

I - Institutional Information

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

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

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

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

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

O 7 Person completing report:

Person completing report Name:

Phone:

E-mail address:

ACBSP Champion name:

ACBSP Co-Champion name:

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Status: Ready For Review | Due Date: 2/15/2018

Assigned To

Enoch Damson

Institution Response

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

In the last self-study, the following programs were under review for initial accreditation (baccalaureate programs) and reaffirmation (associate degree programs). They were all accredited by ACBSP.

- Bachelor of Organizational Supervision (BOS)
- Bachelor of Science (BS) in Computer Information Systems, Networking option

- Bachelor of Science (BS) in Computer Information Systems, Programming option
- Associate of Applied Business (AAB) in Business Management Technology, General Business option
- Associate of Applied Business (AAB) in Business Management Technology, Accounting option
- Associate of Applied Business (AAB) in Business Management Technology, Small Business Management option
- Associate of Applied Business (AAB) in Computer Information Systems, Cisco Networking track
- Associate of Applied Business (AAB) in Computer Information Systems, Microsoft Networking track
- Associate of Applied Business (AAB) in Computer Information Systems, Programming option
- Associate of Applied Business (AAB) in Computer Information Systems, Web Development option
- Associate of Applied Business (AAB) in Hospitality Management, Culinary Arts option
- Associate of Applied Business (AAB) in Hospitality Management, Hotel/Lodging Management option
- Associate of Applied Business (AAB) in Marketing & Sales Technology, Advertising & Sales option
- Associate of Applied Business (AAB) in Marketing & Sales Technology, Retail Fashion option

However, the ACBSP response letter only stated that the Bachelor of Organizational Supervision degree as receiving initial accreditation. But all the above-mentioned programs are supposed to be currently accredited by ACBSP. The BS in Computer Information Systems - Web Development program, however, did not meet the accreditation requirement of having graduates, although it was in existence for over 2 years during the last self-study period.

Diana Hallerud of ACBSP was notified accordingly, and after her reviews and the department's evidence was submitted, she assured the BIT department of making the necessary updates after reviewing the commissioners comments. These updates were made on ACBSP's website for accredited programs. See *Appendix 2* for the BIT department's communication with ACBSP concerning the department's accredited programs from the last self-study.

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

The following programs are not accredited by ACBSP.

- Bachelor of Science (BS) in Computer Information Systems, Cybersecurity option
- Bachelor of Science (BS) in Computer Information Systems, Digital Forensics option
- Bachelor of Science (BS) in Computer Information Systems, Specialized IT Applications option
- Bachelor of Science (BS) in Computer Information Systems, Web Development option

The **BS CIS - Web Development** degree has now met the requirements of having graduates and being in existence for at least two years. Therefore, the BIT department requests that the program be added to the list of ACBSP accredited programs. See *Appendix 1* for BIT department degrees awarded in the last five academic years.

The [BIT department](#) clearly indicates on the department's website, the programs that are accredited by ACBSP and those that are not. See the following webpages:

- [BIT Department](http://www.uakron.edu/bit): <http://www.uakron.edu/bit>
- BIT Dept. Degrees: <http://www.uakron.edu/bit/degrees.dot>
- [Business Management Technology](http://www.uakron.edu/bit/business-management-tech/index.dot): <http://www.uakron.edu/bit/business-management-tech/index.dot>
- [Computer Information Systems](http://www.uakron.edu/bit/computer-information-systems): <http://www.uakron.edu/bit/computer-information-systems>
- [Hospitality Management](http://www.uakron.edu/bit/hospitality-management): <http://www.uakron.edu/bit/hospitality-management>
- [Marketing & Sales Technology](http://www.uakron.edu/bit/marketing-sales-tech): <http://www.uakron.edu/bit/marketing-sales-tech>

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

Degrees from the Department of Business and Information Technology at The University of Akron may be earned from the following additional locations, including online for the Bachelor of Organizational Supervision degree.

- The University of Akron, Wayne College, Orrville, OH
- Medina County University Center, Medina, OH
- The University of Akron - Lakewood, Lakewood, OH
- Lorain County Community College, Elyria, OH

O 7. Person completing report:

Person completing report Name: Enoch E. Damson
Phone: 330-972-7162
E-mail address: damson@uakron.edu

ACBSP Champion name: Enoch E. Damson

ACBSP Co-Champion name: Susan Pope

Sources

- Appendix_2_evidence_of_accredited_programs

II - Status Report on Conditions and Notes

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

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

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

Remove Note:

Remove Condition:

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

Do Not Remove Note or Condition:

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Assigned To

Enoch Damson

Institution Response

O 8. Conditions or Notes to be addressed:

The BIT department has made progress on the notes and conditions as set forth in the May 2016 letter. The department, therefore, requests that all notes (on **criteria 3.7, 5.1, 5.3, 6.1.7**) and a condition (on **criteria 4.2**) be removed after this Quality Assurance report.

Remove Note:

See *Appendix 1* for the justifications to remove the following notes:

- Note on **Criterion 3.7** - measurement of satisfaction and dissatisfaction of other key stakeholders and action taken in response to identified areas of improvement
- Note on **Criterion 5.1** - developing a department human resource plan
Note on **Criterion 5.3** - use of Associate Degree standard (instead of Bac/Grad Degree standard) for faculty qualifications
- Note on **Criterion 6.1.7** - evidence of systematic and regularly evaluated tracking of educational programs and offerings

Remove Condition:

See *Appendix 1* for the justifications to remove the following condition:

- Condition on **Criterion 4.2** - use of course grades or grade point averages for assessment

Do Not Remove Condition:

The BIT department has made progress in removing the condition on **critierion 5.5**, although The University of Akron has faced financial difficulties in the last few years. See *Appendix 2* for further details about efforts made by the department and college leadership towards addressing this condition. The department is working on fully addressing the condition for the February 2020 Quality Assurance report.

- Condition on **Criterion 5.5** - sufficient number of faculty, faculty advising of students and reduction of faculty load to perform assigned department functions

Sources

- Appendix_1_progress_on_notes_conditions

III - Public Information

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

Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement. **A direct link to aggregate business student results should be placed on your business page website. Ensure the link goes directly to business students' results such as the example in the evidence file above under ACBSP Documents, Good Example of Public Information.**

1. Student Learning Outcome Assessment Results: Such as what you report in standard #4, Criterion 4.2 - Major Field Test in Business (MFT), accounting SLO assessment results, management SLO assessment results, critical thinking SLO assessment results, team building SLO assessment results, communication SLO assessment results, etc. **A link to the spreadsheet tab "Standard 4 Results" found in the evidence file (ACBSP Documents folder) of this online reporting portal should be placed on your website.** A link to these tables is provided in the Evidence File and located in the ACBSP Documents folder at the top of this page.

2. Program Results for Business Students: Such as graduation rates, retention rates, job placement, etc. How do you make the results public? **A link to "Standard 6 - Table 6.1" found in the evidence file (ACBSP documents folder) should be placed on your website.** A link to these tables is provided in the Evidence File and located in the ACBSP Documents folder at the top of this page. Ensure the link goes directly to business students' results such as the example on the ACBSP website located under Baccalaureate/Graduate degree accreditation.

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Institution Response

[BIT department](#) provides reliable information on the department's performance through its [Accreditation and Assessments](#) website at <http://www.uakron.edu/bit/accreditation>. The information includes the following:

1. Student Learning Outcome Assessment Results:

A direct link to Standard #4, Criterion 4.2 information on student learning outcome assessment results is provided at <http://www.uakron.edu/bit/accreditation>.

2. Program Results for Business Students:

A direct link to Standard #6, Table 6.1 information on program performance results for business students is provided at <http://www.uakron.edu/bit/accreditation>.

Sources

There are no sources.

1 - Standard 1 Leadership

Organization

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

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Institution Response

Organization

a. List any organizational or administrative personnel changes within the business unit since your last report.

There have been no organizational changes in The University of Akron (UA), the College of Applied Science and Technology (CAST) or the Department of Business and Information Technology (BIT).

Below is the only administrative personnel change at the university level since the last self-study:

- The University of Akron President has changed from **Dr. Scott Scarborough** to **Mr. Matthew Wilson, JD** since July 2016.

Below are administrative personnel changes at the college level since the last self-study:

- The Dean of the College of Applied Science and Technology has changed from **Dr. Todd Rickel** to **Dr. Elizabeth Kennedy** since July 2016.
- The Associate Dean of the College of Applied Science and Technology has changed from **Dr. Elizabeth Kennedy** to **Dr. Michael Johanyak (Interim Associate Dean)** since 2016.

Below are personnel changes within the Department of Business and Information Technology since the last self-study:

- The Administrative Assistant for the Department of Business and Information Technology, **Ms. Karen Uber**, retired after Spring 2017 and has since been replaced by **Mrs. Christen Rinehart**, effective September 2017.
- The following full-time faculty members who were listed as teaching BIT department upper division courses in the self-study have retired from The University of Akron:
 - **Dr. Thomas Kellar** - retired after Spring 2017 as Associate Professor Emeritus
 - **Mrs. Vicki Rostedt** - retired after Spring 2015 as Professor Emeritus
 - **Mrs. Renee Croskey** - retired after Spring 2015
 - **Mr. Gary Bays**, who taught a BIT department upper division course through Wayne College campus,

retired after Spring 2017.

- The following part-time faculty members who were listed as teaching upper division courses in the last self-study are no longer teaching in BIT department:
 - **Mr. Hamid Abdollahian**
 - **Dr. Theresa Beyerle**
 - **Ms. Caitlin Croft**
 - **Mr. Jack Komsa** (passed away)
 - **Ms. Tanya Ross-Lane**
 - **Mrs. Lisa Tavallali** (Wayne College campus)
 - **Mr. Thomas Wilke** (Wayne College campus)
 - **Dr. Bertrice Wood**

- The following new part-time faculty members taught upper division courses for BIT department since the the last self-study:
 - **Dr. Szilvia Balazs-McCord** since Spring 2017
 - **Christina Brunson** - in Spring 2017
 - **Kathy DuBose** - in Fall 2016
 - **Deborah Gordon** - since Fall 2015
 - **Mr. Ronald Greenwald** - since Fall 2015
 - **Dr. John Jodon** - since Spring 2017
 - **Mr. James Lawrence** - in Spring 2016
 - **Lorraine Pruitt** - in Fall 2015
 - **Mr. John Rutter, JD** - since Fall 2015
 - **Mr. Frank Singletary** - since Fall 2015
 - **Dr. Brian Teeters** - in Spring 2017

b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

Since the last self-study report, no new sites have been added that allow students to earn an ACBSP accredited business degree from the BIT department. However, the Bachelor of Organizational Supervision (BOS) is only one course away from being offered 100% online. It will be one of only two baccalaureate degrees from The University of Akron to be offered 100% online.

Sources

There are no sources.

2 - Standard 2 Strategic Planning

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

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

Key Strategic Goals/Objectives	Any Major Changes

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

Strategic Objectives	Key Measures	Progress Toward Achievement

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

Strategic Planning Process Changes Summary

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The BIT department's strategic objectives include the following:

- Increase the number of academically qualified faculty in the department to be sufficient to effectively fulfill its mission of excellence in educating students.
- Foster an increasing faculty involvement in student advising and other student success activities.
- Increase the department's computer lab capacity to meet the increasing demand for instructional labs for the department's programs.
- Offer the Bachelor of Organizational Supervision as a 100% online program.

See *Standard 2* for the detailed departmental strategic objectives.

Sources

- Standard-2

3 - Standard 3 Student and Stakeholder Focus

Complete the Standard 3 - Student- and Stakeholder-Focus Results table, found under the Evidence File tab above.

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

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

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

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

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

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

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)												
(Example) Alumni Satisfaction for business programs will be at or above 80%	Annual alumni survey	Three years of positive trend data exceeding goal	Overall satisfaction exceeded the goal, but students requested additional internships & job placement assistance.	Increased the opportunities for internships and assistance with job placement.	<p>Alumni Satisfaction: 2009 - 2013</p> <table border="1"> <caption>Alumni Satisfaction Data (2009-2013)</caption> <thead> <tr> <th>Year</th> <th>Satisfaction Level (%)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>~85</td> </tr> <tr> <td>2</td> <td>~88</td> </tr> <tr> <td>3</td> <td>~90</td> </tr> <tr> <td>4</td> <td>~92</td> </tr> <tr> <td>5</td> <td>~95</td> </tr> </tbody> </table>	Year	Satisfaction Level (%)	1	~85	2	~88	3	~90	4	~92	5	~95
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Institution Response

The Business and Information Technology (BIT) department reaches out to many stakeholders through various methods to solicit feedback on programs and other instructional resources in the department. The department uses instruments such as graduate exit surveys, student course evaluations, advisory board meetings, alumni surveys, and internship feedback.

Graduate exit surveys are conducted each semester to determine student satisfaction and dissatisfaction of instructional resources, advising, instructors for major courses, instructors for business core courses, instructors for general education courses, and student's overall experience at The University of Akron. The department is discussing the possibility of developing graduate programs in business and computing. The graduate exit survey also allows the department to gauge the number of students who may be interested in pursuing graduate school.

Annual advisory board meetings are organized each spring semester to solicit feedback from industry stakeholders regarding programs in the department, current technology and trends in industry. The department acts on recommendations from advisory board members to update programs and course contents. The department faculty also invite some of the advisory board members for guest lectures and workshops in classes.

The department recently conducted a survey to gather feedback from full-time faculty, part-time faculty, current students, alumni, and advisory board members on their satisfaction and dissatisfaction of the Bachelor of Organization Supervision (BOS) program. The department used the feedback to approve some updates for the BOS program.

See *Table 3.8 Standard 3* for the assessment results of student and other key stakeholder satisfaction and dissatisfaction. The table also show actions taken in response to identified areas of improvement.

Sources

- Standard-3

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

a. Program Outcomes.

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

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

b. Performance Results.

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

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a. Program Outcomes.

The BIT department recently updated the program learning outcomes (PLO) in each discipline for all programs by mapping course learning outcomes to program learning outcomes. See below (and also in *Appendix 5*) for all the PLOs for the BIT department's ACBSP accredited programs.

Outcomes for Bachelor of Organizational Supervision

1. Develop supervisory skills to become an effective leader.
2. Understand organizations, their processes, and their interactions.
3. Apply information technology and other analytical skills to meet the challenges of today's rapidly changing workplace.
4. Implement ethical decision-making practices to support the organization and its stakeholders.
5. Develop skills to better engage employees within culturally diverse environments.

Outcomes for Bachelor of Science (BS) in Computer Information Systems, options in: Networking, Programming, and Web Development

1. Apply logical thinking and problem solving skills to effectively solve business problems using computer technology.
2. Demonstrate oral and written communications to collect business process information, clarify business needs and communicate proposed business solutions.

3. Demonstrate skill proficiency in the chosen CIS degree option.
4. Analyze and synthesize IT information to apply learned skills to new technologies and software languages beyond the scope of the curriculum.
5. Demonstrate interpersonal relation skills by working as an effective team member to solve business problems.

Outcomes for Associate of Applied Business (AAB) in Business Management Technology, options in: Accounting, General Business, Small Business Management

1. Identify basic terms, concepts, principles and theories of the disciplines and professions that comprise business organizations (e.g.: accounting, finance, management, human resources, and business mathematics).
2. Demonstrate mathematical and financial skills to interpret and communicate qualitative and quantitative data to management.
3. Apply information technology to research, analyze and solve business and personal financial problems.
4. Demonstrate effective oral and written communication skills and critically evaluate information to solve problems, make decisions in business and work effectively in teams.
5. Recognize and apply knowledge of political, legal, global, ethical and cultural diversity issues in business and in society.

Outcomes for Associate of Applied Business (AAB) Computer Information Systems, options in: Cisco Networking track, Microsoft Networking track, Programming, Web Development

1. Apply logical thinking and problem solving skills to effectively solve business problems using computer technology.
2. Demonstrate oral and written communications to collect business process information, clarify business needs and communicate proposed business solutions.
3. Demonstrate skill proficiency in the chosen CIS degree option.
4. Analyze and synthesize IT information to apply learned skills to new technologies and software languages beyond the scope of the curriculum.
5. Demonstrate interpersonal relation skills by working as an effective team member to solve business problems.

Outcomes for Associate of Applied Business (AAB) in Hospitality Management, options in: Culinary Arts, Hotel/Lodging Management

1. Demonstrate the knowledge of core Hospitality management courses related to food and beverage production/service, hotel and restaurant operations.
2. Develop effective written and verbal communication skills in expressing ideas towards meeting operational and individual goals.
3. Demonstrate basic numeracy and computer skills for daily operations in the food service industry.
4. Locate and identify relevant resources for research, discussion, presentations and scaffolding critical thinking.
5. Apply ethical practices in and away from the business environment and demonstrate ability to function effectively and positively as a team.

Outcomes for Associate of Applied Business (AAB) in Marketing & Sales Technology, options in: Advertising and Sales, Retail Fashion

1. Identify the 4 P's, importance of target markets and how these concepts apply to all aspects of business as well as show an effective understanding of marketing and its' role in society.
2. Analyze and evaluate social, ethical and legal concepts especially as it relates to marketing.

3. Creatively develop professional marketing and sales documents using current technology.
4. Apply knowledge and skills learned in the program to issues in a business environment.
5. Manage projects as a team.

b. Performance Results.

Student learning outcomes are measured annually using different measuring instruments using direct, indirect, formative, summative, and internal assessments tools. See *Standard 4* for the measurement and analysis of student learning and performance for the following ACBSP-accredited baccalaureate degrees.

- Bachelor of Organizational Supervision
- BS Computer Information Systems, Networking option
- BS Computer Information Systems, Programming option
- *BS Computer Information Systems, Web Development option (seeking accreditation through this current QA report)*

Sources

- Appendix_5_bit_dept_plos
- Standard-4

5 - Standard 5 Faculty and Staff Focus

a. Faculty and Staff Focus

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

b. Faculty Qualifications

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

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a. Faculty and Staff Focus

The BIT department has identified important data points to track for actionable results. These data points include improved percentage of academically qualified faculty teaching undergraduate upper division courses, student evaluation of faculty at the end of each semester, and graduating class of students' perception of the instructions of faculty for the MAJOR courses, and for the BUSINESS CORE courses. See *Table 5.1* for the results.

b. Faculty Qualifications

Since the last self-study report which covered the 2014/2015 academic year, 11 new part-time faculty have taught upper division courses in the Department of Business and Information Technology during the current Quality Assurance report period (2015/2016 to 2016/2017). See *Table 5.2 Standard 5 - New Full-Time and Part-Time Faculty Qualifications* and *Table 5.3 Standard 5, Criterion 5.8 - Scholarly and Professional Activities* of the evidence file for the faculty qualifications and activities, respectively.

Sources

- Standard-5

6 - Standard 6 Educational and Business Process Management

a. Curriculum

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

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

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

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

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

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

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

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

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Institution Response

a. Curriculum

Since the last self-study report, there have not been any substantial revisions to any of the existing ACBSP accredited degree programs/curricula. However, the BIT department has approved minor updates to the existing ACBSP accredited baccalaureate degrees. These changes are in the process of being implemented for university-wide approval to assure that the existing ACBSP accredited programs meet all the ACBSP common professional core (CPC) compliance standards. See *Table 6.5a-d Standard 6* for the proposed updates to the following existing ACBSP accredited baccalaureate programs.

- **Bachelor of Organizational Supervision (BOS)** - proposed updates allow program to meet Marketing,

Finance, and Accounting CPCs

- **BS Computer Information Systems (CIS), Networking** - proposed updates allow program to meet Marketing CPC
- **BS Computer Information Systems (CIS), Programming** - proposed updates allow program to meet Marketing CPC

The existing non-ACBSP accredited **BS CIS - Web Development** program has now met the requirements of having graduates, besides being in existence for at least two years. The BIT department-approved updates also enable the BS CIS - Web Development program to meet the Marketing CPC. The BIT department requests that the program be added as a new ACBSP accredited program.

A new baccalaureate degree, the BS Computer Information Systems - Cybersecurity, has recently been developed in the BIT department starting during the Fall 2017 semester. However, the department will not seek ACBSP accreditation for this degree program because the curriculum is not in compliance with the ACBSP business CPCs.

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

None of the BIT department's existing ACBSP accredited programs have been terminated since the last self-study report.

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

The BIT department closely tracks operating budget expenditure, enrollment, graduation rates, and student job placement. See *Table 6.1 Standard 6 - Organizational Performance Results* for the enrollment trends, degrees awarded, student job placement, and the department's operating budget expenditure.

Sources

- Standard-6

Appendix 1

Progress on Notes and Conditions

Conditions or Notes to be addressed:

Remove Notes:

Note on Criterion 3.7: Although student satisfaction and indirectly employers through employment measure are addressed, satisfaction and dissatisfaction of other key stakeholders was not addressed. Satisfaction or dissatisfaction of the University, taxpayers, etc. may affect the ability of the institution to be effective. In addition there is no mention of the action taken in response to identified areas of improvement. Without identifying actions it may be difficult to implement improvements and track their effects.

Response:

The Business and Information Technology (BIT) department reaches out to many stakeholders through various methods to solicit feedback on programs and other instructional resources in the department. The department uses instruments such as graduate exit surveys, student course evaluations, advisory board meetings, alumni surveys, and internship feedback.

Graduate exit surveys are conducted each semester to determine student satisfaction and dissatisfaction of instructional resources, advising, instructors for major courses, instructors for business core courses, instructors for general education courses, and students' overall experience at The University of Akron. The department is discussing the possibility of developing graduate programs in business and computing. The graduate exit survey also allows the department to gauge the number of students who may be interested in pursuing graduate school.

Annual advisory board meetings are organized each spring semester to solicit feedback from industry stakeholders regarding programs in the department, current technology and trends in industry. The department acts on recommendations from advisory board members to update programs and course contents. The department faculty also invite some of the advisory board members for guest lectures and workshops in classes.

The department recently conducted a survey to gather feedback from full-time faculty, part-time faculty, current students, alumni, and advisory board members on their satisfaction and dissatisfaction with the Bachelor of Organizational Supervision (BOS) program. The department used the feedback to approve some updates to the BOS program. Some of the updates includes the following:

- Change the name of the program to BS in Organizational Leadership
- Update content of the Information Design course
- Add a marketing course
- Add an accounting and finance course

See *Table 3.8 Standard 3* for the assessment results of student and other key stakeholder satisfaction and dissatisfaction. The table also show actions taken in response to identified areas of improvement.

Note on Criterion 5.1: It is not evident that the budgeting process represents a proactive human resources plan for the school. The Commission looks forward to reviewing in the next QA report evidence of a formal HR plan for the unit. If the budgeting process represents the human resources plan, clarification is needed as to how the strategic goals are addressed in the budgeting process.

Response:

After the last self-study response, the Department of Business and Information Technology developed a formal HR plan to address the human resource needs of the department. See Appendix 2 for the formal BIT department HR plan and requests. Faculty needs were submitted to the college leadership and university-wide leadership. However, due to the University's difficult financial situation, approved positions were eliminated.

In the past two academic years, several initiatives were implemented to align human resource needs to the strategic plans at the University. As a primary initiative, the University has undertaken a plan to undergo University-wide **program review**. This initiative will help academic units to prioritize academic programs for additional investment and align with the University's strategic objectives.

An August 31, 2017 memo from University President Matthew Wilson, stated the mission of the Academic Program Review as follows:

“This Academic Program Review for undergraduate and graduate programs will primarily involve faculty, and will utilize both a quantitative and qualitative approach to gather relevant input from throughout the University. We want to collectively understand our programs of distinction and determine where we should make strategic investments and/or reallocate resources. This includes focusing on measurable outcomes — current strength in terms of majors and degrees awarded at the undergraduate and graduate levels, revenues and expenditures, research and creative activity, and market demand. From a qualitative standpoint, we will ask faculty to assess the distinctiveness of programs, identify areas of concern, and analyze strategic growth opportunities using current resources.”

Further specification of this program review (from President Wilson on 9/14/17) indicated that each program in a college be assigned to one of three categories:

- Category 1 (exceptional programs; distinctive; high market demand; high number of degrees currently being awarded)
- Category 2 (Average/good programs)
- Category 3 (Low number of degrees awarded; little market demand; few number of degree-seeking students)

This process started with faculty input at the beginning of the academic year, and the review will continue through May of 2018 when final recommendations will be forthcoming from the offices of the President and the Provost. Although final prioritization of programs has not been completed at this time, the College of Applied Science and Technology has identified several programs in the BIT department at the highest (Category 1) level and sent forth that recommendation. This prioritization will be critical to future investment in human resources (and particularly new faculty) in those programs in the first and second categories.

In the interim while this process has been evolving, the department has additionally met human resource needs by adding non-tenure track (NTT) faculty and visiting faculty as well as the appropriate utilization of adjunct faculty.

Two other initiatives have been undertaken to free resources for additional human resource development. These initiatives are the **Transitions After Retirement Program (TARP)** and the **Voluntary Incentive Retirement Program (VRIP)**. TARP allows University employees to transition from active employment into retirement (or voluntary separation from the University) with limited duties while maintaining a presence on campus through a variety of means. Limited compensation is provided for specific, approved activities. VRIP is an incentive program to an eligible group of faculty, which will reduce personnel expenses and help the University align faculty resources to best serve its strategic initiatives.

A June 2017 memo from Provost Rex Ramsier noted that additional faculty searches will be authorized by allowing each dean to forward a list of college priorities in rank order, with rationale, to be shared and discussed amongst the deans. The amount of funds available will be one-third of the net savings from recent faculty departures, including TARP. In the program review process, the BIT department put forth recommendations for program review classifications that most closely align with the strategic goals of the department. These recommendations, along with the resources released from the TARP and VRIP initiatives should ensure that future faculty resources are appropriately aligned with the department's objectives.

Place a Note on Criterion 5.3: While the faculty qualification data was provided, it was according to the Associate Degree standard and not the Bac/Grad Degree standard. Without the appropriate faculty qualifications, it cannot be determined if the academic deployment criteria of at least 80 percent of the undergraduate credit hours in business are taught by academically or professionally qualified faculty, and at least 40 percent of the undergraduate credit hours in business are taught by academically qualified faculty.

Response:

Because the BIT department was seeking initial accreditation for three of its bachelor's degrees as well as seeking reaffirmation for all its associate degrees, there was a misunderstanding on the reporting and evaluation process, which led to the use of the Associate Degree standard for the faculty qualification information. After receiving clarification from ACBSP through the site visit team, the BIT department submitted the data in *Appendix 4*. The data indicates the appropriate faculty qualifications, based on the Bac/Grad Degree standard, for the 2014/2015 self-study year. It includes credentials for faculty members (part-time and full-time) who taught undergraduate upper division (Junior/Senior level) courses in the department during the self-study year. Further, qualifications for new faculty in the BIT department, since the last self-study report, is based on the Bac/Grad Degree standard.

Place a Note on Criterion 6.1.7: The BIT Department must provide evidence that ongoing educational programs and offerings are systematically tracked and regularly evaluated.

Response:

The BIT department closely tracks enrollment, graduation rates, and student job placement. See *Table 6.1 Standard 6 - Organizational Performance Results* for the department's results on enrollment trends, degrees awarded, and student job placement. Faculty are involved in several outreach programs towards enrollment, student retention, and graduation.

Remove Condition:

Condition on Criterion 4.2: Course grades or grade point averages should not be used and are used on the vast majority of the PLO using the scores in the classes as the basis of their evaluation. It is not evident how the scores are an effective measure of learning outcomes.

Response:

The University recently hired an Assessment Director to oversee all university-wide assessments. The Director works with a university-wide assessment committee to review student learning outcomes that are submitted by each department annually.

The BIT department recently updated the program learning outcomes (PLOs) in each discipline for all programs by mapping course learning outcomes to program learning outcomes. Student learning outcomes are measured annually using different measuring instruments that do not involve using grades or grade point averages. However, direct, indirect, formative, summative, and internal assessment tools are used to measure student learning outcomes. Some of these tools include the assessment of projects in a senior capstone course to measure students' competencies in their major area of study. Other tools use final exams to assess students' overall understanding of the subject matter. See *Standard 4* for the measurement and analysis of student learning and performance. Also see *Appendix 5* for all the PLOs for the BIT department's programs.

Do Not Remove Note or Condition:

Condition on Criterion 5.5: The Criterion requires that the number of faculty in the business school or program be sufficient to effectively fulfill its mission of excellence in educating business students. In addition, the faculty must play an essential role in student advising and counseling activities, none of the faculty noted in Figure 5.5 Faculty Load advised students. Advising is done by a separate department. Faculty members who are extensively engaged beyond what is normally expected should have appropriate reduction in other professional responsibilities. The department voted on guidelines for lead faculty and program director duties, evaluation and proposed stipends instead of release time. This has been presented to the college dean for review and possible implementation. Ability of faculty to perform assigned functions effectively can be impaired by extensive overload.

Response:

There is an ongoing search for a tenure-track faculty for the BS CIS - Cybersecurity program. Discussions are ongoing with the College Dean to fully address this condition on criterion 5.5 in time for the February 2020 Quality Assurance report. Some of the measures being discussed include the following:

- Hire new full-time and part-time faculty to increase the number of academically qualified faculty in the department.
- Reduce teaching load requirements for faculty who program leadership roles or other assigned duties for the department, to enable them to effectively fulfill the mission of excellence in educating students.