

I - Review of All Academic Activities

a. Business Degrees Offered by Business Unit. ACBSP accredits degree programs in business and business-related fields. The ACBSP accreditation process considers the traditional specializations in business, including accounting, business administration, finance, marketing, and management. Any of these specialized programs offered by the business unit seeking accreditation must be included in the self-study to be considered for accreditation. The accreditation process includes a review of all academic activities associated with the business programs. In other words, if an institution offers business degrees at the associate, bachelor, master, and doctorate levels, the accreditation process embraces all of these in the self-study.

b. Adding New Programs. When a new degree program in business is added after the programs have been accredited, it must be referred to in the business program's Quality Assurance report to ACBSP. The new degree program needs to be operational, with enrolled students, for at least two years and have graduates before it can be considered for accreditation.

c. Business Programs Not Offered by Business Unit. At the institution's written request, other business-related programs may be either included or excluded from the accreditation process. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited.

d. Branch Campuses/Extension Centers. If an institution has a branch campus or campuses or if there are extension centers or other types of auxiliary operations where business courses are taught, then the accreditation process will include all of these locations in the self-study. On a case-by-case basis, such entities may be excluded.

If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited. There also must be sufficient distinction between accredited degrees and those degrees offered by excluded segments, to justify their exclusion. An institution may ask in advance of conducting the self-study for a determination of inclusion or exclusion from the self-study.

COMPLETE TABLE 1 IN THE EXCEL FILE FOUND IN THE EVIDENCE FILE.

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

Self-Study

Assigned To

Paige Leister

Institution Response

a. The degrees administered by the Department of Business and Administration (DB&A) and the appropriate accreditation status are listed below.

- Master of Global Business Administration (MGBA) – Seeking accreditation with this self-study.
 - Bachelor of Business Administration (BBA) – Accredited by ACBSP in 2011 and seeking reaffirmation with this self-study.
 - Bachelor of Applied Science in Logistics & Supply Chain Management – Accredited by the ACBSP in 2019.
 - Bachelor of Applied Science in Industrial Technology Management – Accredited by the ACBSP in 2019.
- b. There have been no new programs added since the 2019 Quality Assurance Report.
- c. The following degrees are administered by the DB&A and are accredited through the Higher Learning Commission (HLC) but do not qualify for accreditation with ACBSP.
- Bachelor of Applied Science in Administration – The department will not seek accreditation now or in the future. The curriculum is lacking sufficient common professional components requirements.
 - Bachelor of Interdisciplinary Studies in Administration – The department will not seek accreditation now or in the future. The curriculum is lacking sufficient common professional components requirements.
 - Bachelor of Applied Science in Technology Management – The department will not seek accreditation now or in the future. The curriculum is lacking sufficient common professional components requirements.
 - Bachelor of Interdisciplinary Studies in Technology Management – The department will not seek accreditation now or in the future. The curriculum is lacking sufficient common professional components requirements.
- d. Currently, the DB&A is operating out of the NAU Yuma campus and offers courses in Yuma, Paradise Valley Community College campus (Phoenix), Chandler-Gilbert Community College campus (Phoenix), and online.

Sources

- Table 1 Overview of All Academic Activities

II - Organizational Charts/Conditions of Accreditation

Place in an Appendix of the self-study a copy of:

1. the institution's organizational chart; and
2. business program's organizational chart

Identify here the Appendix number

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

Self-Study

Assigned To

Paige Leister

Institution Response

The organizational charts identify the relationship between Northern Arizona University, Northern Arizona University Yuma Campus, and DB&A.

- Organizational Charts: President and Interim Provost Organizational Chart, NAU Yuma Organizational Chart, & Department Organizational Chart (see **Appendix A**).

Sources

- Department Organizational Chart
- NAU Yuma Organizational Chart
- President & Provost Organizational Chart

III - Conditions of Accreditation

a. Institutional Accreditation. Institutions operating in the United States must be accredited by their regional body. Non-U.S. institutions must have equivalent accreditation or recognition as appropriate. For non-U.S. institutions, this is typically a copy in an Appendix of a certified translation of an official document from an appropriate government organization in their respective countries stating recognition, accreditation, and/or their right to grant degrees.

Membership in ACBSP requires regional accreditation or the filing of the official document by non-U.S. institutions. It is not necessary to provide these documents unless ACBSP staff cannot verify this information or there have been changes in the status. If this cannot be verified or is questioned, the institution will be required to provide documentation before the process can continue. Please note below any changes in regional or national accreditation status.

b. Statement of Mission—Institution. Provide the approved statement of mission for the institution and state whether it is listed in the institution's catalog (see subsection d).

c. Statement of Mission—Business Unit's. The business unit will be evaluated to the ACBSP Standards and Criteria within the framework of institutional and business unit mission. Business programs must have a mission consistent with that of ACBSP. State the mission of the business programs and whether the mission is listed in the catalog (see subsection d).

d. Public Information

Note: See standard 1 and standard 7 important public information requirements.

Provide an electronic copy or website link to the catalog.

Please state the catalog page number(s) where each of the following is located:

1. listing of the business degree programs - page number(s)
2. the academic credentials of all faculty members - page number(s)
3. the academic policies affecting students, along with a clear description of the tuition and fees charged the students - page number(s)
4. the statement of mission of the institution - page number(s)
5. the statement of mission of the business unit or program - page number(s)

e. Accreditation of Doctoral Programs. Accreditation of doctoral programs requires meeting the following requirements:

1. Institution must have ACBSP accredited programs at the baccalaureate and/or master's level;
2. Institution must perform a self-study addressing the seven standards and related subcategories to the extent appropriate;
3. Program must be authorized by the appropriate regional accrediting organization and/or the appropriate governmental agency; and
4. Accreditation can only be awarded after individuals have graduated from the program.

If this self-study includes accreditation of a doctoral program, please indicate below that you have met these requirements, or you intend to meet these requirements. (Attach documents as required).

f. Please list below all campuses of your institution where a student can earn a business degree.

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

Self-Study

Assigned To

Paige Leister

Institution Response

a. As an institution, Northern Arizona University filed for reaffirmation for accreditation with the HLC. Upon a successful site visit by the HLC, NAU was awarded accreditation (see **Appendix B**) or see [NAU Accreditation](#)

b. **Northern Arizona University Mission Statement** - Our academic programs, research, public service, and creative endeavors enrich lives and create opportunities in Arizona and beyond. We develop solutions to challenges and drive innovation in a supportive, inclusive, and diverse environment (see [Institution Mission](#))

c. **DB&A Mission Statement** - To provide excellent business management and related higher education for working adults throughout Arizona, with an in-depth focus on core business competencies within a global context (see [Department Mission](#))

d. **Public Information** – See [ACBSP Accredited Program Performance](#) (or go to [DB&A Website](#) and scroll to the bottom of the page to see the data).

See the following links below for BBA QA Reports and Charts (or go to [DB&A Website](#), click on Assessment Outcomes, click on Bachelor of Business Administration (BBA), and click on Assessment Outcomes).

- 2011 – 2013 Quality Assurance Report - [2011-2013 QA Report](#)
- 2013 – 2015 Quality Assurance Report - [2013-2015 QA Report](#)
- 2013 – 2015 Quality Assurance Charts of Assessment [2013-2015 QA Charts](#)
- 2015 – 2017 Quality Assurance Report - [2015-2017 QA Report](#)
- 2015 – 2017 Quality Assurance Charts of Assessment - [2015-2017 QA Charts](#)
- 2017 – 2019 Quality Assurance Report - [2017-2019 QA Report](#)
- 2017 – 2019 Quality Assurance Charts of Assessment - [2017-2019 QA Charts](#)
- ACBSP Accredited Program Performance Graduation by Program & Year and Retention by Program & Year - See [ACBSP Accredited Program Performance](#)

See the following links below for the ITM Self-Study and QA Reports (or go to [DB&A Website](#), click on Assessment Outcomes, click on Industrial Technology Management (ITM), and click on Assessment Outcomes).

- 2014-2017 ITM Self-Study Report - [ITM Self-Study Report](#)
- 2017-2019 Assessment Outcomes Report - [ITM 2017-2019 Outcomes Assessment Report](#)
- 2017-2019 Quality Assurance Report - [ITM 2017-2019 QA Report](#)

See the following links below for the LSCM Self-Study and QA Reports (or go to [DB&A Website](#), click on Assessment Outcomes, click on Logistics and Supply Chain Management (LSCM), and click on Assessment Outcomes).

- 2012-2017 Assessment Outcomes Report - [LSCM 2012-2017 Assessment Outcomes Report](#)
- 2012-2017 LSCM Self-Study Report - [LSCM 2012-2017 Self-Study Report](#)
- 2017-2019 Assessment Outcomes Report - [LSCM 2017-2019 Assessment Outcomes Report](#)
- 2017-2019 Quality Assurance Report - [LSCM 2017-2019 QA Report](#)

Provide an electronic copy or website link to the catalog or bulletin (see [NAU Academic Catalog](#))

1) listing of the business degree programs - See [NAU Yuma Business Degree Programs](#)

2) the academic credentials of all faculty members – Search by faculty member name at [NAU Faculty Directory](#) or [NAU Yuma Faculty Directory](#)

3) the academic policies affecting students (see [Academic Policies](#)) along with a clear description of the tuition and fees charged to the students - See [Tuition and Fees](#)

4) mission of the institution - See [Institution Mission](#)

5) the statement of the mission of the business unit - See [Department Mission](#)

e. Accreditation of Doctoral Programs – Does not apply.

f. The campuses where students can earn a business degree include NAU Yuma campus, Paradise Valley Community College campus (Phoenix), Chandler-Gilbert Community College campus (Phoenix), and online.

Sources

- Appendix B NAU HLC Accreditation

IV - Business Program's Organizational Profile

The Organizational Profile is a snapshot of your business programs, the key influences on how you operate, and the key challenges you face. It consists of two parts: Organizational Description and Organizational Challenges.

The importance of Beginning with Organizational Profile. Your Organizational Profile is critically important because:

- It is the most appropriate starting point for self-assessment;
- It helps the institution identify potential gaps in key information and focus on key performance requirements and organizational performance results;
- It is used by ACBSP in all stages of review, including the site visit, to understand your organization and what you consider important;
- It also may be used by itself for an initial self-assessment; and
- If you identify topics for which conflicting, little, or no information is available, you can use these topics for goal-setting and action-planning.

Submit your responses to both the Organizational Description and the Organization Challenges on documents included within the self-study as an Appendix, or immediately following these pages. Limit the response to the Organizational Profile to not more than five pages.

a. Organizational Description

Describe your organization's environment and key relationships with students and other stakeholders.

Within your response, include answers to the following:

1. Organizational Environment
 - . What delivery mechanisms are used to provide your education programs, offerings, and services to students?
 - a. What is your organizational context/culture?
 - b. What is your stated vision?
 - c. What are your stated values?
 - d. What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, and use of contract employees?
 - e. What are your major technologies, equipment, and facilities?
2. Organizational Relationships
 - . What are your key student segments and stakeholder groups? What are their key requirements and expectations for your programs and services? What are the differences in these requirements and expectations among students and stakeholder groups?
 - a. What are your key partnering relationships and communication mechanisms?

Notes: Student segment and stakeholder group requirements might include special accommodation, customized curricula, reduced class size, customized degree requirements, student advising, dropout recovery programs, and electronic communication.

Communication mechanisms should be two-way and might be in person, electronic, by telephone, and/or written. For many organizations, these mechanisms might be changing.

b. Organizational Challenges

Describe your organization's competitive environment, your key strategic challenges, and your system for performance improvement.

Within your response, include answers to the following questions:

1. Competitive Environment
 - . What is your competitive position? Include your relative size and growth in the education sector and the number and type of competitors.
 - a. What are the principal factors that determine your success relative to that of your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.
2. Strategic Challenges
 - . What are your key strategic challenges? Include education and learning, operational, human resource, and community challenges, as appropriate.
3. Performance Improvement System
 - . How do you maintain an organizational focus on performance improvement? Include your approach to systematic evaluation and improvement of key processes and to fostering organizational learning and knowledge sharing.

Notes: Factors might include differentiators such as program leadership, services, e-services, geographic proximity, and program options.

Challenges might include electronic communication with key stakeholders, reduced educational program introduction cycle times, student transitions, entry into new markets or segments, changing demographics and competition, student persistence, and faculty/staff retention.

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

Self-Study

Assigned To

Paige Leister

Institution Response

a) Organizational Description

1. Organizational Environment

a. The BBA degree is a 2+2 program. The first 2 years (lower-division business and liberal studies courses) are usually completed at the community college leading to the Associate of Business Transfer Degree (ABUS). The second 2 years of upper-division courses are completed at NAU leading to the BBA degree. The transition of the DB&A from undergraduate degree programs to include the Master of Global Business Administration (MGBA) degree will seamlessly offer a 2+2+1 pathway leading to a graduate degree. The BBA degree partners with community colleges in Arizona. The Yuma, Paradise Valley and Chandler-Gilbert locations are at local community college campuses. Most instruction at these sites is delivered in small face-to-face classes. Classes are also delivered online, which includes video interaction with students via Collaborate or Zoom and via NAUFlex. NAUFlex is a hybrid instruction model where all students can actively participate in the classroom whether they are physically present or participating remotely.

b. DB&A is a student-focused, stakeholder-driven organization. The BBA program consists of six full-time business faculty and numerous part-time faculty members. We are in two separate cities, Yuma and Phoenix. The faculty meets in person at the start of the fall and spring semesters and the end of the spring semester. We also meet monthly online between those meetings, excluding the summer months. Within this context, the faculty is frequently engaged via email or phone. Part-time faculty members are invited to attend and participate but are not required to do so. We work closely together and have a strong commitment to students and the program.

c. DB&A is led by a strong vision: To be a premier provider of business management and related higher education with an emphasis on value and accessibility.

d. This vision is based on the critical values of:

- Visionary and innovative leadership
- Lifelong student, faculty, & organizational learning
- Ethical and socially responsible behavior
- Creating and improving excellent quality & value - personal and societal
- Diversity of people and ideas

e. Four of the current full-time faculty and many of the part-time faculty are doctorally qualified with experience in business, non-profit, government, and education administration. The other two full-time faculty members and all other part-time faculty are professionally qualified with master's degrees in business and have extensive business experience.

f. During the self-study year, the major technologies include Blackboard Learn (including embedded Collaborate video conferencing), Zoom remote access technology, and the Internet. Community college computer labs are available at each site. Students have access to local, community college, and NAU library collections, including extensive online databases and dedicated business support librarians. In Yuma, the administrative location for the Department of Business and Administration, NAU has its own facilities on the Arizona Western College campus. In Phoenix, the BBA program is located on the Paradise Valley CC campus and on the Chandler-Gilbert CC campus of the Maricopa Community College District. NAU students may access college services online and on the Yuma campus. The campuses around the state include NAU offices for faculty.

2. Organizational Relationships

a. Our student population represents diverse backgrounds. Key student undergraduate segments include adult students, first-generation students, first-generation Hispanic students, and traditional-age students. Adult students require flexibility with access to multiple modalities to accommodate their schedules. First-generation students require support services to navigate the university systems, find appropriate resources to succeed, and community belongingness to complete their degrees. First-generation Hispanic students, like first-generation students, require additional resources for writing and language support. While traditional students require flexibility and accessibility, all students expect a quality education and quality programs (as evidenced by ACBSP accreditation) at a low cost. Graduate students are looking for depth of knowledge and quality programs at a low cost in addition to flexibility with access to multiple modalities to accommodate their schedules.

Stakeholders in the Yuma community meet annually as part of the NAU Yuma advisory committee. Updates are provided on our programs to the stakeholders and feedback is solicited regarding our programs and campus. A consistent theme from this advisory committee is that they would like to see our programs focus on the border community and issues. For that reason, the MGBA program was developed.

Over the last two years, prior to the pandemic, we met with the law enforcement leadership council in Yuma for their feedback on our programs. A need was expressed for a graduate program option that would help law enforcement personnel develop business competencies to qualify them for administrative positions. As a result, the Justice Administration Emphasis was developed in the MGBA program.

Another consistent point of feedback is that the community would like to see students graduate with critical thinking and writing skills. The programs in the department measure and seek to improve critical thinking and writing skills. The stakeholders also express the importance of ethical behavior in our graduates. We likewise measure and seek to improve ethics and ethical behavior in our programs.

Every year, stakeholders request an accounting program. That request is also expressed by our community college partners around the state. The university administration does not support the development of an accounting program in our department at this time due to the financial investment required and the current financial constraints.

Community Colleges statewide expect 2+2 pathways to accommodate a smooth transition to NAU and path to graduate while internal stakeholders expect quality, enrollment, retention, and service to the community.

b. Key partnering relationships include relationships with Maricopa Community Colleges in Phoenix and Arizona Western College in Yuma. Paradise Valley Community College and Chandler-Gilbert Community College are our partners in the Phoenix metropolitan area. Other partnerships include Imperial Valley Community College in El Centro, California, cross-border partnerships with universities including Centro de Enseñanza Técnica y Superior (CETYS) University and Universidad Autonoma de Baja California (UABC) in Mexico. Communication mechanisms include personal interaction and email.

b) Organizational Challenges

1. Competitive Environment

External Competitors. The DB&A is small relative to our primary competitors and most recently has experienced fluctuations in growth. The principal competitors for our business programs are the University of Arizona Eller College of Management (Tucson), Arizona State University W.P. Carey School of Business (Phoenix-Tempe), the University of Phoenix (Phoenix—several locations, as well as Yuma, Tucson, and online), Grand Canyon University (Phoenix and online), and internally, NAU W.A. Franke College of Business (Flagstaff) and NAU Online (Flagstaff and statewide).

The University of Arizona has much larger classes (some in the hundreds), focuses on faculty research, and has somewhat higher tuition and fees. It has a strong reputation in the state and particularly in Tucson. However, the University of Arizona is near its student population cap, for in-person programs, and it has chosen to focus on improving its recognition as a top-tier research university. This has led to limiting new enrollment and efforts to attract only the very top academically qualified students, particularly those entering the university directly from high school rather than community college transfers. However, the university has expanded its online programs and does have a “dual enrollment” program with Pima Community College in Tucson. The program has AACSB accreditation.

Arizona State University (ASU) W.P. Carey School has larger classes and somewhat higher tuition and fees. It has a good reputation, particularly in Phoenix. Its continued focus has been primarily on enrollment growth. ASU is proactive regarding gaining statewide market share. The program has AACSB accreditation.

The University of Phoenix has a mixed reputation for quality, although the business program is ACBSP accredited. Its primary focus is access, either through convenient locations or online classes. It emphasizes practical applications and makes extensive use of student teams. Many students like the short classes, which often meet once a week with less “seat time” than traditional offerings and take only a few weeks to complete. The principal competitive difference is cost. The tuition is significantly higher than the major public university competitors in Arizona.

Grand Canyon University has the Ken Blanchard College of Business, which was named after the popular business author of *The One Minute Manager* and other books that have been adapted into the curriculum, as well as the College of Entrepreneurship, which boasts an advisory board of “internationally known experts.” There is an emphasis on “value-based education” and “timeless Judeo-Christian principles” according to their website. The College of Business is an ACBSP accredited private institution. It has a good reputation for quality and has developed close relationships with the community colleges around the state, including the Phoenix metropolitan area and Yuma. They offer a range of bachelor’s, MBA, and MS degrees, including a 3+1 option with community college transfers in business. They offer both resident and online degree options with an emphasis on a cohort approach to learning. As a private institution, the tuition rates are more than triple the public university rates in Arizona.

Internal Competitors. NAU maintains its good reputation in the state for student-oriented faculty but has shifted its focus in recent years to improve its recognition as a research university. This has led to resources being shifted from student-oriented programs to research-oriented programs. The W. A. Franke College of Business (FCB) on the Flagstaff Campus is working hard to build its own image in the state and its research focus, and has started to develop a modest online presence. The Flagstaff location is attractive to those wishing to escape to its cooler climate. The FCB programs are also AACSB accredited.

NAU Online facilitates the teaching of online courses for Flagstaff and DB&A programs. It supports academic programs with the training and development of faculty to teach quality online courses. In addition, NAU Online does offer some programs that are not offered in Flagstaff and DB&A. Some of these programs, like Industrial Leadership and Organizational Leadership, compete with mostly non-ACBSP accredited DB&A programs for students. These NAU online programs are not professionally accredited.

The DB&A programs are still relatively new and are student-oriented. We began in spring 2008 with 23 students in one program. In spring 2021, 407 students were enrolled in six programs. The DB&A programs are particularly competitive in terms of student-oriented faculty, cost, small class sizes, the flexibility of access, and emphasis on broad learning objectives such as communication, teams, and ethical behavior in business. The DB&A business programs are also ACBSP accredited or are seeking ACBSP accreditation.

State Outlook. The projected reductions in high school graduates in the state of Arizona (as well as nationally) have increased state-wide efforts to improve the percent of high school graduates and adults holding postsecondary credentials or degrees. For example, Achieve60AZ is a coordinated effort in the state of Arizona to reach the goal of 60% of adults holding a postsecondary credential or degree. The competition for new students has intensified in recent years among external and internal competitors. These efforts indicate that there is potential to maintain or modestly grow enrollment levels.

b. What are the principal factors that determine your success relative to your competitors and other organizations delivering similar services?

The programs in the DB&A have three primary measures of success.

- 1) Maintain student enrollment in the programs as an indicator of student perception and interest in what we have to offer. Enrollment can be compared to the enrollment in similar programs of the other public institutions.
- 2) The percent of students who complete the degree program. We expect to have low attrition levels as a sign that we are meeting the needs of students. Attrition can be compared to that in the business programs at the other public institutions.
- 3) The success rate of students meeting our learning outcomes.

2. Strategic Challenges

Our key strategic challenges are:

- 1) Fully rolling out the MGBA program beyond the Yuma campus to the border region, statewide, and online through innovative delivery modalities and using the continued-improvement standards with appropriate assessments, comparative data, and “best practices” imbedded in the ACBSP accreditation,
- 2) Enrollment growth, which leveled off or slightly decreased for a few years but increased again more recently in some programs,
- 3) The transition of the DB&A from undergraduate degree programs to include a graduate program to seamlessly offer a 2+2+1 pathway leading to a business graduate degree, and
- 4) Lines for full-time faculty to meet the teaching and administrative needs of the DB&A's programs.

3. Performance Improvement System

The department has demonstrated and is committed to the inclusion of best practices and continuous improvement in the development and implementation of our programs. This includes achieving our goals of obtaining and maintaining ACBSP accreditations for all undergraduate programs (that qualify for accreditation based on the minimum required business content criterion) in the department and obtaining accreditation for the MGBA graduate program. Furthermore, the first part of each faculty meeting is dedicated to professional development to continue our focus on improvement. The faculty continue to focus on continuous improvement and assessment in our faculty meetings to enhance our understanding and improve our development and implementation efforts. This includes an expressed interest in including continued improvement criteria throughout our curriculum where relevant, enabling students to be able to develop a level of awareness and skill that can be included on their resumes upon graduation.

We have data that is used for performance improvement. Our assessment plan calls for regular and systematic data collecting for student learning outcomes. Performance goals are reviewed annually at the faculty meeting prior to the start of the fall semester, or as appropriate for the cycle times of the process related to the goal. This information is then used to make appropriate changes for the next cycle. Tracking updates on progress are included in faculty meetings as available.

The faculty meets in person three times each year—prior to the start of classes in the fall, prior to the start of classes in the spring, and at the end of the spring semester before the summer break. Between these times, the faculty meets regularly online. These meetings are used to address issues of concern as we develop programs, as well as for opportunities for improvement in the system. The focus is on improvements in our programs.

In addition, faculty members regularly communicate via email regarding problems, questions, sharing information, and so forth to keep everyone informed. Having our Associate Vice President, who has executive responsibility for the NAU-Yuma campus, actively involved, provides the opportunity for sharing our learning experiences to a broader audience of programs administered through the Yuma Branch Campus.

Sources

There are no sources.

1 - Standard 1 - Leadership

The business unit must have systematic leadership processes that promote performance excellence and continuous improvement. Values and expectations must be integrated into the business unit's leadership process to enable the business unit to address its societal responsibilities and community involvement.

The following information must be provided for this standard to be met:

Leaders must establish performance expectations for some of the listed student achievements identified by the Council for Higher Education Accreditation (CHEA) in the list of examples below.

You do not have to establish performance expectations for every item below.

Use Table 1 in the evidence file to establish measurable performance expectations. The results of these expectations will be reported in Standard 7 and made public on your business program web page.

These are examples of student achievement identified by CHEA.

- Attrition (e.g. Less than 40%)
- Retention (e.g. Greater than 40%)
- Graduation by program and year (e.g. 2019 Accounting 25, Marketing 31)
- Licensure pass rates (e.g. CPA 78%)
- Job placement rates (e.g. Accounting 100%, Marketing 91%)
- Employment advancement (e.g. Accounting 12, Marketing 9)
- Acceptance into graduate programs (e.g. Accounting 12, Marketing 5)
- Successful transfer of credit (e.g. Accounting 14, Marketing 7)
- Other (e.g. Hired after internship: (e.g. Accounting 2, Marketing 11)

Note: Website links must be on the business landing page, clearly identified as public information of/or student achievement and lead directly to information regarding business student achievement. Provide the link in Section III of the online reporting portal.

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

Self-Study

Assigned To

Paige Leister

Institution Response

Performance expectations for student achievement are reported using graduation goals, graduation by program and year, retention goals, and retention by program by year. See Table 1 in the evidence file.

BBA degree program (accredited). Table 1 in the evidence file indicates that for the first four years, BBA retention was 50% or higher, and then retention dropped below 50%. This pattern continues. In 2015, there was a significant reorganization throughout the university. This included the reorganization of advising services from decentralized at each campus location to a centralized location in Flagstaff. Centralizing advising in Flagstaff reduced the personalized relationships between advisors and students which negatively impacted retention, especially for first-generation students and especially Hispanic first-generation students. Additionally, the department received fewer resources and support. For example, the department's marketing support for degree programs was minimal. Also, the community campuses cohort structure dissipated and there was a shift to online which created feelings of isolation and disconnection among students. From 2014 to 2015, course length was reduced from 16-week courses to 8-week courses, and students became more challenged to successfully complete the degree programs.

BAS in LSCM degree program (accredited). Table 1 indicates that for the LSCM degree program, retention has fluctuated since inception and is on a downward trend since 2017 from 52.4% to 13.2 % in 2019. The lead faculty for this program retired and the program transitioned to faculty that did not have the connections in the Tucson community (soon afterward, the university closed the Tucson location), in the logistics and supply chain management professional organizations, in the program with the students, and in the LSCM faculty at the community campuses served by the department. The new lead faculty is reaching out to these internal and external stakeholders to improve the relationships and network to improve the retention and enrollment numbers.

BAS in ITM degree program (accredited). As indicated in Table 1, graduation numbers are declining for the ITM program from five graduates in 2018-2019 to one graduate in 2020-2021. Retention is also showing a decline. Upon inception and for the first few years of the program, there were grant funds to support the ITM program on the Yuma campus. This grant supported a full-time support person to provide the lead ITM faculty with contact information of potential students enrolled in the two-year community colleges feeder programs, to organize recruiting meetings, to serve as a liaison between community college faculty and the lead faculty, and to provide support in outreach and recruitment. When the grant ended, this support person was not retained and as a result, these activities were negatively impacted. The lead faculty who assumed some of the responsibility of these activities became disengaged (and eventually resigned) resulting in lower enrollment and retention. The student demographic in Yuma includes mostly first-generation Hispanic students who typically rely on the support and guidance that was provided through the grant. The department's efforts are focused on recreating the practices that worked and has requested a replacement position for a dedicated support faculty to lead this program in Yuma and expand it statewide and online.

TECH MGMT degree program (not accredited/not seeking accreditation). Table 1 indicates that for the TECH MGMT program retention was 28.6% in 2016, 11.4% in 2018, and has declined to 4.5% in 2019. Fifty-seven students graduated in the 2018-2019 academic year, 51 in 2019-2020, and 33 in 2020-2021. The lead faculty for this program retired and the program transitioned to faculty that did not have the connections in the community campuses, in professional organizations, and in the program with the students. Once the department receives approval to hire a new faculty member, a new lead faculty will reach out to internal and external stakeholders to improve relationships, network, and to review the content and future of this program.

ADMIN degree program (not accredited/not seeking accreditation). As indicated in Table 1, graduation numbers have remained steady for the ADMIN program. Sixteen students graduated in 2018-2019, 18 students in 2019-20, and 15 students in 2020-2021. Since 2015, retention has been on a gradual decline from 42.9% in 2015, 28.10% in 2017 to 12.9% in 2019. Students in this program have

transferred to the NAU Online division, an internal competing program. The lead faculty transferred to NAU Online and was not replaced and as a result, enrollment declined. If approval is not received to hire a lead faculty member, the content and future of this program may transition to a management degree program.

MGBA degree program (seeking accreditation). The overall graduation rates are positive for this new program as indicated in Table 1. The total 4-year retention rate is 55.6% as indicated in Table 1 MGBA Retention Detail. Five students graduated in 2017-2018, three in 2018-2019, one in 2019-2020, and one in 2020-2021. Some students move through the program more slowly than other students. Approximately 50% graduate in one year and 50% graduate in two or more years. The student demographic in the MGBA program is primarily working adults. The retention numbers also are positive despite minimal support in marketing and expansion efforts beyond the Yuma location from the administration. The intention of the MGBA program continues to be to expand this program beyond Yuma to the border region, around the state, and online through innovative delivery modalities. The strategy is to have multiple delivery modalities and to reach out to the department's BBA graduates to capture a significant percentage of the BBA graduates to increase enrollments in the program.

Sources

- Table 1 Performance Expectations for Student Achievement

1.1 - Criterion 1.1

Approach - Leadership Processes that Support Continuous Quality Improvement

Complete Table 1.1 in the evidence file.

Criterion 1.1.a - Mission and Values.

Describe the processes used by the business unit's leadership to establish its stated mission and values (as identified in the overview) with input from the members of its stakeholder groups (as identified in the overview).

Criterion 1.1.b - Performance Measurements.

Describe the business unit's key performance measurement processes for monitoring the achievement of its stated mission and values.

Criterion 1.1.c - Social and Community Responsibility.

Describe the processes used by the business unit's leadership to create and monitor an environment that fosters social and community responsibility.

Criterion 1.1.d - Impacts on Society.

Describe the processes used by the business unit's leadership to identify and address the impact on society of its program offerings, services, and operations.

Evidence might include: job description(s) for the business unit's leaders; applicable policies and procedures; agendas and minutes from meetings where processes are established; performance indicators being tracked, analyzed and met; communications from leaders to stakeholders.

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

Self-Study

Assigned To

Paige Leister

Institution Response

See [Table 1.1. Leadership Process Approach](#)

1.1a Mission and Values

The DB&A meetings are held regularly (see Appendix C BA Dept. Meeting Minutes 2016 through 2021). During the final meeting of the spring semester each year, DB&A reviews the effectiveness and the achievements toward the mission and values of the department. The DB&A mission is as follows: "To provide excellent business management and related higher education for working adults throughout

Arizona, with an in-depth focus on core business competencies within a global context". DB&A values include the following: Visionary and innovative leadership; Lifelong student, faculty, & organizational learning; Ethical and socially responsible behavior; Creating and improving excellent quality & value - personal and societal; and Diversity of people and ideas. This is accomplished with the input of our faculty, community-campus partners, professional organizations, employers, and the Yuma advisory committee (see Appendix G [Advisory Committee Summary](#) and [NAU Yuma Advisory Board Minutes 04.28.16](#) [NAU Yuma Advisory Board Minutes 06.21.18](#)

Annual meetings occur with representatives from stakeholders in the community as part of the NAU Yuma Advisory Committee. Updates are provided on our programs to the stakeholders and feedback is solicited regarding our programs and campus. Input from committee stakeholders includes graduating students with critical thinking skills, writing skills, and ethical decision-making skills. Additionally, stakeholder input includes offering an MGBA program that focuses on border communities and issues.

Faculty are assigned to meet with the committee during the fall semester and gather input on the mission and vision. It was recognized that the DB&A vision identified one continuous improvement tool, Baldrige. The department did not employ any goals specifically related to Baldrige but instead employed a variety of continuous improvement tools. The vision was changed to reflect the department's more generalized approach that wasn't directly tied to just one continuous improvement tool. After stakeholder feedback, faculty feedback, and a department vote, the vision was changed and is as follows: "To be a premier provider of business management and related higher education with an emphasis on value and accessibility".

The "Are We Making Progress?" survey was developed by Baldrige for organizations to assess where they are on the seven Baldrige Criteria. The results of this survey taken by the faculty in the 2020-2021 academic year (n=21) for the questions related to Standard 1 are as follows:

1. I know the B&A mission - 90% strongly agree (SA) or agree (A)
2. I know the B&A vision - 91% SA/A
3. The B&A senior (top) leaders use our organization's values to guide us - 95% SA/A
4. The B&A senior leaders create a work environment that helps me do my job - 100% SA/A
5. The B&A program's leaders share information about the program - 95% SA/A
6. The B&A leaders ask what I think - 86% SA/A

The 2020 results (see Appendix D [AWMP 2020 Survey Results](#) which include five of the six questions at 90% or above with one at 100%, are an excellent overall rating for this standard. Note that starting in 2019 for question #6 "The B&A leaders ask what I think" there is a shift toward a downward trend which will be addressed in the department meetings.

1.1b - Performance Measurements

Following are DB&A's key performance measurement descriptions and expectations for monitoring the achievement of its stated mission and values.

Description of Measurement & Expectation

- Highest quality education - Maintain ACBSP accreditation
- The smallest average class in AZ - Less than 35 students per class.
- Lowest tuition option in AZ - Maintain the lowest tuition

- Retention by programs by year - Continuous improvement
- Graduation by programs per year - Continuous improvement
- Enrollment - Continuous improvement

Maintain ACBSP accreditation. The DB&A program expects to maintain ACBSP accreditation for its undergraduate programs and obtain accreditation for the MGBA program. Periodic reports were used by the chair and accreditation champion to monitor progress toward achieving these goals. Additionally, the program expects to maintain less than 35 students in each class, maintain the lowest tuition option in Arizona, and continuously improve in the areas of retention and graduation rates.

Less than 35 students per class. The program is maintaining less than 35 students per class and the smallest average class size in Arizona. The enrollment cap for classes is 35 or less. While some high-demand classes reach this cap each semester resulting in multiple sections being offered to accommodate student demand, 95% of classes have enrollments below the enrollment cap. During the 2020-2021 academic year, the average overall class size was 15.5 students. The average online class size was 18.4 students, and the average in-person class size was 7.8 students.

Maintain the lowest tuition (Undergraduate). DB&A programs are relatively small when compared to our competitors. Our principal competitors for undergraduate business programs are Arizona State University W.P. Carey School of Business (Phoenix-Tempe), The University of Arizona Eller College of Management (Tucson), and the NAU W.A. Franke College of Business (Flagstaff).

Undergraduate tuition and fees in the catalogs of Arizona State University (ASU), The University of Arizona (UofA), and the NAU Franke College of Business (NAU/Franke) were compared to DB&A using online resources. Note that the Arizona Board of Regents reviews program fees for all three state universities. Degree program fees are additional amounts charged to students in select undergraduate and graduate degree programs for costs not normally associated with the delivery of a program. The following information is for Arizona resident undergraduate Fall 2021 business tuition and fees.

ASU has larger classes and higher undergraduate tuition and fees. Undergraduate tuition per 1 credit hour is \$765 and undergraduate fees per 1 credit hour are \$234 totaling \$999 undergraduate total resident tuition and fees. It has a good reputation, particularly in Phoenix. This program is AACSB accredited.

UofA has much larger classes, focuses on faculty research, and has the highest undergraduate tuition and fees. Undergraduate tuition per 1 credit hour is \$807 and undergraduate fees per 1 credit hour are \$483.37 totaling \$1290.37 undergraduate total resident tuition and fees. It has a strong reputation in the state and particularly in Tucson. The program has AACSB accreditation.

NAU Franke has a good reputation in the state for student-oriented faculty and the second-highest undergraduate tuition of the state universities. Undergraduate tuition per 1 credit hour is \$761 and undergraduate fees per 1 credit hour are \$518 totaling \$1279 undergraduate total resident tuition and fees. The Flagstaff location is attractive to those wishing to escape to its cooler climate. They are also AACSB accredited.

NAU-Yuma's DB&A BBA, BAS in LSCM, and BAS in ITM degree programs are ACBSP accredited, which is best suited to our mission in terms of a focus on quality and a teaching emphasis. Our programs maintain the lowest undergraduate tuition and fees when compared to competitors. Undergraduate tuition per 1 credit hour is \$425 and undergraduate fees per 1 credit hour are \$104 totaling \$529 undergraduate total resident tuition and fees. Additionally, DB&A has small class sizes, flexibility of access, and an emphasis on broad learning objectives such as communication, teams, and the global environment.

Maintain the lowest tuition (Graduate). The MGBA degree program is seeking accreditation with this self-study. Master of Business Administration (MBA) tuition and fees in the online catalogs of ASU, UofA, and NAU Franke were compared to NAU-Yuma's DB&A Master of Global Business Administration (MGBA) degree program.

ASU's MBA Arizona resident program cost including tuition and fees equals \$57,716 (costs shown are for completing the Professional Flex MBA in two years). UofA's full-time MBA resident tuition and expenses for one year totals \$51,600. NAU Franke's MBA program (offered in a 10-month accelerated format in person on the Flagstaff campus only) costs approximately \$20,000 for Arizona residents which covers tuition for the summer, fall and spring semesters as well as a \$7,000 program fee. DB&As MGBA program costs \$527 per credit hour for 30 credits equaling \$15,810 plus a \$1,500 program fee for a total of \$17,310. The program fee was reduced from \$6,000 to \$1,500 starting in the Fall 2021 semester. This change was made based on feedback received from students regarding high enrollment fees. The NAU-Yuma MGBA program maintains the lowest tuition and fees when compared to competitors.

Continuous Improvement Retention and Graduation. Performance expectations for student achievement are reported using graduation goals, graduation rates by program and year, retention goals, and retention rates by program by year. See [Table 1 Performance Expectations for Student Achievement](#).

Continuous Improvement Enrollment. For the academic year 2020-2021, DB&A currently has a total enrollment of 466 students distributed as follows:

- BBA - 298
- LSCM - 53
- ITM - 9
- ADMIN- 47
- TM - 56
- MGBA - 3

DB&A enrollment trend data from Fall 2016 to 2020 is detailed in [Table A S1 Tables A - F](#).

DB&A enrollment trend data by Gender is detailed in [Table B S1 Tables A - F](#). M indicates male, and F indicates female. This table includes the accredited programs of BAS in ITM, BAS in LSCM, and BBA, and the MGBA program (seeking accreditation).

In the BAS in ITM program, the trend data indicate that most students have been male although this started to change in 2020 with 28.6% female students in Spring 2020 and 22.2% female students in Fall 2020. An opportunity for improvement includes target marketing and recruiting female students into the ITM program.

DB&A enrollment trend data by Ethnicity is detailed in the following tables (Tables C & D). [Table C S1 Tables A - F](#) includes the accredited programs of BAS in ITM and BAS in LSCM. For the BAS in ITM program, trend data indicate that many students are Hispanic (85.7% and 88.9% of students were Hispanic in 2020).

For the BAS in LSCM degree program, trend data indicate that American Indian/Alaska Native students represent a small percentage in this program with 1.9 % and 0 reported in 2020. An opportunity for improvement includes target marketing and recruiting American Indian/Alaska Native students into the LSCM program.

Table D S1 Tables A - F includes the BBA accredited program and the MGBA program (seeking accreditation). In 2020, 35.2% of BBA students are Hispanic and 100% of MGBA students are Hispanic.

DB&A enrollment trend data by Campus is detailed in **Table E S1 Tables A - F**. Campus locations include Statewide Community Campuses (Paradise Valley Community Campus/Phoenix and Chandler-Gilbert Community Campus/Phoenix), Online, Yuma, and Flagstaff. This table includes the accredited programs of BAS in ITM, BAS in LSCM, and BBA, and the MGBA program (seeking accreditation).

Trend data for the BAS in ITM degree program indicate that most students complete this program in Yuma. The MGBA program has only been offered in Yuma which is consistent with 100% of students attending this program on the Yuma campus. An opportunity for improvement for the ITM and the MGBA programs is to expand the programs beyond Yuma to the border region and offer it online and statewide to increase enrollment.

Another opportunity for improvement includes target marketing and recruiting students into the Statewide Community Campuses for the ITM and the LSCM degree programs which both currently report 0 students. Additionally, an opportunity for improvement includes implementing marketing strategies to recruit potential students into the BBA program in the Statewide Community Campuses. The BBA degree program is a larger program; however, data indicate that community campus enrollment has declined significantly from 49.1 % in Fall 2016 and 32.8% in Fall 2019 to 26.2% in Fall 2020.

DB&A enrollment trend data for the last three years for First-Generation students are detailed in **Table F S1 Tables A - F**. This table includes the accredited programs of BBA, BAS in LSCM, BAS in ITM, and MGBA (seeking accreditation). The data indicate that for the BBA, BAS in LSCM, and BAS in ITM degree programs a majority of students are first-generation. For the MGBA program in the academic years of 2019-2020 and 2020-2021, 100% of students were first-generation.

Enrollment numbers are reviewed in the in-person department meetings in Yuma each semester (August and January). Prior to the pandemic, enrollments were trending slightly down. Overall enrollments for the 2020-2021 academic year continue the gradual trend downward.

In 2015, there was a significant reorganization throughout the university. This included the reorganization of enrollment and recruitment services from decentralized at each campus location to centralization in Flagstaff. Centralizing enrollment and recruitment services in Flagstaff reduced the personalized relationships between local recruiters and high schools and community college contacts. Additionally, the recruitment efforts are now primarily focused on recruiting for Flagstaff programs and to a much lesser extent for the programs in our department. The department received minimal marketing support for our degree programs and as a result, the department has developed its own marketing efforts. The resulting dissipation of the community campuses cohort structure has led to a shift to online enrollment which has created feelings of isolation and disconnection among students. These developments together with a 50% reduction of full-time faculty in our programs, enrollments declined.

Additionally, demographics around the country and in the state of Arizona are changing and resulting in not as many students graduating K-12 and from community colleges resulting in additional pressure on enrollments in our programs. Enrollment data from Maricopa Community Colleges (MCC) 2020 Performance Monitoring Report (see <https://www.maricopa.edu/about/institutional-data>) indicate that enrollment is declining for MCC campuses. From Fall 2019 to Fall 2020, MCC enrollment declined 15%. Additionally, due to the pandemic, an overall decline continues. Our strategy is to request additional resources to support marketing and recruitment for our programs and target first-generation students, first-generation Hispanic students, adults who previously started but did not finish their college degrees, and working adults.

As mentioned previously, the MGBA enrollment and retention numbers are positive despite minimal support in marketing and expansion efforts beyond the Yuma location from the university. The intention of the MGBA program continues to be to expand this program beyond Yuma to the border region, around the state, and online through innovative delivery modalities. The strategy is to have multiple delivery modalities and to reach out to the department's BBA graduates to capture a significant percentage of the BBA graduates and enroll them into the program.

1.1.c - Social and Community Responsibility

Administrators and faculty must create an environment that fosters and requires legal and ethical behavior. Administrator and faculty behavior are governed at the highest level by the policies established by the Arizona Board of Regents. These are then administered by NAU and NAU-Yuma. In addition, there is a Faculty Handbook (see [NAU Faculty Handbook](#)) created by the NAU faculty (through the Faculty Senate) that further elaborates on these expectations. NAU-Yuma has its own governance system consistent with the policies and procedures of the Flagstaff Campus, the "Conditions of Faculty Service" (COFS) document (see [Conditions of Faculty Service \(COFS\)](#)).

In addition, the values established by the faculty of the BBA program include "ethical and socially responsible behavior." The team cohesiveness of the faculty contributes to such behavior.

As a result of community stakeholder feedback, two issues were identified. The first issue was improving students' critical thinking and writing skills and the second was providing in-person education. They are included in our departmental strategic and program learning objectives.

1.1.d - Impacts on Society

The business school or program should address the impacts on society of its program offerings, services, and operations. The values for the BBA program established by the faculty represent one approach to societal impacts. These are:

- Visionary and innovative leadership
- Lifelong student, faculty, and organizational learning
- Ethical and socially responsible behavior
- Creating and improving excellent quality and value – personal and societal
- Diversity of people and ideas

The university has made a significant economic impact on the State of Arizona (see [NAU Economic Contribution Study](#)). "Highlights" of NAU's Academic Year 2017-2018 Economic Contribution Study NAU's are as follows:

- Economic Contribution to the State \$2.64 billion in economic activity, over 24,000 jobs
- NAU's Economic Contribution to Coconino County \$1.96 billion in economic activity, over 19,500 jobs
- NAU's Economic Contribution to Maricopa County \$189 million in economic activity, over 1,500 jobs
- NAU's Economic Contribution to Yuma County \$21 million in economic activity, over 200 jobs

- NAU's Economic Contribution to All Other Counties \$111 million in economic activity, over 900 jobs

The department's contribution to this impact which meets our value of "Creating and improving excellent quality and value – personal and societal" is measured by the number of DB&A graduates in Arizona communities including Yuma County, Maricopa County, Coconino County, and Other Counties which historically report a low percentage of 4-year degrees. Our graduates fill local job positions statewide which helps to improve regional economic and social development. DB&A makes an impact on society by contributing the following number of graduates to local Arizona communities.

- Total BBA Graduates from 2018-2021: 354
- Total BAS in LSCM Graduates from 2018-2021: 59
- Total BAS in ITM Graduates from 2018-2021: 12
- Total BAS BIS Technology Management Graduates from 2018-2021: 141
- Total BAS BIS Administration Graduates from 2018-2021: 49
- Total MGBA Graduates from 2018-2021: 5

Examples of specific DB&A Graduates in Yuma, Maricopa, Coconino, and other counties include (see [DB&A Instagram](#) or [DB&A Twitter](#) or [DB&A Facebook](#)):

- Susanna Williams, Financial Analyst II, Raytheon Missiles & Defense
- Kirstie Jorve, Global Program Manager III, Avnet
- Joe Ansah, Supply Line Manager, Intel Corporation
- Michelle Fuentes, Materials Planning Specialist II, Freeport-McMoRan
- Mary Pepple, Regulatory Specialist, Gowan Company
- Eric Capehart, Director of Digital Mortgage, Synergy One Lending
- Brenden Wady, Global Business Development-Enterprise Partnerships, PayPal
- Carly Burna, Vice President of Marketing and Communications, Jewish Voice Ministries International
- Ren Thatcher, Senior Process Leader-Global Supply Chain Business Optimization, Freeport-McMoRan
- Brianna Guthrie, Regional Marketing Consultant II, Allstate Insurance
- Dan Rowley, Senior Manager, American Express
- Sara Gannon, Inheritance Specialist, Vanguard
- Shirley Xie, Faculty, Northland Pioneer College
- Ed Williams, Senior Project Manager, Insight
- Daniel Berry, Technical Sales Manager, I-Gard
- Maday Villa, Vice President, Londen Insurance Group

Examples of specific MGBA Graduates (seeking accreditation) in Yuma County include (see [DB&A Instagram](#) or [DB&A Twitter](#) or [DB&A Facebook](#)):

- Elizabeth Benitez, MGBA Graduate, Tribal Administrator, Cocopah Indian Tribe

- Andrew Caveness, MGBA Graduate, Product Manager for Motion Control, Honeywell
- Linda Morgan, MGBA Graduate, Executive Director, Visit Yuma
- Angelica Martinez, MGBA Graduate, Materials Manager, Almark Foods

Another approach is represented in the annual faculty and staff evaluations “service” category. This lists the service activities of faculty. This service category at NAU-Yuma includes community and other forms of societal service. Faculty and others are expected to contribute to the community in other ways than scholarly and professional activities.

One service example includes faculty who mentor entrepreneurial students and entrepreneurs in the AWC/NAU Start-up Weekend in Yuma. The AWC/NAU Start-up Weekend (see [AWC & NAU Startup Weekend](#)) helps local Hispanic students (in Yuma and in Mexico) to improve their socioeconomic status in the community and helps spark creativity and ingenuity. Faculty also provide guidance to many local Yuma organizations and businesses that need business or strategic plan guidance. Some of these organizations include Visit Yuma, The Freedom Library, Achieve Human Services, Squeezed Natural Smoothies & Café, El Buen Taquito, Doug Mellon Farms, Retail Entertainment Complex, and various start-ups in conjunction with the Small Business Development Center. These service activities combined with improving our innovative delivery modality will help to improve the economic and social development of students, specifically first-generation students.

The learning objectives for the program place a significant emphasis on “discerning the underpinning ethical issues in local and global business decision-making processes, including ethics and social responsibility, environmental sustainability, and profitability.” The BBA program also developed a course, BBA 380 - Management for Environmental Sustainability & Durable Competitive Advantage, to address the issues and opportunities for businesses in this growing field. The NAU Global Learning Initiative also engages student learning toward this end. This includes three themes across the NAU curriculum of (1) global engagement, (2) diversity, and (3) environmental sustainability. These learning outcomes encourage an indirect impact that will be applied through their behavior in society.

NAU is also active in “green” construction. Recycling is available at our various campus communities. Faculty volunteer in service to the university, campus, department, and communities, including service organizations, nonprofit boards or other participation, professional organizations, and advisory committees (see [Green NAU](#)).

Finally, the DB&A programs serve a diverse student population. As of Spring Semester 2021, a total of 36.3% of the students in the DB&A programs are Hispanic/Latino, 5.6% Black/African, 4.2% American Indian/Alaska Native, 3.2% Asian American, among others. The Yuma Branch Campus and NAU Flagstaff are designated as Hispanic Serving Institution (HSI) campuses of the university.

Sources

- Advisory Committee Summary
- AWMP 2020 Survey Results
- BA Dept Meeting 01-10-2018 Minutes

- BA Dept Meeting 01-10-2019 Minutes
- BA Dept Meeting 01-11-2017 Minutes
- BA Dept Meeting 02-22-2019 Minutes
- BA Dept Meeting 02-26-2016 Minutes
- BA Dept Meeting 04-14-2017 Minutes
- BA Dept Meeting 04-25-2019 Minutes
- BA Dept Meeting 04-27-2018 Minutes
- BA Dept Meeting 04-29-2016 Minutes
- BA Dept Meeting 08-23-2018 Minutes
- BA Dept Meeting 08-23-2019 Minutes
- BA Dept Meeting 08-24-2016 Minutes
- BA Dept Meeting 08-24-2017 Minutes
- BA Dept Meeting 09-22-2017 Minutes
- BA Dept Meeting 10-25-2019 Minutes
- BA Dept Meeting 10-27-2017 Minutes
- BA Dept Meeting 1-09-2020 Minutes
- BA Dept Meeting 11-02-2018 Minutes
- BA Dept Meeting 12-02-2016 Minutes
- BA Dept Meeting 1-6-2021 Minutes
- BA Dept Meeting 3-5-2021 Minutes
- BA Dept Meeting 4-16-2021 Minutes
- BA Dept Meeting 4-24-2020 Minutes
- BA Dept Meeting 8-7-2020 Minutes
- BA Dept Meeting 9-18-2020 Minutes
- NAU Yuma Advisory Board Minutes 04.28.16
- NAU Yuma Advisory Board Minutes 06.21.18
- S1 Tables A - F
- Table 1 Performance Expectations for Student Achievement
- Table 1.1. Leadership Process Approach

1.2 - Criterion 1.2

Deployment - Provide evidence that the above described processes are fully deployed across the business unit.

Complete Table 1.2 in the evidence file.

Evidence might include: applicable policies and procedures; deployment schedules; faculty and student handbooks, codes of conduct; financial audit schedules; memos on the topics; presentations on the process deployment;

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

Self-Study

Assigned To

Paige Leister

Institution Response

See evidence of deployment in [Table 1.2 Leadership Process Deployment](#)

See the following evidence:

Mission and Values

- Minutes of the Review Meetings (See Appendix C [BA Dept Meeting 4-16-2021 Minutes](#))
- Summary of Faculty Feedback (See Appendix D - Summary of Faculty Feedback: [AWMP 2017 Survey Results](#) [AWMP 2018 Survey Results](#) [AWMP 2019 Survey Results](#) [AWMP 2020 Survey Results](#))
- Summary of Stakeholder Feedback (See Appendix E Summary of Stakeholder Feedback: [EBI Data 2017-2018](#) [EBI Data 2018-2019](#) [EBI Data 2019-2020 Reporting Not Available](#) [EBI Data 2020-2021](#))

Performance Measures

- Minutes of the Review Meetings (See Appendix C [BA Dept Meeting 4-16-2021 Minutes](#))
- Trend Enrollment Data (See Appendix F [2007-2021 Business Academic Plans Enrollment Data](#))

Social and Community Responsibility

- Minutes of the Review Meetings (See Appendix C [BA Dept Meeting 4-16-2021 Minutes](#))

- Advisory Committee Summary & Meeting Minutes (See Appendix G [Advisory Committee Summary NAU Yuma Advisory Board Minutes 04.28.16](#) [NAU Yuma Advisory Board Minutes 06.21.18](#))

Impacts on Society

- Minutes of the Review Meetings (See Appendix C [BA Dept Meeting 4-16-2021 Minutes](#))
- Community Focus Summary (See Self-Study Criterion 1.3)

Sources

- 2007-2021 Business Academic Plans Enrollment Data
- Advisory Committee Summary
- AWMP 2017 Survey Results
- AWMP 2018 Survey Results
- AWMP 2019 Survey Results
- AWMP 2020 Survey Results
- BA Dept Meeting 4-16-2021 Minutes
- EBI Data 2017-2018
- EBI Data 2018-2019
- EBI Data 2019-2020 Reporting Not Available
- EBI Data 2020-2021
- NAU Yuma Advisory Board Minutes 04.28.16
- NAU Yuma Advisory Board Minutes 06.21.18
- Table 1.2 Leadership Process Deployment

1.3 - Criterion 1.3

Results - Provide evidence of the analysis of data produced by the above described processes.

Complete Table 1.3 in the evidence file.

Evidence might include: minutes of meetings discussing the data; financial audits; survey results; charts, tables, graphs, etc.

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

Self-Study

Assigned To

Paige Leister

Institution Response

See [Table 1.3 Leadership Results](#)

Mission and Values

Key Results: Vision identified just one continuous improvement tool.

Performance Measures

Key Results: BBA enrollments are down.

Social and Community Responsibility

Key Results: Students' critical thinking and writing skills need to be improved and the community wants in-person education.

Impacts on Society

Key Results: Improve the economic and social development of first-generation students.

Community Focus Summary: DB&A addresses the impacts on society of its program offerings, services, and operations. As a result of community stakeholder feedback, two issues were identified. The first issue was improving students' critical thinking and writing skills and the second was providing in-person education. Both are included in our departmental strategic and program learning objectives.

Impacts on Society: The department's contribution to this impact is measured by the number of DB&A graduates in Arizona communities including Yuma County, Maricopa County, Coconino County, and Other Counties which historically report a low percentage of 4-year degrees. Our graduates fill local job positions statewide which helps to improve regional economic and social development. DB&A makes an impact by contributing the following number of graduates to local Arizona communities.

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Total BAS in ITM Graduates from 2018-2021: 12
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Susanna Williams, Financial Analyst II, Raytheon Missiles & Defense
Kirstie Jorve, Global Program Manager III, Avnet
Joe Ansah, Supply Line Manager, Intel Corporation
Michelle Fuentes, Materials Planning Specialist II, Freeport-McMoRan
Mary Pepple, Regulatory Specialist, Gowan Company
Eric Capehart, Director of Digital Mortgage, Synergy One Lending
Brenden Wady, Global Business Development-Enterprise Partnerships, PayPal
Carly Burna, Vice President of Marketing and Communications, Jewish Voice Ministries International
Ren Thatcher, Senior Process Leader-Global Supply Chain Business Optimization, Freeport-McMoRan
Brianna Guthrie, Regional Marketing Consultant II, Allstate Insurance
Dan Rowley, Senior Manager, American Express
Sara Gannon, Inheritance Specialist, Vanguard
Shirley Xie, Faculty, Northland Pioneer College
Ed Williams, Senior Project Manager, Insight
Daniel Berry, Technical Sales Manager, I-Gard
Maday Villa, Vice President, Londen Insurance Group

Examples of specific MGBA Graduates (seeking accreditation) in Yuma County include (see [DB&A Instagram](#) or [DB&A Twitter](#) or [DB&A Facebook](#)) :

Elizabeth Benitez, MGBA Graduate, Tribal Administrator, Cocopah Indian Tribe
Andrew Caveness, MGBA Graduate, Product Manager for Motion Control, Honeywell
Linda Morgan, MGBA Graduate, Executive Director, Visit Yuma
Angelica Martinez, MGBA Graduate, Materials Manager, Almark Foods

Sources

- Table 1.3 Leadership Results

1.4 - Criterion 1.4

Improvements - Provide evidence of key actions taken by the business unit's leaderships to improve the teaching and learning environment based on the above results.

Complete Table 1.4 in the evidence file.

Evidence might include: A list of process, key results, and actions taken.

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

Self-Study

Assigned To

Paige Leister

Institution Response

See [Table 1.4 Leadership Process Improvements Implemented](#)

Descriptions of the actions taken per each process type are as follows.

Mission & Values:

- Changed the vision.

Performance Measures:

- Department Social Media Marketing launched (Instagram, Twitter, Facebook)
- Department outreach to community college campuses to inform and recruit new students in Phoenix (Paradise Valley & Chandler-Gilbert) and Yuma
- Will request institutional support from the new administration starting Fall 2021

Social Community & Responsibility:

- Student critical thinking and writing skills and in-person education are included in our departmental strategic and program learning objectives

Impacts on Society:

- AWC/NAU Start-up Weekends to continue in Yuma
- Contribution of graduates to Arizona communities
- Improve innovative delivery modality

Sources

- Table 1.4 Leadership Process Improvements Implemented

2 - Standard 2 - Strategic Planning

The business unit must have a systematic process for developing a strategic plan that leads to continuous improvement. The strategic plan must include implementation goals and progress measures.

The following information must be provided for this standard to be met:

A copy of the business unit's documented strategic plan must be provided that includes strategic objectives that are measurable and have a timeline.

The following criteria provide evidence of continual improvement of academic quality.

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

Self-Study

Assigned To

Paige Leister

Institution Response

See Appendix H [DB&A Strategic Plan](#) which includes measurable strategic objectives and a timeline.

You may also view the strategic plan on the [DB&A Website](#) located on the right-hand menu under Assessment Outcomes.

Sources

- DB&A Strategic Plan

2.1 - Criterion 2.1

Approach - Strategic Planning

Criterion 2.1.a - Institutional-Business Unit Mission & Vision Alignment

Describe the systematic process for developing the strategic plan and how the business unit's program(s), budget, and strategic plan align with the institution's mission, and vision. A copy of the unit's documented strategic plan **must** be provided in the evidence file.

Evidence items might include: Comparison table of the business unit's mission and values to that of the Institution; meeting minutes referencing mission, vision, budgeting; regional accrediting documentation referencing institutional & units' missions.

Criterion 2.1.b - Stakeholder Input

Describe how faculty, staff, and stakeholders are involved in the development of the business unit's strategic plan.

Evidence might include: Meeting minutes; advisory board minutes; linkage to decisions based on the analysis of data from standards 3-7; feedback data from surveys.

Criterion 2.1.c - Communication Linkage

Describe how the business unit communicates the strategic plan throughout the business unit.

Evidence might include: Meeting minutes; documentation from web, share point or other collaboration and documentation application.

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

Self-Study

Assigned To

Paige Leister

Institution Response

2.1.a. Institutional-Business Unit Mission & Vision Alignment DB&A has a formal process by which its strategic direction is determined, its action plans are formulated and deployed, and innovation and creativity are encouraged. DB&A goals, strategies, and action plans are listed in the strategic plan. See Appendix H [DB&A Strategic Plan](#).

DB&A's mission, vision, and values are in alignment with the university's mission, vision, and values with an emphasis placed on enriching Arizona communities through student-focused higher education as demonstrated in Table G [S2 Mission Vision Values Alignment](#).

B&A Mission. To provide excellent business management and related higher education for working adults throughout Arizona with an in-depth focus on core business competencies within a global context.

B&A Vision. To be a premier provider of business management and related higher education with an emphasis on value and accessibility.

B&A Strategies and Goals Niche Differentiation

High-quality education (Baldrige/ACBSP/Quality Matters)
Smallest average class size in AZ with highly accessible instructors
Statewide availability of courses, including evenings and online
Lowest tuition & fees option in AZ

See Appendix H [DB&A Strategic Plan](#) for the complete plan.

Full-time faculty are part of the planning process. Part-time faculty, staff, administrators, and students are invited and encouraged to participate. In addition, local business advisory committees (including community college partners, businesses, alumni, and student representatives) are engaged in providing input to and review of the strategic plan for our programs.

Sources of information include market needs and student expectations from advisory committees and annual surveys, news sources, professional organizations, ACBSP, and various inside or outside partners. The factors included in the process are continuously monitored throughout the year with significant findings being reported at monthly faculty meetings. The results and planning process are reviewed annually at the fall faculty meeting, at which time information is updated and changes in strategic goals and action plans are made as needed to further the mission and vision of the program.

Creative ideas or innovations may be discussed at any time. Faculty actively make suggestions via email, leading to discussion and some formal proposals during monthly faculty meetings or through consensus by email.

See [Appendix B NAU HLC Accreditation](#) for the institutional accrediting documentation or on the following site (see [NAU Accreditation](#)).

2.1.b. Stakeholder Input The leadership of both the program and the campus has been very empowering; the faculty is primarily responsible for the entire process, with input and reviews by other stakeholders and administrators. Other stakeholders include representatives of strategic partners, students, alumni, and businesses through our Advisory Committees in Phoenix and Yuma as documented in our meeting minutes (see Appendix G [Advisory Committee Summary NAU Yuma Advisory Board Minutes 04.28.16](#) [NAU Yuma Advisory Board Minutes 06.21.18](#)). In addition, our strategic action plan is posted on the website for easy access to all stakeholders and the public (See [DB&A Website](#)).

2.1.c. Communication Linkage

The leadership of the business unit communicates strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders, as appropriate. The strategic plan is developed with faculty, so each is provided a copy and updates through email. In addition, the strategic goals, plans, and results are

shared with key stakeholders through the advisory committees in Yuma and Phoenix. Copies are also posted on the website with a link to provide feedback for any who choose to do so (see [DB&A Website](#)).

The following list (n=21) of 2020 data (see Appendix J [AWMP 2020 Survey Results](#)) is provided based on the Baldrige “Are We Making Progress?” survey of the faculty on Criterion 2 – Strategic Planning:

The five questions are:

1. As it plans for the future, the B&A Program asks for my ideas. 91% Strongly Agree (SA) or Agree (A)
2. The B&A Program encourages totally new ideas (innovation). 91% SA or A
3. I know the parts of the B&A plans that will affect me and my work. 90% SA or A
4. I know how to tell if we are making progress on my part(s) of the strategic plan. 77% SA or A
5. The B&A Program is flexible and can make changes quickly when needed. 86% SA or A

Three of the five questions results are 90% or above which represents a solid level of performance while the other two question results provide room for improvement.

Sources

- Advisory Committee Summary
- Appendix B NAU HLC Accreditation
- AWMP 2020 Survey Results
- DB&A Strategic Plan
- NAU Yuma Advisory Board Minutes 04.28.16
- NAU Yuma Advisory Board Minutes 06.21.18
- S2 Table G Mission Vision Values Alignment

2.2 - Criterion 2.2

Deployment - Strategic Implementation

Criterion 2.2.a. - Key Short-Term & Long-Term Strategic Objectives with Timetable

Use Table 2.2.a. to describe the business unit's key short-term and long-term strategic objectives to address key student, stakeholder, and program performance requirements and the timetable for implementation and completion, including who, what, when, and how.

Note: Human resource strategic objectives and action plans should be presented under Standard 5.

Criterion 2.2.b. – Performance measures

Describe the performance measures implemented to assess and track each of the business unit's action plans.

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

Self-Study

Assigned To

Paige Leister

Institution Response

2.2.a. - See [Table 2.2.a Key Short-Term & Long-Term Strategic Objectives](#)

2.2.b. - Following are the performance measures implemented to assess and track each of the business unit's action plans.

1. High-quality education (Baldrige/ACBSP) (ST & LT)

- We do not have any notes or conditions.

2. Smallest average class size in AZ with highly accessible instructors (ST)

- Using EBI survey to assess student satisfaction with faculty access. Student satisfaction with faculty access is to be greater than 6 on the EBI survey.

3. Statewide availability of courses, including evenings (ST)

- Offer 50% of all core courses in-person during the evening hours

4. Lowest tuition & fees option in AZ (ST & LT)

- Compare tuition and fees in catalogs of ASU, UofA, and Franke College of Business (NAU).

Sources

- Table 2.2.a Key Short-Term & Long-Term Strategic Objectives

2.3 - Criterion 2.3

Results - Performance and Process Effectiveness Results

Criterion 2.3.a. – Performance Effectiveness

In review and analysis of standards 1-7, briefly summarize and provide the results of key measures indicating the accomplishment of the business unit's strategy and action plans. Measures of accomplishment should address the business unit's strategic objectives and goals identified in Criterion 2.1 and action plan performance measures and projected performance in Criterion 2.2.

Criterion 2.3.b. – Process Effectiveness

In review and analysis of standards 1-7, briefly summarize the business unit's overall process effectiveness. Process results should relate to key organizational requirements and expectations of each standard.

Criterion 2.3.c. – Communication of Performance Results

Briefly describe how the performance results are communicated to the stakeholders.

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

Self-Study

Assigned To

Paige Leister

Institution Response

2.3.a. Performance Effectiveness. In review and analysis of standards 1-7, the results of key measures indicating the accomplishment of the business unit's strategy and action plans are summarized below. Key measures of accomplishment address the department's strategic objectives and goals identified in Criterion 2.1 and action plan performance measures in Criterion 2.2.

Quality: Remove ACBSP Notes and Conditions

Measure: Condition on Overview 05 Removed and Note on Overview 09 removed.

Results: We do not have any notes or conditions.

Class size: Assess student satisfaction with faculty access.

Measure: Student satisfaction with faculty access is to be greater than 6 on the EBI survey.

Results: Class size is still 95% below caps. The EBI Survey of 2020-2021 school year indicates student satisfaction level is 6.04 as compared to our goal of greater than 6; target met. We have online office

hours to increase access to faculty and online classes are offered with live weekly sessions that are also recorded.

Availability: Provide evening in-person core classes.

Measure: Offer 50% of the core courses in the evening and in-person each semester.

Results: 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.

Measure: Compare tuition and fees in catalogs of ASU, UofA, and Franke College of Business (NAU).

Results: B&A tuition and fees remain below major competitors.

2.3.b. Process Effectiveness. In review and analysis of key organizational requirements of standards 1-7, [S2 Table H Process Effectiveness](#) summarizes the business unit's overall process effectiveness. There is a regular review of the data in the monthly departmental faculty meetings and a review of the survey results. If strategic goals are not met, continuous improvement plans are created to collect and review data and make improvements. Departmental limitations exist including the lack of full-time faculty and resources.

2.3.c. Communication of Performance Results. The leadership of the business unit communicates strategic objectives, action plans, and performance results to all faculty, staff, and stakeholders, as appropriate. The strategic plan is developed with faculty, so each is provided a copy and updates through email. In addition, the strategic goals, plans, and results are shared with key stakeholders through the advisory committees in Yuma and Phoenix. The strategic plan is also posted on the departmental website (see [DB&A Website](#)).

Sources

- S2 Table H Process Effectiveness

2.4 - Criterion 2.4

Continuous Improvement - Strategic Planning

Criterion 2.4.a. – Performance and Process

Use Table 2.2.a. in the evidence file to provide evidence of meeting this criterion. Additionally, provide a summary of potential opportunities for improvement (OFI) relative to the strategic plan in review and analysis of Criterion 2.3.a, 2.3.b, and 2.3.c.

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

Self-Study

Assigned To

Paige Leister

Institution Response

2.4.a. Performance and Process. See [Table 2.2.a Key Short-Term & Long-Term Strategic Objectives](#). Potential opportunities for improvement (OFI) relative to the strategic plan include continuing to maintain ACBSP accreditation and offering increased opportunities to access instructors in addition to Bb Learn course shells, videoconferencing (Zoom or Collaborate), and online office hours. An OFI includes accessing instructors at various in-person events at the Yuma and Phoenix campuses and through social media.

Sources

- Table 2.2.a Key Short-Term & Long-Term Strategic Objectives

3 - Student and Stakeholder Focus

The business unit must have a systematic process to determine requirements and expectations of current and future students and other key stakeholders. The process must measure stakeholder participation and satisfaction and use the results for continuous improvement.

The following information must be provided for this standard to be met:

1. A list of student segments served.
2. A list of other stakeholders beside students.
3. A list of methods used to communicate with students and stakeholders
4. A list of improvements made from knowledge gained from students and stakeholders.
5. Use Table 3.1 Student and Stakeholder Groups to provide this evidence

The following criteria provide evidence of continual improvement of academic quality.

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

Self-Study

Assigned To

Paige Leister

Institution Response

See [Table 3.1 Student and Stakeholder Groups](#)

1. Student Segments. The business department's key student segments are as follows:

- Graduate Students - MGBA
- Undergraduate Students
 - Adult Students
 - First-generation Students
 - First-generation Hispanic Students
 - Traditional Age Students

2. Other Stakeholders. The business unit's key stakeholder groups are as follows:

- Employers
 - NAU Yuma
 - NAU Statewide

- Partners
 - Maricopa Community Colleges Partners (Phoenix) and Arizona Western College (Yuma)
 - Other University Partners include Imperial Valley Community College in El Centro, California and cross-border partnerships with universities including CETYS University and Universidad Autonoma de Baja California (UABC) in Mexico.
- Alumni
- Faculty and Staff

3. Communication Methods. DB&A gathers and uses information from students and stakeholders using surveys, advisory committee meetings, and partnership meetings. Complaints from students and other key stakeholders are referred to the appropriate leadership and those filing are assured that their concerns will be addressed promptly.

When a student encounters a problem or feels they have been treated unfairly, a student may contact the department chair for information on how to proceed. The systematic process DB&A uses to respond to complaints from students is as follows.

The department chair's email address is included in all DB&A course syllabi for students to contact leadership directly. Students may also contact the chair via the email address listed on the department's website (see Department of Business & Administration | NAU Yuma).

Student complaints are initially referred to the appropriate course instructor by the chair. If no resolution is reached between the student and the instructor, then student complaints are addressed by the chair who responds within 24 hours with the goal of seeking an informal resolution.

If an informal resolution isn't reached, students are forwarded the appropriate NAU formal resolution policy (See Complaint Process | Division of Student Affairs (nau.edu)). If the issue specifically involves a grade dispute, a student is referred to NAU's student handbook (see NAU Student Handbook | Office of the Dean of Students) or the grade appeal process (see Grade Appeals, All Students (nau.edu)).

This process is working because if there is an issue in a course (e.g., instructor not providing feedback), the chair will be aware of the problem within approximately a week via student emails so the issue can be addressed.

NAU has a Faculty Ombuds Program which provides members of the faculty and other stakeholders with voluntary, informal, neutral, confidential, third-party assistance in resolving university-related issues, concerns, or conflicts (See About the Faculty Ombuds | Faculty Ombuds Program (nau.edu)). Consultation with individuals or groups is available and faculty can contact the Ombuds Office at any time to confidentially discuss concerns.

4. Improvements. We learned that student satisfaction in learning ethics and legal responsibility increased with the implementation of one ethics learning outcome placed in all core classes. This change in curriculum demonstrated improved student satisfaction. The next step to demonstrate continuous improvement is to continue monitoring student satisfaction in learning ethics and legal responsibility on an annual basis.

The next step to demonstrate continuous improvement is to continue monitoring student satisfaction with quality instruction and overall learning on an annual basis. Additional key indicator(s) may be identified.

Sources

- Table 3.1 Student and Stakeholder Groups

3.1 - Criterion 3.1

Approach

Criterion 3.1 Business programs must determine the student segments its educational programs will address and other key stakeholders of the business programs.

3.1.a List the business unit's key student segments (e.g. undergraduate, graduate, online, on-ground, traditional, non-traditional, international students, competency-based, etc.).

3.1.b List the business unit's key stakeholders additional key stakeholders (e.g. parents, parent organizations, faculty members, staff, governing boards, alumni, employers, business/industry advisory board, other schools, funding entities, local/professional communities, etc.).

3.1.c Use Table 3.1 (Student and Stakeholder Groups), to describe how the business unit determines key student and stakeholder requirements and the processes used to meet those requirements.

3.1.d Describe the systematic process the business unit uses to respond to complaints from students and other key stakeholders.

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

Self-Study

Assigned To

Paige Leister

Institution Response

3.1a. The business department's key student segments are as follows:

- Graduate Students - MGBA
- Undergraduate Students
 - Adult Students
 - First-generation Students
 - First-generation Hispanic Students
 - Traditional Age Students

3.1.b. The business unit's key stakeholder groups are as follows:

- Employers

- NAU Yuma
- NAU Statewide
- Partners
 - Maricopa Community Colleges Partners (Phoenix) and Arizona Western College (Yuma)
 - Other University Partners include Imperial Valley Community College in El Centro, California and cross-border partnerships with universities including CETYS University and Universidad Autonoma de Baja California (UABC) in Mexico.
- Alumni
- Faculty and Staff

3.1.c. See [Table 3.1 Student and Stakeholder Groups](#)

3.1.d. DB&A gathers and uses information from students and stakeholders using surveys, advisory committee meetings, and partnership meetings. Complaints from students and other key stakeholders are referred to the appropriate leadership and those filing are assured that their concerns will be addressed promptly.

When a student encounters a problem or feels they have been treated unfairly, a student may contact the department chair for information on how to proceed. The systematic process DB&A uses to respond to complaints from students is as follows.

The department chair's email address is included in all DB&A course syllabi for students to contact leadership directly. Students may also contact the chair via the email address listed on the department's website (see Department of Business & Administration | NAU Yuma).

Student complaints are initially referred to the appropriate course instructor by the chair. If no resolution is reached between the student and the instructor, then student complaints are addressed by the chair who responds within 24 hours with the goal of seeking an informal resolution.

If an informal resolution isn't reached, students are forwarded the appropriate NAU formal resolution policy (See Complaint Process | Division of Student Affairs (nau.edu)). If the issue specifically involves a grade dispute, a student is referred to NAU's student handbook (see NAU Student Handbook | Office of the Dean of Students) or the grade appeal process (see Grade Appeals, All Students (nau.edu)).

This process is working because if there is an issue in a course (e.g., instructor not providing feedback), the chair will be aware of the problem within approximately a week via student emails so the issue can be addressed.

NAU has a Faculty Ombuds Program which provides members of the faculty and other stakeholders with voluntary, informal, neutral, confidential, third-party assistance in resolving university-related issues, concerns, or conflicts (See About the Faculty Ombuds | Faculty Ombuds Program (nau.edu)). Consultation with individuals or groups is available and faculty can contact the Ombuds Office at any time to confidentially discuss concerns.

Sources

- Table 3.1 Student and Stakeholder Groups

3.2 - Criterion 3.2

Deployment

The business unit must provide evidence that the processes identified in Criterion 3.1.c have been fully deployed across the business unit.

Using Table 3.2 (Student and Stakeholder Groups), provide evidence, such as alumni surveys have been deployed and returned in the evidence folder.

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

Self-Study

Assigned To

Paige Leister

Institution Response

3.2 Deployment. See Appendix I [EBI Data 2017-2018](#) [EBI Data 2018-2019](#) [EBI Data 2019-2020 Reporting Not Available](#) [EBI Data 2020-2021](#) for graduate and undergraduate student survey data for all identified segments in 3.1.a.

See Appendix J [AWMP 2017 Survey Results](#) [AWMP 2018 Survey Results](#) [AWMP 2019 Survey Results](#) [AWMP 2020 Survey Results](#) Are We Making Progress for faculty survey data.

See Appendix G [Advisory Committee Summary](#) [NAU Yuma Advisory Board Minutes 04.28.16](#) [NAU Yuma Advisory Board Minutes 06.21.18](#) for other stakeholder data.

See a Memo of Understanding (MOU) signed by NAU and CETYS University and Universidad Autonoma de Baja California (UABC) in Mexico as an example of one of our university partners (see [NAU signs MOU with CETYS University](#)).

See [Table 3.1 Student and Stakeholder Groups](#)

Table 3.2 - Student and Stakeholder Focus - Criterion 3.2 - 3.4. Use this format to respond to Criterion 3.2 - 3.4. See [Table 3.2 Student and Stakeholder Focus](#)

Sources

- Advisory Committee Summary

- AWMP 2017 Survey Results
- AWMP 2018 Survey Results
- AWMP 2019 Survey Results
- AWMP 2020 Survey Results
- EBI Data 2017-2018
- EBI Data 2018-2019
- EBI Data 2019-2020 Reporting Not Available
- EBI Data 2020-2021
- NAU Yuma Advisory Board Minutes 04.28.16
- NAU Yuma Advisory Board Minutes 06.21.18
- Table 3.1 Student and Stakeholder Groups
- Table 3.2 Student and Stakeholder Focus

3.3 - Criterion 3.3

Results

The business unit must provide trend data for pertinent criterion for each student segment listed in 3.1.a. (e.g. undergraduate, graduate, online, on-ground, traditional, non-traditional, international students, competency-based, etc.). Examples include course evaluations, student measures, alumni measures, employer measures, other student/stakeholder measures.

Using Table 3.3 (Student and Stakeholder Focused Results), report and graph results for the past three to five data cycles (e.g. two years plus the self-study year)

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

Self-Study

Assigned To

Paige Leister

Institution Response

Using a list of 100 questions divided into 21 Factors, the EBI Survey was used to gather student satisfaction data. This survey is deployed to all students including all identified student segments listed above as follows: graduate students (MGBA-seeking accreditation), undergraduate students, adult students, first-generation students, first-generation Hispanic students, and traditional-age students.

Table 3.2 - Student and Stakeholder Focus - Criterion 3.2 - 3.4. Use this format to respond to Criterion 3.2 - 3.4. See [Table 3.2 Student and Stakeholder Focus](#)

The survey question responses are rated on a 1-to-7 Likert scale with “1” indicating either strong disagreement or being very poor to “7” indicating either strong agreement or being exceptional. These questions are designed to gather student perceptions across a variety of content areas. Trend data using results from the EBI Survey were graphed for three key indicators as indicated in Table 3.2.

Key Indicator A: EBI (Factor 11) Student Satisfaction - Learning Ethics & Legal Responsibility

Following are the Learning Ethics & Legal Responsibility questions on the EBI survey:

- To what degree did the business program enhance your ability to make ethical decisions.
- To what degree did the business program enhance your ability to understand legal responsibilities.

The Key Indicator A chart below displays an upward trend from 5.6 in 2018 and 6.05 in 2019 to 6.42 in 2021. Overall student satisfaction in learning ethics and legal responsibility increased with the

implementation of one ethics learning outcome placed in all core classes. There is an upward trend in student satisfaction with learning ethics and responsibility and the national average of 5.72 was surpassed which indicates we are meeting our goal.

Key Indicator B: EBI (Factor 1) Student Satisfaction - Quality of Instruction

Following are the Quality of Instruction questions on the EBI survey:

- To what degree did courses in the business program provide teaching in your major courses.
- To what degree did courses in the business program provide feedback on assignments (other than grades) received from instructors in required courses.
- To what degree did courses in the business program provide encouragement to participate in class.

The Key Indicator B chart below displays an upward trend from 5.62 in 2018 and 5.69 in 2019 to 5.99 in 2021. Student satisfaction with the quality of instruction is trending upward and is higher than the national average of 5.24 which indicates we are meeting our goal.

Key Indicator C: EBI (Factor 20) Student Satisfaction - Overall Learning

Following are the Overall Learning questions on the EBI survey:

- Regarding your experience in the business program, to what degree were you challenged to do your best academic work?
- Regarding your experience in the business program, to what degree were you motivated to do your best academic work?
- Regarding your experience in the business program, to what degree was the information you learned applicable to your future career?

The Key Indicator C chart below displays an upward trend from 5.77 in 2018 and 5.97 in 2019 to 6.3 in 2021. Student satisfaction with overall learning is trending upward and higher than the national average of 5.62 which indicates we are meeting our goal.

Sources

- Table 3.2 Student and Stakeholder Focus

3.4 - Criterion 3.4

Improvement

The business unit must have a process to use the information obtained from students and stakeholders for purposes of improving educational processes (e.g. improved curriculum, faculty development, computer lab operating hours, change office hours, etc.).

Using Table 3.3 (Student and Stakeholder Focused Results), provide evidence of continuous improvement. This table should include a sample of student segments and other stakeholders listed in 3.1.a. However, results from all student segments and stakeholders should be available to the evaluation team on site.

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

Self-Study

Assigned To

Paige Leister

Institution Response

Table 3.2 - Student and Stakeholder Focus - Criterion 3.2 - 3.4. Use this format to respond to Criterion 3.2 - 3.4. See [Table 3.2 Student and Stakeholder Focus](#)

Using a list of 100 questions divided into 21 Factors, the EBI Survey was used to gather student satisfaction data. This survey is deployed to all students including all identified student segments listed above as follows: graduate students (MGBA-seeking accreditation), undergraduate students, adult students, first-generation students, first-generation Hispanic students, and traditional-age students.

For Key Indicator A, we learned that student satisfaction in learning ethics and legal responsibility increased with the implementation of one ethics learning outcome placed in all core classes. This change in curriculum demonstrated improved student satisfaction. The next step to demonstrate continuous improvement is to continue monitoring student satisfaction in learning ethics and legal responsibility on an annual basis.

For Key Indicators B and C, the next step to demonstrate continuous improvement is to continue monitoring student satisfaction with quality instruction and overall learning on an annual basis. Additional key indicator(s) may be identified.

Sources

- Table 3.2 Student and Stakeholder Focus

4 - Standard 4 - Student Learning Assessment

The business unit must have a systematic student learning outcomes assessment process and plan that leads to continuous improvement. Student learning outcomes must be developed and implemented for each accredited program, and the results must be communicated to stakeholders.

The following information must be provided for this standard to be met:

1. List each program accredited or to be accredited.
2. List the Program Learning Outcomes for each program See Table 4.2 in the evidence file for Examples.
3. Provide the results for each program learning objectives in a graph or table.
4. Provide a list of improvements made based on what you learned from the results.

Use Table 4.1 in the evidence file to report 1 – 4 above.

IMPORTANT NOTE: Do not use subjective grades or GPAs. Assessment instruments must be objective and measure program learning objectives.

The following criteria provide evidence of continual improvement of academic quality.

Definitions:

- All degree programs include: Associate, Bachelors, Masters or Doctorate in Business
- A minor is defined as 12 credit hours of transcribed course work in one field.
- A concentration or specialization is defined as 12-15 credit hours of transcribed coursework in one field.
- An outcome is what we expect a student will know or be able to do after completing an assignment, a course, or a program of study. A competency is an applied skill or expertise that enables a student to perform work or achieve a result.
- A performance measurement activity is an identified, standardized activity based on a specific learning outcome that is completed by students to determine their degree of proficiency and competency attainment.
- Formative assessment is a way to measure performance achievement during the learning process or at regular intervals to provide timely feedback regarding student progress.
- Summative assessment is a way to measure and evaluate cumulative student performance at the conclusion of a unit of study, a course, or after a specific period of time to determine the achievement of a standard or benchmark.
- Internal assessments are created and deployed within the institution, department, or program, are used as indicators of the educational achievement of students, and which can be used in the decision-making about instruction and to report progress.
- External assessments are designed, selected, provided and/or controlled by another person or group outside the institution (such as licensing bodies, commercial assessment service providers

or vendors or publishers) are used as indicators of the educational achievement of students and which can be in the decision-making about instruction and to report progress.

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

Self-Study

Assigned To

Paige Leister

Institution Response

1. List each program accredited or to be accredited:

- Bachelor of Business Administration (BBA) degree (accredited)
- BAS in Industrial Technology Management (ITM) degree (accredited)
- BAS in Logistics and Supply Chain Management (LSCM) degree (accredited)
- Master of Global Business Administration (MGBA) degree (seeking accreditation)

2. List the Program Learning Outcomes for each program. See below or see [Table 4.2 Program Learning Outcomes](#)

BBA (accredited)

The following are the Learning Outcomes (LO) for the BBA program.

Students will 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 (accredited)

The following are the Learning Outcomes (LO) for the BAS in ITM program.

Students will demonstrate the ability 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 (accredited)

The following are the Learning Outcomes (LO) for the BAS in LSCM program.

Students will demonstrate the ability 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.

MGBA (seeking accreditation):

The following are the Learning Outcomes (LO) for the MGBA program.

Students will demonstrate the ability to:

- Business Problem Solving – Evaluate business problems, formulate, and then apply solutions based on financial and strategic information including the global business environment.
- Business Communication – Apply effective written, oral, and non-verbal communication skills in a cross-cultural business environment.
- Business Teams and Leadership – Build multi-cultural teams and evaluate multi-cultural leadership in contemporary business environments including virtual contexts.

3. Provide the results for each program learning objectives in a graph or table. See [Table 4.1 Student Learning Assessment](#)

4. Provide a list of improvements made based on what you learned from the results. See [Table 4.1 Student Learning Assessment](#)

Sources

- Table 4.1 Student Learning Assessment

- Table 4.2 Program Learning Outcomes

4.1 - Criterion 4.1

Approach

Criterion 4.1.a - Business Unit Outcomes Assessment Plan and Process

Describe the Business Unit's student learning outcomes assessment process.

Criterion 4.1.b - Determination of Outcomes and Performance Measurements

Provide evidence that the Business Unit's assessment process addresses how programs determine:

0. which student competencies and skill sets are measured
1. what data is collected, and why
2. that the student performance measurements are appropriate for determining the desired student achievement of the outcomes

Criterion 4.1.c - Key Stakeholder Engagement in the Assessment Process

Provide evidence that the faculty and other key stakeholders (as defined in Criterion 3.1.b) are engaged and participate in the assessment process.

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

Self-Study

Assigned To

Paige Leister

Institution Response

4.1.a Business Unit Outcomes Assessment Plan and Process

BBA (accredited). The following are the Learning Outcomes (LO) for the BBA program.

Students will 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 (accredited). The following are the Learning Outcomes (LO) for the BAS in ITM program.

Students will demonstrate the ability 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 (accredited). The following are the Learning Outcomes (LO) for the BAS in LSCM program.

Students will demonstrate the ability 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.

To efficiently assess and analyze student achievement of these outcomes as well as create and implement an action plan for improvement, the following assessment plan has been developed. Assessments will take place on a semester basis and data gathered and reported on an annual basis. LO will be divided into two groups and evaluated every other year allowing time for creating and implementation of improvement plans, and to test the effectiveness of the changes implemented. This process is better described in the chart below. Included in the evidence file is a complete version of the assessment plans.

LO BBA	LO ITM	LO LSCM	Assessed	Evaluated	Create an Improvement Plan	Im Imp
<p>Group 1</p> <ul style="list-style-type: none"> • think creatively, analyze and synthesize data from 	<p>Group 1</p> <ul style="list-style-type: none"> • Communicate business information professionally 	<p>Group 1</p> <ul style="list-style-type: none"> • Communicate effectively in both written and spoken form, including communication 	Every semester and data reported annually	Fall 2019	Spring 2020	Fall

<p>multiple perspectives,</p> <ul style="list-style-type: none"> analyze and use financial information, solve problems using decision-making tools and theories, engage others through effective interpersonal skills, 	<p>(oral and written).</p> <ul style="list-style-type: none"> Recognize and solve business problems in an ethical manner. 	<p>involving the use of appropriate facilitating technologies.</p> <ul style="list-style-type: none"> 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. 				
<p>Group 2</p> <ul style="list-style-type: none"> 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 	<p>Group 2</p> <ul style="list-style-type: none"> Understand core management principles (human resources, organizational behavior, global dimensions, information systems, and leadership, as well as accounting, finance, economics, and legal environment). 	<p>Group 2</p> <ul style="list-style-type: none"> 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 	<p>Every semester and data reported annually.</p>	<p>Fall 2020</p>	<p>Spring 2021</p>	<p>Fall</p>

<p>global business decision-making, including those involving social responsibility, environmental sustainability, and profitability.</p>	<ul style="list-style-type: none"> • Work well in teams, including virtual settings. 	<p>chain as a whole.</p>				
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MGBA (seeking accreditation):

The following are the Learning Outcomes (LO) for the MGBA program.

Students will demonstrate the ability to:

- Business Problem Solving – Evaluate business problems, formulate and then apply solutions based on financial and strategic information including the global business environment.
- Business Communication – Apply effective written, oral, and non-verbal communication skills in a cross-cultural business environment.
- Business Teams and Leadership – Build multi-cultural teams and evaluate multi-cultural leadership in contemporary business environments including virtual contexts.

To efficiently assess and analyze student's achievement of these outcomes, as well as create and implement an action plan for improvement, the following assessment plan has been developed. Assessments will take place on a semester basis and data gathered and reported on an annual basis. LO will be divided into two groups and evaluated every other year allowing time for creating and implementation of improvement plans, and to test the effectiveness of the changes implemented. This process is better described in the chart below. Included in the evidence file is a complete version of the assessment plan.

LO	Assessed	Evaluation	Create an Improvement Plan	Implement Improvement plan
Group 1	Every semester and data	Fall semester of Year 1.	Spring Semester of Year 1	Fall of Year 2

<ul style="list-style-type: none"> • Business Problem Solving – Evaluate business problems, formulate and then apply solutions based on financial and strategic information including the global business environment. 	reported annually.			
<p>Group 2</p> <ul style="list-style-type: none"> • Business Communication – Apply effective written, oral, and non-verbal communication skills in a cross-cultural business environment. • Business Teams and Leadership – Build multi-cultural teams and evaluate multi-cultural leadership in contemporary business environments including virtual contexts. 	Every semester and data reported annually.	Fall semester of Year 2.	Spring Semester of Year 2	Fall of Year 3

4.1.b Determination of Outcomes and Performance (same for BBA, ITM, LSCM & MGBA)

During the evaluation stages of the assessment plan, the learning outcomes are reviewed to assure the correct competencies and skill sets are measured. Also, the effectiveness of the tool used to measure the outcomes is reviewed. Finally, any data still needed in order to create and implement the improvement is determined and gathered.

4.1.c Key Stakeholder engagement in the assessment process. (same for BBA, ITM, LSCM & MGBA)

Key stakeholders are engaged in the assessment plan through the advisory committees, and input on the competencies and the skill set is given and taken into consideration during the evaluation process with the department faculty. Key stakeholders have access to the data from the assessment plan through advisory committees, faculty meetings, and email.

Sources

There are no sources.

4.2 - Criterion 4.2

Deployment

Criterion 4.2.a - Assessment Process Deployment

Provide evidence that the assessment process is fully and systematically deployed. (Evidence might include a process rubric, forms that document the deployment of the process, etc.)

Criterion 4.2.b – Assessment Measurement Cycles

Provide evidence that all program outcomes established for each program are assessed and measured over 3-5 data measurement cycles. (Evidence might include a copy of your assessment schedule or deployment cycle.)

Criterion 4.2.c - Program Student Learning Outcomes, Performance Measurements and Assessment Cycles

Complete Table 4.1 - Standard #4 Measurement and Analysis of Student Learning and Performance in the evidence file for each program seeking accreditation or re-affirmation. Include the outcome, the corresponding assessment measurement activity(ies) and the type of assessment: Internal,(I) external (X), formative (F), summative (S), etc.

Note: Each program, concentration, specialization, etc. must have at least one assessment performance measurement. If programs “share” a set of common outcomes, (such as the common business core) you may list those outcomes in one table and label accordingly. However, each program must have unique program outcomes.

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

Self-Study

Assigned To

Paige Leister

Institution Response

4.2.a - Assessment Process Deployment schedules are as follows.

See [Table 4.2.a Assessment Process Deployment](#) for the following:

- BBA Program Assessment and Deployment Plan
- LSCM Program Assessment and Deployment Plan
- ITM Program Assessment and Deployment Plan
- MGBA Program Assessment and Deployment Plan (seeking accreditation)

4.2.b - Assessment Measurement Cycles

Program outcomes for each program (including BBA, LSCM, ITM, and MGBA) are assessed every semester and data are reported annually. See schedules previously discussed as evidence. [Table 4.1 Student Learning Assessment](#) demonstrates that measurement occurs with 3-5 data measurement cycles.

4.2.c - Program Student Learning Outcomes, Performance Measurements and Assessment Cycles See [Table 4.1 Student Learning Assessment](#)

Sources

- Table 4.1 Student Learning Assessment
- Table 4.2.a Assessment Process Deployment

4.3 - Criterion 4.3

Results

Definitions for Criterion 4.3:

Direct assessment is a way of measuring student learning that relies on attainment of competencies rather than credit hours or seat time. It provides tangible and measurable evidence of student learning. Comparative assessment is a way to compare the results of student learning between instructional delivery methods, identified student groups, as well as other peer institutions.

Criterion 4.3.a. - Collection, Analysis, and Use of Assessment Data

Report assessment performance activities deployed during the self-study year for **each** program seeking accreditation or re-affirmation. Include the current use of results by identifying the specific improvement actions taken/changes made based on data obtained from the assessment for the program outcome. Graph the actual performance results for 3-5 data collection cycles. Include only *direct measures* of student learning in Figure 4.1 in the evidence file.

If you do not assess all students, indicate your sample size/population. Provide evidence of the selection Criterion you use to ensure a representative sample. For all data reported, show sample size (n=75).

Criterion 4.3.b – Comparative Measures

Provide evidence of the Business Unit's use of comparative measures (internal and/or external) to improve overall student performance. For example, internal comparative measures may include a comparative data of student performance results by alternative methods of instructional delivery, location, etc. and external comparative measures may include performance on external assessments.

Criterion 4.3.b.1. - Use of Comparative Measures Results

Report the actual results and use of the results of comparative measures by completing the **Table 4.1** in the evidence file. Include all programs seeking accreditation or re-affirmation.

Criterion 4.3.c - Student Learning Results Communication

Provide evidence that student learning performance and assessment results (for each program) are systematically made available to key stakeholders.

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

Self-Study

Assigned To

Paige Leister

Institution Response

4.3.a. See [Table 4.1 Student Learning Assessment](#) in the evidence file.

4.3.b. Internal comparative measures used include comparative data of student performance results per term (year or semester) with 3 –5 data points in the BAS in LSCM and MGBA degree programs (seeking accreditation). External comparative results used include performance on the Peregrine exam external assessment in the BBA, BAS in ITM, and BAS in LSCM degree programs. See [Table 4.1 Student Learning Assessment](#) in the evidence file.

4.3.b.1. See [Table 4.1 Student Learning Assessment](#) in the evidence file.

4.3.c Student learning performance and assessment results for the BBA, LSCM, ITM, and MGBA degree programs are communicated to key stakeholders through the advisory committees in Yuma and Phoenix with discussion and feedback. Results are also posted on the DB&A website with an email address provided for comments and feedback.

Sources

- Table 4.1 Student Learning Assessment

4.4 - Criterion 4.4

Continuous Improvement

Criterion 4.4.a - Results of the Re-Assessment of Program Outcomes (Closing the Loop)

Provide evidence of using the results for continuous improvement (e.g. improve curriculum, improved material, handouts, books, faculty development, change of faculty, improved contract management, records management, improving case studies, improve technology, improve interaction, innovative technology, digital classroom, etc.).

Criterion 4.4.b - Continuous Improvement of Assessment Process

Provide evidence that the Business Unit improves, refines, and/or enhances the assessment process and plan. Include (1) when the plan and process were last reviewed, (2) specific improvements that were deployed and (3) key stakeholder engagement in the review process.

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

Self-Study

Assigned To

Paige Leister

Institution Response

4.4.a. Results of the Re-Assessment of Program Outcomes

The department used the results for continuous improvement. See [Table 4.1 Student Learning Assessment](#)

BBA. For the BBA degree program, the assessed learning objective is that students will be able to analyze and use financial information. The goal is to stay above national averages and continuous improvement. The measurement instrument is the Peregrine exam which is a summative, direct, comparative, and external assessment in the form of a national exam. Current results indicate that student scores in the finance topic area on the Peregrine exam have risen to above national averages as indicated in [Table 4.1 Student Learning Assessment](#). In the fall of 2019, the department changed all finance and accounting classes to 16 weeks in length from 8 weeks. This change of course length appears to be effective in returning student finance scores back to above national averages. The department will continue to monitor the finance scores for continued improvement.

BAS in ITM. For the BAS in ITM degree program, student performance was measured using the Peregrine exam which is a summative, direct, comparative, and external assessment in the form of a national exam. The goal is to surpass the publicly-owned university average. Current results indicate that ITM student scores are trending upward and in 2020-2021 at 59.17% have risen above the publicly-owned university average of 55.88%. Despite not having the same prior knowledge as the BBA students, the upward trending data demonstrate that ITM students not only improved since 2017 but in 2020-2021

ITM students outperformed (59.17%) the publicly-owned university average (55.88%). The department will continue to monitor these scores for continued improvement.

BAS in LSCM. For the BAS in LSCM degree program, throughout the semester students work on creating a Logistics Strategy Plan in BBA 435C and develop it into a paper that becomes a summative, direct, and internal assessment. Current results (see [Table 4.1 Student Learning Assessment](#)) indicate that student performance declined from 95% in 2018-2019 to 88% in 2019-2020 and 2020-2021. However, despite the drop in 2019-2020 scores, BAS Logistics student scores still exceeded the $\geq 85\%$ target. In comparison, the FA14 average was 68.2% and SP15 was 75% so although the lead faculty retired, the current lead faculty's strategies are working. The department will continue to monitor student performance.

The life cycle assessment (LCA) paper in BBA 429 measures sustainability knowledge and logistics and supply chain in general with a goal of greater than 80%. It is a direct, internal, formative assessment. Results indicate that student performance increased from 71%* in 2018-2019 to 91.5% in 2019-2020 and are 91% in 2020-2021. The 71%* data point for 2018-2019 is inconsistent with subsequent data points. A small group of students scored very poorly on the assignment, pulling down the average. Many student scores were in the 90% range. The next step is to review the assignment instructions as a precaution and make any revisions if needed.

For the BAS in LSCM degree program, student performance was measured using the Peregrine exam which is a summative, direct, comparative, and external assessment in the form of a national exam. The goal is to surpass the publicly-owned university average. The current results of 58.61% indicate that Logistics student scores have surpassed the publicly-owned university average of 55.88%. Despite not having the same prior knowledge as the BBA students, BAS Logistics students still outperformed the publicly-owned university average (55.88%).

MGBA (seeking accreditation). For the MGBA degree program, the assessed program learning objectives focused on oral and written communication, which is an internal, direct, formative assessment. The goal is to have all students score at least 2.5 on the oral component and at least 2.5 on the written component. Current results for the oral and written component show a drop in semester 3 and then an increase to 3 (highest score) in semester 5. It was found that faculty doing the assessments in MGBA 690 were using somewhat different processes for completing student scoring of the assignment. The department discussed the development of standard instructions for faculty and students to improve the reliability of this assessment process. Finalizing these instructions is still in process.

For the MGBA degree program, the goal was to score at least 80% on the Accounting Case Study to Interpret Managerial Cost reports and use the results to make a decision. This is a direct, formative, and internal assessment. A standardized make-or-buy decision case study with a recommendation of action. In Fall 2018, the results were 79%. Students did not perform well on avoidable cost. Results were communicated to the accounting faculty and the assessment team members. To demonstrate continuous improvement, coverage of avoidable cost was enhanced during week three.

For the MGBA degree program, the goal was to score at least 80% on the Project Analysis by applying accounting capital budgeting methods to evaluate projects and make business decisions. This is a direct, formative, and internal assessment. A standardized project analysis report using payback period, NPV, and IRR methods. In Fall 2018, the results were 81%. Students performed well on the description of the need or opportunity and struggled with identifying the target cost of capital. Results were communicated to the assessment team members and the faculty. To demonstrate continuous improvement, the target cost of capital will be discussed at the faculty meeting.

4.4.b. See [Table 4.4.b Continuous Improvement of Assessment Processes](#) as evidence that the department improves, refines, and/or enhances the assessment process and plan.

Sources

- Table 4.1 Student Learning Assessment
- Table 4.4.b Continuous Improvement of Assessment Processes

5 - Standard 5 - Faculty Focus

The business unit must have a systematic process to ensure current and qualified faculty members by: 1) fostering teaching excellence, 2) aligning faculty credentials and skill sets with current and future program objectives, 3) evaluating faculty members based on defined criteria and objectives, and 4) ensuring faculty development including scholarly and professional activity.

Synthesis of Manageable Parts - A systematic process to ensure current and qualified faculty members by:

- Fostering teaching excellence
- Aligning faculty credentials and skill sets with current and future program objectives
- Evaluating faculty members based on defined criteria and objectives
- Ensuring faculty development including scholarly and professional activities

Definitions

- **Fostering Teaching Excellence** includes a Human Resource Plan, high levels of student learning outcome results, a high level of faculty satisfaction in addition to the processes listed in Standard 5.
- **Dual Credit** enrolls students in college courses while they are still in high school, allowing them to earn credit for both.

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

Self-Study

Assigned To

Paige Leister

Institution Response

DB&A has a systematic process as demonstrated in this standard criteria to ensure current and qualified faculty members by:

- Fostering teaching excellence
- Aligning faculty credentials and skill sets with current and future program objectives
- Evaluating faculty members based on defined criteria and objectives
- Ensuring faculty development including scholarly and professional activities

Sources

There are no sources.

5.1 - Criterion 5.1

Approach

CRITERION 5.1.A. The business unit must have a human resource plan that supports its strategic plan.

- Human Resource Plan identifies current and future human resource needs to achieve your goals. The plan must be linked to your strategic plan. Following are some suggested steps:
 - Assessing Current HR Capacity. Include all skills of each faculty member from volunteer activities, certifications, and educational degrees. This information can help to determine if a person is ready to add more responsibility or to prepare a development plan.
 - Forecasting HR Requirements. The future needs should be driven by your strategic goals. Questions to ask and answer:
 0. Which jobs will need to be filled in the upcoming period?
 1. What skill sets will people need?
 2. How many faculty will be required to meet your strategic goals?
 3. Is the economy affecting our work and who we hire?
 4. How are our teaching disciplines evolving or expected to change?
- Gap Analysis. In this step you will determine where you are currently and where you need to be in the future. Questions to ask and answer:
 0. What new positions will we need?
 1. What new skills will we need?
 2. Do our present faculty have the necessary skills?
 3. Are faculty currently aligned to their strengths?
 4. Are current HR practices adequate to meet our future goals?
- Developing HR strategies to link with Strategic Plan. Following are possibilities to consider:
 0. Reducing faculty, regrouping tasks between and among faculty, reorganizing faculty.
 1. Providing training and development needs
 2. Recruiting new hires who have skills you will need.
 3. Collaborating with other schools to learn how others do things.*

*Adapted from Human Resource Plan on Google. You may glean more information by Googling that same site.

In an appendix in the evidence file, include a copy of your business unit(s) current human resource (HR) plan.

CRITERION 5.1.B. Explain how your HR plan is linked to your Key Objectives listed in Criterion 2.4.a; Table 2.2.a.

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

Self-Study

Assigned To

Paige Leister

Institution Response

5.1.A. Human Resource Plan (see Appendix K [DB&A Human Resource Plan](#)).

5.1.B First, both the HR Plan and the Strategic Goals are mission driven. They are both intended to facilitate achieving our mission to provide excellent [1] business management and related higher education [2] for working adults [3] throughout Arizona with an in-depth focus on core business competencies [4] within a global context [5]. Second, both the HR Plan and the Strategic Goals support achieving our vision to be a premier provider of business management and related higher education with an emphasis on value and accessibility. Third, the strategic goals for high quality education, smallest class size in Arizona with highly accessible instructors, statewide availability of courses including evenings, and lowest tuition and fees option in Arizona are supported by the performance management system, including systematic annual faculty and semester class evaluations, hiring doctorally or professionally qualified faculty, and ongoing professional development activities directed towards these goals as articulated in the Human Resource Plan.

One example of our professional development activities was the professional development for faculty regarding teaching a hybrid NAUFlex course. NAUFlex courses allow students in the classroom and at remote locations to participate in class, in real-time, together. With NAUFlex, all students are part of the classroom experience, can ask questions, and interact in real time, while maintaining social distancing standards for safety which targeted our strategic goal of providing high quality education, accessible instructors, and statewide availability of courses (including evenings).

[1] Using the Malcolm Baldrige National Quality Award standards for education as applied through ACBSP accreditation.

[2] Upper-division and graduate programs.

[3] Working adult implies providing, but not limited to, evening and/or weekend opportunities for students to attend face-to-face classes or learn through the application of technology, as well as opportunities to study as a part-time student.

[4] Students will be able to demonstrate the ability to (1) think creatively, analyze and synthesize data from multiple perspectives, (2) analyze and use financial information, (3) solve problems using decision-making tools and theories, (4) engage others through effective interpersonal skills, (5) communicate effectively in oral and written formats, (6) work well in team settings, (7) design and implement effective strategies for the global marketplace, and (8) discern the underpinning ethical issues in local and global business decision-making, including those involving social responsibility, environmental sustainability, and profitability.

[5] The global context for the core competencies will be addressed in all relevant classes across the curriculum.

Sources

- DB&A Human Resource Plan

5.1.C - Criterion 5.1.C.

Provide evidence of a written system of procedures, policies, and practices for the management and professional growth of faculty members. Information must be available to faculty members concerning the system. These procedures, policies, and practices normally include:

- Faculty development
 - Tenure and promotion policies
 - Evaluation procedures and criteria
 - Workload policies
 - Service policies
 - Professional expectations
 - Scholarly expectations
 - Termination policies
1. Provide evidence that the business unit faculty have access to operational policies and procedures.
 2. Provide a copy of the faculty operational policies and procedures to the peer review evaluation team in the resource room or provide instructions to access them.

Note: Bachelor's Degree qualifications are only applicable to Associate Degree Program

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

Self-Study

Assigned To

Paige Leister

Institution Response

5.1.C Policies.

Faculty Policies. The faculty is being hired as “clinical faculty” or “instructors”. The Conditions of Faculty Service (COFS) are set by policy of the Arizona Board of Regents (ABOR), the University, and the faculty in the form of the NAU COFS Document (see [Conditions of Faculty Service \(COFS\)](#)). The COFS document details policies and practices regarding service activities, scholarly activities, teaching activities, and professional expectations. Note that ABOR policy on clinical faculty and instructors, Conditions of Faculty Service specifically excludes any requirement for “scholarly activity” and no time is allocated for this purpose. Nevertheless, faculty in accredited programs or teaching part-time, some from other NAU departments, may engage in research according to the needs and expectations of the accrediting bodies and other departments, as well as any positions designated as “tenure track” within the department.

The NAU Faculty Handbook (see [NAU Faculty Handbook](#)) serves as the policy regarding all other conditions of faculty service including workload.

Evaluation Procedures and Criteria. Each full-time faculty member is evaluated for teaching, research activities, and service activities following the NAU COFS document (see [Conditions of Faculty Service \(COFS\)](#)).

DB&A has been authorized to develop its own variation of this document and tailored it to the ACBSP accreditation standards as necessary. This document of annual review criteria guides the Faculty Status Committee (FSC) annual reviews of full-faculty members (see Appendix L [Faculty Status Committee Annual Review Criteria](#)). The combination and weighting of the activities will be based on an agreement between the faculty member and the department chair when the SOE is finalized. The following four areas are addressed Teaching/Student related activities, Scholarship/Research activities, Service activities, and other activities.

The Statement of Expectations (SOE) (see [FAAR Best Practices for Faculty](#)) and the corresponding annual review of performance in meeting those expectations is based on some combination and weighting of four activities: Teaching/Student-related, Scholarship/Research, Service, and Other. Instructors, Lecturers, Senior Lecturers, and Clinical Professors typically do not include Scholarship/Research in their SOE, but circumstances may arise such that the faculty member and department chair would agree to include such activity. Tenure-track and tenured faculty are generally expected to devote at least a portion of their time to scholarship/research. In all cases, the appropriate criteria for evaluating a faculty member will depend on the breakdown specified in the prior year's SOE (or the latest mutually agreed revision of that document). Faculty members will provide relevant information in the form of self-evaluation to document their performance against the SOE for the various review entities such as the FSC and the department chair to consider. Each activity included in the SOE should be clearly described and documented in the Faculty Activity Achievement Reporting system (FAAR) (see [FAAR Best Practices for Faculty](#)). Relevant accomplishments that were not included in the approved SOE may be included for consideration.

The evaluation includes information on:

- Teaching/Student-related – courses taught, enrollment, teaching developments, student course evaluations, theses, etc.
- Scholarship/Research and professional development – publications, presentations, consultations, program and course development, grants/contracts.
- Service activities – program/department, campus, university, profession, community, and other.
- Professional recognition achieved.

The content is submitted to the department chair using the online FAAR system for review and recommendations of unsatisfactory, satisfactory, meritorious, or highly meritorious in each of the categories of teaching, scholarship, service, and overall.

Part-time faculty members are reviewed annually by their course mentors using the same FAAR online system as full-time faculty. The mentoring program provides designated faculty mentors for part-time faculty. The mentor provides training, support, and a review of performance during the semester, as well as a review of the course regarding the department's quality standards for courses. The mentors also provide a similar function to review quality standards, grade distribution, class evaluations, and so forth, as well as a recommendation regarding continued employment. Additionally, all faculty are reviewed by students each term through the course evaluations. These results are included and discussed in the annual evaluations of all faculty members.

Promotion and Tenure Policies. Most faculty members in the department have been hired as “clinical” faculty or “instructors”. Clinical faculty may be assistants, associates, or full clinical professors. Instructors may be that or senior instructors. In the event of the faculty member applying for promotion or tenure, the application also goes to the faculty Promotion & Tenure Committee for review and recommendation to the Campus CEO and VP for recommendation to the President (see [Promotion and Tenure Policies](#)).

Faculty Development. External conferences and workshops are funded based on requests from faculty and the availability of funds. Preferences are given for those involving the presentation of papers, accreditation, and other priorities. NAU also provides extensive faculty development opportunities through Faculty Professional Development (see [Faculty Professional Development Program](#)).

Internal professional development is regularly included in the DB&A monthly meetings. In 2020, the faculty faced a new hybrid delivery mode titled NAUFlex to meet the needs of students remotely during the pandemic which includes Zoom or Collaborate meetings to connect with students weekly throughout each course. Training and resources were provided.

New Faculty Orientation

- University – The university provides an orientation to new faculty regarding NAU policies, benefits, and so forth (see [New Employee Welcome Human Resources](#)).
- Local – The department chair provides an orientation to new faculty regarding the program and performance expectations.
- Lead Faculty – The lead faculty provide course training and guidance to part-time faculty. Some content areas include grading and teaching methods as well as opportunities to meet virtually with other part-time faculty who teach the same course to collaborate on ideas, approaches, and assessments. See Appendix M [Faculty Mentoring Policy](#).
- Required Training – New faculty must complete online FERPA (see [FERPA Training Office of the Registrar](#)) and sexual harassment training (see [Required Training Human Resources](#)). Those serving on employee selection committees must also complete EEO/AA training.

Termination Policy. Faculty members have access to NAU’s termination policy. The purpose of this policy is to identify various methods in which the employment relationship may end, as well as to describe the effects of benefits (see [Termination Human Resources](#)).

Sources

- Faculty Mentoring Policy
- Faculty Status Committee Annual Review Criteria

5.2 - Criterion 5.2

Deployment

CRITERION 5.2.A. The business unit must provide evidence that faculty are qualified to teach all the required business courses. Faculty qualifications in the business unit are defined as Bachelor's, Master's, or Doctorate Degrees.

Note: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation that clearly states the qualification.

Note: Faculty members should possess a degree higher than the degree program in which they are teaching unless it can be demonstrated that there is proper professional experience at the graduate level.

Complete Table 5.1.c.

Historically, accredited programs have focused on faculty input as a basis for demonstrating quality. The following levels were considered appropriate:

- Ninety percent of the undergraduate credit hours in business are taught by Master's or Doctorate Degreed faculty. (See Glossary of Terms for definitions of master's or doctorate qualified.)
- at least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by Doctorate Degree faculty.
- one hundred percent of the doctorate credit hours in business are taught by Doctorate Degree faculty.

If your institution does not come within five percent of these historically acceptable faculty-credentialing levels, you must present your rationale for the differences and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.

All faculty members who are teaching courses that are part of the CPC, business major, or a required business course for a business student to graduate, must be reported in the faculty qualifications table, Table 5.1.c. For example, this would include anyone teaching a section of a course, even if the course has an assigned "master teacher" who developed the course syllabus and supervises the teacher. It also includes faculty members who teach "Dual Credit" courses receiving credits for courses in the business unit. Dual Credit enrolls students in college courses while they are still in high school, allowing them to earn credit for both.

Doctorate Degree Qualified

A Doctorate Degree Qualified faculty member meets at least one of the following criteria:

1. Doctorate in teaching field
2. Juris Doctorate— qualified to teach law courses
3. Out-of-field doctorate degree with 15 semester/22 quarter graduate credit hours or equivalent of courses in field

Master's Degree Qualified

A Master's Degree Qualified faculty member meets at least one of the following criteria:

1. Master's Degree in teaching field
2. MBA—The MBA is the qualified master's degree in the teaching field for business management and marketing degrees. The MBA is also the master's qualification to teach any introductory or principle level business unit courses (for example, entry level accounting, economics, software applications, finance, intro to computers, etc.).
3. MED or MBE —The Master's in Education with a concentration in a business discipline is the master's degree in the teaching field for office administration.
4. Out-of-field master's degree with 15 semester/22 quarter graduate credit hours or equivalent of courses in field
5. For Associate Degree Programs the requirement is: Related or out-of-field master's or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level.

Out-of-field doctorate or master's degree faculty who do not meet the above criteria must be credentialed with documentation in two or more of the following areas:

- a. In-field professional certification (national, regional, or state) – The institution must provide documentation.
- b. In-field professional employment—The institution must provide a minimum of three years of documented experience from the employer; i.e., if teaching a skill, the experience must be with that skill; if teaching marketing, experience must be in marketing; if teaching management, experience must be in a management position, etc.
- c. High Performing Student Learning Outcome Results—The institution must provide documentation.
- d. In-field scholarship—The institution must provide documentation. See Criterion 5.9 for explanations of scholarly activity.
- e. Relevant additional training equivalent to 15 semester/22 quarter credit hours of CEU's, military training, vendor training, etc. The institution must provide documentation.

Bachelor's Degree Qualified (Associate Degree Programs)

In order to teach at the associate degree level, at least 50 percent of the full-time equivalent (FTE) faculty should be Master's or Doctorate Degree Qualified and at least 90 percent of the FTE faculty should be Master's or Doctorate Degree Qualified or be Professionally Qualified.

A faculty member possessing a bachelor's degree in the teaching field with documentation in two or more areas meets the teaching qualification:

1. In-field professional certification (national, regional, or state) – The institution must provide documentation.

2. In-field professional employment—The institution must provide a minimum of three years of documented experience from the employer; i.e., if teaching a skill, the experience must be with that skill; if teaching marketing, experience must be in marketing; if teaching management, experience must be in a management position, etc.
3. High Performing Student Learning Outcome Results—The institution must provide documentation.
4. In-field scholarship—The institution must provide documentation. See Criterion 5.3.C for explanations of scholarly activity.
5. Relevant additional training equivalent to 15 semester/22 quarter credit hours of CEU's, military training, vendor training, etc. The institution must provide documentation.

Exceptions

The institution must provide an explanation of qualifications for faculty:

Complete Table 5.1.C – For the self-study year, provide clear evidence that the knowledge and skills of full-time and part-time faculty members match program objectives.

1. Identify all full-time and part-time faculty members who taught during the self-study year in alphabetic order. Use one line in the table for each level of qualification. For example, if Joe Smith is master's qualified in management and bachelor's qualified in accounting, then Joe Smith will be listed on two lines.
2. List courses taught during the self-study year. Do not duplicate if taught in multiple sessions but report the total number of credit hours taught for that course.
3. List the highest qualifying degree earned - state the degree as printed on the transcript, including the major field.
4. List all professional certifications and supporting areas of documentation beyond the academic credentials as defined in Criterion 5.1.C.
5. List the qualification of each faculty member – Doctorate, Master's, Bachelor's, or Exception.
6. When justifying a qualification, use column #4. Provide specific, detailed information.

Note: In the example above, justification should be given for the low percent of doctorate coverage in the undergraduate level programs.

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

Self-Study

Assigned To

Paige Leister

Institution Response

5.2.A. See [Table 5.1.c. FT & PT Faculty Qualifications](#) in the evidence file which provides information on how our faculty are deployed.

A recent curriculum vitae (not more than two years old) for all business faculty is provided in the evidence file. All faculty qualifications are validated with original transcripts, certificates, and/or related written documentation that clearly states the qualification. See documentation in the evidence file as follows:

- Standard 5: Faculty Focus/Curriculum Vitae
- Standard 5: Faculty Focus/Transcripts
- Standard 5: Faculty Focus/Certificates
- Standard 5: Faculty Focus/Out of Field Degree: Jane Fletcher
 - Jane Fletcher has an out-of-field master's degree. She is credentialed with documentation in the following two areas:
 - In-field professional employment: Teaching Human Resources, experience is in Human Resources
 - High Performing Student Learning Outcome Results: Student evaluations
 - See Jane Fletcher's CV, Transcript, Student Evaluations, and [Jane Fletcher Appendix B & Appendix C Vita Out of Field Degree](#) in the evidence file.

Sources

- Jane Fletcher Appendix B & Appendix C Vita Out of Field Degree

5.2.A - Criterion 5.2.A.

Provide credit-hour production data by faculty member, separating full-time and part-time faculty. (See Table 5.2.A)

Complete Table 5.2.A.1 - Table for Faculty Coverage Summary in the evidence file of the online reporting portal provides information on how your faculty are deployed.

Criterion 5.2.A.2.

Each school or program must provide evidence of the deployment of faculty resources among the disciplines, units, courses, departments, and major fields to ensure that every student attending classes (on campus or off campus, day or night, or online) have an opportunity to receive instruction from an appropriate mix of the faculty to ensure consistent quality across programs and student groups.

Note: The following bullet points should be considered when answering the questions that follow:

- The number of course preparations
 - Administrative or coordination assignments
 - Student advising and/or counseling activities
 - Institutional and community program service activities
 - Business and industry interaction
 - Special research programs and projects, if applicable
 - Thesis and dissertation supervision, if applicable
 - Travel to off-campus locations and/or non-traditional teaching, if applicable
8. Present the business unit's deployment pattern in tables identical to Table 5.2.A.2.
 9. For the 12-month self-study year, explain the circumstances for any faculty member in Tables 5.2.A.1 who exceeds the institution's maximum teaching load.
 10. For the 12-month self-study year, provide records of student learning outcomes for any faculty member who exceeds the institution's maximum teaching load.

State and explain your institution's policies for granting released time for faculty members performing any non-teaching duty listed in the bullet points above.

*Note: See Criterion 5.3.C. for explanations of the following scholarly and professional activities

- Scholarly activities
- Professional activities
- Instructional technology efforts

Present the business unit's deployment pattern in tables in a format identical to Tables 5.2.A.2.

NOTE: YOU MAY ADD HEADINGS WITH YOUR DESIGNATED DUTIES TO INCLUDE THE 12-MONTH SELF STUDY YEAR.

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

Self-Study

Assigned To

Paige Leister

Institution Response

5.2.A and 5.2.A.1. See [Table 5.2.A Faculty Credit Hour Production](#) and [Table 5.2.A.1 Faculty Coverage Summary](#).

As indicated in Table 5.2.A.1, 100% of the undergraduate credit hours in business are taught by master's or doctorate degreed faculty, exceeding the historically acceptable faculty-credentialing level of 90%. Ninety percent of the graduate credit hours are taught by doctorate degree faculty, exceeding the appropriate level of 70%.

At 28%, DB&A does not come within the stated five percent of at least 40% of the undergraduate credit hours in business being taught by doctorate degree faculty. DB&A has lost several doctorate degreed full-time faculty members to death (Dr. Charlie Balch-Management), retirement (Dr. Dean Pielstick - Leadership, Dr. Dave Parmenter-Operations, and LSCM & Dr. Craig Vanlengen-Technology Management), transfer (Dr. Rosie Cordova-Human Resources & Dr. Colleen Byron-Administration), and resignation (Jeremy Spencer-Industrial Technology Management). Repeated requests to replace all the open positions have been made to the administration. Other than approval to hire one position through a search in 2019 which was subsequently canceled due to the pandemic, DB&A has not received approval to replace any of these positions.

DB&A needs additional full-time doctorate degreed faculty to support the department's mission and program objectives to continue to build on the previous successes in achieving the student learning outcomes detailed in our assessment plans and data for the BBA, BAS in LSCM, BAS in ITM, and MGBA (seeking accreditation) degree programs presented in Standard 4 above. However, without additional full-time faculty, the department will consider the consolidation of degree programs. DB&A is also emphasizing hiring doctorate qualified part-time faculty. The quality of our degree programs has not been impacted by the loss of doctorate degreed full-time faculty as indicated in Standard 4; however, our position is not sustainable going forward.

Learning outcomes and program objectives (see Standard 4 above) demonstrate that our faculty composition supports our mission, to provide excellent business management and related higher education for working adults throughout Arizona, with an in-depth focus on core business competencies within a global context. Additionally, our faculty composition also supports our program objectives.

One assessed program learning outcome for the BBA program is that students will be able to analyze and use financial information. The goal is to stay above national averages and continuous improvement. The measurement instrument is the Peregrine exam which is a summative, direct, comparative, and external

assessment in the form of a national exam. Current results indicate that student scores in the finance topic area on the Peregrine exam have risen to above national averages as indicated in Table 4.1.

For the BAS in ITM degree program, student performance was measured using the Peregrine exam to measure the program learning outcome to understand core management principles (human resources, organizational behavior, global dimensions, information systems, and leadership, as well as accounting, finance, economics, and legal environment). The goal was to surpass the publicly owned university average. Current results indicate that ITM student scores are trending upward and in 2020-2021 at 59.17% have risen above the publicly owned university average of 55.88%.

For the BAS in LSCM degree program, throughout the semester students work on creating a logistics strategy plan paper. The assessed program learning outcome is to 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. Current results (see Table 4.1) indicate that student performance declined from 95% in 2018-2019 to 88% in 2019-2020 and 2020-2021. However, despite the drop in 2019-2020 scores, BAS Logistics student scores still exceeded the $\geq 85\%$ target.

For the MGBA degree program (seeking accreditation), the assessed program learning outcome focused on oral and written communication, which is an internal, direct, formative assessment. The program learning outcome is to apply effective written, oral, and non-verbal communication skills in a cross-cultural business environment. The goal is to have all students score at least 2.5 on the oral component and at least 2.5 on the written component. Current results for the oral and written component show a drop in semester 3 and then an increase to 3 in semester 5 which is the highest score.

5.2.A.2. See [Table 5.2.A.2 Faculty Deployment](#).

Faculty are deployed among major fields across the department's three physical campus locations of Yuma, Paradise Valley (Phoenix), and Chandler-Gilbert (Phoenix) for the BBA, BAS in LSCM, BAS in ITM, and the MGBA degree programs. Additionally, courses for each degree program are offered online. Hybrid courses (termed NAUFlex) are offered in all three physical campus locations during day and evening hours. Additionally, courses in each degree program are offered online to meet the flexibility needs of off campus students.

The following chart identifies the degree programs taught by each full-time faculty member by campus location, modality, and qualification for the fall and spring semesters of the self-study year. Note that the hybrid delivery modality, NAUFlex, also encompasses in-person teaching.

Full-Time Faculty Member	Degree Program	Campus Location	Modality	Qualification
Latham, Jim	BBA, Management Emphasis	Phoenix, Paradise Valley	Hybrid/In-Person Online	MBA

Leister, Paige	BBA, Marketing Emphasis	Phoenix, Paradise Valley	Hybrid/In-Person Online	PhD
Myrowitz, Jason	BBA	Phoenix, Chandler-Gilbert	Hybrid/In-Person Online	MBA
Pangasa, Rakesh	BBA, Entrepreneurship Emphasis; Global Emphasis, MGBA	Yuma	Hybrid/In-Person Online	PhD
Spencer, Jeremy	BAS in Industrial Technology Mgmt. (ITM)	Yuma	Hybrid/In-Person Online	MBA
Steenstra, Alex	BBA, Technology Management Emphasis; Human Resource Emphasis, MGBA	Yuma	Hybrid/In-Person Online	PhD
Wellman, Jerry	BAS in Logistics & Supply Chain Mgmt. (LSCM)	Phoenix	Hybrid/In-Person Online	PhD

The appropriate teaching load for a full-time faculty member at ACBSP Accredited Baccalaureate Institutions has historically been limited to not over 12 credit hours per semester, with appropriate release time granted for administrative duties or for graduate teaching. We follow the 12 credit-hour model, with release time for site coordinator, accreditation, or other special projects, and so forth. However, for the 12-month self-study year, as indicated in Table 5.2.A.2 in the evidence file, all full-time faculty members exceeded 24 hours taught.

For the 12-month self-study year, all full-time faculty exceeded the institution's maximum teaching load. Several circumstances contributed to the temporarily exceeded faculty loads (which is not sustainable) including combining low enrollment sections and low enrollment NAUFlex sections (NAUFlex was the hybrid delivery model deployed during the pandemic), pandemic-related enrollment issues, lack of full-time faculty, and university pressures to increase workloads.

When combining a low enrollment section with a NAUFlex section, it counted as one course as indicated in the following table of Adjusted Credit Hours taught:

FT Faculty Members	Adjusted Semester Hours Taught/ AY	Number of Preps./Yr.	Number of Disciplines/	Number of Disciplines/
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			Semester (QTR) Fall	Semester (QTR) Spring
Latham, J	24	5	1	1
Leister, P	24	7	1	1
Myrowitz, J	24	3	1	1
Pangasa, R	25	6	2	2
Spencer, J	24	7	2	1
Steenstra, A*	13	4	2	2
Wellman, J	24	5	1	1

*Note: In addition to chair duties, the department chair also taught 13 hours.

The learning outcomes for all programs taught by full-time faculty are discussed in detail in the assessment plans documented in Standard 4 and are as follows:

BBA Program (accredited)

The following are the Learning Outcomes (LO) for the BBA program.

Students will 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 (accredited)

The following are the Learning Outcomes (LO) for the BAS in ITM program.

Students will demonstrate the ability 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 (accredited)

The following are the Learning Outcomes (LO) for the BAS in LSCM program.

Students will demonstrate the ability 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.

MGBA (seeking accreditation):

The following are the Learning Outcomes (LO) for the MGBA program.

Students will demonstrate the ability to:

- Business Problem Solving – Evaluate business problems, formulate, and then apply solutions based on financial and strategic information including the global business environment.
- Business Communication – Apply effective written, oral, and non-verbal communication skills in a cross-cultural business environment.
- Business Teams and Leadership – Build multi-cultural teams and evaluate multi-cultural leadership in contemporary business environments including virtual contexts.

Release time general policies are provided by the Arizona Board of Regents (ABOR) and the NAU COFS document (see [Conditions of Faculty Service \(COFS\)](#)). The ABOR Conditions of Faculty Service (COFS) policies are accessible from the following web page [Arizona Board of Regents](#). The NAU Faculty Handbook (see [NAU Faculty Handbook](#)) serves as the policy regarding all other conditions of faculty service including workload.

Sources

- Table 5.2.A Faculty Credit Hour Production
- Table 5.2.A.1 Faculty Coverage Summary

- Table 5.2.A.2 Faculty Deployment

5.2.B - Criterion 5.2.B.

Criterion 5.2.B. For each academic major offered sufficient academic leadership must be provided to ensure effective service to students and other stakeholders.

Describe the leadership for each business major. A narrative or tabular format may be used. In doing so, you may address:

- a. how the composition of your faculty provides for intellectual leadership relative to each program's objectives;
- b. how the composition of your faculty provides for required depth and breadth of theory and practical knowledge to meet your student learning outcomes.

In your institution's use of multiple delivery systems and/or your program's use of part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems.

Explain or describe:

- a. how you develop qualified full-time and part-time faculty members;
- b. how you orient new faculty members to the program;
- c. how you orient new faculty members to assigned course(s);
- d. how you provide opportunity for part-time and/or full-time faculty members to meet with others teaching the same courses;
- e. how you provide guidance and assistance for new faculty members in text selection, testing, grading, and teaching methods; and
- f. how you provide for course monitoring and evaluation.

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

Self-Study

Assigned To

Paige Leister

Institution Response

5.2.B.

Leadership. All three physical locations (Yuma, Paradise Valley/Phoenix, and Chandler-Gilbert/Phoenix) follow the same policies and procedures with little variance. Overall leadership for the department is provided by Dr. Alex Steenstra, Department Chair, located on the Yuma Branch Campus. In addition to providing oversight for the program, he also provides local coordination in Yuma such as scheduling classes, recruiting part-time faculty, helping Yuma faculty, working with local NAU staff, administrators

and so forth. The site coordinators in Paradise Valley and Chandler-Gilbert provide similar local coordination for the program in those locations.

Full-time faculty meet with part-time faculty each spring to review their courses, student class evaluations, grade distributions and the self-assessment of class quality standards completed by the part-time faculty members and the coordinators using the online FAAR system, the same reporting system used by full-time faculty.

Additional leadership is provided by designated lead faculty regarding the assessment of student learning objectives. Following the formal assessment plans (see Standard 4) each assessment process is linked to one or more classes in the BBA curriculum. The lead instructor for that course is designated to ensure that the assessment is conducted, and data collected for all sections of that class. The BAS in LSCM lead instructor is Dr. Jerry Wellman, the BAS in ITM lead instructor is Jeremy Spencer, the MGBA lead instructor is Dr. Alex Steenstra. Specific lead instructors exist for the BBA program and emphases areas and are as follows: Jim Latham for Management, Dr. Paige Leister for Marketing, Dr. Rakesh Pangasa for Entrepreneurship & Global, and Dr. Alex Steenstra for Technology Management and Human Resources.

Data are then forwarded to the ACBSP Champion for consolidation and presentation to the faculty for review, decision-making, and planning for continuous improvement. For each course, the lead is provided with a list of instructors including email addresses. This provides an opportunity to interact and discuss best practices for teaching, textbooks, syllabi, etc. and build community among the faculty, especially the part-time instructors.

Faculty Composition. The composition of the faculty is based on the hiring process and provides for the required depth and breadth of theory and practical knowledge to meet our student learning outcomes. Faculty academic credentials and practical experience serve our student body.

First, we hire faculty who have academic and professional experience related to the course(s) to be taught, which enables us to achieve our mission, vision and strategic objectives. Second, we require that all faculty meet the ACBSP criteria for doctorally or professionally qualified. Only in rare circumstances would we consider a minimally qualified person. Third, we provide professional development opportunities for all faculty based on priority needs to achieve our mission and vision, as well as our learning objectives for the program. An example includes a focus on technology for online and NAUFlex course development to meet our mission “to provide excellent business management and related higher education for working adults throughout Arizona...”.

Recruiting and hiring policies and procedures are provided by the university (see [Recruiting and Hiring Human Resources](#)). Policies and procedures for training, observing, evaluating and developing faculty are provided by the Yuma Branch Campus and adapted to the Department of Business and Administration for implementation (See 5.1.C Policies) which includes faculty policies, evaluation procedures and criteria, promotion and tenure policies, faculty development, new faculty orientation, and the termination policy.

Explain or describe:

a. How you develop qualified full-time and part-time faculty.

We develop faculty through professional development training at our monthly faculty meetings. NAU also provides extensive faculty development opportunities through Faculty Professional Development (see [Faculty Professional Development Program](#)). Internal professional development is regularly included in the DB&A monthly meetings. In 2020, the faculty faced a hybrid delivery mode called NAUFlex to meet

the needs of students remotely during the pandemic which includes Zoom or Collaborate meetings to connect with students weekly throughout each course. Training and resources were provided. Finally, faculty have opportunities to participate in professional development through attending regional, national, and international conferences and workshops.

b. How you orient new faculty to the program.

There are three components to new faculty orientations: (1) all faculty go through a university orientation to policies and procedures and human resources requirements and benefits, (2) all faculty go through an orientation provided by the department chair to the program and our operations, and (3) all faculty are oriented at the local level by the lead faculty member who provides information about the course. Additionally, for on-campus classes, the site coordinator provides information about classroom instruction, daily operations, facilities, and so forth.

- University – The university provides an orientation to new faculty regarding NAU policies, benefits, and so forth (see [New Employee Welcome Human Resources](#)).
- Local – The department chair provides an orientation to new faculty regarding the program and performance expectations.
- Lead Faculty – The lead faculty provide course training and guidance to part-time faculty. Some content areas include grading and teaching methods as well as opportunities to meet virtually with other part-time faculty who teach the same course to collaborate on ideas, approaches, and assessments. See Appendix M [Faculty Mentoring Policy](#).

c. How you orient new faculty to assigned course(s).

Part-time faculty are assigned a faculty mentor (see Appendix M [Faculty Mentoring Policy](#)) for that class who also provides an orientation to the NAU online system and university resources, as well as the master syllabus, sample syllabus, and the course shell. They are also provided contacts with other instructors teaching the same course.

d. How you provide opportunity for part-time and/or full-time faculty to meet with others teaching the same courses.

We assign a lead instructor for each class in the curriculum to provide a systematic process for networking. For each course the coordinator is provided with a list of instructors with email addresses. This provides an opportunity to interact and discuss best practices for teaching, textbooks, syllabi, etc. and build community among the faculty, especially the part-time instructors.

e. How you provide guidance and assistance for new faculty in text selection, testing, grading, and teaching methods; and

Full-time lead faculty are responsible for oversight of text selection for each course. They may authorize alternatives when other faculty request alternatives. Guidance and assistance for testing, grading and teaching methods comes from the faculty mentor.

f. How you provide for course monitoring and evaluation.

Monitoring and evaluation for full-time faculty is provided through the Yuma Branch Campus annual evaluation process. A Statement of Expectations (SOE) is developed and approved by the department

chair in the spring for the following academic year. The SOE is then used as the basis for the annual evaluation, which is conducted in the early fall semester following completion of the academic year. Monitoring and evaluation for part-time faculty are provided by the faculty mentor using the FAAR system (the same reporting system used by full-time faculty). In addition, every class has a student evaluation each semester. Results are monitored and used as part of the evaluation process. Faculty scholarly, professional, and service activities and professional development are a part of the SOE and annual review process.

Sources

- Faculty Mentoring Policy

5.3 - Criterion 5.3

Results

Criterion 5.3.A. Provide evidence of a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contracts, award of tenure, and/or of promotion.

Provide evidence by describing:

1. How the business unit evaluates its faculty members. (Include such things as teaching, student advising, scholarly and professional activities (see Criterion 5.B for explanations of scholarly and professional activities), and business and industry relations).
2. How the business unit's compensation and recognition processes promote faculty effectiveness.
3. How are the evaluation results shared with individual faculty members?
4. How are the evaluation results used in making decisions?

Provide evidence in Table 5.3 Faculty Focus in the evidence file of the online reporting portal demonstrating faculty results such as faculty satisfaction, business and industry relations, development activities, etc.

Criterion 5.3.B. Provide evidence that your human resource management process includes policies for recruiting, training, observing, evaluating, and developing faculty for each delivery system your program's e.g., use of multiple delivery systems (face-to-face, online, hybrid, etc.) and/or your program's use of part-time (adjunct) faculty, your human resource management process. For each delivery system, provide evidence of the following:

1. recruitment of high-performance faculty members?
2. orientation of new faculty members to the program?

Criterion 5.3.C. Provide evidence that All faculty members are involved in activities that enhance depth, scope, and currency of knowledge related to their discipline and instructional effectiveness. The faculty members as a unit must demonstrate balanced participation of scholarly and professional activities.

0. For Associate Degree programs, or institutions without graduate programs, "balanced participation" means that the Scholarship of Teaching may be the predominant area of scholarship. For a university with undergraduate and graduate programs, it means that all four areas of scholarship (teaching, discovery, application, and integration) described below must be represented in the activities of the faculty.
0. Faculty members who are Doctorate Qualified must be continuously and actively engaged in scholarship and professional activities. Faculty members who are Master's or Bachelors Qualified must be continuously and actively involved in professional activities and may be involved in scholarly activities. These activities are a critical component for increasing the intellectual capital of the faculty members as a whole.

0. Scholarship is defined to include four types of intellectual activity (Boyer Model of Scholarship). They are: (A) the scholarship of teaching; (B) the scholarship of discovery; (C) the scholarship of integration; and (D) the scholarship of application. These four types of scholarship are to be equally recognized, accepted, and respected, and the overall performance of each faculty member is to be carefully assessed and held to a high standard of excellence.

. **The scholarship of teaching** includes:

- Developing new teaching materials (syllabi, courses, case studies, curriculum)
- Developing new teaching methods
- Techniques to evaluate the effectiveness of teaching
- Presentations about teaching at professional conferences
- Writing textbooks about pedagogy

To be considered Scholarship, each of these activities must be documented and critiqued by professional colleagues. Examples of documentation include publications dealing with pedagogy and/or teaching techniques, written evaluations of teaching materials, and the development of outcomes assessment tools.

. **The scholarship of discovery** is the closest to what is meant by the term "basic research." Freedom of inquiry and freedom of scholarly investigation is an essential part of higher education. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. Examples include:

- Presentations on the results gleaned from basic research
- Published or unpublished manuscripts of basic research
- Theses and dissertations

In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this. Institutions having research missions or graduate programs would be expected to have on-going research activities.

. **The scholarship of integration** seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. It is essential to integrate ideas and then apply them to the world in which we live. Examples include:

- Authoring white papers, articles, and monographs
- Conducting interdisciplinary seminars
- Authoring textbooks
- Grantsmanship (list the awarding agency and funded allocations)

. **The scholarship of application** involves the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research

and/or development. Note that this is not to be a catch-all category. The scholarship of application must be tied directly to one's field of knowledge and relate to, and flow directly out of, creative professional activity. Examples include:

- Contract research
- Consultation
- Technical assistance
- Policy analysis
- Program evaluation

The scholarship of application requires creativity and critical thought in analyzing real problems. These activities must be documented and must include an evaluation from those receiving these services.

0. A minimum of 80 percent of the faculty members providing education to doctoral students should actively participate in the scholarship of teaching, discovery, integration, or application. If an institution deviates significantly (five percent or more) from this research participation level, an explicit rationale must be explained, and performance evaluation results must be provided to demonstrate that the participation level is sufficient, as related to student learning and scholarship program objectives. Explain the balance and degree of faculty involvement in scholarly activities that support fulfillment of the institution's mission.
0. Professional activities include routine application of the faculty member's professional expertise in helping solve problems in either the private or public sectors. These may include activities for which the faculty member is paid, as well as voluntary services. The key determination is "professionally-related." Community activities that are not professionally related are not to be included. For instance, general community service, such as coaching a little league soccer team or delivering meals to shut-ins, would not be considered professionally related. The determination of "professionally related" depends upon the nature of the activity. For example, if a CPA conducts a men's bible class, it is not professionally related. However, if the CPA conducts an annual audit of the church's financial affairs and prepares an opinion letter, it would be considered professionally related. Community service that is not professionally related may be reported in Criterion 1.3.

Examples include:

- Activities involving the use of professional expertise in helping solve practical problems in either the private or public sectors (e.g., professionally-related consultation, policy analysis, etc.)
- Activities in support of professional organizations (e.g., attending and participating in professional meetings, workshops, conferences, symposia; serving as an officer of a professional organization, as program chairperson of a professional meeting; leadership roles in professional organizations, boards, commissions, etc.)
- Activities directly tied to the academic discipline of the faculty member and consistent with the stated mission of the business programs. (Community and university service activities not directly related to the faculty member's discipline do not satisfy this standard.)

- Program or institutional committees
- Guest speakers, internships, partnerships
- Learning new skills/techniques
- Involvement in accreditation processes
- Multicultural and diversity initiatives (on-campus or off-campus)
- Continuing education (classes, seminars, certifications, etc.)

Criterion 5.3.D. Provide evidence that the balance and degree of faculty members' involvement in professional and scholarly activities supports the fulfillment of the institution's mission. Provide each Doctorate Qualified, Master's and Bachelor's Qualified faculty member's scholarly and professional activities for the previous three years in a format identical to Table 5.3.D.1.

Associate Degree Programs Should complete Table 5.3.D.2. Summarize each Master's and Bachelor's Qualified faculty member's scholarly and professional activities for the previous three years in a format identical to Table 5.3.D.2.

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

Self-Study

Assigned To

Paige Leister

Institution Response

5.3.A. DB&A has a formal system of faculty evaluation that is centered primarily on the teaching function. It is used in making personnel decisions such as the continuation of contracts, award of tenure, and/or promotion.

a. How the business unit evaluates its faculty members.

The evaluation system for full-time faculty members consists of two parts – the Statement of Expectations (SOE) and the Annual Evaluation. Each spring semester full-time faculty members complete an SOE listing their expectations for teaching load, scholarly activities, service and professional development. These are reviewed and approved by the department chair and Yuma Branch Campus Associate VP/CEO. Each fall following the academic year for which the SOE was approved, the faculty member completes an annual evaluation of the teaching, scholarly activities, service and development using the FAAR system. The departmental Faculty Status Committee conducts annual review using the review criteria (see Appendix L [Faculty Status Committee Annual Review Criteria](#)). This is submitted for review and approval by the DB&A chair and the Associate VP. Part-time faculty are reviewed by their faculty mentors using the same process and system as full-time faculty. Part-time faculty are not required to complete SOEs.

The department chair has tenure. All other positions are “clinical professors,” non-tenure positions. However, promotion applications are submitted to the Yuma Promotion and Tenure Committee for review and recommendation to the department chair and Associate VP, Provost, and President.

All faculty members are also evaluated by students each semester. Students are asked to complete an anonymous evaluation of each class in which they are enrolled at the end of each semester. The results are included in the annual evaluation of full-time faculty members and are part of the end-of-semester meetings with part-time faculty members.

Student advising has been centralized at the Flagstaff Campus, while career counseling is conducted by faculty during classes or office hours. These activities are included in the annual review process.

As described previously, scholarly and professional activities are part of the SOE and Annual Evaluation process.

There is no specific provision for monitoring/evaluating faculty business and industry relations. Activities that involve such relations, however, may be included in the SOE and Annual Evaluation documentation.

There is no specific provision for monitoring/evaluating faculty consulting activities. Activities that involve consulting, however, may be included in the SOE and Annual Evaluation documentation. NAU policy does provide a limit on outside activities as described in the Faculty Handbook (See [NAU Faculty Handbook](#)).

b. How the business unit’s compensation and recognition processes promote faculty effectiveness.

The compensation system is administered by NAU. Promotion is the most significant form of academic recognition at the university. During the self-study year, Dr. Leister was promoted to Clinical Professor rank. Most faculty members in the department have been hired as “clinical” faculty or “instructors”. Clinical faculty may be assistants, associates, or full clinical professors. Instructors may be that or senior instructors. In the event of the faculty member applying for promotion or tenure, the application also goes to the faculty Yuma Promotion & Tenure Committee for review and recommendation to the Campus CEO and VP for recommendation to the President (see [Promotion and Tenure Policies](#)).

Recognition that promotes faculty effectiveness exists at the college and university levels. At the college level, the Yuma Branch Campus recognizes a Teacher of the Year award. At the university level, NAU offers several faculty recognition awards including but not limited to the President’s Award for Faculty and Academic Professionals, Awards for Excellence in Global Learning, Curriculum Innovation, and Online Teaching. For a complete list of university-level awards see [Faculty Exemplars Office of the Provost](#)).

c. How are the evaluation results shared with individual faculty members?

FAAR facilitates the evaluation process and allows faculty to report accomplishments and achievements for DB&A, college, and the university. Evaluation results are shared with full and part-time faculty members through the online FAAR system. The Evaluations area (accessible via the FAAR dashboard) shows Evaluations of Me, which includes self-evaluations, peer evaluations, chair/dean/provost evaluations, and recommendations on Sabbatical or Promotion and Tenure applications. This page also shows the evaluations you need to complete for others.

d. How are the evaluation results used in making decisions?

Faculty evaluation results are presented and discussed in the annual evaluations of all faculty members. Results are used by the chair to determine contract renewals of full-time faculty. The process is similar for part-time faculty; however, the faculty lead makes a recommendation to the chair via the FAAR system regarding continued contract employment of part-time faculty.

Evidence is provided in [Table 5.3 Faculty Focus Results](#)

5.3.B. Following is evidence that our human resource management process includes policies for recruiting, training, observing, evaluating, and developing faculty.

1. Recruitment of high-performance faculty members.

To hire full-time faculty, the department chair appoints a faculty member to chair the committee. The two of them select other members of the committee. All members must have recent EEO/AA training and follow University policies and procedures. The usual process involves (1) consensus on minimum qualifications, (2) ratings of required and preferred qualifications, (3) phone interviews of top applicants, (4) on-site interviews of top 2-3 applicants, (5) reference checks, (6) selection recommendations to department chair, and (7) recommendation to Campus CEO and VP for hiring decision. Faculty members are expected to meet ACBSP guidelines for either “doctorally” or “professionally” qualified status. Only in exceptional circumstances will faculty be hired as “minimally” qualified. Special characteristics and skills for prospective faculty include experience and focus on (1) student learning, (2) active learning methodologies, and (3) use of technology, especially online or hybrid courses. Since all DB&A full-time faculty teach online, hybrid, and in-person courses, this process is the same per delivery modality.

Faculty training and development (see Criterion 5.2.B) and faculty evaluation (see Criterion 5.3.A) for full-time and part-time faculty were addressed above.

2. Orientation of new faculty members to the program.

As previously described in Criterion 5.2.B, there are three components to new faculty orientations: (1) all faculty go through a university orientation to policies and procedures and human resources requirements and benefits, (2) all faculty go through an orientation provided by the department chair to the program and our operations, and (3) all faculty are oriented at the local level by the faculty mentor and site coordinator (for on-campus classes). All DB&A full-time faculty teach online, hybrid, and in-person courses, this process is the same per delivery modality.

- University – The university provides an orientation to new faculty regarding NAU policies, benefits, and so forth (see [New Employee Welcome Human Resources](#)).
- Local – The department chair provides an orientation to new faculty regarding the program and performance expectations.
- Lead Faculty – The lead faculty provide course training and guidance to part-time faculty. Some content areas include grading and teaching methods as well as opportunities to meet virtually with other part-time faculty who teach the same course to collaborate on ideas, approaches, and assessments. See Appendix M [Faculty Mentoring Policy](#) for the department’s mentoring policy.

Part-time faculty are assigned a faculty mentor (see Appendix M [Faculty Mentoring Policy](#)) for that class who also provides an orientation to the NAU online system and university resources, as well as the master syllabus, sample syllabus, and the course shell. They are also provided contacts with other instructors teaching the same course.

5.3.C. Faculty members who are Doctorate and Master's Qualified are continuously and actively engaged in scholarship and professional activities. The four types of scholarship (following the Boyer Model of Scholarship) and professional activities are identified in [Table 5.3.D.1](#). See [Table 5.3.D.1](#) for evidence that all faculty members are involved in activities that enhance depth, scope, and currency of knowledge related to their discipline and instructional effectiveness.

5.3.D. See [Table 5.3.D.1](#) for evidence of each faculty member's scholarly and professional activities for the previous three (3) years.

Sources

- Faculty Mentoring Policy
- Faculty Status Committee Annual Review Criteria
- Table 5.3 Faculty Focus Results
- Table 5.3.D.1 Scholarly & Professional Activities

5.3.E - Criterion 5.3.E.

Criterion 5.3.E.

Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.

Note: Faculty members who are not a part of the business unit, but teach a course required in the core business curriculum (e.g., Mathematics, Computer Science, Communications, etc.), should not be counted as business faculty because the student credit hours produced by them are not coded as business courses. On the other hand, if a non-business faculty member teaches a required course for the business unit and the course is coded as a business course (and, therefore, part of the total business student credit hours), then that faculty member would be counted in this qualifications standard. The rule here is to "count all faculty members who teach courses that are under the direct administration of the business unit head and coded as business courses."

Criterion 5.3.F.

The business unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided.

Describe the leadership, advisement and assessment processes for each location at which business unit programs are delivered. A narrative or tabular format may be used.

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

Self-Study

Assigned To

Paige Leister

Institution Response

5.3.E. See the Standard 5 Faculty Focus Curriculum Vitae folder in the evidence file for recent curriculum vitae for all business faculty (full-time and part-time).

5.3.F. Advisement for all programs and all locations is centralized in the Flagstaff Campus. While faculty members still provide information about the program and requirements to students as needed, students are referred to Flagstaff advisors for additional assistance.

Assessment processes for each accredited degree program including BBA, BAS in ITM, BAS in LSCM, and MGBA (seeking accreditation) are described in detail in Standard 4. Additional leadership is provided by the designated lead faculty regarding the assessment of student learning objectives. Following the

formal assessment plans and processes (see Standard 4) each assessment process is linked to one or more classes in the program curriculum. The lead instructor for that class is designated to ensure that the assessment is conducted, and data are collected for all sections of that class. Data are then forwarded to the ACBSP Champion for consolidation and presentation to the faculty for review, decision-making, and planning for continuous improvement.

The department leadership, faculty leads per degree program, and assessment processes in place for each location are identified in the following table.

Full-time Faculty Member	Degree Program	Leadership/Lead Faculty	Assessment Processes in Place
Latham, Jim	BBA Management Emphasis	BBA Mgmt. Emphasis; Paradise Valley Coordinator	Phoenix
Leister, Paige	BBA Marketing Emphasis	BBA Marketing Emphasis	Phoenix
Myrowitz, Jason	BBA	Chandler-Gilbert Coordinator	Phoenix
Pangasa, Rakesh	BBA Entrepreneurship Emphasis; Global Emphasis, MGBA	BBA Entrepreneurship Emphasis; Global Emphasis	Yuma
Spencer, Jeremy	BAS in Industrial Technology Management	BAS in Industrial Technology Management	Yuma
Steenstra, Alex	BBA Technology Management Emphasis; Human Resource Emphasis, MGBA	DB&A Chair BBA Technology Management Emphasis; Human Resource Emphasis, MGBA	Yuma
Wellman, Jerry	BAS in Logistics & Supply Chain Management (LSCM)	BAS in Logistics & Supply Chain Management (LSCM)	Phoenix

Sources

There are no sources.

5.4 - Criterion 5.4

Improvement

Criterion 5.4.A. The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit. Provide evidence by responding to the following:

1. The business unit determine faculty development needs?
2. Orientation and training programs are available to business faculty members.
3. The business unit allocate faculty development resources.
4. The faculty development process provides for training in alternative methods of instructional delivery.
5. The process for approving development requests and evaluating the outcome.
6. Professional development activities have led to improved teaching effectiveness.

Criterion 5.4.B. Provide opportunities for improvement that the Business Unit plans to address based on the results presented in Standard 5.

Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.

Note: Faculty members who are not a part of the business unit, but teach a course required in the core business curriculum (e.g., Mathematics, Computer Science, Communications, etc.), should not be counted as business faculty because the student credit hours produced by them are not coded as business courses. On the other hand, if a non-business faculty member teaches a required course for the business unit and the course is coded as a business course (and, therefore, part of the total business student credit hours), then that faculty member would be counted in this qualifications standard. The rule here is to "count all faculty members who teach courses that are under the direct administration of the business unit head and coded as business courses."

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

Self-Study

Assigned To

Paige Leister

Institution Response

5.4.A. Provide evidence by responding to the following:

1. The formal method for identifying these needs is the Statement of Expectations in which the faculty member identifies these needs. In addition, the faculty discuss and select faculty development topics as part of the monthly faculty meetings. At other times, the university recommends development opportunities. One such source is the Faculty Professional Development Office (see [Faculty Professional Development Program](#)), which provides several development opportunities each month. Another is the Human Resources Department (see [Professional Development Offerings Human Resources](#)), which identifies and provides staff training opportunities. Internal professional development is regularly included in the DB&A monthly meetings. In 2020, the faculty faced a hybrid delivery model called NAUFlex to meet the needs of students remotely during the pandemic which includes Zoom or Collaborate meetings to connect with students weekly throughout each course. Training and resources were provided. Finally, faculty have opportunities to participate in professional development through attending regional, national and international conferences and workshops.

2. Orientation and training programs are available to business faculty members. The Human Resources Department provides orientation and staff training programs (see [New Faculty Orientation](#)). In addition, there is a wide variety of training and development programs available throughout the university to assist business faculty and staff. All faculty complete FERPA and sexual harassment training.

As previously discussed, there are three components to new faculty orientations: (1) all faculty go through a university orientation to policies and procedures and human resources requirements and benefits, (2) all faculty go through an orientation provided by the department chair to the program and our operations, and (3) all faculty are oriented at the local level by the site coordinator, who provides information about classroom instruction, daily operations, facilities, meetings and so forth. All DB&A full-time faculty teach online, hybrid, and in-person courses, this process is the same per delivery modality.

Part-time faculty are assigned a faculty mentor (see Appendix M [Faculty Mentoring Policy](#)) for that class who also provides an orientation to the NAU online system and university resources, as well as the master syllabus, sample syllabus, and the course shell. They are also provided contacts with other instructors teaching the same course. This policy has been reviewed by the faculty and updated as needed and will be reviewed again in our next department meeting.

3. The business unit allocates faculty development resources. Resources are primarily allocated based on identified needs and available resources at the college level. When insufficient resources are available to meet all needs, priorities may be established, and/or partial funding may be allocated. Since multiple resources are available when one source does not have sufficient funds for a high priority item other sources are requested to meet those needs.

4. The faculty development process provides for training in alternative methods of instructional delivery. The Faculty Professional Development Office (see [Faculty Professional Development Program](#)) provides training in alternative methods of instructional delivery. As one recent example, the faculty faced a new hybrid delivery modality called NAUFlex to meet the needs of students remotely during the pandemic. This mode includes weekly Zoom or Collaborate meetings to connect with students throughout each course. Extensive training and faculty development opportunities were provided at the university level by the Faculty Professional Development Office, at the college level in Yuma, and through DB&A faculty leads to all faculty as needed or requested.

5. The process for approving development requests and evaluating the outcome. Requests are evaluated initially by the department chair based on the alignment of the request with the potential benefit to the department and the university. Funding and a travel request form are submitted for review to determine potential awards. Upon return, the faculty member shares highlights from the conference or workshop with the department during a faculty meeting and describe how the faculty member's participation supported the goals of the department.

6. Professional development activities have led to improved teaching effectiveness. In addition to the NAUFlex modality training described above, NAU offers a Teaching with Fire faculty development series. The 2021 Teaching with Fire topic areas focused on exploring inclusive pedagogy for everyday teaching (see [Faculty Teaching Day 2021](#)). Professional development opportunities such as these have led to improved teaching effectiveness in the department among faculty.

5.4.B Provide opportunities for improvement that the Business Unit plans to address based on the results presented in Standard 5.

With a list of 38 questions, the Are We Making Progress (AWMP) survey was used to gather faculty satisfaction data from all faculty (see Appendix J [AWMP 2017 Survey Results](#) [AWMP 2018 Survey Results](#) [AWMP 2019 Survey Results](#) [AWMP 2020 Survey Results](#)). The AWMP survey was developed by Baldrige for organizations to assess where they are on the seven Baldrige Criteria. This is an annual survey of the faculty covering the areas of leadership, strategic planning, student and other stakeholders, measurement, analysis, knowledge management, workforce, and process management. The survey question responses are rated on a 1-to-5 Likert scale with “1” indicating either strong disagreement or being very poor to “5” indicating either strong agreement or being exceptional. These questions are designed to gather faculty perceptions across a variety of content areas. Trend data using results from the AWMP survey were graphed for three key indicators A, B, and C as indicated in [Table 5.3 Faculty Focus Results](#). For 2020 n = 21, 2019 n = 9, and 2018 n = 6.

Key Indicator A: Faculty Satisfaction – Leadership Focus (AWMP questions #1-8)

1. I know the B&A mission.
2. I know the B&A vision.
3. The B&A senior (top) leaders use our organization’s values to guide us.
4. The B&A senior leaders create a work environment that helps me do my job.
5. The B&A program’s leaders share information about the program.
6. The B&A leaders ask what I think.
7. The B&A program practices high standards and ethics.
8. The B&A program helps me help my community.

The Key Indicator A Leadership chart (see [Table 5.3 Faculty Focus Results](#)) shows significant upward movement from 2018 (4.24) to 2019 (4.39) and a slight increase in 2020 (4.41) although the goal of exceeding 4.5 was not met. The results indicate that for the last three years faculty satisfaction with leadership has increased. The next step to demonstrate continuous improvement is the analysis of the data from the 8 questions in the survey that measure the Leadership focus and discussing this analysis with the faculty during a departmental meeting with a focus on exceeding 4.5.

Key Indicator B: Faculty Satisfaction – Workforce Focus (AWMP questions #25-31)

25. The people I work with cooperate and work as a team.
26. My bosses encourage me to develop my job skills so I can advance in my career.
27. I am recognized for my work.
28. My bosses and the B&A program care about me.

29. I am committed to the B&A program's success.

30. The B&A program has the right people and skills to do its work.

31. The B&A program is a good place to work.

The Key Indicator B Workforce chart (see [Table 5.3 Faculty Focus Results](#)) shows a drop from 2018 (4.56) to 2019 (4.28) and then significant upward movement from 2019 (4.28) to 2020 (4.4) although the goal of exceeding 4.5 in 2020 was not met. In 2018 the goal was met and although there was a drop in 2019, there was upward movement from 2019 to 2020 indicating that faculty confidence has increased regarding the workforce. The next step to demonstrate continuous improvement is the analysis of these data by the assessment committee looking at the 7 questions in the survey that measure the Workforce focus and presenting the analysis to the faculty during a department meeting with a focus on exceeding 4.5.

Key Indicator C: Faculty Satisfaction – Process Management Focus (AWMP questions #32-38)

32. I can get what I need to do my job.

33. We have good processes for doing our work.

34. I have control over my work processes.

35. I am satisfied with B&A marketing efforts.

36. I am satisfied with B&A financial resources.

37. I am satisfied with B&A public relations.

38. I am satisfied with B&A information services.

The Key Indicator C Process Management chart (see [Table 5.3 Faculty Focus Results](#)) shows an upward trend from 2018 (3.31) to 2020 (4.02) although the goal of exceeding 4.5 was not met in 2020. The results indicate that for the last three years faculty satisfaction has increased slightly regarding process management tools. The next step is the analysis of these data by the assessment committee looking at the 7 questions in the survey that measure the Process Management focus and presenting the analysis to the faculty during a department meeting with a focus on exceeding 4.5.

A recent curriculum vitae (not more than two years old) for all business faculty is provided in the evidence file accessible in the Standard 5: Faculty Focus/Curriculum Vitae folder.

Sources

- AWMP 2017 Survey Results

- AWMP 2018 Survey Results
- AWMP 2019 Survey Results
- AWMP 2020 Survey Results
- Faculty Mentoring Policy
- Table 5.3 Faculty Focus Results

6 - Standard 6 - Curriculum

The business unit must have a systematic process to ensure continuous improvement of curriculum and program delivery. The curriculum must be comprised of appropriate business and professional content to prepare graduates for success.

NOTE TO READERS: Criterion 6.1-6.2 apply to All Institutions. Criterion 6.3 applies to Associate Degree Institutions only. Criterion 6.4 applies to Baccalaureate Institutions only. Criterion 6.5 applies only to master's degree Institutions only. Criterion 6.6 applies only to Doctoral Degree Institutions only. The Online Reporting Portal of these criteria will show only those criteria that pertain to the program.

The following information must be provided for this standard to be met:

0. Provide curriculum summary tables

- . Table 6.3.b. for associate degree programs.
- . Table 6.4.d. for baccalaureate/graduate degree programs.

0. Program Delivery

To fulfill this requirement, provide a narrative statement in the online reporting portal and complete Table 6.2.b. from the evidence file.

- . the length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on-average);
- . the program delivery methods employed in each program (classroom, competency based, independent study, online, etc.);
- . the number of contact (coverage hours or equivalent) hours required to earn three (3) semester hours (four (4) quarter hours) of credit or equivalent; and
- . if your unit confers nontraditional business degrees, such as accelerated, competency based, executive, etc., specially designed to meet the needs of specific stakeholders other than traditional college students, etc., describe how:

- 0. nontraditional degrees support and/or relate to the business school or program's mission and objectives;

- 0. credits are earned in these programs;

- 0. you assess their academic merit; and

- 0. you provide trend data of results comparing traditional to nontraditional students SLOs as required in Standard 4.

Note: Historically, 45 actual classroom contact (or coverage) hours have been considered the minimum acceptable to constitute three (3) semester credit hours. This number is equivalent to 15 weeks of classes at three scheduled classroom hours per week. (In some ACBSP institutions, a “scheduled classroom hour” is somewhat fewer than 60 minutes in duration to allow time for students to go from class to class.) For any program not meeting or exceeding this minimum, the business unit must justify, with course content, learning outcomes, and/or stakeholder satisfaction data, that the courses in its program are equivalent to traditional, semester-long three credit-hour courses.

The following criteria provide evidence of continual improvement of academic quality.

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

Self-Study

Assigned To

Paige Leister

Institution Response

DB&A has a systematic process to ensure continuous improvement of curriculum and program delivery.

The criteria that will be addressed in this standard include 6.1 - 6.2 (All Institutions), 6.4 (Baccalaureate Institutions), and 6.5 (Master's degree Institutions).

1. Provide curriculum summary tables. See Table 6.4.d. in Criterion 6.4 for baccalaureate/graduate degree programs.

2. Program Delivery. See [Table 6.2.b Program Information](#) in the evidence file.

a. The length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on average) is 2 years/4 semesters (upper-division courses only).

b. The program delivery methods employed in each program are hybrid (NAUFlex combines in-person & online), in-person, and online.

c. The number of contact (coverage hours or equivalent) hours required to earn three (3) semester hours (four (4) quarter hours) of credit or equivalent is 45.

d. Does not apply.

Sources

- Table 6.2.b Program Information

6.1 - Criterion 6.1

Approach

Criterion 6.1.a. Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.

Criterion 6.1.b. Describe how curricular input is secured from the unit's stakeholders.

Criterion 6.1.c. Describe how the curricular development process links with the unit's strategic plan and mission.

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

Self-Study

Assigned To

Paige Leister

Institution Response

6.1.a. BBA program (accredited). For the BBA curriculum see [BBA Degree](#). The BBA program initially developed the curriculum based on a review of available research on what employers were looking for in business graduates. From that we established the learning objectives as follows:

- 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.

In addition, we needed to ensure that graduates were exposed to the core business curriculum (CPCs) that are the industry standard. A third factor in the design was to target the needs of businesses throughout Arizona. Due to our location as a border state with Mexico, one factor was the need for a global business focus. Another was the need for a small business/entrepreneurship focus. As skills were identified based on employer needs, additional emphasis areas were added. The BBA program offers six emphases as follows:

- Entrepreneurship and Small Business - Emphasis
- Global Business - Emphasis
- Human Resource Management - Emphasis
- Logistics and Supply Chain Management - Emphasis
- Management - Emphasis
- Marketing - Emphasis

There was also a need to develop students to be better prospective managers in those businesses or other organizations. The curriculum was then developed around those needs as a general business administration degree with six potential emphases areas.

Pedagogically, we added several unique features based on needs identified within the university. One was the need for more writing skills. Accordingly, we added a senior-level writing-intensive course. The second was the need for additional integrative experience. Thus, we combined this and the previous need into a second capstone course (the first being the traditional Strategic Management course) as Business Plan Development.

One change in the original emphasis areas was in small business management. In part, we had deferred to the Entrepreneurship program at the University of Arizona in choosing our focus to meet that need. Over time, and with the addition of new faculty members, we found that this emphasis was too narrow to meet the needs of our students and our communities. One of the instructors in that emphasis collected data on the offerings of other schools, as well as what attracted students. The result of this was a decision by the faculty to change the name and course content to include entrepreneurship, increasing the emphasis on innovation and new business development over management of existing small businesses.

Our location as a border state to Mexico results in a high Hispanic state population and many Hispanic students in our classes, particularly in Yuma. It is common for our students to be bilingual in English and Spanish. The Yuma Branch Campus has been designated as a Hispanic Serving campus. One example of how our curricular process links with our strategic plan and mission is when a Spanish instructor in Yuma proposed adding a set of three business-language Spanish courses to our BBA business curriculum. The proposed courses were designed in conjunction with one of our faculty members to focus on the language of business in Spanish. Students would not need to have any prior Spanish knowledge or skill. The faculty embraced this addition as a good fit and an important skill within our mission's broad focus on global business, the Hispanic Serving designation, the global management emphasis and the university's Global Learning Initiative.

Another design change in the original program came when the provost's office stated BBA 202 is a duplicate of MAT 121. The Math department agreed to offer MAT 121 online instead so BBA 202 was withdrawn.

BAS in ITM (accredited). For the BAS in ITM curriculum see [BAS in Industrial Technology Management](#). The BAS in ITM program was initially developed based on a grant in collaboration with Arizona Western College (AWC), our community college partner in Yuma, to develop a stackable degree for career and technical education statewide. This degree was developed with stakeholder input including industry, faculty, and community college partners. This program was developed for students who have earned an associate degree and want to earn a bachelor's degree. Through our curriculum, students will learn the skills and knowledge needed to take on leadership and management roles in business including small business management. We established the learning objectives as follows:

- 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 (accredited). For the BAS in LSCM curriculum see [BAS in Logistics & Supply Chain Management](#). The BAS in LSCM program was initially developed based on a grant in collaboration with AWC with a focus on increasing degrees statewide in the growing logistics field. As community colleges began creating logistics degrees and to create a path, we created at BAS in LSCM degree as well as a Logistics Emphasis in the BBA degree program. The BAS in LSCM and BBA Logistics Emphasis was developed with stakeholder input including industry, faculty, and community college partners. This program was developed with a curriculum to prepare students to oversee logistics and supply chain operations, evaluate the performance of operations, and participate in efforts to redesign and continuously improve efficiency. We established the learning objectives as follows:

- 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.

A design change for the BBA, BAS in ITM, and the BAS in LSCM was the decision to reduce and re-word our program learning objectives. Our learning objectives were examined in our faculty meetings. Having reviewed the data, the faculty decided that a change was needed to focus on a smaller set of revised objectives across the curriculum.

MGBA (seeking accreditation). For the MGBA curriculum see [MGBA Degree](#). The MGBA program developed the curriculum based on a review of available research on what employers were looking for in master's degree business graduates in the border region. Instead of a general MBA degree, employers wanted a focused degree which guided us toward a global and border focus given Arizona's proximity to Mexico, one of the United States' largest trading partners. We also wanted to provide our BBA graduates with a pipeline to a graduate business degree. The purpose of the MGBA program is to prepare graduates for a significant career in business, specifically with an emphasis on border business issues (including United States/Mexico) and to fill the demand by Arizona and other employers for such graduates. Students in this program learn business with a border focus within the context of broad global business ideas. This program is consistent with NAU-Yuma's efforts to provide a range of masters-level degree programs that reflect the need for educational opportunities in a growing and global world. From that we established the learning objectives as follows:

- Business Problem Solving – Evaluate business problems, formulate, and then apply solutions based on financial and strategic information including the global business environment.
- Business Communication – Apply effective written, oral, and non-verbal communication skills in a cross-cultural business environment.
- Business Teams and Leadership – Build multi-cultural teams and evaluate multi-cultural leadership in contemporary business environments including virtual contexts.

An MGBA design change resulted from input from the local Yuma community and law enforcement groups which indicated that officers needed management and leadership education to be eligible for promotion into leadership roles. After meeting with several law enforcement stakeholder groups, the MGBA Transnational Justice Administration Emphasis was developed to help officers acquire the knowledge to move into upper management positions (see [Global Business Administration MGBA](#)). Additionally, this emphasis is also a pipeline for Justice Administration students to earn a graduate degree.

Another MGBA design change was adding an international experience as a program requirement. This is a one-week paid experience for MGBA students to experience business in Mexico and in the border region which supports this program's emphasis on education in a global world, border business issues, and filling local demand by employers for such graduates.

Curricular Changes	Student/Stakeholder Input
BBA: Change emphasis from small business management to entrepreneurship	Input from students, faculty, and other published sources
BBA: Added business-language Spanish classes	Input from faculty and businesses regarding the need
BBA, BAS in ITM & BAS in LSCM: Reduce and re-word program learning objectives.	Input from Advisory Committees representing key stakeholder groups, learning objective data, and faculty input
BBA: Provost's office stated BBA 202 is a duplicate of MAT 121. The Math department agreed to offer MAT 121 online instead so BBA 202 was withdrawn.	Input from faculty, advising, and internal NAU stakeholders.
MGBA: Added the Transnational Justice Administration Emphasis to the degree program.	Input from students, faculty, and businesses.
MGBA: Added MGBA Program Requirement: International Experience (1 week, paid with program fees/CETYS in Ensenada, Mexico - partner university).	Input from students, faculty, and businesses.

We have three methods of delivery. All courses in the curriculum in the BBA, BAS in ITM, BAS in LSCM, and MGBA degree programs are delivered through a hybrid format (called NAUFlex which combines in-person delivery with online delivery), in-person delivery, and online delivery.

6.1.b. The methodology of data and need-driven decision-making has continued in the process of making curricular changes in the BBA, BAS in ITM, BAS in LSCM, and MGBA degree programs. Input continues to be provided through various channels within the university, the Advisory Committees representing our key stakeholder groups, students, faculty, and a variety of news sources, including ACBSP. As one example, our advisory committees representing our key stakeholder groups all also emphasized the need

for good communication skills. One decision based on that is to focus more on “grading like an English professor” on written assignments.

6.1.c. Our curricular development process links with our strategic plan, specifically maintaining ACBSP accreditation. Sources of information include market needs and student expectations from advisory committees and annual surveys, newspapers and professional organizations, ACBSP, and various inside or outside partners. The factors included in the process are continuously monitored throughout the year with significant findings being reported at monthly faculty meetings. The results and planning process are reviewed annually at the fall faculty meeting, at which time information is updated and changes in strategic goals and the curriculum are made as needed to further the mission and vision of the programs.

Creative ideas or innovations may be discussed at any time. Faculty actively make suggestions via email, leading to discussion and some formal proposals during monthly faculty meetings or through consensus by email.

The Yuma Branch Campus has been designated by the Arizona Board of Regents as a Hispanic Serving campus. One example of how our curricular process links with our strategic plan and mission is when a Spanish instructor in Yuma proposed adding a set of three business-language Spanish courses to our BBA business curriculum. The faculty embraced this addition as a good fit and an important skill within our mission’s broad focus on global business, the Hispanic Serving designation, the global management emphasis, and the university’s Global Learning Initiative.

Sources

There are no sources.

6.2 - Criterion 6.2

Deployment

Criterion 6.2.a. Provide evidence how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

Criterion 6.2.b. The unit must complete [Figure 6.4.b Abbreviated Course Syllabus](#) for each accredited program.

Criterion 6.2.c. Provide evidence how business-related programs include sufficient coverage of business topics to meet the long-term needs of students and other stakeholders. Business-related programs that lead to associate or bachelor's must have a minimum of 25 percent of the total curriculum devoted to business. Master's degree programs must have a minimum of 50% of the total curriculum devoted to business. Doctoral level programs must have a minimum of 25% of the total curriculum devoted to business.

Students transferring from an associate institution into a bachelor's level business-related program must meet the 25% bachelor's degree business requirement with a combination of business courses from the associate institution and the bachelor's institution as specified by the bachelor's degree granting institution.

Examples of business-related programs includes majors such as sports management, hotel and tourism management, computer and information systems, health systems, cyber-security etc.

Provide evidence that the unit meets these percentage targets by completing Table 6.2.c. in the evidence file giving information about the curriculum of your business-related programs.

Criterion 6.2.d. Articulation and Transfer Relationships

The business unit must include the policies and procedures for transfer to and from other institutions to programs in the business unit.

For satisfying Criterion 6.2.d, use Table 6.2.d. to explain or describe any articulation and/or course transfer arrangements you have with other institutions, and report on the following areas as appropriate for your institution:

- a. List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.
- b. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.
- c. Describe the student advisement process that informs students as to the transferability of coursework.

Note: Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study)

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

Self-Study

Assigned To

Paige Leister

Institution Response

6.2.a. The business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency through using the abbreviated course syllabi (see [Appendix N Abbreviated Course Syllabi](#)) and faculty reviews conducted by the Faculty Status Committee for full-time faculty and reviews conducted by the faculty mentor for part-time faculty (see Standard 5.1.C Evaluation Procedures and Criteria).

6.2.b. See [Appendix N Abbreviated Course Syllabi](#) in the evidence file with information for each accredited program.

- BBA program (accredited).
- BAS in ITM program (accredited).
- BAS in LSCM program (accredited).
- MGBA program (seeking accreditation).

6.2.c. See [Table 6.2.c Business Requirements & Credit Hours](#) for evidence of how our programs include sufficient coverage of business topics to meet the long-term needs of students and other stakeholders. Our BBA, BAS in ITM, and BAS in LSCM degree programs (all lead to a bachelor's degree) meet the requirement of a minimum of 25% of the total curriculum devoted to business.

6.2.d. See [Table 6.2.d External Articulation](#) for the departmental and university external articulation processes. Also, see [NAU's Transfer Articulation Agreements](#).

For courses taught in the ABUS transfer degree by the Maricopa Community Colleges see [Appendix O Maricopa Community Colleges 2020-2021 ABUS-GR Degree](#).

The Associate in Business-General Requirements degree includes the following components:

I. Required Courses

II. Restricted Electives

III. Arizona General Education Curriculum for Business (AGEC-B)

IV. General Electives (if needed to reach minimum credits for degree)

Other resources include [Arizona Course Equivalency Tracking System](#) and [AZTransfer Resources](#).

The Arizona Legislature required the eight Arizona community colleges and three public universities to develop uniform articulation agreements several years ago to ensure that students from the community colleges could earn a transfer degree that met the admission requirements of all three public universities and minimized taking additional courses to complete their degree. Committees have been created for separate subject areas, including business. Each institution has a representative on the Business Articulation Taskforce, which meets twice a year to discuss issues or changes being proposed to the agreement. The BBA program has a faculty representative on this committee, which meets twice a year to address ongoing articulation issues among the public colleges and universities.

The Arizona Business Transfer Degree is called ABUS (for course list see Appendix O [Maricopa Community Colleges 2020-2021 ABUS-GR Degree](#)). Any student who earns this degree with a 2.5 GPA is automatically eligible for admission to the BBA program. Students from other colleges have the equivalent of the courses required for the ABUS degree to be admitted.

Students must complete the Arizona Business Transfer Degree (ABUS) or equivalent. This is a standard mandated by the Legislature that articulates business transfer degrees from all eight of the Arizona community colleges to all three of the public university business degree programs. The requirements are listed in the University catalog (see [BBA Degree](#)) and are as follows.

Complete the following courses with a grade of C or better in each course (see [BBA Degree](#)).

- First-Year Composition
- Quantitative Methods:
 - College Algebra or Finite Mathematics
 - Topics in Calculus or Finite Mathematics with Calculus (MAT 121)
- Statistics for Management (BBA 201)
- Legal, Ethical, Regulatory, And Global Environment of Business (BBA 205)
- Accounting:
 - Financial Accounting (BBA 255)
 - Managerial Accounting (BBA 256)
- Economics:
 - Principles of Microeconomics (BBA 284)
 - Principles of Macroeconomics (BBA 285)
- Information And Technology Literacy (BBA 293)

If you have a 2.5 grade point average in these courses, we guarantee your acceptance into our professional program. If your cumulative grade point average is less than 2.5 in these courses but you have at least a 2.0, you may be provisionally accepted into the professional program.

Students transferring into the program may meet admission requirements by completing an ABUS degree from an Arizona Community College. The ABUS includes the AGECE-B, which satisfies the Northern Arizona University Liberal studies Distribution Blocks and Foundation requirements as well as the US Ethnic and Global Diversity requirements. Students transferring into the program from California may meet the Northern Arizona University Liberal studies Distribution Blocks and Foundation requirements as well as the US Ethnic and Global Diversity requirement by completing the IGETC or CSUGE at a California community college (see [BBA Degree](#)).

Transfer courses within the Arizona community colleges and universities are all articulated by agreement. Courses transferred from other institutions are subject to review by the University Registrar's Office for equivalencies. For processes and resources see [AZTransfer Processes](#) and [AZTransfer Resources](#).

The Business Articulation Taskforce was created for business. Each university has a representative on this committee including DB&A. When a new course is added or changed, a form is submitted to the three Arizona universities including NAU. The coordinator for AZ Transfer Articulation checks it for accuracy and forwards it to the appropriate evaluator by discipline. The institution then notifies the DB&A chair regarding business courses. The chair reviews the articulation requests and makes articulation decisions about course comparability.

a. The primary transfer institutions are Maricopa Community Colleges (Phoenix) and Arizona Western College (Yuma) (see [Transfer 2NAU: Community College to NAU](#)).

b. The ABUS degree minimizes the need for duplicate course work in nearly all cases. It is possible that there are minor exceptions to that, due to poor matches of course equivalencies for students transferring from institutions in other states or private universities. Individual course equivalencies are established by the University Registrar's Office in consultation with the relevant faculty.

c. Advising has been centralized in Flagstaff as an efficiency measure. Advisors work closely with Admissions and the Registrar's Office to establish course equivalencies and work with students on their best options to enroll and succeed in our programs. Advising is conducted by phone and online.

6.3 - Does not apply/Associate Programs Only

Sources

- Appendix N Abbreviated Course Syllabi
- Maricopa Community Colleges 2020-2021 ABUS-GR Degree
- Table 6.2.c Business Requirements & Credit Hours
- Table 6.2.d External Articulation

6.4 - Criterion 6.4

Baccalaureate Degree Deployment

Criterion 6.4.a. - Undergraduate Common Professional Component (CPC)

Programs that include a B.A. (with a business major), B.S. (with a business major), or B.B.A., or B.S.B.A. degree with a business major that imply general business preparation with or without a functional specialization must include coverage of the Undergraduate Common Professional Component (CPC) at the level prescribed by ACBSP.

UNDERGRADUATE COMMON PROFESSIONAL COMPONENT

Functional Areas	a. Marketing b. Business Finance c. Accounting d. Management, including Production and Operations Management, Organizational Behavior, and Human Resources Management
The Business Environment	e. Legal Environment of Business f. Economics g. Business Ethics h. Global Dimensions of Business i. Business Communications
Technical Skills	j. Information Systems k. Quantitative Techniques/Statistics
Integrative Areas	l. Business Policies, or m. A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

To demonstrate compliance with Criterion 6.4.a, identify where the topical areas of the CPC are covered in the required course offerings. As evidence, complete and supply a [**Table 6.4.d Template for CPC Compliance.**](#)

Required courses in the business core may be taught by an academic department outside of the business unit. In this case, prepare an Abbreviated Syllabus and report it with this criterion. For example, Statistics may be taught by the Math Department.

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

Self-Study

Assigned To

Paige Leister

Institution Response

6.4.a. Summarize the CPC content of the required undergraduate courses in abbreviated syllabi. See [Table 6.4.d CPC Compliance BBA LSCM ITM MGBA](#)

See [Appendix N Abbreviated Course Syllabi](#) in the evidence file with information for each accredited degree program (BBA, ITM, LSCM) and the MGBA (seeking accreditation).

6.4.b. For the BBA degree program, per the criterion, each CPC area receives a minimum of 30 coverage hours.

For the BAS in ITM degree program, per the criterion, each CPC area receives a minimum of 30 coverage hours.

For the BAS in LSCM degree program, per the criterion, each CPC area receives a minimum of 30 coverage hours.

6.4.c. This criterion refers to the table example.

6.4.d. See [Table 6.4.d CPC Compliance BBA LSCM ITM MGBA](#) for each program which shows the CPC coverage hours in each of the required business courses.

Sources

- Appendix N Abbreviated Course Syllabi
- Table 6.4.d CPC Compliance BBA LSCM ITM MGBA

6.5 - Criterion 6.5

Master's Programs Only

Deployment

Criterion 6.5.a. The business unit must complete Table 6.5.a. with information for each of its accredited master's level programs.

Criterion 6.5.b. Provide evidence for each program how the program requires 30 semesters or 45 quarter credits (or equivalent) in courses beyond the basic undergraduate CPC courses. Describe how students admitted to the master's level programs without undergraduate preparation in business meet the CPC requirements. Programs with the same requirements may be grouped together in the description. Exceptions must be justified.

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

Self-Study

Assigned To

Paige Leister

Institution Response

6.5.a. See [Table 6.5.a Master's Program Information](#). The MGBA degree program (leading to a master's degree) meets the requirement of a minimum of 50% of the total curriculum devoted to business.

6.5.b. The MGBA program (seeking accreditation) requires 30 semesters in courses beyond the basic undergraduate CPC courses (see [Table 6.4.d CPC Compliance BBA LSCM ITM MGBA](#)). Students admitted to the MGBA program without undergraduate preparation in business meet the CPC requirements by taking the external Peregrine MGBA Entrance Exam (see Appendix P [Peregrine MGBA Business Entrance Exam Summary](#)) to assess student business and CPC knowledge. The main topics in the MGBA Entrance Exam are as follows:

- Accounting
- Business Communications
- Business Ethics
- Business Finance
- Business Integration and Strategic Management
- Business Leadership
- Economics

- Global Dimensions of Business
- Information Management Systems
- Legal Environment of Business
- Management
- Marketing
- Quantitative Research Techniques and Statistics

Additionally, the student's transcript is reviewed. If student knowledge is not sufficient then the student takes two leveling courses BBA 290 Managerial Accounting and Financial Analysis (with an additional project) and BBA 291 Economic Analysis and Business Law (with an additional project).

Sources

- Peregrine MGBA Business Entrance Exam Summary
- Table 6.4.d CPC Compliance BBA LSCM ITM MGBA
- Table 6.5.a Master's Program Information

6.6 - Criterion 6.6

Doctoral Programs Only

Deployment

Criterion 6.6.a. The business unit must complete Table 6.6.a. with information for each of its accredited doctoral level programs.

Criterion 6.6.b. If the doctoral program does not require at least 60 semester or 90 quarter credits (or equivalent) in courses beyond the master's level courses, the unit must provide a justification for the exception.

Terms

Professional Education Curriculum. The Professional Education Curriculum refers to college level courses involving content knowledge, habits of mind, and skills that prepare students for success in a particular profession.

Common Professional Component (CPC). The Common Professional Component refers to the course content that must be included in courses taught in all accredited undergraduate programs. Each accredited program must include content in twelve content areas, as follows:

- Marketing
- Business Finance
- Accounting
- Management
- Legal Environment of Business
- Economics
- Business Ethics
- Global Dimensions of Business
- Business Communication
- Information Systems
- Quantitative Techniques/Statistics
- Business Policies or Integrating Experience

It is expected that each CPC area must receive a minimum coverage of approximately 30 hours.

Business-Related Program. A business-related program is one in which at least 25%, 50%, and 25% of the total curriculum at the associate and bachelor's, master's, and doctoral degree levels, respectively, consist of required courses in business. To be considered for ACBSP accreditation such a program must include sufficient coverage of CPC/PC topics to meet the long-term needs of students and other stakeholders.

Graduate Curriculum. A graduate curriculum consists of courses that are advanced beyond the upper-division undergraduate courses in the content area.

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

Self-Study

Assigned To

Paige Leister

Institution Response

6.6.a & 6.6.b. Does not apply/Doctoral Programs Only

Sources

There are no sources.

7 - Standard 7 - Business Unit Performance

The business unit must have a systematic process to identify and track key student performance measures for the purpose of continuous improvement. The business unit must ensure adequate resources and services to support its programs.

The following information must be provided for this standard to be met using Table 7.1 in the evidence file:

The results of establish performance expectations from Standard 1 Leadership from the list of examples below must be reported and made public on the business units home page. Table 7.1.a in the evidence file of the online reporting portal provides examples. Table 7.1.b is provided as a template for your data and information.

These are examples of student achievement identified by CHEA.

- Attrition (e.g. Less than 40%)
- Retention (e.g. Greater than 40%)
- Graduation by program and year (e.g. 2019 Accounting 25, Marketing 31)
- Licensure pass rates (e.g. CPA 78%)
- Job placement rates (e.g. Accounting 100%, Marketing 91%)
- Employment advancement (e.g. Accounting 12, Marketing 9)
- Acceptance into graduate programs (e.g. Accounting 12, Marketing 5)
- Successful transfer of credit (e.g. Accounting 14, Marketing 7)
- Other (e.g. Hired after internship: (e.g. Accounting 2, Marketing 11)

The following criteria provide evidence of continual improvement of academic quality.

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

Self-Study

Assigned To

Paige Leister

Institution Response

See [Table 7.1 Student Achievement](#).

The results of established performance expectations from Standard 1 Leadership (Graduation by program and year and Retention by program and year) have been reported and made public on the DB&A home page.

See [Table 7.1.a SA Public Information](#) for the link and directions to the public information on DB&A's home page.

See [Table 7.1.b Operations and Support](#) for Operations and Support Data.

Sources

- Table 7.1 Student Achievement
- Table 7.1.a SA Public Information
- Table 7.1.b Operations and Support

7.1 - Criterion 7.1

Approach

Criterion 7.1.a. List key **Student Performance Tracking Processes** on your performance, including business student achievement such as. (e.g. attrition and retention, graduation, licensure pass rates, job placement rates, employment advancement, acceptance into graduate programs, successful transfer of credit, etc.). Table 7.1 provides examples of data to report. Replace the examples with your actual data.

Criterion 7.1.b. List key **Business Operation Processes** provided to ensure student success. (e.g. improvements in curriculum, material, handouts, books, case studies; faculty development; improved contract management and records management; enhanced communication processes; innovative technology, digital classroom, other). Use Table 7.1.b. to report.

Criterion 7.1.c. List key **Education Support Processes** provided to ensure student success (e.g. library, computer lab, tutoring, registration, book store, other). Use Table 7.1.b to report.

Criterion 7.1.d. Sharing Performance Results with the Public. Use Table 7.1. in the evidence file to provide links to the business programs web page.

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

Self-Study

Assigned To

Paige Leister

Institution Response

7.1.a. Student Performance Tracking Processes. See [Table 7.1 Student Achievement](#) in the evidence file. The key student performance tracking processes on our performance are (1) Graduation by Program and Year and (2) Retention by Program and Year.

7.1.b. Business Operation Processes. See [Table 7.1.b Operations and Support](#). Most business processes are controlled and operated at the university level. Some administrative support services are provided by the Yuma Campus and the local staff in Phoenix. Our primary process for tracking business and support processes has been to assess feedback.

The Are We Making Progress (AWMP) survey (38 questions) was used to gather faculty satisfaction data from all faculty (see Appendix J [AWMP 2017 Survey Results](#) [AWMP 2018 Survey Results](#) [AWMP 2019 Survey Results](#) [AWMP 2020 Survey Results](#)). The AWMP survey was developed by Baldrige for organizations to assess where they are on the seven Baldrige Criteria. The survey question responses are rated on a 1-to-5 Likert scale with “1” indicating either strong disagreement or being very poor to “5” indicating either strong agreement or being exceptional. These questions are designed to gather faculty perceptions across a variety of content areas. Question #33 on the AWMP faculty survey is: “We have

good processes for doing our work.” In 2020, 90% strongly agreed/agreed with this statement (n=21). In 2019, 88% strongly agreed/agreed (n=9) while in 2018, 66% of faculty strongly agreed/agreed with this statement (n=6). These results indicate a positive upward trend in faculty satisfaction regarding work processes.

Additionally, Key Business Operation Processes per the criterion to ensure student success is improving the curriculum and using/managing technology. Students complete the EBI Student Satisfaction Survey (see Appendix I [EBI Data 2017-2018](#) [EBI Data 2018-2019](#) [EBI Data 2019-2020 Reporting Not Available](#) [EBI Report 2020-2021](#)). Using a list of 100 questions divided into 21 Factors, EBI was used to gather student satisfaction data from all identified student segments. The survey question responses are rated on a 1-to-7 Likert scale with “1” indicating either strong disagreement or being very poor to “7” indicating either strong agreement or being exceptional. These questions are designed to gather student perceptions across a variety of content areas. Key Indicator A measures student satisfaction with the curriculum and Key Indicator B measures student satisfaction with using/managing technology.

7.1.c. Education Support Processes. See [Table 7.1.b Operations and Support](#). Two Key Education Support Processes per the criterion are advising and facilities. Key Indicator C measures student satisfaction with advisors and Key Indicator D measures student satisfaction with facilities. The primary method for ensuring that support processes are performing effectively is student and faculty feedback. When things are going well, we rarely hear about it. If there are problems, we are likely to hear about them and we can then address the issues and make improvements.

Faculty may contact the service directly, bring up issues at monthly faculty meetings, or contact the department chair regarding issues. Additional steps may then be taken to clarify and resolve the issue.

Students may talk with faculty or contact the department chair about concerns. There is also an “email” button located on the DB&A webpage to encourage feedback from students and other stakeholders. Students most often provide feedback through the semester end-of-course evaluations and student surveys. There have been very few general concerns (i.e., beyond the specific class).

Key Indicator	Feedback from Faculty	Benchmarking	Student and Stakeholder Feedback
Advisor	Faculty Observations	EBI Student Satisfaction Survey	Complaints, feedback suggestions, and survey degree of satisfaction
Facilities	Faculty Observations	EBI Student Satisfaction Survey	Complaints, feedback suggestions, and survey degree of satisfaction

7.1.d. Sharing Performance Results with the Public. See [Table 7.1.a SA Public Information](#) or [DB&A Website](#).

Sources

- [AWMP 2017 Survey Results](#)
- [AWMP 2018 Survey Results](#)
- [AWMP 2019 Survey Results](#)
- [AWMP 2020 Survey Results](#)
- [EBI Data 2017-2018](#)
- [EBI Data 2018-2019](#)
- [EBI Data 2019-2020 Reporting Not Available](#)
- [EBI Report 2020-2021](#)
- [Table 7.1 Student Achievement](#)
- [Table 7.1.a SA Public Information](#)
- [Table 7.1.b Operations and Support](#)

7.2 - Criterion 7.2

Deployment

Criterion 7.2.a. The Business Unit must provide evidence of the deployment of the processes in Criterion 7.1.

Use Table 7.1.b. to report deployment of Student Achievement Tracking

Criterion 7.2.b. Using Table 7.1.b., provide evidence that the business unit monitors the business operation processes.

Criterion 7.2.c. Using Table 7.1.b., provide evidence that the business unit monitors the educational support services.

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

Self-Study

Assigned To

Paige Leister

Institution Response

7.2.a. See [Table 7.1 Student Achievement](#) and [Table 7.1.b Operations and Support](#)

7.2.b. See evidence in [Table 7.1.b Operations and Support](#) that the business unit monitors the business operation processes.

7.2.c. See evidence in [Table 7.1.b Operations and Support](#) that the business unit monitors the educational support services.

Sources

- Table 7.1 Student Achievement
- Table 7.1.b Operations and Support

7.3 - Criterion 7.3

Results

Criterion 7.3.a. Provide evidence that the key student performance processes identified in 7.1. are tracked for each accredited program using Table 7.1. student Achievement

Criterion 7.3.b. Using Table 7.1.b. provide evidence of data collected to monitor business support processes.

Criterion 7.3.c. Using Table 7.1.b. provide evidence of data collected to monitor Business Operation Processes.

Criterion 7.3.d. Provide the link and directions from the business units home page to student achievement results identified in 7.1. This data must be routinely provided to key stakeholders and the general public for each accredited program. Student Achievement (e.g. attrition, retention, completion, licensure pass rates, job placement, employment advancement, acceptance into graduate programs, successful transfer of credit, other). Use Table 7.1.a to provide the link and directions as well as a copy of the link here.

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

Self-Study

Assigned To

Paige Leister

Institution Response

7.3.a. See [Table 7.1 Student Achievement](#) as evidence that the key student performance processes identified in 7.1 (1) Graduation by Program and Year and (2) Retention by Program and Year are tracked for each accredited program (BBA, BAS in LSCM, and BAS in ITM).

7.3.b. See [Table 7.1.b Operations and Support](#) as evidence of trend data collected to monitor business operation processes. Trend data using results from the EBI Survey were graphed for two key indicators as follows. For 2021 n = 26, for 2019 n = 59, for 2018 n = 40, and for 2017 n = 129 (no 2020 data available).

Key Indicator A: EBI (Factor 3) Student Satisfaction – Breadth of Curriculum

Following are the Breadth of Curriculum questions on the EBI survey:

- To what degree did courses in the business program provide opportunities for practical experiences.

- To what degree did courses in the business program provide opportunities for interaction with practitioners.
- To what degree did courses in the business program provide real world experiences/content.

For Key Indicator A the goal is to be at or above the national average of 4.71 and show continuous improvement. EBI is a national student survey and a direct, external, comparative assessment. After a gradual decline from 2017 (4.63) to 2019 (4.47), there is a significant upward movement in 2021 (5.19). The results indicate that we are meeting our goal in the area of the breadth of the curriculum. The next step is to continue monitoring student satisfaction with the breadth of the curriculum on an annual basis.

Key Indicator B: EBI (Factor 17) Student Satisfaction – Use/Manage Technology

Following are the Use/Manage Technology questions on the EBI survey:

- To what degree did the business program enhance your ability to understand business processes.
- To what degree did the business program enhance your ability to effectively use information technology.
- To what degree did the business program enhance your ability to effectively manage information technology.

For Key Indicator B the goal is to be at or above the national average of 5.23 and show continuous improvement. EBI is a national student survey and a direct, external, comparative assessment. After a drop from 2017 (5.73) to 2018 (5.34), there was a significant increase from 2018 (5.34) to 2019 (5.84) and a continual upward trend to 2021 (5.88). There is a positive upward trend for the past three years and the goal of 5.23 was surpassed indicating that we are currently meeting our goal of using and managing technology. The next step is to continue monitoring student satisfaction with using and managing technology on an annual basis.

7.3.c. See [Table 7.1.b Operations and Support](#) as evidence of trend data collected to monitor educational support services. Trend data using results from the EBI Student Survey were graphed for two key indicators as follows. For 2021 n = 26, for 2019 n = 59, for 2018 n = 40, and for 2017 n = 129 (no 2020 data available).

Key Indicator C: EBI (Factor 5) Student Satisfaction – Advisor

Following are the Advisor/Advising questions on the EBI survey:

- To what degree are you satisfied with your advisor's availability.
- To what degree are you satisfied with your advisor's knowledge of requirements.
- To what degree are you satisfied with your advisor's helpfulness of recommendations.
- To what degree are you satisfied with your advisor's interest in students' progress.

For Key Indicator C the goal is to be at or above the national average of 5.22 and show continuous improvement. EBI is a national student survey and a direct, external, comparative assessment. After a decline from 2017 (5.47) to 2018 (5.17) there is an upward movement in 2019 (5.52) and 2021 (6.12). There is a positive upward trend for the past three years and the goal of 5.22 was surpassed indicating that we are currently meeting our advisor/advising goal. The next step is to continue monitoring student satisfaction with advising on an annual basis.

Key Indicator D: EBI (Factor 6) Student Satisfaction – Facilities

Following are the Facilities questions on the EBI survey:

- Regarding the facilities at the business program, how satisfied were you with the quality of the classrooms.
- Regarding the facilities at the business program, how satisfied were you with the quality of the library services.
- Regarding the facilities at the business program, how satisfied were you with the quality of the computing services.
- Regarding the facilities at the business program, how satisfied were you with the quality of the instructional technology in course delivery.

For Key Indicator D the goal is to be at or above the national average of 5.57 and show continuous improvement. EBI is a national student survey and a direct, external, comparative assessment. There were slight increases and decreases from 2017 to 2019 and a significant increase in 2021 (6.14). There is a significant upward movement in 2021 to 6.14 which surpasses the national average of 5.57 indicating that we are currently meeting our goal in the area of facilities. The next step is to continue monitoring student satisfaction with facilities on an annual basis.

7.3.d. For the link to DB&A's home page and directions to find the student achievement results see [Table 7.1.a SA Public Information](#) or the public may access the department webpage at the following link [DB&A Website](#) and scroll down to the bottom of the webpage to view the data.

Sources

- Table 7.1 Student Achievement
- Table 7.1.a SA Public Information
- Table 7.1.b Operations and Support

7.4 - Criterion 7.4

Continuous Improvements

Criterion 7.4.a. Using Table 7.1.b., explain how the Student Performance Results identified in Standard 7 are used to improve processes for accredited programs.

Criterion 7.4.b. Describe in Table 7.1.b. how the use of Business Operation Processes were improved based on the findings.

Criterion 7.4.c. Describe in Table 7.1.b. how the use of Educational Support Processes were improved based on the findings.

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

Self-Study

Assigned To

Paige Leister

Institution Response

As with all improvement processes in the department, faculty meetings serve as the primary means of identifying needed improvements from systematic data collection or spontaneously identified needs. When actions can be taken by the faculty, they are decided and assigned as appropriate. When they are the responsibility of outside departments, the chair recommends changes with the appropriate other departments within the university or elsewhere.

7.4.a. See [Table 7.1.b Operations and Support](#). Opportunities for improvement exist based on what was learned from the analyses of the graduation and retention data. The department's lack of student recruitment support, marketing support, and full-time faculty has negatively impacted graduation and retention rates. Our strategy to improve is to request full-time faculty lines and additional resources to support marketing and recruitment efforts for our programs to target working adults, first-generation students, first-generation Hispanic students, and adults who previously started but did not finish their college degrees.

7.4.b. See [Table 7.1.b Operations and Support](#). Two Key Business Operation Processes to ensure student success per the criterion are improving the curriculum and using innovative technology. We learned that changes and improvements in our curriculum (Key Indicator A) have increased student satisfaction with the curriculum in our degree programs. The next step is to continue monitoring student satisfaction with the breadth of our curriculum (including curriculum changes and improvements) on an annual basis.

We also learned that students are satisfied with using and managing technology (Key Indicator B). One example of an improvement in using technology resulted from the pandemic. NAU offered an innovative

hybrid class delivery modality called NAUFlex which used innovative technology such as Zoom, Collaborate, and other technologies to allow students in the classroom and students in remote locations to engage with the instructor and each other in real time (see [NAUFlex Definition Components Summary](#)). The next step to demonstrate continual improvement is to keep monitoring student satisfaction with the usage and management of technology on an annual basis.

7.4.c. See [Table 7.1.b Operations and Support](#). Two Key Educational Support Processes are advising and facilities. We learned that students are satisfied with their advisors' (located in Yuma and Flagstaff) availability, knowledge of requirements, helpfulness of recommendations, and interest in students' progress (Key Indicator C). We also learned that students are satisfied with university facilities including the quality of the classrooms, library services, computing services, and instructional technology in course delivery (Key Indicator D). The next step for both key indicators to demonstrate continual improvement is to continue monitoring student satisfaction on an annual basis.

Sources

- Table 7.1.b Operations and Support