**Department of Business & Administration**

**Strategic Plan**

**2020-2021**

**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**

**Niche Differentiation**

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

**BBA Action Plans**

1. Quality:
   1. Maintain ACBSP accreditation
      1. Short: Train a backup accreditation “champion”
      2. Long: Phase-in backup accreditation “champion” and train new backup
   2. Remove notes and conditions by deadline
      1. Short: Monitor progress on each note/condition (need action plan for each)
      2. Long: Same
   3. Assess learning outcomes each semester with rubric assessments or Peregrine CPC assessments on relevant student learning outcomes each semester
      1. Short: Provide in-person or online training for each faculty member on student learning outcomes and expectations
      2. Short & long: Monitor progress
   4. Offer the best possible online education by using the tools, technologies, and pedagogy available.
      1. Short & long: Provide in-person or online training for each online instructor on QM standards and expectations.
      2. Long: Develop and implement online instruction certification program with eLearning
   5. Focus on student learning
      1. Short: Offer faculty development at monthly meetings
      2. Long: Same
2. Class size and instructor access:
   1. Cap regular classes at 35, BBA 305W and 480 at 25.
      1. Short: monitor number and percent of classes at or below caps (as above).
      2. Long: Same
   2. Assess student satisfaction with faculty accessibility each semester
      1. Short: Mean of 4.0 or better (5-point scale)
3. Availability:
   1. All courses available online each year
      1. Short: Monitor results
      2. Long: Same
   2. Provide evening in-person core courses (at least 50% of core courses each year)
      1. Short: Monitor results
      2. Long: Same
4. Tuition and fees (full-time residential student):
   1. Minimize student fees (maintains low cost in conjunction with low tuition rates set by ABOR)
      1. Short: Monitor and compare tuition and fee costs
      2. Long: Same

**Assessments[[1]](#footnote-1)**

1. Quality:
   1. Monitor accreditation status; target = maintain accreditation
   2. Maintain no notes and conditions status; target = letter from ACBSP
   3. Monitor each learning outcome each semester
      1. Communication
         1. Written: BBA 305W, 480 (ACBSP communication rubric; target = 3.0+ on 4-point scale)
         2. Oral: BBA 305W, 490C (BBA rubric; target = 3.0+ on 4-point scale)
            1. Separate rubric for in-person (IP) and online classes [delete “interaction with audience”]
         3. CLA+ was used to assess writing in BBA 305W, 480, 490C but has been discontinued as a result of administration’s concerns about financial constraints and CLA+ not meeting departmental expectations. We are currently exploring other options.
      2. Problem solving: BBA 300, 480 & 490C (ACBSP critical thinking rubric; target = 3.0+ on 4-point scale)
      3. Finance and other CPCs: BBA 300, 490C (Peregrine Exam, pre/post)
         1. Compare each semester (peer group and/or overall post-test average & best-in-class); monitor pre/post improvement each semester; targets = above averages and/or best-in-class (90th percentile?)
         2. Segment by emphasis, location, primary modality, gender, age, and employment [depending on what is available from Peregrine]
      4. Teams: BBA 360, 490C (BBA rubric; target = 3.0+ on 4-point scale)
      5. Global: [classes TBA] ; rubric target = 3.0+ on 4-point scale; survey target = exposure in 50%+ of BBA classes [see also Global CPC above]
         1. Global engagement (BBA rubric & survey)
         2. Diversity (BBA rubric & survey)
         3. Environmental sustainability (BBA rubric & survey)
   4. Review each course each semester for quality (through faculty mentoring program) and annually through PTF faculty review; target = all courses meet the quality standard
   5. Monitor faculty[[2]](#footnote-2) and student self-assessments on student learning; target = 4.5 on 5-point scale.
2. Class size:
   1. Monitor number and % of classes at or below caps; target = 95% at or below caps
   2. Compare average class size each fall to ASU, U of A, NAU Franke; target = lowest
3. Availability:
   1. Monitor availability of all courses being online; target = 100%
   2. Monitor availability of evening in-person core courses by campus; target = 50%
4. Tuition and fees:
   1. Monitor cost of tuition and fees in catalogue; compare to ASU, U of A, Franke; target = lowest

**Process Improvement Planning & Reviews**

1. Determine needed improvements from fall data no later than the April or May faculty meeting of each year for next fall implementation.
2. Determine needed improvements from spring data no later than the August faculty meeting of each year for next spring implementation.
3. Review improvements planned during the prior fall semester (implemented during the spring semester) for evidence of implementation and results at August faculty meeting of each year.
4. Review improvements planned during the prior spring semester (implemented during the fall semester) for evidence of implementation and results at April or May faculty meeting of each year.

**Progress Updates**

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| **Strategic Objectives** | **Progress Toward Achievement 2021** |
| Quality: Remove ACBSP Notes and Conditions | We do not have any notes or conditions. |
| Quality: Assess learning outcomes each semester | At or above 90th percentile in most CPC categories. Continued improvement in business ethics as demonstrated in the Peregrine 2020-2021 data of 88 percentile; approaching target. |
| Class size: Assess student satisfaction with faculty access. | Class size is still 95% at or 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. | 50% of all core courses were offered in-person during the evening hours; target met. |
| Tuition and Fees: Minimize student fees in conjunction with Tuition Rates set by ABOR | B&A tuition and fees remain below major competitors |

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| **Key Strategic Objectives** | | **Major Changes 2019** |
| 1.    High quality education (Baldrige/ACBSP) | | None |
| 2. Smallest average class size in AZ with highly accessible instructors | | Began using the EBI survey to assess student satisfaction with faculty access. |
| 3. Statewide availability of courses, including evenings and online | | None |
| 4. Lowest tuition & fees option in AZ | | None |
| **Strategic Objectives** | **Progress Toward Achievement 2019** |
| Quality: Remove ACBSP Notes and Conditions | We have made improvement to clarity of which degrees are accredited and which degrees are not. We have updated the assessment information on our website. |
| Class size: Assess student satisfaction with faculty access. | The EBI Survey of 2018-2019 school year indicate student’s satisfaction level is 5.4 on the EBI survey. We are introducing the process of having online office hours to increase access to faculty. |
| Availability: Provide evening in-person core classes. | 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 | B&A tuition and fees remain below major competitors |
| **Key Strategic Objectives** | **Major Changes 2017** |
| 1.    High quality education (Baldrige/ACBSP) | None |
| 2. Smallest average class size in AZ with highly accessible instructors | None |
| 3. Statewide availability of courses, including evenings and online | None |
| 4. Lowest tuition & fees option in AZ | None |
| **Strategic Objectives** | **Progress Toward Achievement 2017** |
| Quality: Remove ACBSP Notes and Conditions | Achieved following last QA report (letter on file) |
| Quality: Assess learning outcomes each semester | At or above 90th percentile in most CPC categories; downward trend in “ethics” led to initiative for improvement (see Standard 4), small initial improvement in spring 2015 |
| Class size: cap classes at 35, writing intensive at 25 | Over 95% at or below caps |
| Availability: all courses available online | Target met; experimented with 7-week classes (were first to fill) so scheduled all online courses for 7-week format |
| Tuition and fees | B&A tuition and fees remain below major competitors |

1. This does not include other ACBSP requirements. Need a minimum of 2-3 per standard. [↑](#footnote-ref-1)
2. Consider re-wording the Baldrige “Are We Making Progress?” survey to better match the ACBSP version of the six standards. Standard 4 is on student learning. [↑](#footnote-ref-2)