

**Use of Institutional Research and the Baldrige
Criteria in Gaining Accreditation through the
Association of Collegiate Business Schools and
Programs (ACBSP)**

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Accrediting Bodies for Schools of Business Recognized by the Council for Higher Education Accreditation (CHEA)

- Association to Advance Collegiate Schools of Business (AACSB)
 - University of Minnesota
 - University of Minnesota Duluth
 - Minnesota State University Mankato
 - St. Cloud State University
- Association of Collegiate Business Schools and Programs (ACBSP)

What is ACBSP?

Definition:

- An accreditation association designed for business education and focused on “supporting, celebrating, and rewarding teaching excellence.” (ACBSP website)

Fast Facts:

- Founded in 1988
- Bases accreditation on the mission of the institution and the business program
- Included 574 institutions as members, 403 of whom had achieved accreditation as of February 2008
- Increasingly incorporates the Baldrige criteria in accreditation process

ACBSP in Minnesota

2-Year Institutions in Minnesota Accredited by ACBSP

- Normandale Community College**
- North Hennepin Community College**

2-Year Institutions in Minnesota Who are Candidates for Accreditation

- Saint Paul College**

2-Year Institutions in Minnesota Who are Members of ACBSP, But Not Yet Accredited

- Minneapolis Community & Technical College**

2-Year Institutions in Minnesota Investigating Membership

- Inver Hills Community College**

ACBSP in Minnesota

4-Year Institutions in Minnesota Accredited by ACBSP

- Concordia University**
- University of Phoenix**

4-Year Institutions in Minnesota Who are Members of ACBSP, But Not Yet Accredited

- University of Minnesota – Crookston**

ACBSP Accreditation

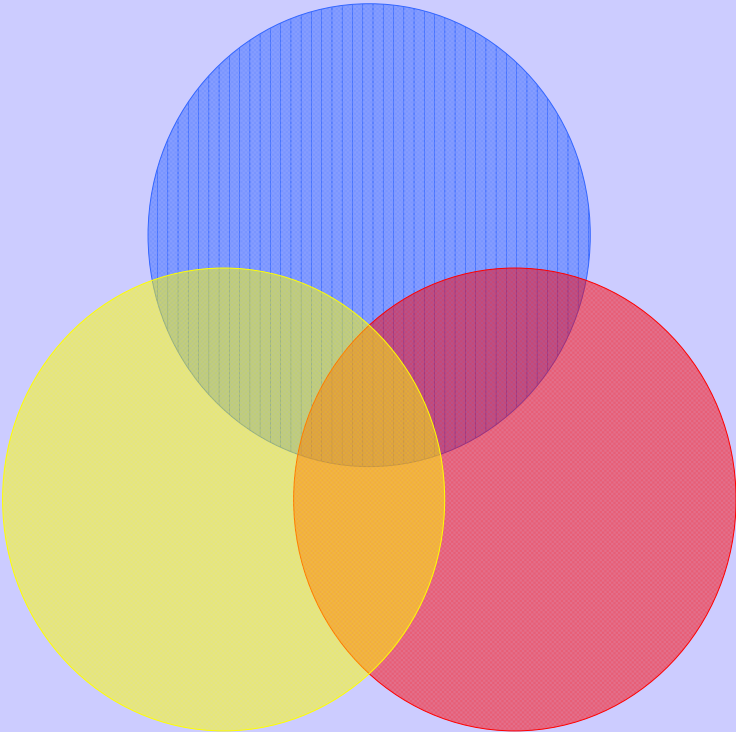
- **Accreditation for the Business Program provides several benefits**
 - **Increased prestige for the college and the program**
 - **Encourages program review and continual departmental improvement**
 - **Curricular development helps keep programs up-to-date**

ACBSP Accreditation Procedure

- Become a member of ACBSP
- Develop an ACBSP Self-Study Report based on Baldrige criteria (completed by Saint Paul College in August 2008)
- Site Visit from evaluators (at Saint Paul College, took place at the end of September 2008)
- After the Site Visit, the evaluators write a report, have it reviewed by ACBSP, and send it to the school's President for a response.
- ACBSP Board of Commissioners receives President's response, reviews all material submitted, and awards accreditation status to schools that meet standards

Commonalities in Accreditation Processes

ACBSP



Baldrige

AQIP

AQIP & Baldrige

AQIP Categories	Some Related Baldrige Items
Category 1: Helping Students Learn	Item 6.1 Education Design and Delivery Processes Item 7.1 Student Learning Results
Category 2: Accomplishing Other Distinctive Objectives	Item 7.2 Student and Stakeholder-Focused Results
Category 3: Understanding Students' and Other Stakeholders Needs	Item 3.1 Determine Stakeholder Requirements, Expectations and Preferences
Category 4: Valuing People	Item 5.2 Faculty and Staff Education, Training and Development Item 5.3 Faculty and Staff Well-Being and Satisfaction

AQIP & Baldrige

AQIP Categories	Some Related Baldrige Items
Category 5: Leading and Communicating	Item 2.1 Strategy Development Item 2.2 Strategy Deployment
Category 6: Supporting Organizational Operations	Item 6.3 Support Processes
Category 7: Measuring Effectiveness	Item 4.1 Measurement and Analysis of Organizational Performance
Category 8: Planning Continuous Improvement	Item P.2 Organizational Challenges Item 7.5 Organizational Effectiveness Results
Category 9: Building Collaborative Relationships	Item 1.2 Public Responsibility and Citizenship

Baldrige Criteria Used by ACBSP

- P.1: Organizational Description
- P.2: Organizational Challenges

- 1.1: Organizational Leadership
- 1.2: Public Responsibility and Citizenship

- 2.1: Strategy Development
- 2.2: Strategy Deployment

Baldrige Criteria Used by ACBSP

- 3.1: Determining Stakeholder Requirements, Expectations and Preferences
- 3.2: Student and Stakeholder Relationships and Satisfaction
- 4.1: Measurement and Analysis of Organizational Performance
- 4.2: Information Management

Institutional Response to Stakeholder Criteria

- **Baldrige Item 3.1—Determining stakeholder requirements, expectations, and preferences:**
Describe how your business unit determines requirements, expectations, and preferences of current and future students, stakeholders, and markets to ensure the continuing relevance of your educational programs and support services, to develop new opportunities, and to create an overall climate conducive to learning and development for all students

Student and Stakeholder Groups

Student/Stakeholder Group	Key Requirements	Methods for Listening and Learning
All Students	<ul style="list-style-type: none"> • Knowledge of College & procedures • Instructional effectiveness • Access to technology • Academic advising • Concern for the individual • College services • Successful placement 	<ul style="list-style-type: none"> • Semester orientations • Student Success Day (fall and spring) • Student info sessions • Career Center guides • ITC • Counselor • Student Services Center • Placement assistance • Course evaluations
High School Students & Parents	<ul style="list-style-type: none"> • Knowledge of College • Academic Advising 	<ul style="list-style-type: none"> • High school visits • Focused orientation • Power of YOU Program • Assigned advisor
On-line students	<ul style="list-style-type: none"> • Technical support 	<ul style="list-style-type: none"> • ITC • D2L orientation/support

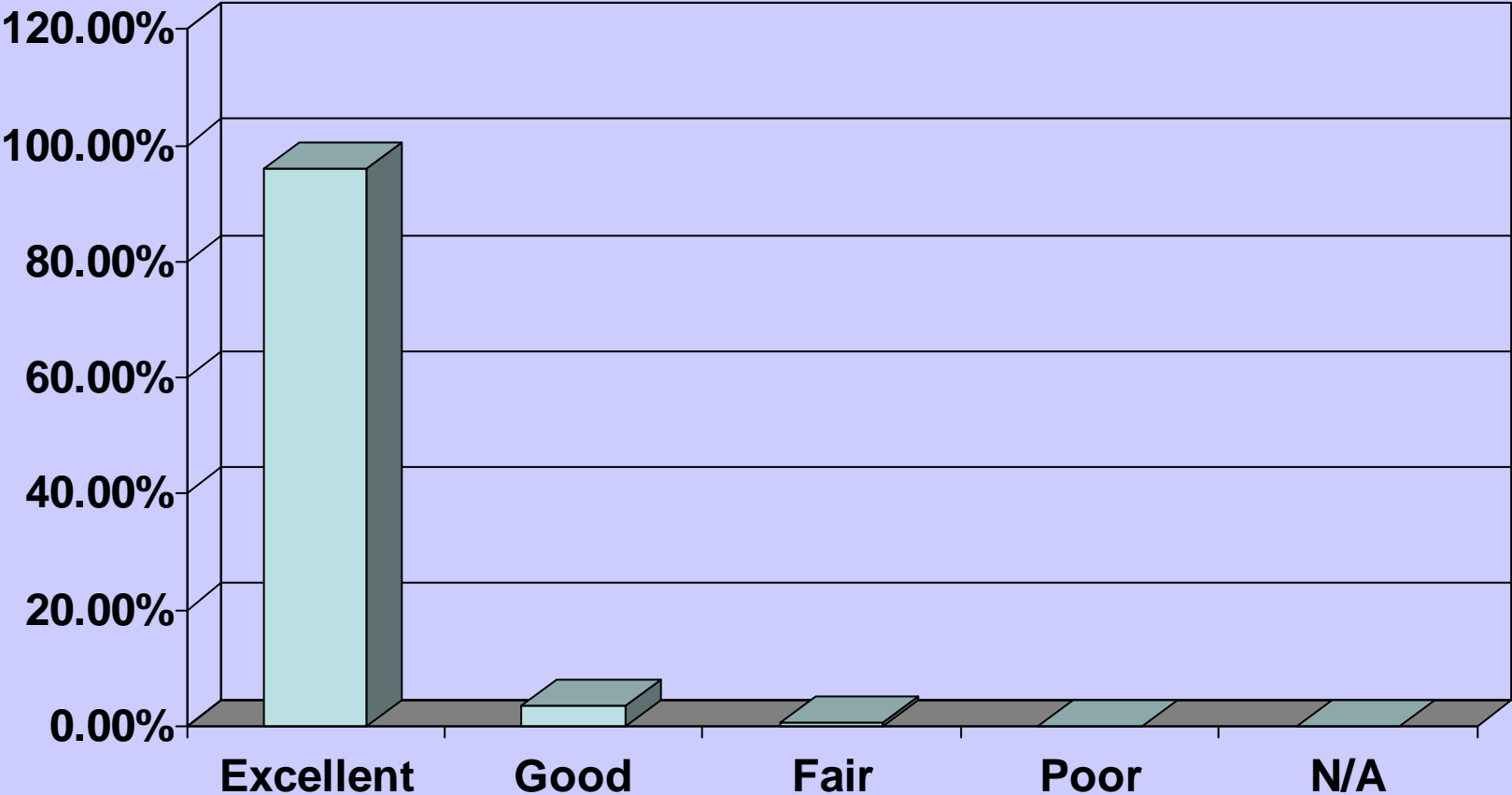
Student and Stakeholder Groups

Student/Stakeholder Group	Key Requirements	Methods for Listening and Learning
Employers	<ul style="list-style-type: none">• Access to well-trained graduates• Input on curriculum	<ul style="list-style-type: none">• Career Center• Career fairs• Advisor contact• Advisory committees• Employer surveys• Internships
Community	<ul style="list-style-type: none">• Knowledge of resources	<ul style="list-style-type: none">• Yearly community events
Alumni	<ul style="list-style-type: none">• Knowledge of resources	<ul style="list-style-type: none">• Alumni surveys• SPC Foundation events
Transfer Institutions	<ul style="list-style-type: none">• Process for articulating student transfers	<ul style="list-style-type: none">• MNTC• Articulation agreements and process

Institutional Response to Stakeholder Satisfaction

- **Baldrige Item 3.2—Student and Stakeholder Relationships and Satisfaction: Describe how your business unit builds relationships to attract and retain students, to enhance student learning and the organization’s overall ability to deliver its services, to satisfy students and stakeholders, and to develop new opportunities. Describe also how your business unit determines student and stakeholder satisfaction**

Overall Ratings of Instructions in Business Courses (Spring 2008)



Baldrige Criteria Used by ACBSP

- 5.1: Work Systems
- 5.2: Faculty and Staff Education, Training and Development
- 5.3: Faculty and Staff Well-Being & Satisfaction

- 6.1: Education Design & Delivery Processes
- 6.2: Student Services
- 6.3: Support Processes

Faculty Qualifications

- All class sections taught within the business unit must be taught by professional, qualified faculty. A professional qualified faculty member is
 - one who possesses an earned Master's degree or higher in the field
 - Possesses a related Master's with documented 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory level

Faculty Qualifications

Faculty Name Full Time	Qualification Status	Total Hours (credit/contact) Taught Per Academic Year	FTE Teaching Load Per Academic Year
Lorie Costello	Master	35	1.09%
Bill Gay	Master	40	1.33%
Linda Hughes	Master	35.5	1.11%
Jeff Lundin	Master	37	1.16%
Kelly Olson	Master	36.5	1.22%
Craig Maus	Master	30	1.00%
Linda Pyzik	Master	32	1.00%
Susan Senger (Department Chair)	Master	33	1.03%
Roy Vinkemeier	Master	36.5	1.22%
Kendal Loewen	Master	12	.4%
**Vacancy	Master's	30	1.00%

** Economics instructor became part of the Business division in 2008-09

Institutional Response to Faculty and Staff Results

- **Baldrige Item 7.4—Faculty and Staff Results:** *Summarize your business unit's key faculty and staff related results, including faculty and staff well-being, satisfaction, and development and work system performance. Segment your results to address the diversity of your workforce and the different types and categories of faculty and staff, as appropriate. Include appropriate comparative data.*

Selected Faculty Development Survey Results Summary

	Saint Paul College	All other MnSCU Colleges	Factor	Full-Time, Part-time or Staff
Intentionally promotes excellence in teaching	90.27%		Satisfaction and well-being	Full-time staff
Clearly communicates learning expectations	92.97%		Development	Full-time staff
Developing and maintaining relationships with community, business & industry interests	50.6%	40.2%	Development Satisfaction	Full-time faculty
Working and teaching in diverse environments	54.3%	40.5%	Diversity Well-being Satisfaction	Full-time faculty

Institutional Response to Student Learning

- **Baldrige Item 7.1—Student Learning Results: Summarize your business unit's key student learning results. Segment your results by student group and market segments, as appropriate. Include appropriate comparative data relative to competitors, comparable organizations, and student population.**

Common Core Assessment

Core Course	Assessment Measure	Benchmark
Introduction to Business	<ul style="list-style-type: none"> • Capstone project-Business Plan 	80% of students complete the project with a “C” or better
Business Information Applications I	<ul style="list-style-type: none"> • Sample Document Portfolio 	80% of students
Legal Environment of Business	<ul style="list-style-type: none"> • Pre- and Post-Comprehensive Exams • Capstone Project 	80% of students complete project with “C” or better; 80% pass final exam
Principles of Accounting I	<ul style="list-style-type: none"> • Capstone Accounting Project 	80% of students complete project with “C” or better
Business Communications	<ul style="list-style-type: none"> • Pre and Post Writing Sample 	80% of students completing post-writing sample improve writing, obtaining “C” or better
Macroeconomics or Microeconomics	<ul style="list-style-type: none"> • Pre- and Post-Comprehensive Exam • Capstone Project 	80% of students complete project with “C” or better; 80% pass final exam

Institutional Response to Student and Stakeholder Results

- **Baldrige Item 7.2—Student and Stakeholder-Focused Results:**
Summarize your business unit's key student- and stakeholder-focused results, including student and stakeholder satisfaction. Segment your results by student and stakeholder groups and market segments as appropriate. Include appropriate comparative data.

Student and Stakeholder Results

	Results	Satisfaction	Market Segment
Noel-Levitz Student Satisfaction Inventory (SSI)	Strengths: Instructional & Registration Effectiveness Challenges: Student-Centeredness, Admissions, Financial Aid	2007 Average: 5.43 (out of 7) 2003 Average: 5.28	Respondents from Current Students: 72% female, 28% male. 41% students of color
Student opinion surveys (course evaluations)	Spring 2008 Average Course Satisfaction: 3.94 (out of 4) Average Instructor Satisfaction: 3.95	Strengths: Accounting (3.99), International Trade (4.00)	Student evaluations for Business Courses, Spring 2008

Further ACBSP Participation

- Saint Paul College, with North Hennepin Community College, will be hosting the Regional ACBSP Conference for 2- and 4-Year Schools next year, in October 2009 at the Saint Paul College campus

Further Information

- www.abscp.org
 - Select information for Region 4
- National Conference
 - June 26-29, 2009
 - Marriott Rivercenter
 - San Antonio, TX