

Overview

Institution Name

Northern Arizona University

Address

2020 South Ave. 8E

Year Accredited

2012

Year Reaffirmed

2021

Years Covered by this Report

2017 - 2017

Date Submitted

09/13/2019

Completed By

Spencer, Jeremy

Phone

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ACBSP Champion

Spencer, Jeremy

ACBSP Co-Champion

I - Institutional Information

To complete this section, first click on the Edit/Checkout button. Then copy and paste the headings into the Institutional Response box below and enter your information.

Note: When you enter information about new administrators/faculty in this system, it does not update the databases at the ACBSP office.

Please contact swilliams@acbsp.org to make updates to personnel such as Champions, Deans, etc.

O 4. List all accredited programs (as they appear in your catalog).

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

O 6. List all campuses where a student can earn a business degree from your institution.

O 7 Person completing report:

Person completing report Name:

Phone:

E-mail address:

ACBSP Champion name:

ACBSP Co-Champion name:

QA Report

Status: Not Started | Due Date: Not Set

Assigned To

Not Assigned

Institution Response

QA Report 2019

O 4. List all accredited programs (as they appear in your catalog).

Bachelor of Business Administration (BBA)

Bachelor of Applied Science in Logistics and Supply Chain Management (BAS in LSCM)

Bachelor of Applied Science in Industrial Technology Management (BAS in ITM)

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

Bachelors of Applied Science in Administration - Website lists the degree as accredited by HLC only

Bachelor of Interdisciplinary Study in Administration - Website lists the degree as accredited by HLC only.

The Masters in Global Business Administration - Website lists the degree as a candidate for accreditation and uses the approved "Candidate for Accreditation" Logo.

O 6. List all campuses where a student can earn a business degree from your institution.

Yuma, Paradise Valley, Chandler-Gilbert, and Online

O 7 Person completing report:

Jeremy Spencer
Phone: 928-317-6406
jeremy.spencer@nau.edu
Champion: Jeremy Spencer

Sources

There are no sources.

II - Status Report on Conditions and Notes

O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions? (If the justification for removal is lengthy consider attaching an appendix to QA report).

Remove Note:

Remove Condition:

If you are not removing a note or condition, please list the note(s) or condition(s) below and explain the progress made in removing same.

Do Not Remove Note or Condition:

QA Report

Status: Not Started | **Due Date:** Not Set

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Institution Response

Remove Notes on Overview 0.9

Note: Assessment results are the 2012 self-study results with no update since. More recent data should be provided.

Resolution:

We have updated all links with current assessment data on all accredited degree program's web pages.

The [BBA Web Page](#) contains the 2011-2013 Quality Assurance Report, 2013-2015 Quality Assurance Report, 2013-2015 Assessment Outcome Report, 2015-2017 Quality Assurance Report, and the 2015-2017 Assessment Outcomes Report.

The [BAS in ITM Web Page](#) contains the 2014-2017 Self Study Report.

[BAS in LSCM Web Page](#) contains the 2012-2017 Self study Report.

Below are links to pictures of each of the degree web pages.

[BAS in LSCM link to assessment data](#)

[BAS in ITM links to assessment data](#)

[BBA links to Assessment Data](#)

Remove Condition on Overview 0.5

Condition: The website identifies BBA with accreditation but does not clearly provide that no other programs are accredited. BS in Logistic says will have accreditation in Fall 2017 which is incorrect.

Resolution: On the [Business and Administration website](#), in the accreditation section, we have created two list identifying the business degree programs BBA, BAS in ITM, and BAS in LSCM as accredited by ACBSP and by Higher Learning Commission (HLC), and the MGBA program as a candidate for accreditation with ACBSP and accredited by HLC. In the second list. we identify all other degree programs as accredit by the HLC only. (See sources below)

In addition to the the Business and Administration website, the web page for each degree program also list its accreditation as follows:

[MGBA web page](#) as a candidate for accreditation with the ACBSP.

[BBA Web Page](#) as accredited by ACBSP.

[BAS in LSCM Web Page](#) as accredited by ACBSP.

[BAS in ITM Web Page](#) as accredited by ACBSP.

[BAS in Administration web page](#) as accredited by HLC only.

[BAS in Technology Management web page](#) as accredited by HLC only.

Sources

- ADM Accreditation pic
- BAS in ITM links to assessment data
- BAS in LSCM link to assessment data
- BBA Accreditation Pic
- BBA links to Assessment Data
- ITM accreditation pic
- LSCM accreditation pic
- MGBA accredditaion pic
- TM accreditation Pic

III - Public Information

Item III in the QA report applies to Overview Item 5g in the Baccalaureate/Graduate Degree Standards and Criteria book.

Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement.

1. Provide evidence on the main business page website, or on business program websites, that demonstrate accredited programs provide information to the public on business student achievement. For example, evidence of business student achievement may include aggregate data by accredited programs regarding some of the following business student achievement measures:

- Attrition and retention
- Graduation
- Licensure pass rates
- Job placement rates (as appropriate)
- Employment advancement (as appropriate)
- Acceptance into graduate programs
- Successful transfer of credit
- Other

Note: Website links submitted to document the implementation of this requirement must be on the business landing page, clearly identified, and lead directly to information regarding business student achievement. Provide the link in Section III of the online reporting portal.

QA Report

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Not Assigned

Institution Response

- Data on our action plan goals (including assessment of student learning) are posted on the [BBA Web Page](#), the [BAS in ITM Web Page](#), and the [BAS in LSCM Web Page](#) and is reported to the NAU University Assessment Committee, our key stakeholders, and to program advisory committees in Yuma, Tucson, and Phoenix. These reports are updated Bi-annually at the same time QA reports are sent to ACBSP.

- In addition, all enrollment, graduation and retention rates, as well as additional information about the programs are made public through the [NAU Institutional Research Analysis](#) website and is updated each semester.

Sources

There are no sources.

1 - Standard 1 Leadership

Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.
- b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

QA Report

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Assigned To

Not Assigned

Institution Response

- a. There have been no organizational or administrative changes with in the Business and Administration Department at NAU Yuma Campus.
- b. During the reporting time frame, the Business and Administration Department added the Mesa campus to the list of campuses offering the degree programs.

Sources

There are no sources.

2 - Standard 2 Strategic Planning

This is an example of tables that you might use below in your institutional response.

Identify any major changes to the key strategic goals/objectives during this QA reporting period:

Key Strategic Goals/Objectives	Any Major Changes

2. Report the top 3-5 short/long term strategic goals/objectives, summarize the key measures used and progress toward achieving each objective during the current QA reporting period.

Strategic Objectives	Key Measures	Progress Toward Achievement

3. If there have been any significant changes to your strategic planning process (for example, new stakeholders, new process steps, etc.) during the QA reporting period, please report them in a table similar to this.

Strategic Planning Process Changes Summary

QA Report

Status: Not Started | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Key Strategic Objectives	Major Changes
1. High quality education (Baldrige/ACBSP)	None
2. Smallest average class size in AZ with highly accessible instructors	Began using the EBI survey to assess student satisfaction with faculty access.
3. Statewide availability of courses, including evenings and online	None
4. Lowest tuition & fees option in AZ	None

Strategic Objectives	Key Measures	Progress Toward Achievement
Quality: Remove ACBSP Notes and Conditions	Condition on Overview 05 Removed and Note on Overview 09 removed	We have made improvement to clarity of which degrees are accredited and which degrees are not. We have updated the assessment information on our website.
Class size: Assess student satisfaction with faculty access.	Student Satisfaction with faculty access is to be greater than 6 on the EBI survey.	The EBI Survey of 2018-2019 school year indicate students satisfaction level is 5.4 on the EBI survey. We are introducing the process of having online Office hours to increase access to faculty.
Availability: Provide evening in-person core classes.	Offer 50% of the core courses in the evening and in-person each semester.	50% of all core courses were offered in-person during the evening hours.
Tuition and Fees: Minimize student fees in conjunction with Tuition Rates set by ABOR	Compare tuition and fees in catalogs of ASU, UofA, and Franke College of Business	(NAU) B&A tuition and fees remain below major competitors

Strategic Planning Process Changes Summary
There have not been any significant changes in our strategic planning process during the reporting Period.

Sources

- 2019 QA Report Evidence File

3 - Standard 3 Student and Stakeholder Focus

Complete the Standard 3 - Student- and Stakeholder-Focus Results table, found under the Evidence File tab (Excel file is located in the ACBSP documents folder) above.

Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)												
[Example] Alumni Satisfaction for business programs will be at or above 80%	Annual alumni survey	Three years of positive trend data exceeding goal	Overall satisfaction exceeded the goal, but students requested additional internships & job placement assistance.	Increased the opportunities for internships and assistance with job placement.	<p>Alumni Satisfaction: 2009 - 2013</p> <table border="1"> <caption>Alumni Satisfaction Data (2009-2013)</caption> <thead> <tr> <th>Year</th> <th>Satisfaction (%)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>65</td> </tr> <tr> <td>2</td> <td>70</td> </tr> <tr> <td>3</td> <td>75</td> </tr> <tr> <td>4</td> <td>80</td> </tr> <tr> <td>5</td> <td>85</td> </tr> </tbody> </table>	Year	Satisfaction (%)	1	65	2	70	3	75	4	80	5	85
Year	Satisfaction (%)																
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QA Report

Status: Not Started | **Due Date:** Not Set

Assigned To

Not Assigned

Institution Response

All information is found in the evidence source.

Sources

- 2019 QA Report Evidence File

4 - Standard 4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes.

List outcomes by accredited programs. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

b. Performance Results.

Complete Table Standard 4 - Student Learning Results found under the Evidence File tab above. One example from each accredited program must be provided. If only one or two programs are accredited, provide three examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

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Not Assigned

Institution Response

a. Program Outcomes.

BBA Degree Program Learning Objectives:

Students will be able to demonstrate the ability to:

- think creatively, analyze and synthesize data from multiple perspectives
- analyze and use financial information
- solve problems using decision-making tools and theories,
- engage others through effective interpersonal skills
- communicate effectively in oral and written formats,
- work well in team settings
- design and implement effective strategies for the global marketplace, and
- discern the underpinning ethical issues in local and global business decision-making, including those involving social responsibility, environmental sustainability, and profitability.

BAS in ITM Degree Program Learning Objectives:

Students will be able to:

- Communicate business information professionally (oral and written).

- Recognize and solve business problems in an ethical manner.
- Understand core management principles (human resources, organizational behavior, global dimensions, information systems, and leadership, as well as accounting, finance, economics and legal environment).
- Work well in teams, including virtual settings.

BAS in LSCM

Students will be able to:

- Communicate effectively in both written and spoken form, including communication involving the use of appropriate facilitating technologies.
- Work effectively as both a member and a leader of a diverse team, including virtual teams that collaborate and communicate using technology to bridge barriers of location, culture and language.
- Evaluate the effectiveness of global logistics networks, including the environmental impact of logistics activities, to develop reasoned proposals for improvement that support the strategy of the firm as well as the supply chain as a whole.

b. Performance Results.

All information is in the Evidence File Sources.

Sources

- 2019 QA Report Evidence File

5 - Standard 5 Faculty and Staff Focus

a. Faculty and Staff Focus

Complete Table 5.1 Standard 5 - **Faculty- and Staff-Focused Results** found under the Evidence File above

b. Faculty Qualifications

Complete Table 5.2 Standard 5 - **New Full-Time and Part-Time Faculty Qualifications** and Table 5.3 Standard 5, Criterion 5.8 - **Scholarly and Professional Activities**, found under the Evidence File tab above, for **new** full-time and part-time faculty members hired since last self-study or QA report. Do not include faculty members previously reported.

QA Report

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Assigned To

Not Assigned

Institution Response

All information is found in the evidence file.

Sources

- 2019 QA Report Evidence File

6 - Standard 6 Educational and Business Process Management

a. Curriculum

List any existing accredited degree programs/curricula that have been substantially revised since your last report and, for each program, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage, found under the Evidence File tab above.

List any new degree programs that have been developed and, for each new program since your last report, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage found under the Evidence File tab above.

If a program has met the requirements of having graduates and being in existence for at least two years, please contact ACBSP accreditation staff and request that the "Adding New Programs to ACBSP Accreditation" Project be added for your business programs.

Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs), and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree. New degree programs, majors or emphases must be in effect for at least two years and have graduates before accreditation will be granted.

If the new program is determined to be substantially different from other programs offered by the institution, ACBSP, at its discretion, may direct a new visit to be conducted. If, as a result of a new program visit, ACBSP determines that the overall quality of an institution is being diminished, the institution may be scheduled for a complete reevaluation.

b. List any accredited programs that have been terminated since your last report.

c. Provide three or four examples of organizational performance results. Report what you consider to be the most important data, **using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above.** It is not necessary to provide results for every process.

QA Report

Status: Not Started | **Due Date:** Not Set

Assigned To

Not Assigned

Institution Response

a. Curriculum

There have been no substantial change to the curriculum of the BBA, BAS in ITM, or the BAS in LSCM degree programs during the reporting period.

b. List any accredited programs that have been terminated since your last report.

No accredited degree programs were terminated during the reporting period.

c. Provide three or four examples of organizational performance results.

See the evidence file below.

Sources

- 2019 QA Report Evidence File