |
|-----------------------|-----------------------|----------------------------|--|-------------------|-------------|-------------|-------------------------|
|                       |                       |                            | SCHOLARSHIP OF:  |                   |             |             | PROFESSIONAL ACTIVITIES |
|                       |                       |                            | TEACHING   | DISCOVERY         | INTEGRATION | APPLICATION |                         |
| Rice, A.<br>(2009-10) | Ph.D.                 |                            | e-2<br>f-2<br>h-1                                      | a-1<br>c-2<br>h-1 | c-2<br>d-1  | c-2         | b-2<br>c-1<br>d-1       |
| Rice, A.<br>(2008-09) | Ph.D.                 |                            | e-1<br>f-1<br>h-1                                      | c-1               | c-1<br>d-1  | c-1         | b-2<br>c-1<br>d-1       |
| Rice, A.<br>(2007-08) | Ph.D.                 |                            | e-1<br>f-1<br>j-2                                      | c-1               | c-1<br>d-1  | c-1         | b-2<br>d-1              |
| Rice, A.<br>(2006-07) | Ph.D.                 |                            | e-1<br>f-1<br>l-1                                      | c-1               | c-1<br>d-1  | c-1<br>h-1  | b-1<br>d-1              |
| Rice, A.<br>(2005-06) | Ph.D.                 |                            | e-1<br>f-1<br>n-1                                      | c-1<br>h-1        | c-1<br>d-1  | c-1         | b-1<br>d-1<br>f-2       |

| FACULTY MEMBER          | HIGHEST DEGREE EARNED | PROFESSIONAL CERTIFICATION | SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS |           |             |             |                         |
|-------------------------|-----------------------|----------------------------|--|-----------|-------------|-------------|-------------------------|
|                         |                       |                            | SCHOLARSHIP OF:  |           |             |             | PROFESSIONAL ACTIVITIES |
|                         |                       |                            | TEACHING   | DISCOVERY | INTEGRATION | APPLICATION |                         |
| Wright, R.<br>(2009-10) | MA, MS                |                            | e-1<br>f-1<br>i-1                                      | c-1       | c-1         | c-1         | d-1                     |
| Wright, R.<br>(2008-09) | MA, MS                |                            | h-1<br>i-1   | h-1       | e--1        |             | d-1                     |
| Wright, R.<br>(2007-08) | MA, MS                |                            | j-1<br>m-1   | h-1       |             | h-1         | d-1                     |
| Wright, R.<br>(2006-07) | MA, MS                |                            | j-1<br>m-1   |           | f-1         |             | e-1                     |
| Wright, R.<br>(2005-06) | MA, MS                |                            | j-1<br>m-1   |           | f-1         |             |                         |

## **Codes to Use**

### **Scholarship of Teaching**

- a. Published Articles/Manuscripts/Books
- b. Unpublished Articles/Manuscripts/Books
- c. Published Cases with Instructional Materials
- d. Unpublished Cases with Instructional Materials
- e. Presentations at Conferences/Workshops
- f. Conference/Workshop Attendance
- g. Professional Meeting Attendance
- h. Curriculum Review/Revision
- i. New Courses/Curricula
- j. New Teaching Materials
- k. Instructional Software Development
- l. New Instructional Methods
- m. New Teaching/Learning Assessment Tools
- n. Evaluations of Teaching Materials
- o. Other (Specify)

### **Scholarship of Discovery**

- a. Published Articles/Manuscripts/Books
- b. Unpublished Articles/Manuscripts/Books
- c. Papers Presented
- d. Session Chair
- e. Paper Discussant
- f. Dissertation/Thesis
- g. Faculty Research Seminars
- h. Book Reviews
- i. Other (Specify)

### **Scholarship of Integration**

- a. Published Articles/Manuscripts/Books
- b. Unpublished Articles/Manuscripts/Books
- c. Presentations at Conferences/Workshops
- d. Conference/Workshop Attendance
- e. Professional Meeting Attendance
- f. New Courses/Curricula
- g. Other (Specify)

### **Scholarship of Application**

- a. Published Articles/Manuscripts/Books
- b. Unpublished Articles/Manuscripts/Books
- c. Presentations at Conferences/Workshops
- d. Consultation
- e. Contract Research
- f. Technical Assistance
- g. Policy Analysis
- h. Program Evaluation
- i. Articles/Monographs on Contributions to Practice
- j. Articles in Trade Publications
- k. Other (Specify)

### **Professional Activities**

- a. Routine Consulting
- b. Professionally-Related Service
- c. Officer of Professional Organization
- d. Conference/Workshop Attendance
- e. Professional Meeting Attendance
- f. Professional Membership
- g. Other (Specify)

## **5.2 Summary Evaluation of Scholarly and Professional Activities**

**Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of the scholarly and professional activities of its faculty in supporting excellence in business education.**

### **Self-Study Guidelines**

*Provide a summary evaluation of the scholarly and professional activities of the faculty in the academic business unit. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:*

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the scholarly and professional activities of its faculty in supporting excellence in business education.*

Based on the School of Business' statement of teaching, scholarship, and service and the teaching mission of the University, the scholarly and professional activities of our faculty adequately support excellence in business education. Our scholarly and professional activities specifically relate to enhancing the learning experience of our students in different areas of the curriculum.

- 2. Identify any changes and improvements needed in the scholarly and professional activities of the faculty in the academic business unit.*

Based on our teaching mission and statement no changes or improvements are needed. However, it is important to maintain the current level of scholarship and professional activities at the level in the self-study year.

- 3. Describe proposed courses of action to make those changes and improvements.*

It is important to continue to include professional and scholarly activities as a part of each full-time faculty member's professional development plan each year. The professional development plan is compared to actual faculty results each year during the annual faculty evaluation process.

## **Principle 6: Resources**

### **6.1 Financial Resources**

**Excellence in business education requires financial resources that are sufficient to support a high-quality learning environment in the academic business unit, consistent with its mission and broad-based goals.**

#### **Self-Study Guidelines**

##### *Associate-, Bachelor's-, and Master's-Level Programs:*

- 1. Describe the budget development and budget amendment processes of the institution. If applicable, this narrative should also include a description of the ways in which the results from implementing the academic business unit's outcomes assessment plan are integrated into the budget development process.*

The budget process is guided and informed by the priorities outlined in the *2004-2009 University Strategic Plan*. While all recurring line items are reviewed, the budget process is more closely described as incremental budgeting with only new programs or initiatives being subject to a zero-based process. Unit Scorecards (which include the School of Business' outcomes assessment plan) have been implemented by every department in the university as the means by which progress is assessed and annual goals established to further the Strategic Plan. The results and new goals included in the outcomes assessment form the basis of annual budgets developed and submitted by each department to the University Budget Manager for inclusion in the first draft. The revenue budget is completed prior to the expense budget. The revenue budget is built on information provided by academic departments, enrollment management departments, and a computer model that calculates trends in retention and graduation that are updated regularly. The initial revenue budget is prepared using tuition and fee rates in place at that time and is revised following approval of any new tuition rates by the Board of Trustees at its January/February meeting.

The overall budget process is coordinated by the University Budget Manager who works closely with each individual department manager. The University President is an active participant throughout the process and is responsible for the final comprehensive budget submitted to the Board of Trustees. The Senior Vice President for Academic Affairs, the Chief Financial Officer, the remainder of the President's Cabinet, and Departmental Managers are each involved throughout the budget preparation and review process. The annual budget preparation at the University is an extensive process spanning approximately six months. During the month of June, the approved budget is provided to all departments and is downloaded into the financial statement software for use beginning with the next fiscal year. All managers can review updates of expenditures and other reports via the University Intranet and WebAdvisor to enable close monitoring and accountability.

2. ***Provide Table 9: Educational and General Expenditures. The information in this table should be presented as shown in sample Table 9 in these guidelines. This table should provide financial and student credit hour data for your institution and academic business unit for the self-study year, the year prior to the self-study year, and the budgeted figures for the site-visit year.***

Table 9: Educational and General Expenditures is provided on page 90. Table 9 includes financial and student credit hour data for Spalding University and the School of Business for the self-study year (2009-2010), the year prior (2008-2009), and the next budgeted year (2010-2011).

3. ***List the support personnel (non-faculty) in your academic business unit by classification type.***

The non-faculty support personnel in the School of Business includes one administrative assistant, advisors for Adult Accelerated Program (AAP) business administration students, one graduate assistant, and one student worker. The administrative assistant, graduate assistant, and student worker are also assigned to the School of Communication and to the Dean of the College.

The Academic Resource Center (ARC) provides advising to Bachelor of Science in Business Administration students in the AAP only. Advising for Bachelor of Science in Accounting (traditional day and AAP) and Bachelor of Science in Business Administration (traditional day) students is completed by full-time faculty in the School of Business.

4. ***Provide Table 10: Salary Ranges by Rank. The information in this table should be presented as shown in sample Table 10 in these guidelines. This table should contain the actual full-time faculty salary ranges (lowest, mean, and highest) during the self-study year (academic year salaries—9 month salaries before overloads) for each of the faculty ranks in the academic business unit. Do not include faculty who are on leave or on sabbatical and are receiving a reduced rate during the period of absence.***

Faculty pay at Spalding is determined based on (CUPA) rates. In collaboration with Faculty Senate in fall 2008, Spalding University administration developed a schedule for future faculty compensation increases, with a goal (in conjunction with University financial performance) of reaching the CUPA 90<sup>th</sup> percentile by discipline by July 2012. For the 2009-2010 academic year, most faculty members were at 85% of the CUPA average in their discipline. Due to the small number of full-time faculty in our unit, the specific salary information will be provided in a separate document and included with the self-study document. The information will also be made available at the time of the site visit.

5. ***If applicable, state the method of computation for extra pay of full-time faculty in the following areas (Note: Extra pay is additional compensation over and above a faculty member's annual contract compensation during the self-study year.):***
  - a. ***Overload***

The method of computation for undergraduate overload courses for full-time faculty follows in the table on the following page. Pay for teaching undergraduate overload courses is dependent upon the highest degree earned.

**Part-Time Faculty Salary Rates**  
Effective July 1, 2006

| <i>Course Level/Type</i> | <i>Instructor Credentials</i> | <i>Per Credit Hour</i> | <i>3 Credit Hours</i> |
|--------------------------|-------------------------------|------------------------|-----------------------|
| <b>Undergraduate</b>     | Master's                      | \$667                  | \$2000                |
| <b>(100 – 499)</b>       | Terminal                      | \$733                  | \$2200                |

***b. Evening courses***

The method of computation for evening courses is the same as described in 5(a) above for overload courses.

***c. Off-campus courses***

The School of Business does not offer any off-campus courses.

***d. Summer courses***

The method of computation for summer courses is the same as described in 5(a) above for overload courses.

***e. Non-credit courses***

The School of Business does not offer any non-credit courses.

***6. State the rates of pay for part-time (adjunct) faculty who teach business courses.***

Part-time faculty members are paid at the same rates as full-time faculty. These rates are stated in 5(a).

***7. Provide the page numbers for the section in your institution's catalog that describes the tuition and fees for each business program.***

The tuition and fees for the business programs at Spalding University for the 2009-2010 academic year can be found on our website at [www.spalding.edu](http://www.spalding.edu). 2009-2010 tuition rates and course fees were:

Business Undergraduate Day Courses #100-400:     \$570 tuition fee per credit hour  
    \$20 course fee per credit hour  
    \$15 technology fee per credit hour

Business Adult Accelerated Program Courses #100-400:     \$375 tuition fee per credit hour  
    \$10 course fee per credit hour  
    \$15 technology fee per credit hour

If an Adult Accelerated Program student crosses over and enrolls in an Undergraduate Day course, the student pays the higher rate as outlined above (plus the course fees). If a regular Undergraduate day student crosses over and enrolls in an AAP course, the student continues to pay the Undergraduate day rate along with course fees.

**Table 9: Educational and General Expenditures**

| ITEM   | YEAR PRIOR TO<br>SELF-STUDY YEAR<br>(2008-2009) | SELF-STUDY YEAR<br>(2009-2010) | SITE-VISIT YEAR<br>(2010-2011) |
|--|---|--------------------------------|--------------------------------|
| A. Total Unrestricted Educational and General Expenditures for the Institution                                     | \$22,912,844                                    | \$23,842,603                   | \$25,067,183                   |
| B. Total Unrestricted Educational and General Expenditures for All Academic Instructional Units of the Institution | \$9,562,061                                     | \$10,689,084                   | \$11,761,949                   |
| C. Total Unrestricted Educational and General Expenditures Allocated to the Academic Business Unit                 | \$404,659                                       | \$365,020                      | \$397,753                      |
| D. Percentage of Total Unrestricted Academic Expenditures Allocated to the Academic Business Unit (C divided by B) | 4.23%   | 3.41%                          | 3.38%                          |
| E. Total Student Credit Hours Taught by the Institution  | 39,380  | 46,028                         | 48,146                         |
| F. Total Student Credit Hours Taught by the Academic Business Unit <sup>1</sup>                                    | 2,452   | 3,193                          | 3677                           |
| G. Percentage of Institutional Student Credit Hours Taught by the Academic Business Unit (F divided by E)          | 6.23%   | 6.94%                          | 7.64%                          |

<sup>1</sup>Total student credit hours include hours taught in Fall (sessions 1, 2, and 3), Spring (sessions 4, 5, and 6), and Summer (session 7).

**Table 10: Salary Ranges by Rank**

| FACULTY RANK        | NUMBER OF<br>FULL-TIME FACULTY | ACADEMIC YEAR SALARY RANGES BY RANK |      |                 |
|---------------------|--------------------------------|-------------------------------------|------|-----------------|
|                     |                                | LOWEST                              | MEAN | HIGHEST         |
| Associate Professor | 1                              | N/A                                 | N/A  | \$ <sup>1</sup> |
| Assistant Professor | 3                              | \$ <sup>2</sup>                     | \$   | \$              |

<sup>1</sup> 9-month salary – this individual is also Chair of the School and has an extended contract with two additional months of pay.

<sup>2</sup> Salary information will be provided at the time of the site visit.



## **6.2 Facilities**

**Excellence in business education requires the physical facilities available to the academic business unit to be of sufficient quality to support high-quality business programs.**

### **Self-Study Guidelines**

- 1. Describe the physical facilities, such as classrooms, computer laboratories, and faculty offices, that are available to business students and faculty. Plans for renovation of space or construction of new facilities associated with the business programs should also be described.***

Most School of Business courses are taught in either the Egan Leadership Center (ELC) or the Third Street Academic Building (TSAB). The ELC is equipped with five classrooms, two computer labs, one lecture hall, a coffee shop, and the University Bookstore. The TSAB is equipped with nine classrooms.

The ELC recently received new flooring in the lecture hall, classrooms, and halls. The chairs in all classrooms were also recently replaced. The systems in “smart” classrooms have been upgraded and two additional classrooms were turned into “smart” rooms. A “smart” classroom is designated as a room equipped with an Instructor Station that includes a computer that is connected to a projector.

The faculty offices are located in ELC 206. This space also includes three cubicles equipped with computers for use by part-time faculty, graduate assistants or student workers. ELC 206 also includes faculty offices from the School of Communication as well as the RN to BSN program recruiter.

- 2. Provide Table 11: Office Facilities for Business Faculty. The information in this table should be presented as shown in sample Table 11 in these guidelines. This table should identify the types of offices available for faculty in the academic business unit and the number of faculty members in each type of office.***

As can be seen in Table 11, each full-time faculty member in the School of Business has their own private single person office. Three full-time faculty members are located in ELC Suite 206. The Chair of the School of Business is located in ELC 313. All faculty members have windowed offices with brand new furniture.

- 3. Provide Table 12: Evaluation of Educational Space. The information in this table should be presented as shown in sample Table 12 in these guidelines. This table should contain an overall, summary evaluation of the adequacy of the educational space that is available to the academic business unit.***

Table 12: Evaluation of Educational Space is provided on the next page.

***Note: The site visit team will want to see the classrooms, computer laboratories, and offices that are used by students and faculty in the academic business unit.***

**Table 11: Office Facilities for Business Faculty**

| TYPE OF OFFICE       | FULL-TIME FACULTY | PART-TIME FACULTY/<br>GRADUATE ASSISTANT |
|----------------------|-------------------|--|
| One-Person Office    | 4                 |  |
| Three-Person Cubicle |                   | 1  |
| <b>TOTAL</b>         | 4                 | 1  |

**Table 12: Evaluation of Educational Facilities**

| CHARACTERISTIC   | EXCELLENT | GOOD | FAIR | POOR | UNSATISFACTORY |
|--|-----------|------|------|------|----------------|
| Adequacy of Existing Classroom Space   |           | ✓    |      |      |                |
| Adequacy of Faculty Office Space   |           | ✓    |      |      |                |
| Proximity of Classrooms to Faculty Offices                                     | ✓         |      |      |      |                |
| Proximity of Classrooms to Computer Labs, Audio-Visual Services, Library, etc. | ✓         |      |      |      |                |

## **6.3 Learning Resources**

**Excellence in business education requires a comprehensive library and other necessary learning resources to be available to business students and faculty.**

### **Self-Study Guidelines**

- 1. Provide a list of the business journals, databases, and other learning resources available to business students and faculty.***

A list of the electronic databases available via Spalding's library can be found on page 97. A listing of the full-text business periodical titles will be available for review by the site visit team due to the length of the document (52 pages).

- 2. Provide a general statement of library support for the business programs offered by the academic business unit.***

The library at Spalding University was built in 1967 and has recently been remodeled to encourage more students to utilize the building and to allow for expanded services to be offered in the building. The library supports the School of Business, as well as the rest of campus, by employing 4.75 FTE professional and 4.0 FTE hourly support staff to provide a full range of traditional and innovative library services. The library provides in-person, telephone, and e-mail reference services as well as a website designed to assist users who wish to use library materials from remote locations. Professional reference services are available during all 90 hours per week the library is open Monday – Thursday 7:30 a.m. – 10:00 p.m., Friday 7:30 a.m. – 6:30 p.m., Saturday 8:00 a.m. – 5:00 p.m., and Sunday 8:00 a.m. – 8:00 p.m.

The library maintains a collection of approximately 101,266 cataloged volumes; 6,602 microforms; 150 paper periodical subscriptions and 29,194 audio-visual units. The library houses approximately 1000 linear feet of archival materials. The library, via its membership in the Kentuckiana Metroversity, provides students and faculty access to the collections of six additional area academic library collections, totaling approximately 2 million volumes. All of these libraries may be accessed in-person with a valid Spalding University Identification Card or by Interlibrary Loan. In addition to the periodical subscriptions received in paper format, the library provides access to roughly 17,600 full-text electronic subscriptions via over 40 bibliographic and full-text databases.

#### ***a. Inter-library loan program.***

The library operates an active Interlibrary Loan program, providing users with access to books, periodicals, and dissertations. If a book, journal article, or other item is not available at Spalding University, it can usually be borrowed from another library. Requests for such materials may be submitted to the Interlibrary Loan desk or online. Most materials are received in less than 5 days; journal articles are increasingly being delivered electronically. The Library does not charge users for interlibrary loan services except in cases where the lending library requests a fee. Users are notified of any fees prior to accepting the request.

The University Library participates in and the School of Business enjoys the benefits of several consortial relationships with Kentuckiana Metroversity, the Association of Independent Kentucky Colleges and Universities, and The Kentucky Virtual Library. The Kentuckiana Metroversity, Inc. (<http://www.metroversity.org/home.htm>) provides reciprocal borrowing privileges for students, faculty and staff of member institutions. Users may request items via interlibrary loan with one-day turn-around via a courier service or borrow in-person from eight other Metroversity institutions.

The Association of Independent Kentucky Colleges and Universities (AIKCU) (<http://www.aikcu.org>) provides member institutions shared subscriptions to various databases and a membership in KYVL (the Kentucky Virtual Library). This resource provides indexing, abstracting, and full-text for 2,742 periodical titles in academic areas including business. The Kentucky Virtual Library (<http://www.kyvl.org/>) provides access to several online databases as well as a courier service. Via this service the Spalding University community may access the catalogs of academic, public and school libraries across the Commonwealth of Kentucky, databases such as *Academic Search Premier* from Ebsco Host, *FirstSearch* from OCLC, the *GPO Monthly Catalog*, *ERIC* (education), *CINAHL & Medline* (health sciences), and a variety of other services such as a virtual reference desk, Kentucky statistics, Kentuckiana Digital Library, and tutorials on library research.

***b. Library support for faculty.***

The library supports faculty via circulation services and instructional services. First, the library's collections are available to all faculty. The institution, through ownership or formal arrangements/agreements, provides and supports faculty access and user privileges to adequate library collections as well as other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational research, and public service programs. With the exception of reference works, reserve books, periodicals, and some audio-visual resources, all materials may be borrowed for use outside the building. Users may view their circulation record and renew materials on-line. The library will also renew materials via telephone. The Circulation Policy outlines specifics of circulation periods, overdue fines, and borrower categories.

Second, the library at Spalding University offers a wide range of instructional services to faculty. Faculty members may request instruction on any subject. Library liaisons work with faculty in their departments to develop and deliver relevant content tailored to fit the individual needs of the course. While many instructors of first year students request some sort of basic library instruction, the library also provides more in-depth instruction to meet the needs of upper-level undergraduates, such as students within the School of Business. The library reference web page also provides Internet links for academic departments as well as general reference.

***c. Library support for students.***

The library supports students via reference services, circulation services, instructional services, course delivery support, and computer facilities.

First, reference services are available during all hours when the library is open. The reference librarian on duty is available to assist students in searching databases, assistance in identifying and using specific research materials, structuring research projects, offering individual and group instruction, and offering general advice in using the library. Reference services are also available by appointment to assist students on a more in-depth basis. The Library has an extensive reference resource page on the Library Web Site (<http://www.spalding.edu/library>). These resources are available for all students but are specifically designed for students who wish to access library services and librarian expertise while not in the library building.

Second, the library's collections are available to all students. The institution, through ownership or formal arrangements/agreements, provides and supports student access and user privileges to adequate library collections as well as other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational research and public service programs. With the exception of reference works, reserve books, periodicals, and some audio-visual resources, all materials may be borrowed for use outside the building. Users may view their circulation record and renew materials on-line. The library will also renew materials via telephone.

Third, the reference staff is currently involved in an ongoing project to develop on-line interactive instructional modules designed primarily for students who wish to learn more about the library and its services from remote locations or at times when the library is not open. The library at Spalding University also supports the delivery of courses in all delivery formats. The library's web page is designed specifically to assist students who are not always on campus by making available services such as Document Delivery/Interlibrary Loan, Reference Services, access to electronic databases, and access to the library catalog. The library also makes available resources, where appropriate, on Blackboard. Additionally, the library has a presence on social networking sites such as Facebook.

Finally, the library upgraded and reconfigured the open-use computer laboratory on the main floor by installing new and additional multi-use student personal computers and expanded help services. Additionally, the area devoted to computing was expanded by moving several ranges of books to other areas of the library. This expansion allowed for more room per workstation, more space for small-group computer work, and better monitoring.

***d. Acquisitions program (including faculty consultation and review).***

The Library supports a Library Liaison program for the coordination of interaction between the library and academic departments including the School of Business. The library liaisons are responsible for the evaluation of core collections, recommending and coordinating library acquisitions and delivering library education sessions.

The library encourages faculty to be active participants in selecting books and materials for the library collection. Each department is allotted a portion, based on a formula, of the library acquisition budget for which to recommend library purchases. The faculty in each department works with their liaison librarian to coordinate needs and selections. The liaison librarian also makes selections for the department. Subscriptions for print periodicals are recommended by each department chair in conjunction with faculty.

The 2009-2010 acquisitions budget for the School of Business was \$1050. The amount allocated to the School of Business for acquisitions beyond the periodicals and databases currently used has remained fairly steady over the last four years (2006-2007, \$1125; 2007-2008, \$1059; 2008-2009, \$1005).

*e. Library support for off-campus programs (including online and hybrid delivery methods).*

Spalding University's School of Business does not offer any off-campus programs.

## **Electronic Databases Available via Spalding University Library**

Academic Search Premier (EBSCO)  
Agricola  
Alternative Press Index  
Article First  
Basic BIOSIS  
BioAgIndex  
BioDigest  
Biography Index  
Books in Print  
Business Source Premier  
CINAHL (Full Text)  
ClasePeroidica  
Communication & Mass Media Complete  
Dissertation Abstracts - Digital Dissertations  
Dissertation Abstracts (abstracts only)  
EBSCO Animals  
ECO  
EconLit  
Education Research Complete  
Encyclopedia Americana  
Encyclopedia Britannica  
ERIC (KYVL version)  
ERIC (EBSCOHost version)  
Family & Society Studies Worldwide  
Funk and Wagnalls New World Encyclopedia  
GPO  
Health Source: Consumer Edition  
Health Source: Nursing Academic  
Humanities International Index  
Issues and Controversies on File  
Literary Reference Center  
MAS Ultra, School Edition  
MasterFile Premier  
MEDLINE (EBSCO version)  
MEDLINE (FirstSearch version)  
Mental Measurements Yearbook  
Middle Search Plus  
MLA Bibliography  
Newspaper Source  
NoveList  
OT Search

PapersFirst  
Pre-CINAHL  
Primary Search  
ProceedingsFirst  
Professional Development Collection  
PsycARTICLES  
PsycInfo  
Psychology & Behavioral Science Collection  
Regional Business News  
Religion and Philosophy Collection  
Serial Solutions (Full Text Articles)  
Social Work Encyclopedia Online  
SocINDEX  
Social Work Abstracts  
Sociological Collection  
Test Reviews Online  
Topic Search  
World Almanac  
World Cat

## **Business-Related Electronic Resources Available via Louisville Free Public Library**

American FactFinder  
Business and Company Resource Center  
Business First of Louisville  
Business ReferenceUSA  
Business Source Premier  
Courier-Journal  
InfoTrac OneFile  
Legal Forms  
Morningstar Investment Research Center  
New York Times  
New York Times Historical  
PVA Property Search (Jefferson County) (Property Valuation Administrator)  
Regional Business News  
Wall Street Journal

## **6.4 Educational Technology and Support**

**Excellence in business education requires sufficient instructional and computing resources and support to be provided to business faculty and students.**

### **Self-Study Guidelines**

*Describe the instructional and educational technology and support available to business faculty and students. This description should address the following areas:*

***1. Technology available in the classrooms used by the academic business unit.***

The academic business unit has access to most classrooms on campus if they are available and not reserved for another area or course. Most of our courses are taught in either the Egan Leadership Center (ELC) or the Third Street Academic Building (TSAB). As seen in the table on the following page, the ELC has two computer lab classrooms, five “smart” classrooms, and one “smart” Lectorium. A “smart” classroom is designated as a room equipped with an Instructor Station that includes a computer that is connected to a projector. The entire ELC has wireless internet. As is also stated in the table on the following page, the TSAB has 10 “smart” classrooms and one “smart” boardroom. The entire TSAB has wireless internet.

***2. Technology available to students in computer laboratories and libraries.***

Spalding provides over 250 computers for student use across campus in addition to 37 “smart” classrooms. Fifty student computer stations are located on the main floor of the library, as well as one computer lab classroom with 20 student stations.

***3. Technology available to faculty in their offices.***

Faculty offices are equipped with a computer workstation and an IP Telephone. All faculty computer workstations have an Intel Core II Duo or higher processor, 2GB RAM, and a 17" or larger LCD monitor. Faculty have Microsoft Office 2007, secure storage space on a remote server, black and white and color printing, as well as voicemail and email messaging.

***4. Technology available at off-campus locations.***

Although Spalding does not have off-campus locations, students, faculty, and staff may access Spalding's technology resources through the Spalding University server. This is a single sign-on site for students to access Blackboard, Exchange Email, Datatel, Web Advisor, and other web based software. Faculty may also access personal network folders from off campus using Virtual Private Network (VPN).

***5. Technology support available to business students and faculty (both on- and off-campus).***

Spalding University provides 24/7 support for technology. Students, faculty, and staff may access support by phone, email, online chat, or a web form. This support is available on and off campus and covers tier 1 support issues, such as password resets, blackboard support, and email



support. In addition, on-campus support, including hardware support, for all technology is available Monday through Thursday 8am-7pm and Friday 8am-5pm.

| Building                                       | Spalding University Campus Technology Resources  |
|--|--|
| Library  | <ul style="list-style-type: none"> <li>• Main Floor has 50 Student Computer Stations</li> <li>• Computers have Microsoft Office and SPSS</li> <li>• IT “Smart” Staff Training Lab has 10 Computer Stations &amp; Presenter Station Connected to a Projector</li> <li>• Mathematics (Carnegie Learning) Classroom Lab</li> <li>• Complete wireless access throughout the Library</li> <li>• Lecture Room now wired as “Smart” Classroom</li> <li>• Room 111 now has 20 student stations and 1 instructor station</li> </ul> |
| Egan Leadership Center                         | <ul style="list-style-type: none"> <li>• Computer Lab Classrooms (2), one has 20 Student Computer Stations and the other has 30 Student Computer Stations</li> <li>• Computers have Microsoft Office and SPSS</li> <li>• 5 “Smart” Classrooms have Instructor Stations connected to a Projector</li> <li>• 1 “Smart” Lectorium has Instructor Station connected to a Projector</li> <li>• Complete wireless throughout</li> </ul>  |
| Mansion, East and West                         | <ul style="list-style-type: none"> <li>• 3 “Smart” Classrooms have Instructor Stations connected to a Projector</li> <li>• Complete wireless throughout</li> <li>• 2 Education Labs-1 has 21 Student Stations plus a teacher station connected to a project and the other has 15 Student Stations with an instructor station connected to a projector</li> </ul>   |
| Third Street Academic Center                   | <ul style="list-style-type: none"> <li>• 10 “Smart” Classrooms have Instructor Stations connected to a Projector</li> <li>• 1 “Smart” Boardroom has Instructor Station connected to a Projector</li> <li>• Complete wireless access throughout</li> </ul>  |
| University Center                              | <ul style="list-style-type: none"> <li>• Complete wireless access throughout the University Center including the cafeteria</li> <li>• 3 Student general use computers</li> </ul>   |
| College of Health and Natural Science Building | <ul style="list-style-type: none"> <li>• 8 “Smart” classrooms connected to a projector</li> <li>• Lab with 24 Student Computer Stations and one instructor station connected to a projector</li> <li>• Lab with 30 Student Computer Stations and one instructor station connected to a projector</li> </ul>  |
| Residence Hall                                 | <ul style="list-style-type: none"> <li>• 3 Student general use computers</li> <li>• Complete wireless throughout the dormitory</li> </ul>  |

## **6.5 Off-Campus Locations**

**Excellence in business education requires the resources available to off-campus locations to be comparable to those at on-campus locations. Therefore, human and financial resources, facilities, libraries, and equipment at all off-campus locations should be sufficient to accomplish the mission and broad-based goals of the business programs taught at those locations.**

The School of Business does not have any off-campus locations.

## **6.6 Summary Evaluation of Resources**

**Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of all of its resources in supporting excellence in business education.**

### **Self-Study Guidelines**

*Provide a summary evaluation of the academic business unit's financial, physical, learning, and technological resources (both on campus and at off-campus locations). In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:*

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its financial, physical, learning, and technological resources (both on campus and at off-campus locations) in supporting excellence in business education.*

#### **Financial**

The support staff, although excellent employees, are limited on what can be provided specifically to the School of Business. Our current support staff is assigned to the College of Business and Communication and not to one particular School or person.

It is also important to maintain salary standards in the School of Business, even though nationally salaries are higher in this area. It is hard to hire additional doctorally-qualified business faculty and administration if the pay does not remain at market rates.

#### **Facilities**

Overall, the School of Business has very good facilities. The classrooms and general spaces in the Egan Leadership Center are much improved after recent renovations.

#### **Learning and Technology**

The University and School of Business have adequate learning resources, especially since we have access to Metroversity libraries. Our technological resources continue to improve from year to year and overall we have access to excellent technology in our classrooms and offices.

- 2. Identify any changes and improvements needed in the academic business unit's financial, physical, learning, and technological resources (both on campus and at off-campus locations).*

It is important to maintain the ELC building now that it is renovated and an upkeep schedule should be put in place for its maintenance. Additional support staff should be hired as needed.

**3. *Describe proposed courses of action to make those changes and improvements.***

In order to make the mentioned changes or improvements, the Chair of the School of Business would begin discussions with the Dean of the College of Business and Communication and Senior Vice President for Academic Affairs.

## **Principle 7: Internal and External Relationships**

### **7.1 Internal Relationships**

**Excellence in business education requires the academic business unit to have effective working relationships with other functional units within the institution.**

#### **Self-Study Guidelines**

##### ***All Programs:***

##### ***1. Provide the following institutional information:***

- a. The approved statement of your institution's mission (if the mission is stated in your institution's catalog, provide the page numbers for the relevant section).***

The Board of Trustees approved Spalding's Mission Statement at a meeting held on June 13, 1991 as:

Spalding University is a diverse community of learners dedicated to meeting the needs of the times in the tradition of the Sisters of Charity of Nazareth through quality undergraduate and graduate liberal and professional studies, grounded in spiritual values, with emphasis on service and the promotion of peace and justice.

The University Mission Statement can be found in the University Catalog located on our website at <http://www.spalding.edu/catalog/>.

- b. The institution's organizational chart (the names of position holders and their titles should be included on or with the chart; this should be placed in the appendix of the self-study).***

Spalding University has an organizational structure that delineates responsibility for the administration of policies. The organizational structure is defined and disseminated through multiple documents, most notably the Bylaws of Spalding University and the *Faculty Governance Document*. Spalding University's organizational chart can be seen in Appendix I. As noted in the Background Information section, as of July 1, 2010 Spalding has instituted a new organizational chart. The new organizational chart has also been included in Appendix I.

- c. A list of the names, titles, and organizational affiliations of your institution's governing board members and a statement of how often the governing board meets to review academic policies (this should be placed in the appendix of the self-study).***

Spalding University has a governing board that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The names, titles, and organizational affiliations of Spalding's Board of Trustees can be found in Appendix J. During the 2009-2010 academic year, the Board of Trustees met four times. Article IV of the Bylaws requires:

Section 1: Annual Meeting. The annual meeting of the Board shall be held at the University at a time and date fixed by the Board.

Section 2: Regular Meetings. In addition to the annual meeting, at least three other meetings shall be held at such times and dates as are determined by the Board.

Section 3: Special Meetings. Special meetings of the Board may be called by the Chair, by any six members of the Board, or by the President.

**2. *Provide the following academic business unit information:***

- a. *The academic business unit's organizational chart (the names of position holders and their titles should be included on or with the chart; this should be placed in the appendix of the self-study).***

The School of Business' organizational chart can be found in Appendix K.

- b. *The job description for the head of the academic business unit (this should be placed in the appendix of the self-study).***

The job description for the Chair of the School of Business can be found in Appendix K.

**3. *Describe the procedure for recommending degree candidates. This description should include the procedure that is used by the Registrar's Office to validate that the requirements for business programs have been fulfilled.***

The procedure for recommending degree candidates is as follows. When a Spalding University student becomes a senior, the student meets with his or her advisor to complete the final degree audit. The student and advisor review the program sheet to make sure that the student will be able to complete all program requirements by the intended graduation date. The student and advisor fill out the Degree Audit form and list the classes the student is currently taking, along with the classes that the student plans to take next semester. The student also completes the Graduation Application and indicates how he or she wants his or her name to appear on the diploma. The advisor then takes the three forms (Graduation Application, Degree Audit, and Program Sheet) to the Dean or Chair of the discipline for signatures. Once all forms have been signed, they are signed in to the Registrar's Office.

The Registrar's Office reviews all graduation paperwork and checks the student's transcript to make sure that he or she is completing all degree requirements. If the student has not completed all degree requirements, the advisor is notified. If the student has completed all degree requirements, the Registrar emails the student and advisor to inform them that the student has been cleared for graduation. The Registrar also builds a graduate screen in Datatel, the student database system.

Once the student's last classes have ended, the Registrar reviews all graduation paperwork again to ensure that the student has completed all degree requirements. If the student has not completed all degree requirements, the advisor is notified. If the student has completed all

degree requirements, the Registrar confers the degree, posts the degree on the transcript, and issues the diploma.

For graduation, a student must meet the following requirements:

**Quantitative Requirements** - A minimum of 125 credit hours of course work, including the University Studies requirements and the prescribed courses for the major, are required for a bachelor's degree. Students seeking a second bachelor's degree must complete all degree requirements according to that major's program of study. At least half of the second major courses must be completed at Spalding.

**Qualitative Requirements** - The candidate for the bachelor's degree must have a minimum cumulative grade-point average of 2.00 in the total course work and in the major. For all students entering Spalding University on July 1, 2007, or later, all completed courses in the major must have a grade of C or higher.

**Measure of Academic Proficiency and Progress (MAPP)** - All students are required to take the Measure of Academic Proficiency and Progress (MAPP) Rising Junior Exam before completing 96 credit hours. This exam should be taken while the student is a rising junior (64-95 credit hours).

**Degree Audit** - Degree audits must be completed at least six months prior to the degree conferral date. Timely scheduling of the degree audit is the responsibility of the student.

**Residence** - At least one year in residence (one year of attendance) at Spalding University is required of all candidates for a degree. In extenuating circumstances, permission may be granted in the senior year for courses to be taken in residence elsewhere, provided that at least 24 of the last 30 credits are earned in residence at Spalding University.

**Transfer Students** - To graduate, all students must have taken at least one-half of the credit hours required in the major field(s) and, if applicable, the minor field(s) at Spalding University. Spalding University awards degrees only to those students who have earned at least 25% of the credit hours required for the degree through instruction offered by Spalding University. For baccalaureate degrees requiring 125 hours, the minimum amount of hours that must be completed at Spalding is 32.

In order to graduate, the student must have final grades posted in all previously taken classes. A student cannot graduate with an X or I grade still posted on the transcript. Students cannot graduate with missing grades for any previously taken classes. Once all final grades have been submitted to the Registrar and have been posted on the student's transcript, then the degree will be posted.

A student is expected to complete the degree requirements set forth in a particular version of the university catalog. Normally, this will be the catalog in effect at the time the student is admitted to the major or degree program in which the degree will be earned. In cases involving a second major or minor, the applicable catalog is the catalog in effect at the time of admission to the first

major or degree program. For the student who changes a major or degree program, the catalog in effect when the student is admitted to the new major or degree program will be applicable. Only with the specific approval of the college dean may a different catalog be selected. Students must complete the bachelor's degree within 10 years. Any student who is not enrolled for a period of twelve (12) months or greater will be subject to the degree and program requirements at the time of readmission.

***Associate- and Bachelor's-Level Programs:***

- 1. Provide the page numbers for the sections in your institution's catalog that describe the academic policies pertaining to associate and bachelor's degree students.***

The academic policies pertaining to bachelor's degree students can be found at [www.spalding.edu/catalog](http://www.spalding.edu/catalog) by clicking on "Undergraduate Academic Policies."

- 2. Describe the academic policies used by your academic business unit to place associate and bachelor's degree students on probation or suspension, and to readmit suspended students.***

According to the University Catalog, a student's academic status is determined by the cumulative Spalding grade-point average (GPA). A candidate for a degree must gain not only the number of credits required, but also quality points equal to at least twice the number of credits earned (i.e., at least a 2.00 Spalding GPA). A student with a cumulative GPA of 2.00 or higher is designated as being in "Good Academic Standing."

Quality points indicate the grade of work done and are computed as follows:

- each credit hour with a grade of A gives 4 quality points
- each credit hour with a grade of B gives 3 quality points
- each credit hour with a grade of C gives 2 quality points
- each credit hour with a grade of D gives 1 quality point
- each credit hour with a grade of F gives no quality points.

Under certain circumstances, a student may repeat a course in an attempt to improve the grade.

Academic standing is defined by a student's cumulative Spalding Grade Point Average (GPA) as it correlates to the number of attempted hours. Any student whose cumulative Spalding GPA is equal to or above the minimum requirement, as shown on the scale below, is considered to be in Good Academic Standing.

- after 12 attempted credit hours, if the cumulative Spalding GPA is 1.70 or above
- after 24 attempted credit hours, if the cumulative Spalding GPA is 1.80 or above
- after 36 attempted credit hours, if the cumulative Spalding GPA is 1.90 or above
- after 48 attempted credit hours, if the cumulative Spalding GPA is 2.00 or above

At the recommendation of the Council on Undergraduate Retention, a student whose cumulative Spalding GPA is lower than the Academic Good Standing requirement at the end of any 18-week academic term (or the equivalent in the Adult Accelerated Program) may be placed on probation.



If the cumulative Spalding GPA exceeds the minimum requirement after 12 additional credit hours earned at Spalding, and all other conditions of probation have been met, the Council on Undergraduate Retention may choose to remove the student from probation. If the cumulative Spalding GPA is still below the minimum requirement after 12 additional credit hours earned at Spalding, the Council on Undergraduate Retention may choose to suspend the student for up to twelve weeks. During this time, the student will be subject to the requirements of the Students On Suspension (SOS) program. Any student successfully completing SOS will continue on probation. Any student failing to meet the conditions of suspension is subject to automatic academic dismissal.

A student on probation is required to adjust his or her course load as required by the Council. The individual courses to be carried will be determined by the student's academic advisor.

Any student whose cumulative Spalding GPA falls below the minimum requirement, as shown on the scale below, is subject to automatic academic dismissal.

- after 21 attempted credit hours, if the cumulative Spalding GPA is below 1.25
- after 32 attempted credit hours, if the cumulative Spalding GPA is below 1.50
- after 48 attempted credit hours, if the cumulative Spalding GPA is below 1.65
- after 64 attempted credit hours, if the cumulative Spalding GPA is below 1.75
- after 80 attempted credit hours, if the cumulative Spalding GPA is below 1.90
- after 96 attempted credit hours, if the cumulative Spalding GPA is below 2.00

The Council on Undergraduate Retention has the discretion to academically dismiss, for any reason, any student whose cumulative Spalding GPA has been lower than the minimum requirement for Good Academic Standing (even if higher than the minimum shown on the scale above) for a minimum of six months.

After at least two calendar years have passed since the date of the dismissal action by the Council on Undergraduate Retention, an academically dismissed student may apply for readmission. The application for readmission must give evidence of how the student has prepared to improve his or her grade-point average. The application must be submitted to the Admissions Committee. If the application is approved, the student will be readmitted on probation and must comply with any stipulations made by the Admissions Committee. Within a period of time specified by the Committee, and after the student has earned at least 12 credit hours, the student must attain the cumulative Spalding GPA for the appropriate class level. All appeals of academic status shall be made to the Admissions Committee at least two weeks prior to the first day of classes in which the student wishes to be readmitted.

**3. *State the number of students in each associate- and bachelor's-level business program included in the accreditation review who were subject to academic sanctions during the self-study year.***

The following table includes the 25 students that were subject to academic sanctions during the 2009-2010 self-study year. As of July 2010, eight of the 25 students have been taken off probation and will continue in various programs set up via the Academic Resource Center (ARC). The programs and actions referred to below are described in detail in ***Principle 3.3.3***.

| <b>Original Date of Probation</b> | <b>Last Name</b> | <b>First Name</b> | <b>Action Feb 2010</b> | <b>Major</b> | <b>Type</b> | <b>Action July 2010</b>                |
|-----------------------------------|------------------|-------------------|------------------------|--------------|-------------|--|
| Feb 08                            | Brown            | Derek             | Off                    | UG.ACCT      | Day         | n/a                                    |
| Feb 09                            | Durrett          | Tanisha           | Off                    | UG.ACCT      | AAP         | n/a                                    |
| July 09                           | Pernell          | Angela            | Off                    | UG.ACCT      | AAP         | n/a                                    |
| Feb 09                            | Abrams           | Willie            | continue on probation  | UG.BUS       | Day         | SOS                                    |
| Feb 09                            | Brookins         | Antonio           | SOS                    | UG.BUS       | Day         | completed SOS -- continue on probation |
| July 09                           | Jamilah          | Ameerah           | SOS                    | UG.BUS       | AAP         | completed SOS -- continue on probation |
| Feb 09                            | Starks           | Willie            | continue on probation  | UG.BUS       | AAP         | continue on probation                  |
| Feb 09                            | Williams         | Taneka            | continue on probation  | UG.BUS       | AAP         | continue on probation                  |
| July 09                           | Martin           | Sakela            | continue on probation  | UG.BUS.AA    | AAP         | off probation                          |
| Feb 10                            | Brown            | Franklin          | SPARK                  | UG.ACCT      | AAP         | SOS                                    |
| Feb 10                            | Miller           | Joseph            | SPARK                  | UG.ACCT      | Day         | off probation                          |
| Feb 10                            | Agonva           | Suleiman          | SPARK                  | UG.ACCT      | AAP         | off probation                          |
| Feb 10                            | Ballard          | Brian             | SPARK                  | UG.BUS       | Day         | SOS                                    |
| Feb 10                            | Henley           | Timothy           | SPARK                  | UG.BUS       | Day         | not enrolled                           |
| Feb 10                            | Wilson           | Bobbie            | SPARK                  | UG.BUS       | Day         | off probation                          |
| Feb 10                            | Wright           | Deidra            | SPARK                  | UG.BUS       | Day         | off probation                          |
| Feb 10                            | Wright           | Tesha             | SPARK                  | UG.BUS       | AAP         | cont. probation                        |
| July 10                           | English          | Stefannie         | n/a                    | UG.ACCT      | AAP         | SPARK                                  |
| July 10                           | Jones            | Latonia           | n/a                    | UG.BUS       | AAP         | SPARK                                  |
| July 10                           | West             | George            | n/a                    | UG.BUS       | Day         | SPARK                                  |
| July 10                           | Rondo            | Nigel             | n/a                    | UG.BUS       | AAP         | SPARK                                  |
| July 10                           | Yurt             | Amanda            | n/a                    | UG.BUS       | Day         | SPARK                                  |
| July 10                           | Grant            | Kimberly          | n/a                    | UG.BUS       | AAP         | SPARK                                  |
| July 10                           | Metry            | Ryan              | n/a                    | UG.BUS       | Day         | SPARK                                  |
| July 10                           | Wright           | Clinton           | n/a                    | UG.BUS.AA    | AAP         | SPARK                                  |

## **7.2 Admissions Processes**

**Excellence in business education requires admissions processes and policies that ensure that students who are admitted to business programs have a reasonable chance of success in the program to which they have been admitted.**

### **Self-Study Guidelines**

#### ***Associate- and Bachelor's-Level Programs:***

- 1. For the associate- and bachelor's-level business programs included in the accreditation review, describe the policies and procedures for admission to these programs in the following areas (if these are described in your institution's catalog, provide the page numbers for the relevant sections):***

Spalding University admits students whose credentials demonstrate the potential to profit from and contribute to the undergraduate programs of the University. When possible, personal interviews and campus visits are encouraged as the best means for an applicant to learn about Spalding. Admission decisions are typically made within one week after all application materials are received in the Admissions Office.

#### **Admission Status**

Subject to all applicable university policies, a student who meets automatic admission criteria is unconditionally accepted to the University. The Undergraduate Admissions Committee will consider a student who does not meet one or more of the automatic admission criteria once the student submits a personal statement at the request of the Committee. The Committee can exercise any of the following admission options:

**Unconditional Acceptance** - Granted to a student whose application file is complete. A student can be admitted unconditionally pending submission of completed official documents.

**Conditional Acceptance** - Granted to a student who is asked to meet certain requirements during the first session of attendance. Conditional status allows the Undergraduate Admission Committee to admit a student on a probationary status for up to one full term, by requiring a certain GPA to be maintained, and to limit the number of credit hours in which a student enrolls.

**Tabled Application** - The Undergraduate Admissions Committee may table an application for admission in order to request additional documentation (such as a writing sample, letters of recommendation, or current transcripts) be provided.

**Denial** - The Undergraduate Admissions Committee can choose to deny an application for admission. The applicant may appeal the Committee's decision to the Director of Admissions within thirty days of receipt of the denial letter.

*a. Admission of freshmen to these programs.*

Spalding University labels Freshmen as Category I, which is any prospective student with less than 24 hours of transferable college credits. As described in the University catalog ([www.spalding.edu/catalog](http://www.spalding.edu/catalog)), a Category I applicant must be a graduate of an accredited high school or present evidence of satisfactory scores from the test of General Education Development (GED). Spalding University requires no specific units or courses as prerequisites that must be completed before admission. However, a desirable preparation includes the core requirements as defined by the Kentucky Education Reform Act, as follows, or its equivalent:

- English - four years
- Social Science - two years
- Natural Science - two years
- Mathematics - three years
- Foreign Language - two years of the same language

The Undergraduate Admission Committee considers the total profile of a prospective student. Criteria for automatic admission include a cumulative grade point average of 2.50 or higher and a minimum composite score of 20 on the ACT or 950 on the SAT (combined critical reading and mathematics sub-scores). Before any admission action can be taken on a prospective student's application, the following documents must be submitted to the Admissions Office:

1. The completed application with the non-refundable application fee of \$20;
2. An official high school transcript or an official score report from the test of General Education Development (GED);
3. Satisfactory scores on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Test (ACT) of the American College Testing Program.

Adult Accelerated Program (AAP) Students

A student who wishes to apply to AAP must submit a completed application along with a \$20.00 application fee. If a student applies online, which is preferred, the application fee is waived. In accordance with and consistent with established university admission policies, AAP applicants are admitted by the Chair of Adult Accelerated Programs. Every AAP student must be 23 years of age or older. First-Time College Student AAP Admission Criteria are:

- High School GPA 2.0 or higher or GED of 50 or higher
- ACT/SAT not required
- An official copy of high school transcript or GED score.

If a student has attended college previously, an official transcript from each college must be submitted and a student is not officially accepted into AAP until official transcripts have been received. Students with less than 24 hours of transferable credit must meet First-Time College Student Admission Criteria. Students with 24 hours of transferable credit must have a college GPA of 2.0 or higher.

## International Students

International applicants must complete an International Student Application. It is strongly recommended that the prospective student requests this preliminary application a year before the term in which they wish to enter. In addition to the application, an application fee of \$100 must be submitted. Criteria for automatic admission of international applicants include the following:

- TOFEL score of 535 (paper version), 203 (computer version), or 75 (Internet-based version) for students whose language of instruction is not English;
- Minimum composite score of 20 on their ACT and a minimum English sub-score of 18;
- Minimum composite score of 950 on the SAT and a minimum of 450 on the English portion;
- A cumulative GPA of 2.50 or the equivalent of C+;
- Certified copies of "O" and/or "A" National Level Examination certification (if applicable).

International applicants must also submit a certified affidavit of financial support to the Admissions Office. Additionally, any documents in a foreign language must be evaluated by an approved credential evaluating service and furnished to Spalding University at the applicant's expense. A certified copy of those documents sent directly from another institution is acceptable. Upon admission to the University and receipt of the \$400 enrollment deposit, Spalding University will issue the student an I-20 immigration form.

### *b. Admission of transfer students from other institutions to these programs.*

Spalding University labels transfer students as Category II, which is any prospective student with 24 or more hours of transferable college credits. Transfer students' recommended criteria for automatic admission include a cumulative college grade point average (GPA) of 2.50.

Applicants must declare all previous college attendance. Applicants who fail to disclose previous college attendance on the application for admission and/or fail to submit transcripts are subject to denial or cancellation of admission or dismissal from the University.

Anyone wishing to transfer to Spalding University from another college or university must submit the following documents to the Admissions Office:

1. The completed application with the non-refundable \$20 application fee;
2. Proof of high school graduation (or official GED test score report);
3. An official transcript from each college and/or university previously attended.

Once a student has been admitted and has submitted an enrollment deposit, official transcripts will be evaluated by the registrar to determine transfer credit. Courses carrying a grade of C- or better from an accredited institution, and applicable to the program of study and degree requirements, are typically acceptable. No more than 64 credit hours will be accepted from a junior or community college. Four-year college credit will be examined separately from two-year college credit.

***c. Admission of students from within your institution to these programs.***

A student who has been accepted into another major on campus but wishes to change to accounting or business administration must obtain permission to declare the new major from the school responsible for that major. The student should obtain the proper form from the registrar. The academic advisor and the chair (or chair's designee) of the school responsible for the former major must sign the form to acknowledge the change of major. The chair (or chair's designee) of the school responsible for the new major must sign the form to grant permission to declare the new major. The signed form must be returned to the Enrollment Services Center before the change occurs.

The declaration of a second major or a minor requires completion of a Change of Major form available from the registrar. The signed form must be returned to the Enrollment Services Center before the change occurs.

***d. Admission of students from within your institution between the traditional and nontraditional formats of these programs.***

Students who enter Spalding University as traditional undergraduate students may not transfer into the Adult Accelerated Program (AAP). However, traditional students, who are age 23 or older, and are unable to schedule a class during the day, may be permitted to take an accelerated evening or weekend course, with the approval of their academic advisor, academic department chair, and the AAP Department Chair. These students must demonstrate that they possess the proven ability to handle the advanced preparation and extensive independent study required. If the request is granted, cross-over students will be charged the higher tuition and fees associated with the traditional day program. If the cross-over is approved, the student will be enrolled in the class, or placed on a waitlist if there are no openings in the class.

The approval process may take several weeks. To be considered, students must have a clean academic record with a GPA of 3.0 or above and no academic challenges. Poor performance in any accelerated course may bar a student from future consideration.

***e. Acceptance of transfer credit from other institutions, and your method of validating the credits for these programs.***

Spalding University clearly defines a transfer credit policy in the University Catalog ([www.spalding.edu/catalog](http://www.spalding.edu/catalog)) as follows:

Incoming freshmen and transfer students at Spalding University submit official transcripts from high schools, or GEDs, and all higher education institutions from which they have earned credit. Undergraduate domestic transfer credits are evaluated at Spalding University by the Registrar's Office, in collaboration with schools, the Academic Advising Center, and the Office of Academic Affairs. Academic Advising Center staff access other college catalogs for course descriptions. Departmental faculty members review these descriptions to make a judgment for equivalencies. If necessary, the Senior Vice President for Academic Affairs is consulted. The Registrar's Office oversees the setup of standard

equivalencies in Spalding University's computer system. These standard equivalencies are set up so that, for example, Class A taken at an accredited university automatically transfers in as Spalding University's Class A.

Applicants must declare all previous college attendance. Applicants who fail to disclose previous college attendance on the application for admission and/or fail to submit transcripts are subject to denial or cancellation of admission or dismissal from the University.

Transfer credit is granted for courses taken at a college or university that is accredited by one of the bodies listed below or by articulation agreements approved by the Senior Vice President for Academic Affairs:

- MSA/CHE: Middle States Association of Colleges and Schools, Commission on Higher Education
- NCA: North Central Association of Colleges and Schools, The Higher Learning Commission
- NEASC-CIHE: New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- NEASC-CTCI: New England Association of Schools and Colleges, Commission on Technical and Career Institutions
- NWCCU: Northwest Commission on Colleges and Universities
- NY State Board of Regents: This agency is listed by the U.S. Secretary of Education for its registration (accreditation of collegiate degree granting programs, of curriculums offered by institutions of higher education in the state of New York, and of credit bearing certificate and other diploma programs offered by degree granting institutions of higher education.)
- SACS: Southern Association of Colleges and Schools, Commission on Colleges
- WASC-ACCJC: Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges
- WASC-SR: Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

Credit is granted for courses taken at an accredited college or university in which students, prior to coming to Spalding University, have earned grades of C or higher (or, in the case of a course taken on a Pass/Fail basis, a grade of P for Pass), provided that the courses are comparable to a course offered for academic credit at Spalding University.

A course is considered comparable to a course offered for academic credit at Spalding University if either (a) the course is similar to a course currently offered for academic credit at Spalding University, or (b) it is not similar to an existing course, but is recommended for credit by an academic department at Spalding University. Therefore, it is not necessary that a course be exactly the same or similar to a course offered at Spalding University in order to be awarded transfer

credit. Equivalent credit is granted for courses that meet condition (a), which are courses given equivalent status and may be used to satisfy University Studies, major, or minor requirements. Elective transfer credit is granted for courses meeting condition (b), which are courses granted elective transfer credits that count toward the total number of academic credits required for the baccalaureate degree, but may not be used to meet major or minor requirements unless approval has been granted by the Dean or Chair of the discipline. Courses granted elective transfer credits could satisfy University Studies requirements.

For institutions on the quarter system, credit will be awarded at Spalding University for two-thirds of the credit earned at the previous institution. Transfer credits will not be awarded for courses in one or more of the following areas: (a) courses below the level of introductory courses at Spalding University (below 100), (b) courses which repeat the level of courses previously taken at other colleges, (c) work done while the student is not in good standing, or (d) work done during a term or semester when the student filed academic bankruptcy. Academic bankruptcy is a policy that allows students to remove course grades from their GPA without necessarily retaking those courses in which they previously earned poor grades. It is a strategy used to improve one's GPA.

As of August 1, 2003, transfer credits accepted at Spalding University will not affect grade-point averages. These transfer credits will be brought in as credit only and the previous grade received will not appear on any Spalding University transcript.

The number of credit hours which may be transferred to Spalding University from any and all two-year or community colleges is limited to 64 total credit hours. No lower division course from a community college can be transferred in as an upper division (junior or senior) level course. Any appropriate course from colleges or universities offering degree programs lasting four years or more may be transferred in. The Graduation Requirements for the Baccalaureate Degree section of the Spalding University catalog states, "To graduate, a transfer student must have taken at least one-half of the credit hours required in the major field(s), and, if applicable, the minor field(s) at Spalding University."

With prior written approval, Spalding University students can take courses as visiting students at other institutions. Should the Spalding University student receive a grade of C or higher in an approved course as a visiting student, it will be accepted as transfer credit at Spalding University.

Spalding University accepts any transfer credits with a C grade or higher from regionally accredited colleges and universities. The maximum transferred in from community colleges or 2 year schools is 64 credit hours. The maximum transferred in from 4 year schools is 93 credit hours.



However, individual academic units may, for students in their own major programs, place recency restrictions on credits that fulfill their pre-requisite and major requirements. These recency restrictions apply to transfer credits or credits previously earned at Spalding.

To graduate, all students must have taken at least one-half of the credit hours required in the major field(s) and, if applicable, the minor field(s) at Spalding University. Spalding University awards degrees only to those students who have earned at least 25% of the credit hours required for the degree through instruction offered by Spalding University, unless otherwise stated. For baccalaureate degrees requiring 125 hours, the minimum amount of hours that must be completed at Spalding is 32. For associate degrees requiring 62 hours, the minimum amount of hours that must be completed at Spalding is 16. Individual academic units may place additional restrictions on the total number of transfer credits that can be used to fulfill major requirements.

Transfer credits not allowed to fulfill pre-requisite or major requirements will remain on the student's transcript. Any student who changes majors must meet all of the requirements in the new major.

These restrictions of recency and of the total number of transfer credits are as follows in the School of Business:

Accounting Majors - No credit more than 10 years old from the date the student declares the major will be allowed to fulfill the requirement for ACC 315 Individual Tax, ACC 415 Corporate Tax or ACC 320 Auditing and Systems.

If a student received Academic Bankruptcy at a prior institution, Spalding University will not accept any of those credits with a grade of C or higher for transfer.

**2. *Describe the exceptions you have made in the administration of your admissions policies for associate and bachelor's degree students in your academic business unit during the self-study year.***

In recognition of individual differences in the student population, undergraduate students who do not meet the published admissions requirements are automatically reviewed by the Undergraduate Admissions Committee. The responsibilities of this committee are delineated in the *Faculty Governance Document* Article VII Section C.5, page 10, and include reviewing admissions policies and procedures as well as hearing appeals. The committee then acts upon any and all relevant information, including high school (or transfer) GPA, standardized test scores, personal statements, recommendation letter, etc. in order to assess the potential of each individual student for academic success. The Committee can exercise any of the following admissions options, each of which is clearly defined in the University Catalog and defined in ***Principle 7.2.1***: unconditional acceptance, conditional acceptance, tabled application, or denial.

During the self-study year, exceptions to the admissions policies include all students that were accepted conditionally into either the accounting or business administration program. In fall

2009, two AAP accounting students, two AAP business administration students and five day business administration students were conditionally accepted. In spring 2010, two AAP business administration students and one day business administration student were conditionally accepted. The following tables provide detailed information on the conditionally accepted students.

Fall 2009: Nine Conditional Admits

Two AAP Accounting students released at end of fall semester:

| Major | Student Type | Last Name | First Name | Original Conditions                   |
|-------|--------------|-----------|------------|---------------------------------------|
| Acc   | AAP          | Jones     | Richard A  | 1-1 Fall; Academic Coaching           |
| Acc   | AAP          | Lindsay   | Nikki      | 1-1-2 EES Reading & Academic Coaching |

Two AAP Business Administration students did not meet all conditions:

| Major  | Student Type | Last Name | First Name | Original Conditions   | Status   |
|--------|--------------|-----------|------------|---|--|
| Bus Ad | AAP          | Wright    | Clinton    | 1-1-2; Academic Coaching                                      | Did not start coaching – on academic probation                     |
| Bus Ad | AAP          | Studdard  | Avis M     | 1-1-2 EES Reading & Academic Coaching; Attend AAP Orientation | Attended orientation, completed reading, did not complete coaching |

Five Day Business Administration students -Two released at end of fall semester:

| Major  | Student Type | Last Name | First Name | Original Conditions                 |
|--------|--------------|-----------|------------|-------------------------------------|
| Bus Ad | day          | Deng      | Abram M    | 1-1-2 with EES Reading and Coaching |
| Bus Ad | day          | Paige     | Taniera    | 1-1-2; Academic Coaching            |

Three have not met all conditions:

| Major  | Student Type | Last Name | First Name | Original Conditions                   | Status                                       |
|--------|--------------|-----------|------------|---------------------------------------|--|
| Bus Ad | day          | Wright    | Tesha J    | 1-2-1; Academic Coaching              | GPA not met – continuing on probation        |
| Bus Ad | day          | Metry     | Ryan M     | 1-1-2; Academic Coaching; EES Reading | No conditions met – will be put on probation |
| Bus Ad | day          | Clark     | David A    | 1-1-2; Academic Coaching; EES Reading | Reading requirement not met                  |

### Spring 2010: Three Conditional Admits

Two AAP Business Administration students released at end of spring; One Day Business Administration student has not met all conditions:

| Major  | Student Type | Last Name | First Name | Original Conditions |
|--------|--------------|-----------|------------|---------------------|
| Bus Ad | AAP          | Vaughn    | Damian S   | only 1-1-2          |

| Major  | Student Type | Last Name | First Name | Original Conditions      | Status                                |
|--------|--------------|-----------|------------|--------------------------|---------------------------------------|
| Bus Ad | day          | Reilly    | Taylor     | 1-1-2; Academic Coaching | Academic Coaching requirement not met |

## **7.3 Business and Industry Linkages**

**Excellence in business education requires the academic business unit to have current and meaningful linkages to business practitioners and organizations.**

### **Self-Study Guidelines**

*Describe the academic business unit's activities and linkages with business, industry, and other relevant organizations. This description should address any of the following linkages that apply to your academic business unit:*

- 1. Business advisory boards. Include the names, titles, and organizational affiliations of board members, and describe the board's contributions to the academic business unit.*

The School of Business Advisory Board consists of alumni and business and community leaders representing a wide range of professional backgrounds. The Advisory board was established in fall 2006 and currently has 12 members. The members of the board, as well as their titles and company affiliations, are listed in the table below. The major responsibilities of the board include participating in external curriculum reviews, identifying opportunities for unmet educational needs of the community, providing guidance on recruiting and retaining students, and assisting with increasing awareness of our School and Spalding University.

| <b>SCHOOL OF BUSINESS ADVISORY BOARD 2009-2010</b> |  |  |
|--|--|--|
| <b>BOARD MEMBER</b>                                | <b>POSITION</b>  | <b>COMPANY AFFILIATION</b>                         |
| Al Cornish, Chair                                  | Vice President, Education and Development  | Norton Healthcare                                  |
| Martin H. Ruby, MBA, Vice-Chair                    | CEO  | Stonewood Financial, LLC                           |
| Andrew McKay                                       | Investment Banking Department  | Hilliard Lyons                                     |
| Hope Zoeller, Ed.D.                                | Founder & President  | HOPE – Helping Other People Excel                  |
| Linda Scholle Cowan, JD                            | Civic Volunteer<br>Retired attorney Human Resources Counsel<br>Adult career counseling | Kindred Healthcare, Inc.<br>LaBaugh and Associates |
| Sandy Ringer                                       | Senior Vice President  | Integrity HR, Inc.                                 |
| Deb Gmelin   | Director of Leadership Strategies  | Humana Inc.  |
| Claudia Peralta-Mudd, MSSW                         | Field Coordinator for the State of Indiana   | Lutheran Immigration and Refugee Service (LIRS)    |
| Craig Spears, CPA                                  | Partner  | Stuedle Spears & Francke PSC                       |

| <b>SCHOOL OF BUSINESS ADVISORY BOARD 2009-2010</b> |  |                            |
|--|--|----------------------------|
| <b>BOARD MEMBER</b>                                | <b>POSITION</b>  | <b>COMPANY AFFILIATION</b> |
| Nancy L. Warfield                                  | Group Leader, Global Productions<br>Process Research & Development | Brown-Forman Corp.         |
| Michael B. Gritton                                 | Executive Director   | Kentuckiana Works          |
| Russ Wardlaw                                       | Senior Vice President  | Neace Lukens               |

**2. *Executive-in-residence programs. Describe the program and identify its major accomplishments.***

Although the School of Business does not currently have an executive-in-residence program, the Dean of the College of Business and Communication has developed a proposal to recruit one in the future. The Dean is discussing the proposal with various organizations in the Louisville community in the hopes that an Executive-in-Residence is in place within the next two academic years.

**3. *Internship programs. Describe the program and identify its major contributions.***

The School of Business internship program is available to both Accounting and Business Administration students. Internships are not a requirement to complete either of our degree programs although internships are highly encouraged. A maximum of six credit hours can be earned towards graduation through internship hours. The processes and procedures that each student must complete for a three credit hour internship are:

1. The student must complete 180 contact hours with the internship location over two consecutive six week sessions.
2. During the internship the student must complete a paper each week. The paper is due by the Tuesday of the following week. The weekly paper is to be typed, doubled-spaced, and be two to three pages in length. The paper will address what the student accomplished during the week and the work met or related to the established learning objectives of the internship.
3. At the end of the internship, the student must complete a term paper of 10-12 pages that covers the entire internship experience. The paper must be comprehensive of the experience and it must address how the learning objectives were met and what the student learned from the experience.
4. Students are responsible to complete a resume, cover letter, etc., to prepare for any interviews that may be required of the internship location. The internship director will help the student prepare these documents. The student is responsible to prepare drafts of the documents for review by the internship director.
5. Internship locations must be approved by the internship director prior to any interviews and/or acceptance by the student.
6. During the internship experience, the internship director has the right to visit the internship location, unannounced when the student is working.

7. The student's internship experience is subject to termination if work performance is determined to be unsatisfactory by the internship director, the site director at the internship location, or the immediate supervisor of the student at the site.
8. The grade for the internship experience is determined by the weekly and end-of-term written reports and the student's job performance (completed by the site director/supervisor).

In addition to the above requirements, the student must complete the following forms.

1. Agreement between Spalding University and the internship site director. This is the formal contract between the site director of the company and the internship director with the School of Business. This form is completed by the site director and submitted to the internship director for approval prior to the start of the internship.
2. Internship Information and Learning Objectives. The student and the site director decide on the learning objectives to be achieved during the internship experience. This form is submitted to the internship director for approval prior to the start of the internship.
3. Student Self-Evaluation. This form is completed by the student at the end of the internship experience. The student evaluates the criteria listed on the form.
4. Supervisor's Evaluation of the Student's Performance. The student gives this form to the immediate supervisor/site supervisor at least two weeks prior to the end of the internship experience. The form is complete and returned to the student to be given to the internship director.
5. Once the two evaluation forms are completed and the student has completed all the requirements of the internship, a grade will be awarded based upon the supervisor and the internship director's evaluation of the student's performance during the internship experience.
6. All of the above will be completed for each three credit hour experience.

During the self-study year, only one Business Administration student completed an internship. The internship was completed at Galen College of Nursing and the student worked for the Vice President and Chief Operating Officer as a Data Analyst. Previous internship placements in business have included Highfield/Open MRI, Guthrie-Mayes PR, AFLAC, Trover Solutions-Healthcare Recoveries, and Sherwin Williams. Previous internship placements in accounting have included BKD, E-On, General Electric and Papa John's International.

**4. Cooperative education programs. Describe the program and identify its major contributions.**

The School of Business does not participate in any cooperative education programs.

**5. Student organizations. Describe the purpose of the organization and the involvement of business or community leaders with the organization.**

The School of Business does not currently have any student organizations.

**6. *Business/economic research bureaus. Describe the activities of the bureau and the benefits generated for the academic business unit and the community.***

The School of Business does not currently have any business/economic research bureaus.

**7. *Any other significant external linkages. Describe the program and its contributions.***

Other significant external links between the School of Business and organizations in the community include memberships and involvement in business related organizations, service learning, speakers in classes, and our part-time faculty.

First, the faculty members of the School of Business are involved to varying degrees with organizations in the community. These organizations include: Central High School, KY-CPA and BASE camp, Junior Achievement (Finance Park), American Marketing Association, Women 4 Women, the California Collaborative, and the Young Professionals Association of Louisville (YPAL). These are described below:

Central High School and Experience Spalding Day

During the self-study year, the School of Business hosted Central High School Juniors on campus for “Experience Spalding Day.” The students worked with all members of the School of Business by participating in “The Egg Drop Exercis.” We plan on continuing this relationship with Central High School and hosting the students each spring.

KY-CPA and BASE Camp

During the self-study year, C. Avery was the chair of the committee that organizes and runs the Business and Accounting Summer Education Camp through the KY-CPA. This program has provided potential students with the opportunity to experience Spalding’s campus and the School of Business. The program has also helped raise the awareness of the School of Business with business practitioners in the community.

Junior Achievement’s BizTown and Finance Park

Three faculty members from the School of Business regularly volunteer in Junior Achievement’s BizTown and Finance Park. Volunteering raises awareness of the School of Business with both the students participating in the programs as well as the other volunteers from the community.

American Marketing Association

During the self-study year, A. Rice served as a Board Member for the local chapter of the American Marketing Association. She also attended professional meetings of the organization. This involvement has led to contacts within the field of marketing as well as up-to-date information in the marketing discipline, both of which are very useful to our students.

#### Women 4 Women and Financial Success

Since 2006, Spalding has partnered with Women 4 Women. Women 4 Women is a non-profit organization in Louisville, Kentucky and is dedicated to improving the health and economic well-being of women and girls by increasing awareness, expanding resources, and creating solutions to strengthen our community. Through our partnership, the School of Business offers BA 200 Financial Success to women in the community as well as Spalding students. This class is free and each student receives one hour of college credit.

#### New Directions Housing Corporation and the California Collaborative

During the self-study year, the Financial Success class described above was taught to residents in the California Collaborative as part of the ChangeMaker grant obtained by New Directions Housing Corporation and Spalding University's School of Business.

#### Young Professionals Association of Louisville (YPAL)

During the self-study year, the School of Business partnered with YPAL to sponsor two events on campus. Each event brought business practitioners to the campus that may not have otherwise had the opportunity. We hope to continue these sponsorships into the future.

Second, the importance of community involvement is stressed. The faculty encourages community involvement of students via class credit for students who participate in a service learning project. Specifically, all traditional undergraduate students in the School of Business participated in Junior Achievement's Finance Park. The faculty member for BA 366 Financial Management coordinates with Junior Achievement and monitors student involvement during the service learning experience. The experience provides faculty with additional possibilities to cultivate future opportunities in the same organization or with other organizations in the community.

Third, faculty members in the School of Business are strongly encouraged to use speakers in class. Speakers are a great way for students to network with individuals in the community. Also, when we invite speakers to campus they are able to see, first hand, what we do in the School of Business at Spalding. Guest speakers are also a way for the School to connect the students to the community. Students sometimes are not aware of what is "going on" in the community or in a specific industry. Students may be thinking of a particular career track and guest speakers provide an opportunity for the student to speak to someone from the industry/business, and to determine if the career track is really what they would like to pursue after graduation.

Fourth, the School of Business' part-time faculty members work in the regional business community and provide an important connection between our students and the community. Part-time faculty members are able to expose our students to their profession and/or business and also increase awareness of Spalding's School of Business in the region. In addition to the theories discussed during specific classes, part-time faculty members bring their "real world" experiences to the classroom. The use of qualified part-time faculty is another demonstration of the school's commitment to maintaining ties with the community and providing our students with current trends and ideas in a particular subject and then providing work experienced faculty that can communicate those current trends and ideas in the classroom.



## 7.4 External Cooperative Relationships

**Excellence in business education requires effective relationships with external educational institutions and organizations. Therefore, the academic business unit should encourage cooperative relationships with external educational institutions and organizations in ways that advance the missions of the institution and the academic business unit.**

### Self-Study Guidelines

- 1. List the principal institutions from/to which your institution receives/sends transfer students. Copies of articulation and/or course transfer agreements in effect should be available for review by the site visit team.*

The principal institutions from/to which Spalding receives/sends transfer students are:

Allan Hancock College  
Arizona State University Tempe  
Arkansas State University  
Atlantic Community College  
Ball State University  
Bellarmino University  
Berea College  
Bethel College (TN)  
Bluegrass Community Technical College  
Boston University  
Brevard Community College  
Calhoun Community College  
Cameron University  
Campbellsville University  
Central Texas College  
Centre College  
Cleveland State University  
Coastal Carolina University  
Community College Philadelphia  
Contra Costa College  
Cuyahoga Community College Metro  
Dallas County Community College District  
DeKalb Technical College  
Diablo Valley College  
Eastern Kentucky University  
El Paso Community College  
Elizabethtown Community College  
Emory Henry College  
Indiana St University Terre Haute  
Indiana University Bloomington  
Indiana University New Albany

Indiana University  
Indiana University Southeast  
Indiana Vocational Technical Sellersburg  
Indiana Wesleyan University  
Ivy Tech Community College  
Ivy Tech State College  
Jefferson Community College  
Jefferson Technical College  
Kentucky State University  
Kentucky Wesleyan College  
Lackawanna College  
Lafayette College  
Lexington Community College  
Lipscomb University  
Madisonville Community Technical College  
Marian College Indianapolis  
Maysville Community College  
McKendree College (University)  
Midway College  
Morehead State University  
Mount Olive College  
Murray State University  
National College Bus Tech  
Northern Arizona University  
Northern Kentucky University  
Northwood University  
Northwood University Fl  
Ohio University Athens  
Ottawa University  
Owensboro Community Tech College - Main  
Paducah Community College  
Pensacola Junior College  
Rio Salado College  
Seattle University  
Shelton State Community College  
Skidmore College  
Solano Community College  
Somerset Community College  
Sonoma State University  
Southeast Community College  
Southeastern Illinois College  
St Catharine College  
Sue Bennett College  
Sullivan University  
Truman State University  
University California San Diego

University of Chicago  
University of Georgia Athens  
University of Indianapolis  
University of Kentucky Lexington  
University of Minnesota Minneapolis  
University of New Mexico Albuquerque  
University of North Carolina Greensboro  
University of Phoenix  
University of Pittsburgh  
University of Puget Sound  
University of Rochester  
University Louisville  
Western Kentucky University  
York College Pennsylvania

Spalding University has articulation agreements with two schools – Jefferson Community and Technical College (JCTC) and Ivy Tech. The complete articulation agreements between Spalding University and JCTC and Ivy Tech will be available for review by the site-visit team.

**2. *Describe the advising procedure for transfer students.***

Transfer students are advised in one of two ways. If a transfer student has less than 30 hours he or she will be advised by an admissions counselor prior to having his or her folder sent to a discipline advisor. If a transfer student has more than 30 transfer hours he or she will be advised by an admissions counselor but will be immediately advised by a discipline advisor.

For students in the School of Business, a specific system is followed. All traditional day students majoring in accounting or business administration (BSA or BSBA) are advised by faculty in the School of Business. All Adult Accelerated Program (AAP) students majoring in accounting (BSA) are advised by accounting faculty in the School of Business. All AAP students majoring in business administration (BSBA) are advised by an advisor in the Academic Resource Center.

**3. *Describe the relationships between the academic business unit and external educational institutions or organizations (other than transfer agreements as covered above). This description should include the following relationships (describe all that apply to your academic business unit):***

**a. *Joint degree programs***

The School of Business does not provide any joint degree programs.

**b. *Consortium agreements***

Although not specific to the School of Business, the University Library participates in and enjoys the benefits of several consortial relationships. First, the Kentuckiana Metroversity, Inc. (<http://www.metroversity.org/home.htm>) provides reciprocal borrowing privileges for students, faculty and staff of member institutions. Users may request items via interlibrary loan with one-day turn-around via a courier service or borrow in-person from other Metroversity institutions.

In addition to Spalding University, the institutions include: Bellarmine University, the University of Louisville, Indiana University Southeast, Jefferson Community College, Southern Baptist Theological Seminary, Louisville Presbyterian Theological Seminary, the Louisville Free Public Library, and Jeffersonville Township Public Library.

Second, the Association of Independent Kentucky Colleges and Universities (AIKCU) (<http://www.aikcu.org>) provides member institutions shared subscriptions to various databases and a membership in KYVL (the Kentucky Virtual Library). Membership in AIKCU allows Spalding University access to reduced pricing for the popular EBSCOHost family of databases ([http:// http://www.ebscohost.com/](http://http://www.ebscohost.com/)). This resource provides indexing, abstracting and full-text for 2,742 periodical titles in academic areas including education, business, religion, humanities, technology and news. The member institutions are: Alice Lloyd College, Asbury College, Bellarmine University, Berea College, Brescia University, Campbellsville University, Centre College, Cumberland College, Georgetown College, Kentucky Christian University, Kentucky Wesleyan College, Lindsey Wilson College, Midway College, Pikeville College, St. Catharine College, Spalding University, Thomas More College, Transylvania University, and Union College.

Third, the Kentucky Virtual Library (<http://www.kyvl.org/>) provides access to several online databases as well as a courier service. Via this service the Spalding University community may access the card catalogs of academic, public and school libraries across the Commonwealth of Kentucky, databases such as *Academic Search Premier* from Ebsco Host, *FirstSearch* from OCLC, the *GPO Monthly Catalog*, *ERIC* (education), *CINAHL & Medline* (health sciences), and a variety of other services such as a virtual reference desk, Kentucky statistics, Kentuckiana Digital Library, and tutorials on library research.

### ***c. Other cooperative or partnership arrangements***

The School of Business maintains the following partnerships:

#### **KY-CPA and BASE Camp**

During the self-study year, C. Avery was the chair of the committee that organizes and runs the Business and Accounting Summer Education Camp through the KY-CPA. This program has provided potential students with the opportunity to experience Spalding's campus and the School of Business. The program has also helped raise the awareness of the School of Business with business practitioners in the community.

#### **Junior Achievement's Finance Park and Service Learning**

The School of Business has a cooperative arrangement with Junior Achievement that allows all traditional undergraduate students in the School of Business to volunteer in Junior Achievement's Finance Park via BA 366 Financial Management. The faculty member for BA 366 Financial Management coordinates with Junior Achievement and monitors student involvement during the service learning experience.

#### Women 4 Women and Financial Success

Since 2006 Spalding has partnered with Women 4 Women. Women 4 Women is a non-profit organization in Louisville, Kentucky and is dedicated to improving the health and economic well-being of women and girls by increasing awareness, expanding resources, and creating solutions to strengthen our community. Through our partnership the School of Business offers BA 200 Financial Success to women in the community as well as Spalding students. This class is free and each student receives one hour of college credit.

#### New Directions Housing Corporation and the California Collaborative

During the self-study year, the Financial Success class described above was taught to residents in the California Collaborative as part of the ChangeMaker grant obtained by New Directions Housing Corporation and Spalding University's School of Business.

#### Young Professionals Association of Louisville (YPAL)

During the self-study, the School of Business partnered with YPAL to sponsor two events on campus. Each event brought business practitioners to the campus that may not have otherwise had the opportunity. We hope to continue these sponsorships into the future.

## **7.5 External Oversight**

**Excellence in business education requires the institution and its academic business unit to have appropriate oversight from governing or accrediting bodies.**

### **Self-Study Guidelines**

- 1. Provide evidence that the institution has institutional accreditation from an appropriate recognized national institutional accrediting organization. This evidence should take the form of a copy of the letter from an appropriate recognized national accrediting organization affirming or reaffirming institutional accreditation.*

Spalding University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate's, bachelor's, master's, specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Spalding University.

- 2. Describe any other relevant governing body authorizations or approvals that apply to your institution and academic business unit.*

Spalding University has degree granting authority from the appropriate government agency. On September 12, 1997, Spalding was licensed by the Kentucky Council on Postsecondary Education (KCPE), effective until July 2011.



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSION ON COLLEGES

1865 Southern Lane • Decatur, Georgia 30033-4067  
Telephone 404/679-4500 Fax 404/679-4518  
www.sacscoc.org

January 8, 2008

Dr. Jo Ann Rooney  
President  
Spalding University  
851 South Fourth Street  
Louisville, KY 40203

Dear Dr. Rooney:

The following action regarding your institution was taken at the December 2007 meeting of the Commission on Colleges:

The Commission on Colleges reaffirmed accreditation. No additional report was requested.

Please submit to your Commission staff member a one-page executive summary of your institution's Quality Enhancement Plan. The summary is due **February 15, 2008**, and also should include: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's Web site as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years after their reaffirmation review. Institutions will be notified one year in advance by the President of the Commission regarding its specific due date.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

A handwritten signature in cursive script that reads "Betty S. Whelan".

Betty S. Whelan, Ph.D.  
President  
Commission on Colleges

BSW:cp

cc: Dr. Rudolph S. Jackson

## **7.6 External Accountability**

**Excellence in business education requires institutions and their academic business units to be accountable to the public for the quality of their degree programs. Therefore, the academic business unit must have processes for consistent, reliable public disclosure of information pertaining to student learning outcomes in its business programs.**

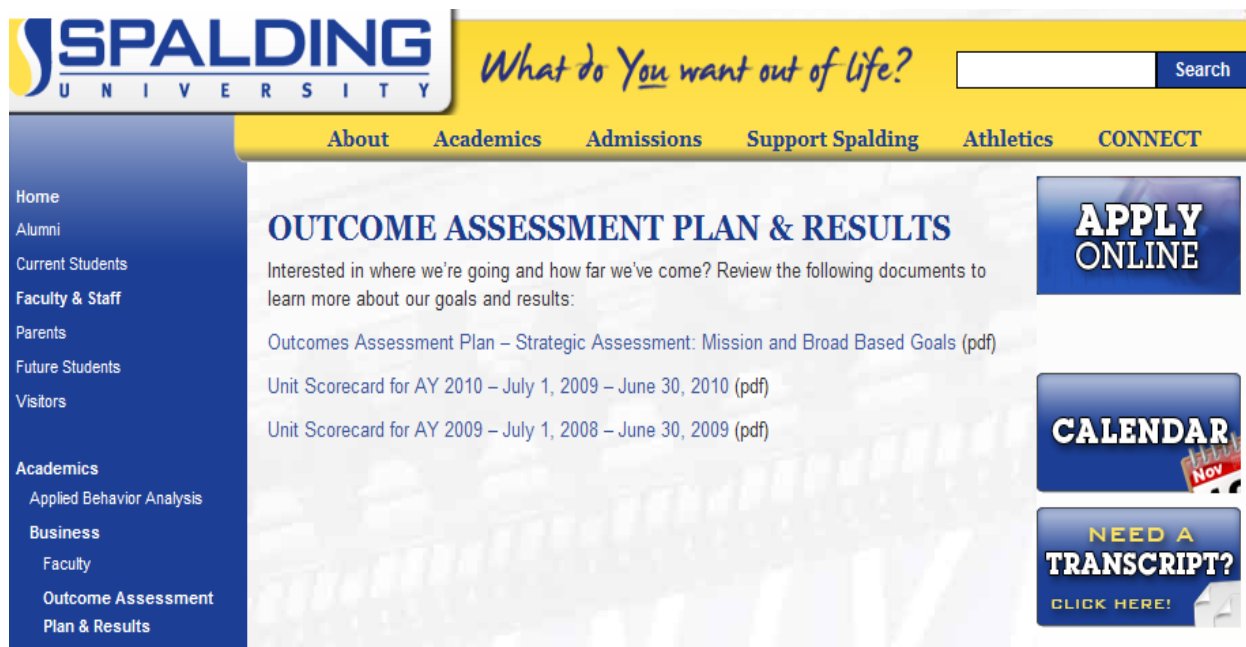
### **Self-Study Guidelines**

- 1. Describe the ways in which you communicate student learning and achievement information to the public.*

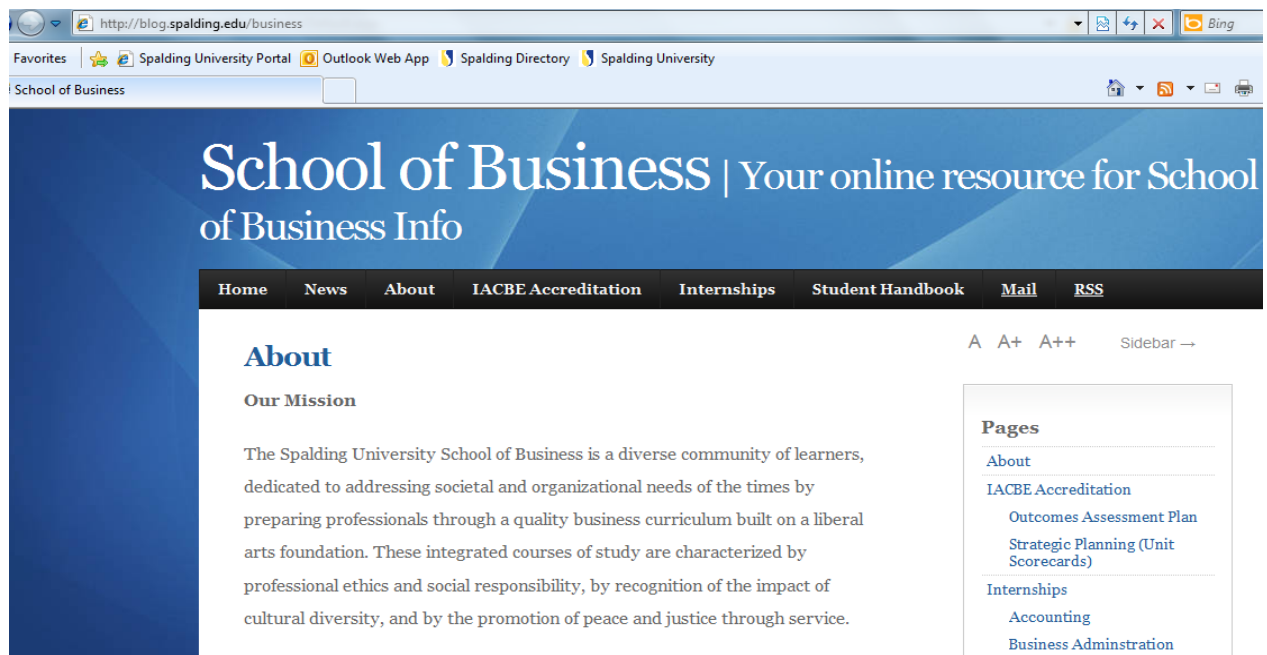
Student learning and achievement information is communicated to the public via Spalding University's Website. This information is also made available on the School of Business Portal (Intranet).

- 2. Provide copies of the documents containing the information described in item 1 above.*

Page shots of the Spalding University website and the School of Business Portal (on the following page) are included below. In each you can clearly see where student learning and achievement information is communicated.







**3. Describe the ways in which the public is notified of and can access this information.**

The mission, broad-based goals, and student learning outcomes assessment are publicly disclosed on the Spalding University website. To access this information go to [www.spalding.edu](http://www.spalding.edu), click on “Academics”, click on “Business”, click on Outcome Assessment Plan and Results.

The student learning outcomes assessment results will be updated at the end of each fiscal year with current results from that particular fiscal year. The mission, broad-based goals, and student learning outcomes assessment plan and results are not only discussed but shared with the School of Business Advisory Board.

## **7.7 Summary Evaluation of Internal and External Relationships**

**Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its internal and external relationships in supporting excellence in business education.**

### **Self-Study Guidelines**

*Provide a summary evaluation of the academic business unit's internal and external relationships. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:*

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its internal and external relationships in supporting excellence in business education.*

Internally, the University is structured to promote excellence at both the University level and in the School of Business. Furthermore, our relationships with the Registrar's Office, the Retention Committee, and the Admissions Team are sound and help us support our students and achieve our mission. During the self-study year, approximately 11% of our students were subject to academic sanctions and approximately 5% of our students were conditionally admitted to Spalding. The University provides excellent programs to support these students to help the students remove any academic sanctions or conditional admit requirements.

Externally, the School of Business is stronger than ever in its history. We have a strong School of Business Advisory Board made up of 12 members representing most major companies in the community. The University has articulation agreements with both Jefferson Community and Technical College (JCTC) and Ivy Tech – two major community colleges in the area. Finally, the School has developed strong relationships with various organizations in the community such as Jefferson County Public Schools (JCPS), Women 4 Women, and Junior Achievement.

- 2. Identify any changes and improvements needed in the academic business unit's internal and external relationships.*

First, we have a need for an active student group specifically related to business. Second, we should look into reinstating an Honor Society for our students. Third, we need to continue to encourage student internships and continue to develop relationships with local organizations for internship placement. Fourth, we need to recruit new members to the Advisory Board that represent major companies in the community not currently represented. Finally, we need to work more closely with community colleges for transfer students and with JCPS for traditional age students.

**3. *Describe proposed courses of action to make those changes and improvements.***

First, students should be surveyed about student organization interest and honor society interest. Second, in order to increase student internships, the School of Business will work with the career center on internship listings, make connections with organizations, and reinforce the encouragement of internship experiences by advisors. Third, in order to recruit new members to the Advisory Board, we should first target specific organizations and industries. Once these are determined, then we should ask for potential recruits via our current Advisory Board members and other members of the Spalding community. Finally, a plan should be developed with the Spalding admissions counselors to determine the best way to access community college students.

## **Principle 8: International Business Education**

### **8.1 International Business Education**

**Excellence in business education requires business students to be prepared to function effectively in a changing global environment. Therefore, the academic business unit, through its curricula and co-curricular programs, should ensure that students possess the knowledge, skills, and abilities to understand and deal effectively with critical issues in a dynamic global business environment.**

#### **Self-Study Guidelines**

*Describe the ways in which the academic business unit prepares students to function effectively in a global business environment. This description should include all of the following items that apply to your business programs:*

- 1. Describe the ways in which your curricular and co-curricular programs prepare students to understand the global business environment. This description should encompass any majors, concentrations, emphases, and courses in international business in the academic business unit's degree programs.*

As part of the Bachelor of Science in Business Administration, students are required to take BA 461 Global Dimensions of Business. As can be seen in the Abbreviated Course Syllabus for this course, students are exposed to a wide variety of topics in global business. These topics include: politics and law, culture, global entry strategies, international marketing, managing human resources, and social responsibility.

Beyond this specific course, many of the other courses in our core curriculum focus on international and global issues. Referring to **Principle 3.2** and Table 1B Summary of Common Professional Component Activity, the contact hours in International/Global Dimensions of Business totaled 69 hours. Even though students in the Bachelor of Science in Accounting program are not required to take BA 461 Global Dimensions of Business, some take the course as an elective. For those accounting students that do not take BA 461, the contact hours in International/Global Dimensions of Business total 31 hours.

As part of the Bachelor of Science in Accounting, students are introduced to the implications of international rules and regulations impacting accounting. Financial reporting in the United States is being influenced by International Financial Reporting Standards (IFRS). IFRS reporting considerations are already impacting business decisions, and not simply through non-US subsidiaries. Understanding IFRS and its implications is a business imperative for US companies. The comparison of IFRS and American reporting standards is introduced throughout Intermediate Accounting classes. As topics are introduced in Intermediate, both IFRS and GAAP (generally accepted accounting principles) are compared. This is expanded on in Advanced Accounting and Auditing as new topics that are impacted are introduced.

2. *Describe all cooperative arrangements involving the academic business unit and international institutions or organizations (e.g., international student and/or faculty exchange programs, etc.; this is especially important if your students earn college credit from these institutions that is used to satisfy degree requirements in the academic business unit.). Provide contact information for these organizations, and provide the number of students and faculty involved in each program for the past three years.*

The School of Business participates in two arrangements involving international institutions. First, each year the School of Business welcomes a student from Northern Ireland via the Business Education Initiative. The Business Education Initiative is a successful, innovative program aimed at offering undergraduate students studying in Northern Ireland the opportunity to study business and management in the USA. Each student participating in this program stays at Spalding for one year.

Contact Information:

Business Education Initiative

British Council

Norwich Union House

7 Fountain Street

Belfast BT1 5EG

Telephone: 02890 248 220

Email: [bei@britishcouncil.org](mailto:bei@britishcouncil.org)

Website: [www.britishcouncil.org/northernireland](http://www.britishcouncil.org/northernireland)

Second, Spalding University students are able to study in Northern Ireland through the British Council. Students may study at any of Northern Ireland's Universities, University Colleges, or "Super Colleges."

Contact Information:

British Council

2<sup>nd</sup> Floor

Norwich Union House

7 Fountain Street

Belfast BT1 5EG

Email: [educationuk@britishcouncil.org](mailto:educationuk@britishcouncil.org)

Website: [www.educationuk.org/northernireland](http://www.educationuk.org/northernireland)

During the past three years, one student attended Spalding each year (a total of three students) via the Business Education Initiative. Also, during the self-study year, one Spalding business student attended school at the University of Ulster in Belfast via the British Council program. Faculty members are not involved in these programs. Sister Margaret Rodericks, International Student Coordinator- Financial Aid, works with students participating in these programs.

3. *Describe any other international programs offered by the academic business unit (e.g., short-term international study tours, etc.). This description should include the number of students and faculty who have participated in these programs for the past three years.*

The School of Business does not offer any other international programs.

## **8.2 Summary Evaluation of International Business Education**

**Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its international business programs in supporting excellence in business education.**

### **Self-Study Guidelines**

*Provide a summary evaluation of the academic business unit's international business programs. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:*

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its international business programs in supporting excellence in business education.*

The School of Business believes that international business topics are more than adequately covered through our curriculum. Beyond offering BA 461 Global Dimensions of Business and covering global concepts in various courses, we also offer the opportunity in Northern Ireland. Further, the coverage of international standards in accounting is being added throughout the accounting curriculum. However, for most students, the student's connection with international business education ends in the classroom.

- 2. Identify any changes and improvements needed in the academic business unit's international business programs.*

Advisors of School of Business students can encourage participation in the general education course and the Northern Ireland program. We also need to think about the addition of our own international trip.

- 3. Describe proposed courses of action to make those changes and improvements.*

Advisors will be informed through regularly scheduled meetings of the options for and importance of the current international opportunities available at Spalding. The business unit will also survey students to determine the level of interest in an international trip specifically for business administration and accounting majors.

## **Principle 9: Educational Innovation**

### **9.1 Educational Innovation**

**Excellence in business education requires the academic business unit to adapt to changes in business and society. Therefore, the academic business unit should provide an environment that encourages and recognizes innovation and creativity in the education of business students.**

#### **Self-Study Guidelines**

- 1. Provide a statement that reflects your institution's posture regarding educational innovation. This statement should describe the institution's support for innovation in the academic business unit.***

Spalding University maintains an innovative stance in providing cutting edge educational service to the greater Louisville community and beyond. The University feels it is imperative to be innovative and growth-oriented. The University's focus is to provide new educational opportunities for as many as possible in our neighborhoods, community, and region. We feel that our success is defined by how well we extend the range of possibilities for our students and our community. Support for innovation is shown at the School of Business level via the unit scorecard process and the constant encouragement to look for new educational opportunities to offer our current students or prospective students. New innovative initiatives are brought forward during the budgeting process and seed money may be allocated to support these new ideas and initiatives.

- 2. Describe the process that is used by the academic business unit to encourage and support educational innovation.***

New opportunities and ideas are discussed formally at school and college meetings and informally at more casual settings with faculty, students, admissions counselors, business advisory board members, and senior level administration. Ideas are also discussed with the Dean and Senior Vice President of Academic Affairs. Once an idea is properly researched, evaluated, and discussed, it goes through the proper channels in order to get university approval to move forward with the proposal.

- 3. Provide examples of educational innovation in recent years, including improvements in the business programs offered by the academic business unit.***

Examples of Spalding's support for innovation at both the University and School level include the Adult Accelerated Program, the six-week session system, the structure of the Colleges, the support of innovation in teaching, and the support of innovative programming. First, recognizing the educational needs of adults, in 1980 the University created the first adult accelerated undergraduate degree program in the state of Kentucky. This program has over 500 students and offers seven degrees across academic disciplines.

Second, a new schedule for daytime undergraduate students was introduced in fall 2003. As previously discussed in this self-study, the schedule consists of seven 6-week sessions per year, enabling students to earn a bachelor's degree with a highly flexible schedule.

Third, in May 2003, the academic side of the University was restructured into four Centers of Excellence. The College of Business and Communication was formed as one of these Centers of Excellence. The University recognized that business and communication were programs that complement each other in terms of professional focus and both provide collective skills highly desired by modern business organizations. The combining of these two schools led to additional collaboration between the two disciplines in such areas as requiring additional communication courses in both Business Administration and Accounting programs, the development of a Marketing Communication minor, and the additional requirement of some business courses in the Communication program.

Fourth, the University supports the continued use of innovative techniques to educate our students. One example of this support is through the International Lilly Conference on College Teaching. The University fully supports and encourages attending this conference due to its distinct ties with the mission of the University. According to the Lilly Conference website, the Lilly Conference is one of the nation's most renowned conferences where teacher-scholars from across the United States and internationally share innovative pedagogies and discuss questions, challenges, and insights about teaching and learning.

Finally, the University supports the development of innovative programming. For example, the School of Business developed a Not-for-Profit Management undergraduate concentration during the 2008-2009 academic year. Although the concentration did not work at the undergraduate level, it does show the University's willingness to support and test new ideas to move the School of Business forward.



## **9.2 Summary Evaluation of Educational Innovation**

**Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its processes for fostering educational innovation in supporting excellence in business education.**

### **Self-Study Guidelines**

*Provide a summary evaluation of the academic business unit's processes for fostering educational innovation. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:*

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its processes for fostering educational innovation in supporting excellence in business education.*

As the examples described in this principle demonstrate, Spalding University truly supports educational innovation. Both the University and the School continue to be innovative in course offerings and curriculum additions.

- 2. Identify any changes and improvements needed in the academic business unit's processes for fostering educational innovation.*

One possible avenue of improvement could involve partnering with other schools at Spalding to create new ideas and unique educational opportunities. The School of Business could also look into new tracks or concentrations that specifically include only business-related content, such as a concentration in Marketing or Human Resource Development.

- 3. Describe proposed courses of action to make those changes and improvements.*

Any innovations, whether curriculum, program, or format related, would first involve a needs assessment. Once a needs assessment is completed and a need is discovered, then a proposal would be presented to the curriculum committee. Any approved proposals would officially begin with the next academic year.