

Initial Self Evaluation Report (Business) Outline and Guidelines

Background Information

Standards for Business Accreditation:

B S 1 - MISSION, IMPACT, AND INNOVATION

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

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В	S	2 - INTELLE	CTUAL CO	NTRIBUTION	S, IMPACT, A	ND ALIGNMENT	ITH MISSION
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R	S	3 - FINANCIAI	STRATEGIES AND	ALLOCATION OF RES	OURCES

Standard 3: The school has finan for, achieving its mission and ac RESOURCES]	ncial strategies to provide resources appropriate to, and sufficient tion items. [FINANCIAL STRATEGIES AND ALLOCATION OF
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B S	4 - STUDEN	NT ADMISSIONS, PROGRESSION, AND CAREER DEVELOPMENT
academic pro effective, con	gression toward sistently applied	cedures for student admissions, as well as those that ensure d degree completion, and supporting career development are clear, d, and aligned with the school's mission, expected outcomes, and SIONS, PROGRESSION, AND CAREER DEVELOPMENT]
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B LS 5-FACULT SUFFICIENC AND DEPLO MENT Standard 5: The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty. [FACULTY SUFFICIENCY AND DEPLOYMENT] Definitions •								
Standard 5: The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty. [FACULTY SUFFICIENCY AND DEPLOYMENT]								
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B S 7-PROFES	SSIONAL STAFF SUFFICIENC AND DEPLO MENT
Standard 7: The school maint	tains and deploys professional staff and/or services sufficient to
components of its mission. [F	oss the range of degree programs it offers and to achieve other PROFESSIONAL STAFF SUFFICIENCY AND DEPLOYMENT]
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B S 8-0	URRICULA MANAGEMENT AND ASSURANC	E OF LEARNING
Standard 8: The schoo	l uses well-documented, systematic process	ses for determining and revising
achieve learning goals [CURRICULA MANAGE	ng goals; designing, delivering, and improving and demonstrating that degree program lead MENT AND ASSURANCE OF LEARNING]	ng degree program curricula to arning goals have been met.
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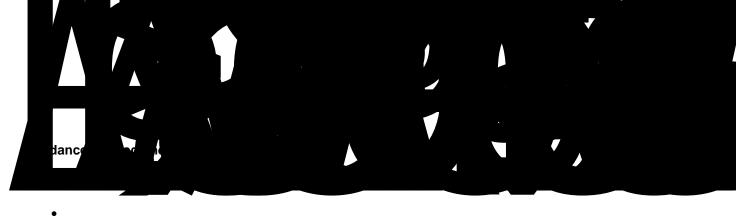
В	S 9 - CURRIO	CULUM CONTENT
Standar type and	d 9: Curriculum conto d learning goals. [CUI	ent is appropriate to general expectations for the degree program RRICULUM CONTENT]
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General •	Skill Areas	
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General Business and Management Knowledge Areas

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В	S 10 - ST	JDENT-FACULT INTERACTIONS
Standard	10: Curricula fac	cilitate student-faculty and student-student interactions appropriate to ievement of learning goals. [STUDENT-FACULTY INTERACTIONS]
the prog	am type and ach	ievement of learning goals. [STUDENT-FACULTY INTERACTIONS]
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B S 11 - DEGREE PROGRAM EDUCATIONAL LEVEL, STRUCTURE, AND EQUIVALENCE
Standard 11: Degree program structure and design, including the normal time-to-degree, are appropriate to the level of the degree program and ensure achievement of high-quality learning outcomes. Programs resulting in the same degree credential are structured and designed to ensure equivalence. [DEGREE PROGRAM EDUCATIONAL LEVEL, STRUCTURE, AND EQUIVALENCE]
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12 - TEACHING EFFECTIVENESS В S

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B D S 14-E ECU	ITIVE EDUCATION
Standard 14: If applicable, ex	ecutive education (activities not leading to a degree) complements ee programs and intellectual contributions. The school has
	ure high quality in meeting client expectations and continuous
improvement in executive ed	ucation programs. [EXECUTIVE EDUCATION]
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S 15 - FACL	JLT QUALIFICATIONS AND ENGAGEMENT
ho collectively and individ at sustains the intellectua	nintains and strategically deploys participating and supporting faculty lually demonstrate significant academic and professional engagement l capital necessary to support high-quality outcomes consistent with rategies. [FACULTY QUALIFICATIONS AND ENGAGEMENT]
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	Sustained engagement activities		ties
Initial academic preparation and professional			
professional experience			
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• <u>all</u> <u>mission</u>	<u> </u>	percent-of-time de	evoted to the school's

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