Ottawa University

Angell Snyder
School of Business

S e l f - S t u d y
F Y 2 0 1 4 - 2 0 1 5

1865-2015

150

VERITAS VOS LIBERABIT
18 65
OTTAWA UNIVERSITY

Ottawa University

Angell Snyder
School of Business

S e l f - S t u d y
F Y 2 0 1 4 - 2 0 1 5

INSTITUTIONAL OVERVIEW
ACBSP Ottawa University

Self-Study
BACCALAUREATE/GRADUATE DEGREE
SCHOOLS AND PROGRAMS

Revision LA – MD -3: 8 December 2015 - FINAL
Self-Study

**ACCREDITATION COUNCIL FOR BUSINESS
SCHOOLS AND PROGRAMS (ACBSP)**
11520 West 119th Street
Overland Park, KS 66213 U.S.A.
Phone: 913-339-9356
FAX: 913-339-6226
info@acbsp.org

OTTAWA UNIVERSITY
1001 S. Cedar Street
Ottawa, KS 66067 U.S.A.
Phone: 800.755.5200
www.ottawa.edu

1. **Contact Information**

Name of Institution: Ottawa University
                      1001 S Cedar Street
                      Ottawa, Kansas 66067
                      Phone: 800-755-5200

Name of Business School: Angell Snyder School of Business (ASSB)
                                          Established 2010

Name/title of President: Dr. Kevin Eichner, President
Name/title of Chief Academic Officer: Dr. Terry Haines, VPAA
Name/title of Business Unit Head: Dr. Orville Blackman, Dean

Academic Year covered by Self-Study – 2014/2105 (FY July 1 – June 30)

2. **Identification of Individuals Who Helped Prepare the Self-Study**

Dr. Kirk Wessel	Dean, Angell Snyder School of Business (Retired)
Dr. Orville Blackman	Dean, Angell Snyder School of Business
Dr. Marylou DeWald	Associate Dean, Angell Snyder School of Business
Dr. Greg Moore	Associate Professor, Finance—Angell Snyder School of Business
Dr. Joyce Caldwell	Associate University Provost
Karen Adams	University Registrar
Rebekah Seymour	Administrator for Assessment and Effectiveness
Gina Wyant	Director of Adjunct and Curriculum Administration
Patrice Fess	Business Manager, IN

I –REVIEW OF ALL ACADEMIC ACTIVITIES

a. *Business Courses Offered by the Business Unit*

1. Accounting
2. Business Administration (Revised February 2014)
3. Business Economics (Approved May 2012)
4. Finance (Approved May 2014)
5. Health Care Management (Clinical and Non-Clinical)
6. Human Resources
7. Leadership & Management (Formerly Management—Renamed and revised May 2014)
8. Management of Information Systems (ITS Major retired—MIS Approved May 2012)
9. Marketing (Approved May 2013, Revised February 2015)
10. Masters of Business Administration
11. Masters of Arts in Human Resources
12. Public Administration (retired 2015)

b. *Business Degrees Offered by Business Unit*

1. Master of Arts
2. Bachelor of Arts
3. Bachelor of Science (As of May 2014)

Business Program	Program in Business Unit	To be Accredited by ACBSP	Number of degrees conferred during self study year (14/15)
Accounting	Yes	**Yes**	32
Business Administration	Yes	**Yes**	63
Business Economics	Yes	No	7 (new in 2012)
Finance	Yes	No	0 (new in 2014)
Human Resources	Yes	**Yes**	22
Health Care Management	Yes	**Yes**	108 (clinical/ non-clinical)
Leadership & Management	Yes	**Yes**	19
Management of Information Systems	Yes* (Moved to School of Applied Sciences FY 2015-2016)	No	7 (new in 2012)
Marketing	Yes	No	0 (new in 2013)
Master of Business Administration	Yes	**Yes**	85
Master of Human Resources	Yes	**Yes**	31
Public Administration	Yes	No	2 (retired 2015)
Total			**376**

c. *Business Content Courses Not Offered by Business Unit*: N/A

d. *Branch Campuses/Extension Centers*

Arizona locations (Phoenix, Chandler [closing 2015], Surprise, Queen Creek)
9414 N. 25th Avenue
Phoenix, Arizona 85021
Phone: 602-371-1188

Wisconsin (Brookfield)
245 S Executive Drive
Suite 110
Brookfield, Wisconsin 53005
Phone: 262-879-0200

Indiana (Jeffersonville)
287 Quarter Master Court
Jeffersonville, Indiana 47130
Phone: 812-280-7271

Kansas (Overland Park)
4370 West 109th Street
Suite 200
Overland Park, Kansas 66211
Phone: 913-266-8600

II – ORGANIZATIONAL CHARTS

The institution's organizational chart can be found in **APPENDIX 1**.

The ASSB's organizational chart can be found in **APPENDIX 2**.

III – CONDITIONS OF ACCREDITATION

a. Ottawa University is accredited by the Higher Learning Commission (HLC) (www.hlcommission.org). HLC visited the University in March 2014 for reaccreditation. The accreditation of Ottawa University was continued with the next Reaffirmation of Accreditation in 2023-2024. Please refer to this link for evidence of accreditation for Ottawa University: LINK

b. *Statement of Mission—Institution*

   The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace, which integrates faith, learning, and life. The University serves students of traditional age, adult learners, and organizations through undergraduate and graduate programs.

   Written in 2000, the President has convened a panel including Trustees, faculty and alumni to rewrite this statement, along with the vision statement, for both the university and the School of Business, during our 150th anniversary year 2015-2016.

   There has been great debate regarding our intent directed toward our mission statement. Please see below for the detailed explanation of the components of the mission statement.

   These mission documents represent and communicate the University's historical traditions and Christian heritage and make evident its dual commitment to both traditional students at the residential campus (referred to internally as *The College*) and nontraditional students at the adult locations by providing liberal arts and professional programs (such as Human Resources Management, Nursing, Engineering) and support services essential to student success.

   "Caring," as suggested in the Mission Statement, refers to our intent (and, indeed, our culture) of nurturing and supporting all of our students as well as all those who serve them. We care about them as human beings and seek to be unusually supportive and sensitive to their needs beyond what happens in the classroom or at their jobs. We also care deeply about the power and importance of ideas and values. Social justice, expanded opportunities for economic growth, issues related to disparity of power and privilege, freedom of all kinds and in all forms, and appreciation for diversity and service to others are examples of deeply ingrained causes or passions residing in the cultural and intellectual DNA of Ottawa University.

   "Christ-centered" means that historically and to this day, our roots are faith-based. We see a continuous and virtuous connection between the example of Christ's life and our educational purposes as a liberal arts institution. Our intent is to live this tenet out by systematic inquiry

and study, example, profession, and deed. We stake out a position on the continuum of Christian educational institutions that is neither "in name only" nor "prescriptive." Without adopting a narrow interpretation or exclusive approach that would marginalize those who are not people of faith or of a different faith in their experience at Ottawa University, we are steadfast in our belief that the Christian faith is one where its truth will set people free (*Veritas Vos Liberabit*). Thus, we are willing and open to living with the tension that comes when neither our employees nor students are required to espouse the Christian faith, sign oaths, or engage in activities that often characterize other, more traditional Christian colleges. We see our institution as tied to (but not owned by) the church, serving it through our graduates who become clergy and lay leaders and our programs, which strengthen the church's mission and leadership. We are also served by the church, and in particular the American Baptist denomination, with which the institution has maintained a vital and lasting affiliation. The guiding principle that we are "Steadfastly Christian, Proudly American Baptist, and Positively Open and Inclusive" captures our position reasonably.

"Community of grace" recognizes that all of us need community—for better learning outcomes, for experiencing the power of collaboration, for personal support systems and networks, for the healthy development of identity, for understanding and appreciation of differences, and just for a better overall quality of life. "Grace" as used in this context means much more than gracious and civil behavior although that is certainly how we expect to be with each other. In this sense, it also means being grateful for and openly acknowledging in a collective way a gift that none of us can possibly earn (no matter how well-educated or how successful we become in our lives). That gift is the promise of eternal life through Christ, which is God's ultimate gift to mankind "and therefore," as the Scripture (Romans 5:5) says, "will not disappoint us." The Ottawa University community of grace is to be one in which all are invited, encouraged, nurtured, and supported regardless of differences.

"Integrating faith, learning and life" is a direct reference to an outcome that we seek for our graduates—namely, that they are especially capable of demonstrating that integration and articulating why it matters. This integration reflects the "whole person" philosophy and commitment that undergird the university and its purposes. As we see it, graduates educated in the Ottawa tradition are to be especially capable of sorting out life's large questions, coming to reasoned and well-considered conclusions, and constantly challenging themselves for continuous growth and development, all the while moving toward a life well lived—a life of significance.

c. *Statement of Mission—Business School*

Deliver an integrated and disciplined educational experience that develops global leaders who exercise innovative and critical thinking, shape their communities, and lead lives of significance.

The ASSB mission statement aligns with and complements the theme of service by preparing students to be future business leaders with an overall intention that they will lead lives of significance.

d. *Public Information*

The Ottawa University catalog is an electronic document that does not contain page numbers. The catalog can be accessed via the website. LINK

1. Listing of business degree programs
   Catalog and LINK
2. Academic credentials of all faculty members
   LINK
3. Academic policies affecting students along with a clear description of the tuition and fees charged to students
   Catalog and LINK
4. Statement of mission of the University
   LINK
5. Statement of mission of the Business School
   LINK

e. *Accreditation of Doctoral Programs*—N/A

f. *List all campuses at your institution at which a student can earn a degree.*

(Main Residential Campus)
Ottawa University
1001 S. Cedar Street
Ottawa, Kansas 66067
Phone: 800-755-5200

APOS (Adult, Professional, Online, Sites)
Arizona (Phoenix, Chandler [closing 2015], Surprise, Queen Creek)
9414 N. 25th Avenue
Phoenix, Arizona 85021
Phone: 602-371-1188

Indiana (Jeffersonville)
287 Quarter Master Court
Jeffersonville, Indiana 47130
Phone: 812-280-7271

Kansas (Overland Park)
4370 West 109th Street
Suite 200
Overland Park, Kansas 66211
Phone: 913-266-8600

Wisconsin (Brookfield)
245 S. Executive Drive
Suite 110
Brookfield, Wisconsin 53005
Phone: 262-879-0200

Online
Phone: 602-371-1188

g. *Public Access to information*

The Ottawa University Website serves as the primary resource for institutional and ASSB dissemination of information and data. Information includes but is not limited to assessment results and surveys of students, faculty, and alumni. The information can be located under the Consumer Information tab. LINK

Current students and alumni of the Angell Snyder School of Business (ASSB) also have access to a dedicated business school resource page within their My Ottawa portal. School specific information is located therein including historical data results, a copy of the strategic plan, access to all syllabi, and academic advising information.

IV – ORGANIZATIONAL DESCRIPTION

In 2015, Ottawa University is celebrating its Sesquicentennial. For nearly 150 years, the institution has been engaged in educating students of great diversity for lives of significance. Initially chartered to serve the needs of Ottawa Indian children, then broadening its outreach as an institution of higher learning for students of traditional age groups and all backgrounds, and eventually establishing itself as one of the real pioneers in American and international adult higher education, Ottawa University has a proud heritage of service, innovation, and impact.

Founded in 1865, Ottawa University is proud to be one of the oldest universities in the United States. It is a private, not-for-profit liberal arts institution and has maintained a historical affiliation with the American Baptist Churches (USA) since 1905. The roots of the University can be traced to Baptist missionaries who worked in collaboration with the Native American Ottawa Indian Tribe. The Ottawa Indians were then located on the banks of the Marais des Cygnes ("river of swans") in what is now known as the city of Ottawa, Kansas, located approximately 40 miles southwest of Kansas City.

The University's traditional residential campus is located in Ottawa, Kansas, and serves traditional college-aged as its primary population along with adult college students who reside in the region. In addition, Ottawa University has a long history of tailoring its education to meet the needs of the adult learner, opening its first adult extension location in Kansas City, MO (now the Overland Park, Kansas, location) in 1974 and subsequently adding additional locations in Arizona, Wisconsin, and Indiana during the last forty years. Ottawa University remains committed to providing high-quality education at all of its locations, as well as through its highly dynamic online and Network Learning modalities.

Ottawa University was recently selected as a 2013–2014 College of Distinction for its continued commitment to four values: engaged students, excellent teaching, vibrant community, and successful outcomes. The University is ranked in *U.S. News & World Report*'s Best Colleges in the Midwest region listing. Ottawa University is a featured school on collegesofdistinction.com, which serves as a resource for students, parents, and counselors to find the "best places to learn, grow, and succeed" in a residential setting.

The advancement of academic programs is a priority at Ottawa University, and in support of those programs, the University is proud that it has just completed the new $10MM Gangwish Library and Gibson Student Center at the main residential campus in Ottawa, Kansas. The new building houses interactive and media-rich library services that serve the entire university, an expansive new dining facility for the College student body, a multi-purpose conference center, multi-purpose classrooms, technology-enabled conference rooms, and an expanded bookstore.

1. Organizational Environment

a. *What are the delivery mechanisms used to provide your educational programs, offerings, and services to students?*

> The ASSB has, comprehensive delivery mechanisms that are designed to integrate seamlessly to provide the best in flexible education for our students. We offer degree programs at seven physical sites. We also offer entire programs via an excellent online modality. As such, students can choose to attend classes on-ground, online, or a combination of both (Networked Learning).

> While the faculty are geographically dispersed, the ASSB faculty do not see themselves as location-based. Rather, the ASSB faculty perceive themselves to be a singular faculty entity, deployed wherever the need, during any given teaching term.

> The College residential campus is currently the only ground site with the capability for the student to graduate in an exclusively ground format. APOS (Adult, Online and Professional Studies) leverage a combination of ground and online modalities. The APOS model offers an additional option of synchronous instruction across multiple locations using Zoom technology called Networked Learning. This concept allows students to take any business course in either synchronous (classroom or enhanced video conferencing through multiple technologies) or asynchronous (through typical online learning or lecture capture) modes during the delivery of the course. As such, single sections of a course can be delivered to students across all sites. This provides a richer learning experience for the student and allows us to schedule our best professors and adjunct faculty for all students regardless of their location.

b. *What is the organizational context/culture*?

> The organizational context/culture of the ASSB can best be described as innovative, collaborative, productive, and cohesive. We are very lean and work in what we perceive to be a unique academic environment. The loyalty, commitment, and talent of the full-time faculty/staff and adjunct instructors allow us to provide an innovative, progressive, and comprehensive curriculum. We are intentional in our promotion and execution of an integrated liberal arts curriculum and ensure that the knowledge we profess and the mentoring we provide give our students the greatest opportunities to be successful in the business world.

> We conduct many of our meetings and interactions via teleconferencing and video conferencing. We try to get together as a faculty face-to-face twice per year at the faculty symposium and at the Angell Snyder Business Symposium. These meetings are vital and dear to each member of the faculty and we are each committed to ensuring attendance.

> The Business School is one of three schools (four as of 2015) that make up the academic structure of the University. The other schools are the School of Arts and Sciences, the School of Education, and the new in 2015, School of Health and Applied Sciences. The three other schools combined have a greater number of academic programs but fewer students than the School of Business. Total enrollment in 2014-2015 was 3,761 students.

> Although the governing body for the liberal arts studies requirements (LAS) falls under the School of Arts and Sciences, each school has membership on the governing body. The deans of each school collaborate to ensure that each school understands the strategic direction and activities of the other schools. In addition, university-wide academic decisions are vetted with the school deans.

> The school deans also sit on the Executive Cabinet and attend board meetings and meetings of the Academic Affairs Committee of the board. As such, the deans are integral to the strategic decisions and direction of the University.

c. *What is your stated vision?*

> *'Our vision is to become a business school of distinction and significance. Our hallmark will be developing leaders who have demonstrable technical and analytical capabilities combined with high interpersonal skills and a strong moral compass leading to a life of significance'*

d. *What are your stated values?*

The Angell Snyder School of Business's values, while not explicitly stated in any formal document, are as follows:

- Service to students
- Open, honest communication in all situations
- Collegiality and cohesiveness (collective consideration)
- Knowledge/discipline currency
- Creativity and innovation
- Commitment and loyalty to the school/university

The Business School adheres to these values with clarity and consistency. The school has been a model of collaboration across the university. The enactment of these values has made the Business School particularly productive from the outset and has ensured strong enrollments, new program development, and existing program vitality.

e. *What is your faculty and staff profile?*

The ASSB is proud of the diversity of experience and expertise of its faculty and staff. Every member of the full-time faculty has served as a successful practitioner prior to entering the field of academia. In addition, we have strong discipline qualifications, with 64 percent of our full-time faculty ABD or doctoral-qualified. As such, they can relate actual examples of situations that demonstrate how theoretical concepts apply. The Business School full-time faculty members physically located at the main campus (College residential) participate in the governance of the College. All business faculty members participate in governance of the ASSB through the Business school Council (BSC). They also participate in governance of University-wide curriculum.

We ensure adherence to our mission and vision by staffing the business school with faculty who have a strong mix of both academic and professional experience. Each faculty member teaches in on site (face-to-face) modality at the residential or at an adult locations. In addition, all business school faculty members are experts in all educational delivery modalities and regularly teach in online and/or Networked Learning modalities as well.

The ASSB faculty do not see themselves as location-based; rather, the ASSB faculty perceive themselves to be a singular faculty entity, deployed wherever the need in any given teaching term is required.

The table below outlines the education levels and practitioner experience of each of the business school faculty members (not adjunct).

Faculty Member	Ed. Level	Discipline	Years in Academia	Years in Industry	Practitioner Experience
Orville Blackman	PhD	Leadership and Organizational Development	10	22	Advertising Executive Sales & Marketing Mgr. OD Consultant
Cunningham Kara	MA	Public Relations Integrated Marketing	16	4	National Sales Director Asst. Dir. Development
Marylou DeWald	DBA	Entrepreneurship Business Admin & Strategy	24	10	Consultant – Turnaround Specialist Entrepreneur Senior VP -Banking Sr. Lender - SBA
Tom Edwards (Retired 2014)	PhD (ABD) MAHR	Organizational Development /HR	14	30	HR and OD Executive in the Telecom Industry
Kevin Eichner	HonD MBA	Organizational Development Business Policy & Strategy	7	30	Senior Executive, Fortune 100 Company University President Entrepreneur
Kayong Holston	DBA	Human Resources	12	17	Federal Government
Leanne Leonard (Left in 2015)	MS	Leadership Communication	2	13	Admin. Higher Ed Customer Service
Russ McCullough	PhD	Economics	21	18	Real Estate Development Sales and Property Mgt. Entrepreneur
Greg Moore (Hired 2014)	DBA	Finance	3	14	Consultant Financial Planner Investor Services
Aruna Rao (Hired 2014)	PhD (ABD) MIS	Management Information Systems and Health Informatics	6	6	IT Specialist Business Analyst
Jan Simon	MHSA RN	Healthcare Management	13	25	V.P. Health Mgmt. Nat'l Director QA HC Consultant
Lyn Wagner	MS CPA	Accounting	16	12	CPA – Auditor Business Manager
Kirk Wessel (Retired May 2014)	PhD	Business Policy & Strategy	16	24	Naval Officer Senior HR Executive COO/Operations Exec Entrepreneur
Stephen Weiss (Hired 2014)	PhD ABD CPA	Accounting	5	10	CPA - Corporate Accountant

f. *What are your major technologies, equipment, facilities?*

> The ASSB operates in a shared environment. We have designated ASSB office space at the residential College that promotes an environment of information-sharing and collegiality.

> All classroom and technological assets are shared between the four schools (Business, Education, Arts & Sciences, Health and Applied Sciences). There are ample classroom spaces at the residential campus and at all of our APOS locations.

> Technology can be challenging, but we have SMART classrooms at all facilities, including computer labs that may be used for coursework. The business school is a high-user and early adopter of technology and has been a pioneer for the university in the use of technology to "blur the lines" between on-ground and online delivery modalities. We currently use high-resolution video conferencing to provide synchronous class instruction for students from several locations. Through Networked Learning, students at the Overland Park, Kansas; Brookfield, Wisconsin; and Jeffersonville, Indiana, locations may join any course offered at these locations using video conferencing. Similarly, students at any of the Arizona locations may join any other location using the same technology. We also use lecture-capture technology to allow students to view classes asynchronously.

2. Organizational Relationships

a. *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 and communication mechanisms?*

> The ASSB stakeholder list is extensive and includes external members such as alumni, organizations (for-profit, not-for-profit, government), community members, donors, adjunct faculty, and board members. Student and stakeholder expectations for business programs at Ottawa University are: (a) provide both theoretical and practical business knowledge and training that are immediately useful for employment after graduation; (b) develop critical thinking skills through a liberal arts/business program that create a personal competitive advantage over those who do not have this background; (c) perform the above in a caring, Christ-centered environment and (d) where possible, connect them to career opportunities.

> The Ottawa University Mission Statement includes the following: "The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs." This provides a great starting point for discussing student segments and stakeholders of the ASSB. We take a very broad view of the market and offer programs that students are interested in pursuing and that also prepare graduates to meet the needs of the current and emerging markets. In the categories of Porter's business level strategies, we pursue a Best Cost/Value Provider strategy. Our APOS (Adult, Professional, and Online Studies) locations focus on the nontraditional/adult students, and our College residential campus focuses on traditional-age students.

Our programs and professional development for faculty reflect our understanding of the unique needs of both adult and traditional learners. For the adult learners we offer concentrated instruction in six eight-week terms when compared to the traditional semester that is designed to address the learning needs of the traditional residential student. The Adult learning experience is focused on equipping the learners to be skilled professionals by providing rigorous and relevant curricula that enhances critical thinking and problem solving skills. The same is true for the traditional student. However, the extended learning period is intended to provide contexts for students who are in most cases learning information for which they had no prior experience. The learning is augmented through participating in internships, business clubs and competitions.

To meet the needs of both adult and traditional students, we offer a broad array of programs but ensure that we focus on the disciplines that fit within a traditional business school model. Program offerings that are not amongst the traditional business programs (such as health care and information systems) are infused with management and leadership techniques, business/financial administration, ethics, and strategy.

Information from these stakeholders is gathered through a number of instruments including graduation surveys, alumni surveys, business advisory council, student clubs, student senate, adjunct faculty meetings, symposium surveys, enrollment counselors, business advisory board interaction, and others. Information from these sources is used to improve the stakeholder experience, improve processes related to communication, identify trends in the business community, and improve the curriculum learning outcomes.

b. *What are your key partnering relationships and communication mechanisms?*

There are several key relationships that are pursued by the ASSB. These relationships are important to the maintenance of a relevant curriculum, connecting our students to corporate leaders for experiential learning and research opportunities, and to secure funding and other resources to advance the business school.

With regard to curriculum development, the ASSB has a deliberate strategy to invite at least two non-academic professionals to participate in curriculum development round tables. The professionals are selected are selected as Subject Matter Experts (SMEs) based on their experience in the subject area, and their depth of knowledge of how organizations in the specific discipline work. In most cases the SMEs are senior managers/executives who are engaged prior to the round table meetings, during the focused course development, and follow-up after the new courses/programs are tested and launched. They are also invited to participate in any follow-up design work.

The ASSB encourages our students, especially in the adult markets to network with industry leaders to get first hand experiences in the various industries as well as to gather research for various call projects. Many of these contacts are formally facilitated through the instructors who send letters and or emails introducing the students and the purpose for engagement.

The ASSB is currently revitalizing the advisory board which has been critical in locating/donating funds to implement initiatives such as study abroad programs in India and Australia, and the establishment of the Owen Leadership Institute. The ASSB board has been dormant for the past two years, but we will resume four quarterly meetings in 2016. Two of the meetings will be dedicated to strategic planning and will engage the new 15 member advisory board. The other two meetings will focus on tactical planning where sub committees of the board will work with faulty on different focused initiatives that are tied to the Business School strategy. These initiatives are still to be fully fleshed out.

V – ORGANIZATIONAL CHALLENGES

Our mission is to deliver an integrated and disciplined educational experience that develops global leaders who exercise innovative and critical thinking, shape their communities, and lead lives of significance.

1. Competitive Environment

   There are two distinct domestic markets for the ASSB.

   (1) The residential campus in Ottawa, Kansas, is designed primarily for 18-to-25-year-old students although it attracts and serves nontraditional students as well. Students are represented from small towns and big cities throughout Kansas, the United States, and various countries. Some students come to the College as first time, first-year students; others transfer from community colleges or from other four-year institutions. There is a small international contingent. The traditional College competes with larger schools in the region. With scarce marketing resources, the ASSB is likely to grow at a slower rate in the increasingly challenging environment.

   (2) Adult students make up the largest population of students in general and ASSB in particular. In recognition of the growing demand for programs suited to the interests of adults and other non-traditional students, the University opened its first APOS location in Kansas City, MO in 1974. Additional locations were opened in Arizona (1977), Wisconsin (1992), and Indiana (2002). Ottawa University was also an early adopter of online technology to meet the demands of the adult market. We established our online system in 2002, and all business degrees are offered in this learning modality.

   As such, the market is very broad, and competition comes from many segments. We compete with the very large for-profit universities (such as the Apollo Group & Grand Canyon); with local not-for-profit universities for adult on-ground and online students; with traditional liberal arts universities in the Mid West; with major public universities (to a lesser extent) throughout our metropolitan regions for both traditional and online students. The contracting adult education market has become a threat to the viability of some academic programs and the need to launch other programs that can add value to the mix of programs in the ASSB.

   a. The principal factors that determine our success also come from many sources. Primarily, we distinguish ourselves through (a) our liberal arts curriculum, (b) our rich tradition of serving as a Christian university (150 years) and close ties with the Ottawa Tribe, (c) our not-for-profit status, (d) the variety of program offerings, (e) the personal care given to each student through our faculty and advisers, and (f) the flexibility afforded students as they progress through their respective programs. Two important endeavors that we hope will enhance our competitive position are (1) our relationship with the community college systems and working in partnership to increase enrollment and retention and (2) our strategy to offer a truly blended education by providing both synchronous and asynchronous options for our students. We believe that these endeavors are essential to our growth in both numbers and influence. Our community college initiative demonstrates our responsiveness to market needs for graduates with bachelor's degrees and our strategies for the delivery of education demonstrates the flexibility needed to provide relevant, high-quality education.

2. Strategic Challenges

The ASSB lacks the visibility and accreditation of the more established schools that enjoy long-standing tradition and success. Our intent is to compete successfully with these schools, but there are considerable challenges. The top 25 business schools have endowments that average more than $325 million. Those same top-25 schools have an average full-time faculty size exceeding 100. Currently with 1600+ students, our business school faculty totals only nine. Compared to schools with 2,000 to 3,000 students with full-time faculties of 50+ (average), we are succeeding on a dramatically different playing field with a dramatically different model. Over the next seven years, we will increase the faculty to (a) meet the demands of our stakeholders and (b) provide comprehensive discipline expertise. We aim for incremental growth in the next five years, and are paying careful attention to market growth opportunities. As we grow, we will need commensurate resources based on our model.

Many factors are critical to our success, but three of the most significant are (a) defining our own competitive space relative to the leading schools by developing a unique niche approach (based on specialized delivery systems, in-demand degree programs, and relevant corporate programs); (b) implementing a financial strategy that provides a mechanism to fund top priorities through a combination of development/fundraising, tuition, and for-profit corporate interaction and programs; and (c) delivering on school- and market-specific branding and marketing to support the projected growth. To advance our strategy, we will need to rely significantly on our advisory board to assist with the establishment of additional significant partnerships that can help to build the ASSB brand.

2020 School of Business—Strategic Thrusts (2014–2015)

1. **Accreditation**: Ottawa University achieved HLC continued accreditation in 2013 with the next Reaffirmation of Accreditation in 2023-2024 (OU has been continuously accredited since 1914). We are in the process of seeking ACBSP accreditation in FY 15/16. Though it is a costly and time-intensive process, we believe such accreditation is the absolute cost of doing business. Additionally, once accredited, we plan to offer chapters of SIFE and Delta Mu Delta Honor Society (in addition to our current DECA club and Sigma Beta Delta Honor Society) to further enhance the students' experience in the ASSB.

2. **Work-Ready Graduates**: The core Pathway Curriculum Model (See Criterion 6.1.4) of educational delivery develops graduates who are ready for entry into the work world and who carry with them the strength of the liberal arts education coupled with the specific certifications required by their fields. Some anticipated programs that would lead to work-ready graduates include the 4+1 in Accounting, allowing the student to graduate with the Masters of Accountancy (in preparation for HLC approval) and be ready to sit for the CPA, and the Bachelors in Finance (new in 2014), culminating with the CFP or CHFC certifications. In addition we will analyze the market for new masters level offerings, including (but not limited to) business communication (with the School of Arts &Sciences), organizational leadership studies, and sales management. The School of Business' underlying emphases on leadership skills, strategic perspectives, analytical powers, and social responsibility in a global context all contribute to preparation of work-ready graduates.

Experiential education and career-transition readiness are also important facets of the learning experience in the ASSB. As such, we will build, in collaboration with the Adawe Center at Ottawa University and the other three Schools, an effective "Experience Program" for business students across the University that includes internships; practicums; and career development assessments, training, and placement by FY 15/16.

3. **Innovation in Delivery Methods**: The proposed delivery options by the ASSB will focus on innovative offerings that allow the students to complete degrees at an accelerated rate and move seamlessly from the BA, to the MBA or MA, to the DBA (not offered at the current time—in long range plans) if desired. The offerings will leverage our existing degree line-up in order to maximize economies of scale and shorten the traditional timeframe to bring programs from concept to fruition from years to months. In addition the 3+1+1 (AA to BA to MBA) and expanded health care registries, articulations will be extended via the Maricopa, Ivy Tech, and Johnson County Community College systems (and others).

The ASSB will lead the development and execution of new delivery methods. Networked Learning, an education delivery concept that blurs the lines between online and on-ground teaching (taking the best from each), is being implemented by Ottawa University to give adult students the opportunity to come together across geography. The ASSB will be leading these efforts within the university.

4. **Innovative Pathway Programs**: Central to the University's model, the liberal arts are at the heart of everything we do. To encourage interdisciplinary education at the undergraduate level, we will develop major, minor, and concentration offerings involving faculty members from the schools of Health and Applied Sciences, Education, and Arts & Sciences. While our undergraduate degrees are already highly interdisciplinary, this strategy allows students to combine an in-depth study of another area along with a business focus. Doctorate (long range) and undergraduate degrees in Leadership are proposed degrees that fit this model. Leadership programs provide the opportunity to infuse theory and practical application from and across all schools. Additionally, the School of Business will lead the effort to institute case teaching methodology across all curricula.

5. **Advancement/Development**: Plans focused exclusively on *fundraising* are unlikely to succeed. Plans that *develop relationships* with alumni and the external community can succeed. We plan to establish a strategy to work closely with the advancement office to engage our alumni and the community, and to educate them about the value that the University and the ASSB can add to society. By FY 16/17, the Business School will meet the current $3MM capital campaign goal. In addition, we continue to work closely with University marketing to focus attention on building the Angell Snyder and Owen Leadership (See 7. below) brands. Work is currently ongoing to reestablish the Business School Advisory Board. The Advisory Board will be instrumental in raising funds for Business School initiatives.

6. **Corporate & Executive Education**: In order to serve the corporate and not-for-profit communities, we will implement a strategy to develop non-degree executive education, training, and consulting services. Timely programs are designed to transform business executives into leaders who can address the complex challenges and seize emerging opportunities. Our corporate education and training unit will deliver certificate and on-site educational opportunities targeted specifically to the client-identified needs of their particular business.

7. **Centers of Excellence**: We will implement a strategy to continue to develop centers that involve areas where the ASSB has strong expertise and where there is strength and need in external communities. Our first center, The David C. Owen Leadership Institute was established in 2010, with the mission of empowering students, faculty, staff, alumni, and the Ottawa community at large in self-discovery and development of leadership talents and opportunities through value-based programs and activities. We will implement at least one more center of excellence by FY 16/17 that includes naming and funding of at least $2MM. This center is currently projected to be an Institute for Finance and Economics and will include a center for economic freedom; however, we will stay flexible and respond to donor interests and market demands.

8. **Angell Snyder School of Business Structure/Systems/Process:** We will focus on structure, systems, and processes while progressing toward Vision 2020. This includes (but is not limited to):
- Conversion to school-based budgeting
- Enhanced performance management and faculty development
- Advisory board development
- Assessment of school performance through the eyes of our stakeholders
- Enhanced collegiality and participation

3.   Performance Improvement System

Ottawa has a long history of inculcating continuous improvement processes throughout university operations. Performance improvement in the ASSB is a process that includes three distinct initiatives. First, we are diligent in our regular assessment of learning outcomes and use this process to improve the curriculum and to review the process for assessment. Second, we are unique at Ottawa University in the conduct of our Program Record Review (PRR). This process, executed by lead faculty and supported by the dean/associate dean, reviews all facets of each program/major in the ASSB, including enrollment, retention, trends, survey results, and any data that can/may inform the efficacy of the program. Specific action plans and goals (along with associated budget requirements) are formed from the PRR and provide a very efficient method for continuous improvement. Lastly, the Business School Council (BSC) is constantly reviewing policies and procedures relating to student and program performance and working hand-in-hand with the other schools to make changes to University-wide programs.

Ottawa University

Angell Snyder
School of Business

S e l f - S t u d y
F Y 2 0 1 4 - 2 0 1 5

Standard 1: Leadership
ACBSP Ottawa University

Self-Study
BACCALAUREATE/GRADUATE DEGREE
SCHOOLS AND PROGRAMS

Revision LA – MD -3: 8 December 2015 - FINAL
Self-Study

STANDARD #1: LEADERSHIP

Ottawa University has been led by Kevin C. Eichner since 2008. He is deeply committed to the Ottawa University Angell Snyder School of Business and understands the importance of the School's programs and the role of the School and its faculty in the success of Ottawa University. Prior to his 2008 appointment to lead Ottawa University, Eichner served as president, CEO, and vice chairman of Enterprise Financial Services Corporation, the parent company of Enterprise Bank & Trust, a $3.7 billion banking wealth management company headquartered in St. Louis, Missouri. A co-founder of Enterprise, Eichner served as its CEO for six years and oversaw its emergence as a NASDAQ-traded company recognized for its high growth and performance in the financial services industry. Previously, Eichner served as executive vice president and then CEO of General American/MetLife. In 1983, he founded a successful consulting company, Collaborative Strategies, Inc., which provided consultation to a large number of management and strategic for-profit and not-for-profit organizations during his 14-year tenure prior to the company's acquisition by General American in 1997. Eichner is a 1973 graduate of Ottawa University and 1977 graduate of the Harvard Business School (MBA). He was awarded an honorary doctorate by Ottawa University in 2009. (http://www.ottawa.edu/people/kevin-eichner, http://www.ottawa.edu/Academics/Faculty/Business/President-Kevin-C-Eichner, retrieved November 30, 2015)

Dr. Terry Haines is the University Provost and Vice President for Academic Affairs and serves as its chief academic officer. He has served in higher education for more than 30 years, most of which were in leadership roles as Dean, Provost and Vice President. Dr. Haines is very supportive of the ASSB and recognizes the significance of its academic programs for professional education for undergraduate and graduate students and its value to the University as a whole. Dr. Haines earned a doctorate from Pennsylvania State University in 1996, an MA from Ball State University in 1984, and a BS from Taylor University in 1980. He completed additional course work in organizational strategic planning at the University of Maryland and completed the Institute for Educational Management program in the Graduate School of Education at Harvard University in 1998. (http://www.ottawa.edu/people/dr-terry-haines retrieved November 30, 2015).

School deans provide leadership for all academic programs within their school. The Dean defines academic excellence, leads curriculum assessment and development, ensures the needs of faculty are met, supports faculty recruitment and development, and manages the school's fiscal and academic resources. School deans work collaboratively with deans of instruction to ensure that faculty development, curriculum administration, and instruction are sufficient. With the retirement of Dr. Kirk Wessel in May 2014, during FY 2014/2015 the Ottawa University Angell Snyder School of Business operated under the guidance of two Associate Deans, Dr. Marylou DeWald and Dr. Orville Blackman. As of July 1, 2015, Dr. Orville Blackman was appointed the Dean of the Angell Snyder School of Business. Dr. Marylou DeWald remains as the Associate Dean and added the additional duty of Director, International Programs.

Dr. Blackman earned a PhD in Leadership & Organizational Development and a Master's in Sociology and Business Communication from the University of Louisville and a Bachelor's degree in Management with minors in Sociology & Political Science from the University of the West Indies. In 2009, Dr. Blackman was a Fellow with the National Research Center for Career and Technical Education at the University of Louisville. His research activities at the NRCCTE served to inform national higher education policy. He has published and presented on international business, culture, strategic planning, and many other areas of organization leadership. He taught at the University of Louisville and has served as an executive coach and consultant in organizational development for corporations and organizations in the Bahamas, Belize, Turks & Caicos Islands, Cayman Islands, Antigua and Barbuda, Barbados, and with the Organization of Eastern Caribbean States (OECS). He gained his industry leadership experience as an advertising executive and a manager for a media corporation where he served for 14 years before entering the consulting field. (http://www.ottawa.edu/people/orville-(1), retrieved November 30, 2015)

Dr. DeWald earned a DBA from the University of Newcastle, Australia, an MBA—Finance from Emporia State University, and a BA in Sociology and Biology from Winthrop University. She is active in local and national professional organizations and has developed a deep network with regional business leaders. Since 1987, she has owned a successful consulting firm that specializes in workouts and turnarounds of troubled firms. Dr. DeWald has consulted both nationally and internationally with clients ranging from the Government of Malaysia to the Folly Theatre in Kansas City. Additionally, she works closely on curriculum and programming with the Kauffman Foundation. Her prior corporate experience was in corporate lending where she was a Senior Lender for the SBA and Commerce Bank. Dr. DeWald has received the Ottawa University Most Influential Teacher award three times (2009, 2011, and 2014). She truly understands the importance of ACBSP accreditation to the ASSB and has educated herself on ACBSP standards. She champions the accreditation process. (http://www.ottawa.edu/Academics/Faculty/Business/Marylou-Dewald,-DBA, retrieved November 30, 2015)

CRITERION 1.1 COMPLIANCE

The leader of the business unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the business unit, and for their compliance with the ACBSP Standards and Criteria.

While the Dean of the Angell Snyder School of Business (ASSB) is clearly the leader most responsible and accountable for the success of the School, the model is one of a shared governance and collaborative approach to management. All key stakeholders are involved in the decision-making process through the Business School Council.

The Dean and Business School faculty meet monthly to discuss program and process issues, report on status of the projects, and any other matters that are relevant to personnel development and the delivery of high-quality business education. All members of the ASSB faculty participate in the monthly meetings.

The Business School Council (BSC) is the governing body of the ASSB, providing oversight in the planning and execution of the School's strategic plan. The BSC chair is elected by the School faculty. The Dean is a participating member but cannot be the BSC chair and is permitted to vote only in the case of the need for a tie-breaker. All Business School faculty are members of the BSC. Other members include the local Deans of Instruction and the University Registrar. The BSC operates from its charter and meets monthly.

ASSB faculty host a symposium, led by the Dean, every other year and do so face-to-face at one of our various locations. Several days are set aside to update the strategic plan, discuss specific tactical plans in support of the overall strategy, provide for faculty and team development opportunities, etc. In the alternating years, all faculty in the university come together for similar purposes.

The Provost of the University meets regularly with the Business School Dean for updates in directions and initiatives within the school and proposed changes in programs. The Dean provides the Provost with an action plan for program improvements based on academic assessments and leads the process of curriculum review with the ASSB faculty. Faculty are required to keep standard course syllabi and supporting Blackboard shells current and relevant.

There are multiple opportunities for frequent formal and informal discussions between faculty and administrators, and ideas are frequently brought to the School's faculty as a whole and/or to the BSC. The President is approachable and hands-on, up to and including teaching business courses. He and the University Provost were both heavily involved in the search process for a permanent Dean of the ASSB. The President, Provost, and Dean frequently travel to the various locations and make themselves available to stakeholders. All stakeholders are encouraged to be entrepreneurial, innovative, and creative in considering the future of the ASSB.

a. Administrators and faculty must set, communicate, and deploy business school or program values and performance expectations.

The Strategic Plan for the Ottawa University Angell Snyder School of Business states its strategic intent: "*To be a business school of significance. To be a leader in selected areas traditionally underserved by other educational institutions, for which there is sizable, fast-growing, market-validated demand. The ASSB will develop leaders who have significant depth and breadth in strategy, marketing, sales management, finance, accounting, operations management, IT, organization development, and human resources. While generating competencies in these areas, the school gives special attention to principle-based leadership and the broad-based grounding of the liberal arts.*"

Integral to achieving the strategic intent is the ability to set and maintain high standards of performance of all stakeholders and to operate based on the values of the institution. As the university is reviewing its mission and vision statements, the ASSB will be reviewing its mission, values statement and strategic intent during 2015-2016.

In addition, the Faculty Handbook (Section IV.2) states "…the educational ideals state hoped-for outcomes in students that faculty persons should also seek to embody and make real. As the design and delivery of the educational program are in the hands of the faculty, the faculty in their individual values and behaviors should support the values and behaviors sought in the student body."

*b. Administrators and the faculty must review business school or program performance and capabilities to assess business school or program success and your business school's or program's ability to address its changing needs***. .**

Faculty empowerment is at the forefront of curriculum decisions, degree requirements, and new program development, both undergraduate and graduate. The ASSB clearly demonstrates collaborative effort as well as substantive contributions in setting academic requirements, policy, and processes, both university-wide and locations- or program-specific. Faculty assess program success through assessment of learning outcomes as described in Standard 4 and collectively review changing program needs in the annual ASSB Faculty Symposium.

The ASSB deans, in consultation with the lead faculty and the voting membership of the school, are responsible for ensuring currency of curriculum across the university. In addition, the ASSB is charged with maintaining an advisory board that includes active practitioners in the representative fields of study. We are currently working on establishing an active advisory board that supports the various disciplines. They will be tasked with specific review of literature as well as the associated industries and academic fields in order to advise the school regarding necessary updates or enhancements to curriculum and programming, and strategic thrust. The Health Care Advisory Board for the Health Care Management degree is an early adopter.

The Liberal Arts Studies Council (LAS Council) assures currency of the LAS core sequence and the general education curriculum. This curriculum informs the ASSB, and the ASSB informs the LAS curriculum in maintaining the missional focus on liberal arts outcomes desired in the workplace such as skills in written and oral communication, multicultural and global awareness, critical thinking, and ethical reasoning.

ASSB full-time faculty also meet with adjunct faculty groups by discipline to foster general communication and to gain their perspective as practitioners on program needs. These meetings have proved enlightening to university administration and have led to consideration of more formalized venues for regular discussion to supplement the data gained through course evaluations, program completion survey data, alumni surveys, and both internal and benchmarked student satisfaction surveys.

Additionally, a number of ad hoc groups have contributed to academic decision-making and policy and procedural refinements. Focus groups are instrumental in informing decision-making and are convened by the President in visits to all locations (Town-Halls). The President meets regularly with students at the residential campus and hosts every student athletic team and activity group for dinner meetings at least once per academic year to elicit feedback on student experience in academics and the educational environment. At the APOS locations, the President hosts separate meetings with groups of undergraduate students, graduate students, and alumni to seek their unique perspectives on improving the educational environment and to seek their opinions to better assess progress success and changing needs.

c. The business school or program must have processes in place for evaluating the performance of both administrators and the faculty.

Faculty: In accordance with the Faculty Handbook and the Adjunct Faculty Handbook, all instructors are evaluated annually. Evaluations for full-time faculty are organized around the multiple roles that faculty perform. The relative importance of each role for each faculty member is taken into account, which provides a customized way to assess each person's performance. The primary evaluative criteria for adjunct instructors are those concerned with effectiveness as a teacher, based on classroom observations and IDEA evaluations. Evaluations for both full-time and adjunct instructors are supervised by the Dean of Instruction (DOI) at each location with input from the ASSB dean and are ultimately the responsibility of the University Provost/CAO.

Adjunct faculty who teach online must complete a rigorous three-phase certification process regardless of previous online teaching experience and/or academic qualifications. Phase I includes a three-week facilitated on-line certification course to introduce potential instructors to Ottawa University's mission and history, convey the standards for online instructors, and share preferred online teaching techniques. Phase I also assesses the potential instructor's technical abilities in the learning management system (Blackboard Learn) and provides the candidate opportunities to demonstrate that he or she will be a viable and high quality member of the online faculty. The potential instructor must earn enough points to pass the certification training. In addition, the instructor must also receive the recommendation of the instructor of the course. Upon successful completion of the training course, the instructor is assigned an online course in his/her discipline.

In Phase II, the instructor teaches the course while being observed and mentored. At the end of the observed course, the mentor submits an evaluation to the Dean of Instruction, documenting the strengths and weaknesses of the instructor; the mentor then provides a recommendation regarding continuation of the instructor into Phase III.

Phase III of the certification process is a post-teaching peer review, providing both a summative and formative report. Upon successful completion of all three phases, the instructor is added to the online approved adjunct list for online course assignments. Certified online instructors continue to receive annual peer review. Adult, Professional and Online Studies (APOS) adjunct faculty have shared that they appreciate the thoroughness of this approach in comparison with the methods of other institutions.

Academic affairs is exploring the implications of a new type of faculty designation, in which Networked Learning faculty might receive special compensation and benefits in return for embracing and exhibiting fluency in Network Learning practices. (See Criterion 5.2.2.f)

Administrators: Each employee is invested in the institutional goals, plans, and priorities through the annual performance review process. Goal setting for all employees including administrators, is tied to the mission documents via the Vision 2020 Strategic Plan.

In 2009, the University implemented a new performance management and merit-based compensation system with all full-time and part-time employees. The performance management system includes three phases: 1) planning for performance through contracting for priorities or goals to be achieved in the coming year, including professional development goals and personal relationship improvement goals; 2) monitoring of performance through ongoing discussions as well as designated midyear updates to the contracts as needed; and 3) the annual evaluation of performance. This system provides opportunity for careful and collaborative planning of an individual's performance objectives along with a focused review of the achievement of these objectives, which includes assessment of overall performance and constructive feedback regarding areas that need attention. The annual assessment of performance allows university leaders to implement changes in compensation based on documented performance measures when financial resources are available.

CRITERION 1.2 SOCIAL RESPONSIBILITY

a. Administrators and faculty must create an environment that fosters and requires legal and ethical behavior.

The mission of the university forms the central guiding influence upon which the institutional norms and values are established. In 2008, the Code of Conduct and Ethics was developed by the Compliance Committee of the Board of Trustees, with representation from all university constituencies:

"All members of the Ottawa University Community are responsible for sustaining the highest ethical standards of the University, and of the broader communities in which it functions. The University values honesty, trust, fairness, respect and responsibility and strives to integrate these values into its teaching, research and business practices. It is the intent of the code of conduct and ethics to protect academic freedom, a collegial atmosphere, teaching and scholarship; to advance the mission of the University; and to help preserve the highest standard of business dealings."

This Code of Conduct calls all constituents to maintain a high standard of ethical behavior to ensure that mission and vision are lived out. Subsequent training and policy and process formulation related to the Code of Conduct are ongoing.

The university's commitment to academic honesty is expressed in a Vision 2020 Hallmark of Distinction in upholding "our reputation for unwavering ethical conduct." Academic integrity is embedded in the institution's history, tradition, and commitment to Christian values and is carefully communicated to constituents. The policy on Academic Honesty is included in the University Catalog, Faculty Handbook, Adjunct Faculty Guidelines and Teaching Standards, and the Student Handbooks.

The policy is discussed during new student orientation sessions and included in every course syllabus. In addition, academic advisors reinforce the information presented during orientation by coaching students on academic honesty as necessary. The policy and its meaning are addressed in a Research and Writing Guide (LibGuide) developed by the librarians and emphasized in each introductory LAS course taken by every student entering Ottawa University.

The Academic Honesty statement applies to all ASSB students and faculty members with regard to how they carry out their academic and instructional responsibilities.

b. The business school or program should address the impacts on society of its program offerings, services, and operations.

As a common program objective, the ASSB seeks to graduate students who can solve problems while considering the ethical implications of their actions. The curriculum introduces and reinforces concepts and theoretical perspectives related to ethical decision-making at various points in the curriculum.

ASSB core courses address ethics and social responsibility directly; specifically, OAD 31664 Business Ethics at the undergraduate level. This course is taught in a case-based format with specific focus on accountability and legal implications. In the masters curriculum, BUS 7002 Value Systems & Professional Ethics is required of all students and serves a similar purpose with the intent of awakening students to the cause-effect implications of their actions. Along with the required courses, several courses in the curriculum specifically address ethical intent and social responsibility. Instructors are advised and encouraged to ensure that these facets are discussed in every course.

ASSB students have opportunities for experiential learning in internships and shadowing. These opportunities allow our students to have an impact on the business even as the business impacts them.

For example, BUS 7004 (Leading to Create Value) is a team-taught MBA course (President Eichner & Dr. DeWald) that uses an existing business as a case study with the intended outcome of enhanced economic value for the firm being studied. The students act as consultants to the firm, have full access to all information, people, financials, and facilities, and make team-based presentations with specific recommendations to top management at the conclusion. The BUS 7004 students' level of professionalism and expertise is routinely praised by the management teams of the host firms and by external management team members (accountants, lawyers, bankers, insurance professionals) affiliated with the host business.

c. The business school or program should ensure ethical business and academic practices in all student and stakeholder transactions and interactions.

Faculty and administrators are aware that organizations tend to emulate the behavior of the leaders of the organization. With that in mind, faculty and administrators understand and model ethical behavior. Measures for monitoring the ethical behavior of students, faculty, and administrators are applied University-wide.

<div align="center">

Table 1.2
Ethical Behavior

</div>

Processes for Measuring Ethical Behavior		Measure Indicators	Frequency of Measure
Within the ASSB			
Students	Distribute Student Handbook		Annually
	Distribute Academic integrity policies and expectations – Syllabi	Compliance as measured by # of Academic Dishonesty Reports	Every Course Every Term
	Conform to Ottawa's understanding of Academic integrity	Safe Assign Results Compliance as measured by # Academic Dishonesty Reports	Continuous
	Classroom behavior reflects the demeanor of professional in a working environment	Mutual respect among students and with the professor Compliance as measured by # of reports to the DOI	Continuous
With Key Partners			
Governance Structure	Checks and balances that ensure the rights of all stakeholders and the duties of all ASSB faculty and administrators	Reporting in general Verbal or written warnings	Classroom Observations Annual Performance Evaluations
Vendors/Suppliers	Compliance with ethical practices in all external legal and contractual instances	Awarding of Contracts	Regular Internal Audit Review

d. The business school or program should have processes in place for monitoring regulatory and legal compliance.

The ASSB follows the University-wide policies and procedures for monitoring regulatory and legal compliance.

The Institutional Review Board (IRB) places Ottawa University in compliance with federal regulations designed to protect the safety and general welfare of human research subjects. In order to ensure the independence of decisions, the IRB does not report to any administrative or academic office. Rather, it operates as an autonomous entity composed of relevant administrative and faculty representatives: the Director for Regulatory & Governmental Affairs, the Administrator for Assessment and Effectiveness, a faculty member from each of the three academic schools (Business, Education, and Arts & Sciences, four in 2015, Health and Applied Sciences), and a faculty member specifically representing the sciences and serving on the Institutional Animal Care and Use Committee (IACUC). Qualified faculty representatives are selected by the Director for Regulatory & Governmental Affairs. Each serves a three-year, once-renewable term.

The IRB has oversight of university research projects sponsored by or completed within the university structure that involve human subjects. Its review is focused upon the psychological and physical welfare and safety of human subjects. It is not a review of research or methodology. On average, ten to twelve applications are filed with the IRB each academic year, including student satisfaction and other internal surveys. Each application may be judged 1) exempt from IRB review, 2) appropriate for an expedited review, or 3) requiring a standard review. Federal regulations identify the factors by which each application is placed into one of the three classifications. The primary concerns reviewed in the IRB process include the level of risk to any human being and the anonymity of respondents. The IRB policy and the application form are available to faculty, staff, and students on the MyOttawa portal. The Director of Regulatory & Governmental Affairs maintains a log of all IRB decisions. Link

Ottawa University complies with applicable Federal law in hiring practices. ASSB faculty members involved in the interview process can review appropriate hiring/interview practices through the Office of Human Resources website. This document addresses: Title VII of the Civil Rights Act of 1964 Amended in 1993 prohibiting employment discrimination based on race, gender, color, creed, national origin or religion; the Age Discrimination in Employment Act of 1967 prohibiting discrimination in employment against anyone 40 years of age or older; The Rehabilitation Act of 1973 and Title I of the Americans with Disability Act of 1990 prohibiting discrimination in employment based on a person's disability or if the person is perceived to have a disability; and the Pregnancy Discrimination Act (an amendment to Title VII of the Civil Rights Act) that makes pregnancy discrimination a form of sex discrimination under Title VII. Employers cannot exclude pregnant women from jobs because of the stereotypical belief that they are incapable of doing their jobs or that after childbirth they will leave their jobs. Furthermore, Ottawa University complies with the Department of Homeland Security, United States Immigration and Citizenship Services (USCIS) requirements that all new hires must be legally eligible to work in the U. S. by completing an I-9 form and verifying their employment eligibility thorough the E-Verify process.

Ottawa University

Angell Snyder
School of Business

S e l f - S t u d y
F Y 2 0 1 4 - 2 0 1 5

Standard 2: Strategic Planning
ACBSP Ottawa University

Self-Study
BACCALAUREATE/GRADUATE DEGREE
SCHOOLS AND PROGRAMS

Revision LA – MD -3: 8 December 2015 - FINAL
Self-Study

CRITERION 2.1 STRATEGIC PLANNING PROCESS

The Vision 2020 University-wide strategic plan is a twelve-year plan divided into four three-year phases. The Angell Snyder School of Business's plan complements the Vision 2020 plan and brings the planning process to the school level. The ASSB consistently reviews and updates the strategic plan to reflect changes in both the internal and external environments. The School conducts a formal strategic planning process every two years as part of the faculty symposium. An informal review of the strategic plan occurs during the in-between years. (The next major revision will occur in Fall 2016.) Changes to the strategic plan, however, may be implemented at any time based on changes in the environment. These changes are generally agreed upon during our monthly formal governance meetings of the Business School Council (BSC).

a. Faculty and Staff members of the business unit should have significant input into the strategic planning process.

Faculty of the ASSB have input into the strategic plan and strategic planning process through several methods. First and foremost is participation in the Business School Council (BSC), the governing body of the ASSB. The BSC pre-dates the ASSB by more than ten years. As an active governing body formed in 1999, the BSC oversaw operations of the business division prior to the creation of the school system at Ottawa University in 2010.

All ASSB faculty are members of this council, and academic administrators across all locations and functions are invited to attend and participate on a monthly basis. The ASSB faculty elect the BSC chair, and the Dean may not serve in this role. The Dean is a voting member only when a tie vote must be decided. This chartered council reviews all school-based initiatives and approves moving forward with objectives in the strategic plan. Some of these objectives can be fully approved at the School level, but others must be approved by the University Academic Council (UAC) before implementation. Implementation of these objectives generally falls within the responsibility of faculty, and progress is reported at the monthly BSC meeting. LINK

Faculty and staff also have input to the strategic plan semi-annually at the Business School Faculty Symposium. The business school faculty travel to a single site for this meeting. This allows the faculty to develop the business school strategy while meeting face to face. This symposium is centered around the strategic direction of the ASSB, and as such, reviews the major elements of the strategic plan and seeks input to all planned (and unplanned) initiatives.

Faculty and staff have intimate ongoing dialogue with the Dean, Associate Dean, and each other and are encouraged to be creative and innovative in considering the future direction of the ASSB. These frequent conversations about the strategic direction of the School result from professional development experiences, interaction with stakeholders (companies, alumni, and students), and exploration of changes in the external environment. Almost any initiative can be vetted and presented to the School through an informal process, but eventually all initiatives are approved through the BSC or semi-annual Faculty Symposium.

The complete Angell Snyder School of Business Strategic Plan can be found in the ACBSP resource room. It is available to all ASSB faculty within the MyOttawa portal under the ASSB resource page. The next scheduled revision to the plan will occur in 2016. LINK

b. The strategic plan should identify the business school's key strategic objectives and the timetable for the current planning period.

Table 2.1 below outlines the major objectives for the ASSBs from 2014 through 2019. It also identifies the resources required in terms of faculty representation, marketing, and teaching/technology resources. Monetary resources required to execute this plan are being acquired as a part of the ongoing capital campaign. The school dean works closely with the University Advancement Office to ensure that fund raising initiatives are being actively pursued.

Significant progress against some of theses initiatives has already occurred, especially in the areas of Marketing, Finance, and Leadership program development and growth in the programs offered through the Owen Leadership Institute.

Table 2.1

Angell Snyder School of Business
Strategic Initiatives/Project Costs 2014-2019**

Project, Program, Initiatives	Development Cost (1 time)	Faculty or Labor Cost	Marketing Cost	Total Cost (all years)	Start Date	End Date
New Major – Finance	$50,000	$250,000 (2 years)	$100,000 (2 years)	$400,000	2014	2016
New Major – Marketing		$180,000 (2 years)	$100,000 (2 years)	$280,000	2013	2015
New Major – Leadership* • Undergrad and Doctorate • Collaborative (Three Schools)	$50,000	$270,000 (3 years)	$150,000 (3 years)	$470,000	2014	2017
New Major – MACC and MBA Concentration in Accounting	$50,000	$220,000 (2 years)	$100,000 (2 years)	$370,000	2015	2017
New Program – Center for Finance and Economics	$150,000		$50,000	$200,000	2016	2018
New Program – Center for Experiential Learning (Owen Leadership Institute)	$50,000	$250,000 (all years)	$50,000	$350,000	2015	2019
Existing Program – OLI	$50,000	$160,000	$45,000	$255,000	2014	2017
Technology – Case-based Classrooms	$175,000			$175,000	2014	2017
Accreditation – ACBSP Accreditation	$75,000		$25,000	$100,000	2013	2016
Research – Grants (ongoing)	$20,000 per yr. for five years			$100,000	2014	2019
Total Program/Project Costs				**$2,700,000**		

*Collaborative Program between School of Arts & Sciences, School of Education, School of Health and Applied Sciences, and Angell Snyder School of Business
** After approval of the strategic plan, a number of these initiatives have been put on hold, revised, or altered in some way.

CRITERION 2.2 STRATEGY DEPLOYMENT

> *a. Strategic Action Plans should address both short and long-term objectives.*

> The action plan for self-study year 2014–2015 and the long-term action plan are shown below.

Table 2.2
Angell Snyder School of Business
Action Plans and Key Measures (2014–2015)

Current year (2014/2015) Action Plan (2.2.a)	Key Measures (2.2.b)
Hire two additional full-time doctoral-qualified faculty (Finance, Accounting PhD)	Faculty hired
Update Strategic Plan for Vision 2020 —Phase II	Plan submitted to President
Begin development of finance major	Faculty hired and assigned task by Dean. Degree approved 2014.
Analyze majors with weak enrollment	Lead faculty submits Program Review Record PRR with recommendations implemented
Current ABD faculty in Finance complete doctorate	Submission of credentials to HR
Re-establishment of international Hong Kong site with Success Institute	President signs contract with Success
Development of the MAcc (Masters of Accountancy)	Approved by UAC
Development of the BS—Business Administration	Approved by UAC
Long-term Action Plan	**Key Measures**
Increase scholarly work by faculty	Faculty development form submitted to Feith
ACBSP Accreditation	Accreditation Awarded (anticipated) (Spring 2016)
Update Strategic Plan for Vision 2020 —Phase III	Plan submitted to President
Submission of one grant request annually	Proposal submitted
Work with APOS and Marketing to establish an ASSB brand strategy	Increased brand awareness
Secure funding and space for a dedicated, case-method, technologically sophisticated, MBA classroom at The College (TC)	Classroom available for use
Revision of online Accounting curriculum (all)	Design Studio completes revision
Establishment of a Center for Accounting, Finance & Banking	External funding found Center is operational
Revitalize membership on the ASSB Advisory Board	New members in place
Revise learning outcomes (Make tighter/fewer)	Approved by UAC
Develop dashboard & metrics specific to ASSB needs	Institutional effectiveness and IT complete work on the project

b. The business unit shall have established performance measures for tracking progress relative to strategic action plans.

    See Table 2.2 above.
    The ASSB has set forth key measurements for each action item.

c. The leadership of the business unit should communicate strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders, as appropriate.

    Strategic plans, objectives, and progress for the ASSB are communicated frequently at many levels. The faculty and staff, as mentioned above, play a major role in the strategic planning process, and as such they have intimate knowledge of future initiatives. In addition, reporting on progress of academic initiatives happens at the UAC three times per year. This meeting is reported in detail by the University Registrar and distributed to key stakeholders across the University.

    Communication up and across the organization takes place in monthly Executive Cabinet Meetings. These meetings are focused on the strategic direction of the university, and each School is required to report on strategic initiatives. Meeting participants may also recommend future opportunities for the business school, and these opportunities are vetted through the process outlined above. In addition, school deans and school faculty representatives attend the meetings of the Ottawa University Board of Trustees. Frequently the deans report on the results of strategic planning and initiative implementation.

    The strategic planning process is also assisted through the ASSB Advisory Board. These meetings occur semi-annually and the board's recommendations are used to inform the strategic planning process. This board comprises senior executives whose experience cuts across many industries. This board meets twice per year to look at future opportunities for and threats to the business school.

Ottawa University

Angell Snyder
School of Business

S e l f - S t u d y
F Y 2 0 1 4 - 2 0 1 5

Standard 3: Student and Stakeholder Focus
ACBSP Ottawa University

Self-Study
BACCALAUREATE/GRADUATE DEGREE
SCHOOLS AND PROGRAMS

Revision LA – MD -4: 8 December 2015 - FINAL
Self-Study

CRITERION 3.1   STUDENT SEGMENTS

The mission statement of Ottawa University states, "*The University serves students of traditional age, adult learners, and organizations through undergraduate and graduate programs*." As such, the Business School pursues and serves diverse groups: prospective students, undergraduate students, graduate students, and individuals seeking an executive education experience specific to their professional needs.

The university has a close relationship with the Ottawa Tribe and is proud to provide free tuition to all registered members of the tribe. This relationship is long-standing and growing in importance to the University and the Angell Snyder School of Business (ASSB).

The ASSB targets four primary student segments in the undergraduate market and two primary segment in the graduate market.

In the undergraduate market the school targets:
- Traditional age college students primarily seeking a ground, face-to-face learning experience (18–25)
- Non-traditional students seeking flexibility in learning experiences
- Adults seeking degree-completion options
- Tribal students

In the graduate market the school targets:
- Adults with a minimum of five years of professional or managerial experience.
- Business professionals wanting to further their careers and who are seeking flexibility in their learning experience.
- Adults in professions outside of business who desire to gain expertise in leadership and the functional core areas of business,
- Students seeking a graduate assistantship (residential)

Based on an analysis of enrollment, the basic student profile of an ASSB student during the Self-Study year is as follows:

- Are approximately 60% female and 40% male
- 4 times as likely to be of non-traditional age
- Likely to reside within a 45-mile radius of one of the APOS locations and/or
- Likely to reside within a 150-mile radius of the residential campus
- Pursuing a Health Care Management major, followed closely by Business Administration
- 3 times as likely to be pursuing an undergraduate degree
- Most likely to have transferred at least 20 credits regardless of location

Table 3.1
Student Counts by School and Site 2014–2015*

	Undergraduate	**Graduate**	**Total**
School of Arts and Sciences	1,295	209	1,504
Angell Snyder School of Business	1,264	423	1,687
School of Education	209	244	453
Non Degree Seeking	109	8	117
Total	**2,877**	**884**	**3,761**

School of Health and Applied Sciences not yet established (July 2015)

CRITERION 3.2   STAKEHOLDERS

The ASSB stakeholder list is extensive and includes external members such as alumni, organizations (for-profit, not-for-profit, government), community members, donors, adjunct faculty, and board members.

Key internal stakeholders include students majoring in majors and programs offered by the ASSB as well as students who are not majors but who are taking courses with a prefix of ACC, ECO, FIN, HCM, HRM, MIS, OAD or BUS.

To ensure that the ASSB operates in a relevant environment, the ASSB has developed an Advisory Board and Adjunct Faculty Councils to assist with guidance and program review. The Advisory Board is a community partnership in which professional members from stakeholder businesses and educational organizations have volunteered their time to provide guidance, direction, and input on contemporary content, employee education, and workforce issues. Additionally, the advisory board assists in analyzing trends within the macro business environment, with the goal of continuously improving program quality and rigor. The Advisory Board members formally meet twice per year, or more often as necessary, at the direction of the ASSB Deans and University Provost. The Adjunct Faculty Councils were established to support the local APOS locations with the implementation of Business School initiatives. The councils comprise full-time and part-time business school faculty.

Tables 3.2 and 3.3 collectively illustrate how the ASSB gathers and uses relevant information from students and stakeholders.

CRITERION 3.3   LISTENING AND LEARNING METHODS

The ASSB stakeholders as noted above include alumni, organizations (for-profit, not-for-profit, government), community members, donors, adjunct faculty, and board members. Information from these stakeholders is gathered through a number of instruments including graduation surveys, alumni surveys, business advisory council, student clubs, student senate, adjunct faculty meetings, symposium surveys, enrollment counselors, business advisory board interaction, and others. Information from these sources is used to improve the stakeholder experience, improve processes related to communication, identify trends in the business community, and improve the curriculum learning outcomes.

Faculty listen and learn from each other by sharing resources and assisting their colleagues in brainstorming and collaboration sessions. For faculty located at the residential College campus, a great deal of informal communication allows productivity to flourish. The contiguous business faculty offices provide easy communication and facilitate teambuilding.

In addition, the ASSB makes it a priority to bring the entire faculty together at least twice per year. These face-to-face encounters generally happen at the annual Faculty Symposium and at the Angell Snyder Business Symposium. The former is held on the residential campus in Ottawa, and the latter rotates among our Adult Professional Sites.

The Business School Council (BSC) meets monthly. This meeting presents an opportunity for any faculty member or invited guest to discuss suggestions, comments, criticism, or other feedback related to stakeholder satisfaction.

Table 3.2
Listening and Learning Methods

Stakeholder Group	Method	Frequency
Students	Student Faculty Evaluations (IDEA) Program Completion Survey NSSE Ruffalo Noel Levitz Student Satisfaction Survey Business School Council (BSC) Adawe/Academic Advising Advising by Lead Faculty	Every Term Annually Every Three Years Every Three Years Monthly Continuous Continuous
Alumni	Alumni Satisfaction Survey	Annually
Business Community	Advisory Boards Internship Evaluations ACBSP Self Study	Varies Every Semester Every 5 Years
Faculty and Adjunct Faculty	Faculty/Staff Employee Satisfaction Survey Faculty Senate BSC Dean Site Visits Adjunct Faculty Council	Every Four Years Monthly Monthly Monthly Monthly
University Community	Convocations Internal Review University Academic Council College Academic Council	Every Semester Every 5 years 3 Times per Year Twice per Semester

CRITERION 3.4   USING STAKEHOLDER INFORMATION

Ottawa University has developed a comprehensive master planning process, Vision 2020, which responds to the current and future needs of the University's faculty, staff, students, and alumni. It also provides a blueprint for the future and a vehicle for the Board of Trustees to lead the shaping of the University as well as communicate to stakeholders the vision and direction. Input from stakeholders is incorporated into the institution's planning documents.

At the school level, the Business School Council (BSC) is responsible for interpreting data and making decisions from that data. Relative to the Student/Stakeholder Group list below for example, the Dean will bring information from the Business Advisory Board to the BSC and propose changes that are discussed and approved/disapproved by the BSC. For example, information from graduating students would be communicated to the Business School through the distribution of survey results by the Office of Institutional Effectiveness.

In addition to reviewing survey data when it is received, the ASSB uses student/stakeholder surveys to review programs during the annual retreat. These data are used along with outcome data from relevant sources (varies) to make informed decisions regarding the future direction of curriculum, teaching, and interaction with constituents.

Table 3.3
Student and Stakeholder Requirements

Student/Stakeholder Group	Student/Stakeholder Requirement	Educational Program Addressing Requirement
Business Advisory Board	Need for new program development in Finance and Marketing	Created new programs in both disciplines and hired faculty as appropriate
	Students better prepared in writing and math	Created prep and tutoring options for students before class sessions and as a separate initiative
Enrollment Advisory	Need for specific scholarships for the Business School	Created Angell Snyder, Owen Leadership Institute (OLI), and Dean scholarship programs
Accounting Students	Better preparation for the CPA exam	Addressed math and accounting requirements in the curriculum through the creation of a concentration
Business School Council	Carry on our rich tradition in Economics by establishing a new major	Created a major in Business Economics
Graduating Students	Need for more effective scheduling to create flexibility	Reviewed scheduling for all undergrad/grad programs at all sites and online and created a new standardized schedule for MBA students.
	More consistently strong adjunct instructors or instruction	B-school first to implement new technology to reach out to more students with our best instructors—leading the implementation of Network Learning

CRITERION 3.5   RECRUITMENT AND RETENTION

Ottawa University is deeply committed to improving how it realizes its educational purposes through attention to retention, persistence, and completion rates. The educational experience is framed as a life-long process, from admissions through completion and beyond, toward a continuing relationship with the institution, and more importantly toward a "life of significance"—the discovery of inner meaning, dedication to engagement with the larger world, and development as a whole person. The ASSB follows the University's policies and procedures for recruiting. There currently is not a separate admission requirement to the Business School; however, this is an on-going discussion point within BSC.

There are two distinctive markets, traditional residential students and APOS-based, and as such there are two enrollment/admissions teams. Each has the advantage of tailoring their processes and procedures to meet the unique needs of their respective target markets.

Relative to the residential campus in Ottawa:
1. Undergraduate admissions counselors regularly schedule appointments for prospective students to meet with department faculty. In 2014–2015, ASSB faculty met with 96% of all prospective students indicating an interest in a business-related major.
2. Business Preview Day is held periodically during the year where visiting high school students visit and meet business faculty. Business-specific programming and classroom visits are also conducted during the day.
3. During the summer, prior to fall enrollment, accepted students attend Ottawa Orientation, a day where they receive academic advising and their fall and spring academic schedules.

Relative to the APOS market:
1. Enrollment advisors and faculty attend various Chamber events when they are pertinent to program offerings.
2. Enrollment advisors and faculty are routinely available to answer prospective students' questions about the program.
3. Enrollment advisors and faculty invite prospective students to visit classes.
4. Enrollment advisors attend transfer and graduate fairs with other local universities and community colleges.
5. Enrollment advisors attend education benefits fairs sponsored by local businesses.
6. Enrollment advisors routinely correspond with prospective students via physical mailings and email regarding information meetings and application deadlines.

While working on the HLC self-study in 2012, the Criterion Four subcommittee that focused on core component 4C determined that a permanent group was necessary to address identified challenges for both residential and adult students. This formal committee convened in 2014 to centralize efforts to attain institutional goals for student retention, persistence, and completion. The group includes membership from all locations, with representation from all key constituencies.

Table 3.4
Goals for Retention, Persistence and Completion

	Residential Undergraduate	**APOS Undergraduate**	**Graduate**
Retention	Using cohorts defined by IPEDS, the residential campus will achieve a 65% rate of undergraduate student retention at the institution from the first year to the second year (fall to fall).	Using cohorts defined institutionally, APOS will achieve a 65% rate of undergraduate student retention at the institution (from first term to a term about one year hence).	Using cohorts defined institutionally, the graduate programs will achieve a 65% rate of graduate student retention
Persistence	The residential campus will match or exceed peer institutions' rates of undergraduate persistence among similar student populations.	APOS will match or exceed peer institutions' rates of undergraduate persistence among similar student populations.	The graduate programs will match or exceed peer institutions' rates of persistence among graduate students.
Completion	Using cohorts defined by IPEDS, the residential campus will achieve a 50% six-year rate of student completion in its undergraduate degree programs.	Using cohorts defined institutionally, APOS will achieve a 60% six-year rate of student completion in its undergraduate degree programs.	Using cohorts defined institutionally, the graduate programs will achieve a 50% six-year rate of student completion in its graduate degree programs.

Operations efficiency in recruitment has required nimble strategy changes. This is necessary in the highly competitive environment of twenty-first-century higher education. The economic pressures on institutions have intensified over the last five years, with costs of inquiries, enrollments, and other key drivers of enrollment outcomes escalating significantly. At the same time, markets for both traditional-aged students in the Midwest (affecting the residential campus) and adult learners nationally (especially in Phoenix) have been shrinking. Private, not-for-profit institutions are finding it increasingly difficult to compete with the marketing power of the ever-increasing for-profits, notably Grand Canyon University and University of Phoenix. As Ottawa University looks to the next phases of Vision 2020, it is clear that despite the material improvements in its enrollment management capabilities, more will need to be done and invested if the institution is to achieve its goal of serving ever greater numbers of students.

Retention and persistence data (including further discussion on the subject) can be found in Criterion 6.3.6. Enrollment process information can be found in Criterion 6.3.7, para. 1.

CRITERION 3.6   COMPLAINTS PROCESSES

In accordance with University's procedures and policy, and the ASSB follows the University's policies concerning handling of formal complaints, academic appeals, and general due process found in the Ottawa University Student Handbooks (Residential and APOS). LINK

In adherence to federal regulations and Higher Learning Commission requirements, Ottawa University maintains a record of complaints submitted by enrolled students. Enrolled students are defined as those who have registered for courses within the last two years from the date of receipt of the complaint unless the student has been dismissed from the university. If a student has been dismissed, but an academic grievance is filed within two years, the complaint will be tracked. Complaints tracked include only those submitted in writing and signed by the student. Students are referred to the University Catalog for grievance procedures. LINK

Written complaints are referred to the appropriate senior administrator (academic, support, student services) who completes the institution's tracking form. These forms are then forwarded to the University Registrar for maintenance in the database. The following information is recorded in the complaint database: 1) date the complaint is formally submitted, 2) nature of the complaint, 3) steps taken to resolve the complaint, 4) the University's final decision regarding the complaint, 5) known external actions initiated by the student to resolve the complaint and known outcomes of such actions, 6) resolution and date of resolution, 7) person submitting the form, and 8) location submitting the form. The original forms are kept in a secure location in the University Registrar's office. The database of complaints is maintained by the Registrar's Office.

Of the student complaints received during the past ten years, more than 80% were grade appeals. If warranted, syllabi were modified to clarify grading expectations. Complaints regarding advisement and degree completion issues were minimal and resulted in renewed/ updated training and tools.

CRITERION 3.7   STAKEHOLDER (DIS)SATISFACTION PROCESSES

The University and the ASSP use many tools to determine student and stakeholder satisfaction. Some are formal surveys of different populations; others are formal councils that meet on a periodic basis. One of the areas of needed improvement for the ASSB is the utilization of external satisfaction measures. The current methodologies and metrics are outlined in Table 3.5 below:

Table 3.5
Student and Stakeholder Satisfaction

Student/Stakeholder Group	Satisfaction Measure	Dissatisfaction Measure	Results and Trends
Program Completion Survey • Undergraduate • ASSB Undergraduate & Graduate • MBA • MAHR	Likert Scale 1 to 5 Satisfactory scores exceed 4.0 in all areas	Likert Scale 1 to 5 Unsatisfactory scores fall below 4.0 in any areas	See Institutional Effectiveness Portal
Alumni Survey • Undergraduate • ASSB Undergraduate & Graduate • MBA • MAHR	Likert Scale 1 to 5 Satisfactory scores exceed 4.0 in all areas	Likert Scale 1 to 5 Unsatisfactory scores fall below 4.0 in any areas	See Institutional Effectiveness Portal
Ruffalo Noel Levitz Survey • University-wide student satisfaction & priorities	Likert Scale 1 to 7 Satisfactory scores exceed 5.0 in all areas	Likert Scale 1 to 7 Unsatisfactory scores fall below 5.0 in any areas	See Institutional Effectiveness Portal
IDEA Course Evaluations	Scores above the norm	Scores below the norm	See Institutional Effectiveness Portal
Business Advisory Council	Internal evaluation of discussion	Internal evaluation of discussion	See examples in Table 3.3
Business School Council	Internal evaluation of discussion and implementation of decisions	Internal evaluation of discussion and implementation of decisions	See examples in Table 3.3
Enrollment Advisors	Internal evaluation of discussion	Internal evaluation of discussion	See examples in Table 3.3

A measurement of student satisfaction is the Ruffalo Noel Levitz Satisfaction Survey. The following chart indicates the most recent results of Ottawa University student perceptions of instructional effectiveness from that survey. It covers student satisfaction with regard to quality of instruction and whether faculty care about students. It is segmented by location.

On Ruffalo Noel Levitz student satisfaction surveys each item is scored on a 7-point scale with 1 being "not important/satisfied at all" and 7 being "very important/satisfied". The mean importance score and mean satisfaction score for each item is calculated. The performance gap for each item is determined by subtracting the satisfaction score from the importance score. The smaller the performance gap is for an item, the better Ottawa University is doing at meeting the expectations of students in that area.

The instruction in my major field is excellent.			
	Importance Mean	**Satisfaction Mean**	**Performance Gap**
Ottawa University Undergraduates (The College) **2015**	6.61	5.32	1.29
Ottawa University Undergraduates (The College) **2012**	6.52	5.47	1.05
ASSB Undergraduates (The College) **2015**	6.73	4.96	1.77
ASSB Undergraduates (The College) **2012**	6.55	5.45	1.10
Ottawa University Undergraduates (APOS) **2015**	6.80	5.98	0.82
Ottawa University Undergraduates (APOS) **2012**	6.75	6.27	0.48
ASSB Undergraduates (APOS) **2015**	6.41	5.86	0.55
ASSB Undergraduates (APOS) **2012**	6.54	6.11	0.43
Ottawa University Graduate Students **2015**	6.84	5.96	0.88
Ottawa University Graduate Students **2012**	6.75	6.03	0.72
ASSB Graduate Students **2015**	6.19	6.15	0.04
ASSB Graduate Students **2012**	6.31	5.90	0.41

The instruction in my major field is excellent.
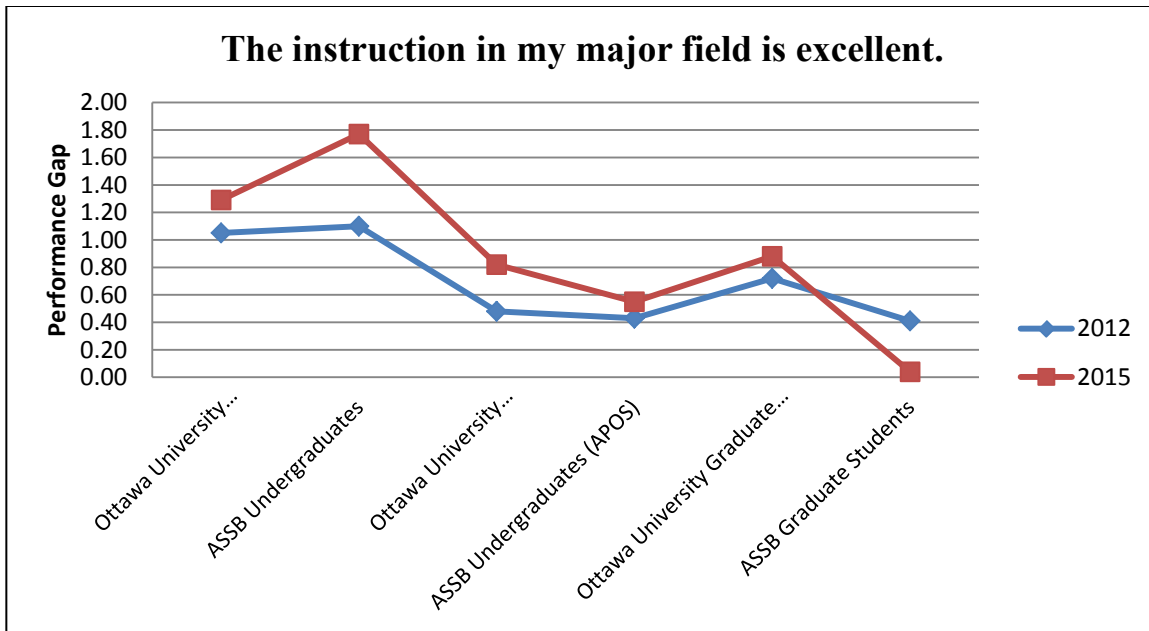
- Lower is better, meaning the gap from the norm is smaller thus more satisfied.

Nearly all of the faculty are knowledgeable in their field.			Importance Mean	Satisfaction Mean	Performance Gap
Ottawa University Undergraduates (The College)	**2015**		6.60	5.69	0.91
	2012		6.50	5.67	0.83
ASSB Undergraduates (The College)	**2015**		6.12	5.58	0.54
	2012		6.73	5.64	1.09
Ottawa University Undergraduates (APOS)	**2015**		6.76	6.25	0.51
	2012		6.76	6.41	0.35

ASSB Undergraduates (APOS)	**2015**	6.41	5.96	0.45
	2012	6.45	6.09	0.36
Ottawa University Graduate Students	**2015**	6.80	6.17	0.63
	2012	6.76	6.22	0.54
ASSB Graduate Students	**2015**	6.00	6.26	-0.26
	2012	6.36	6.10	0.26

Nearly all of the faculty are knowledgeable in their field.
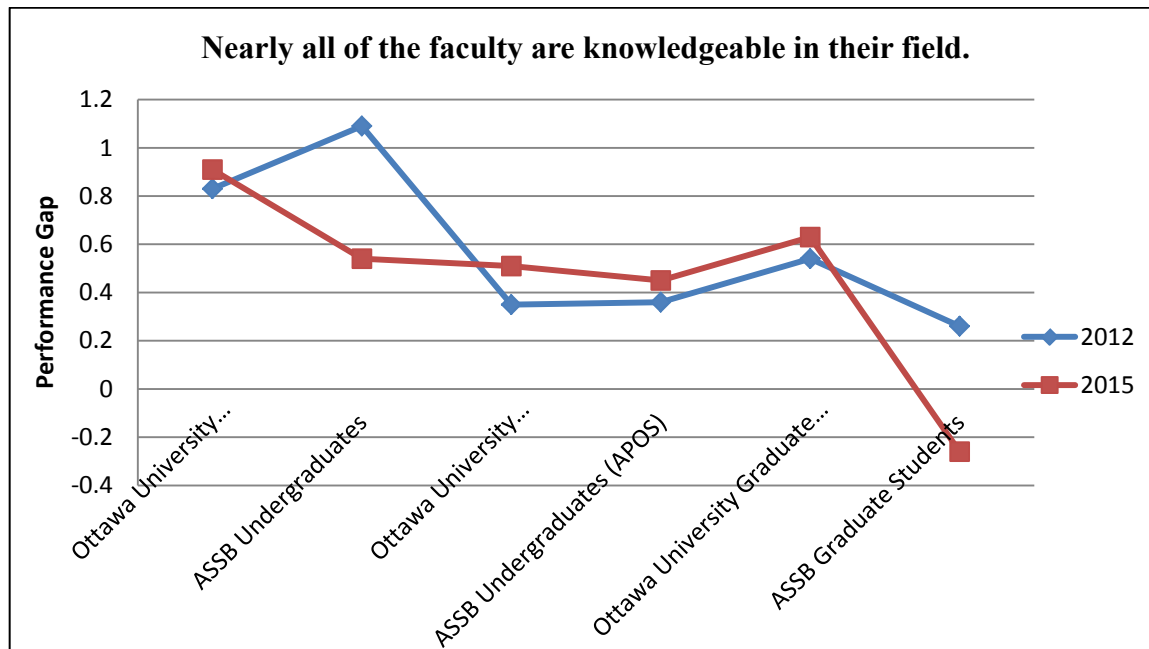
- Lower is better, meaning the gap from the norm is smaller thus more satisfied.

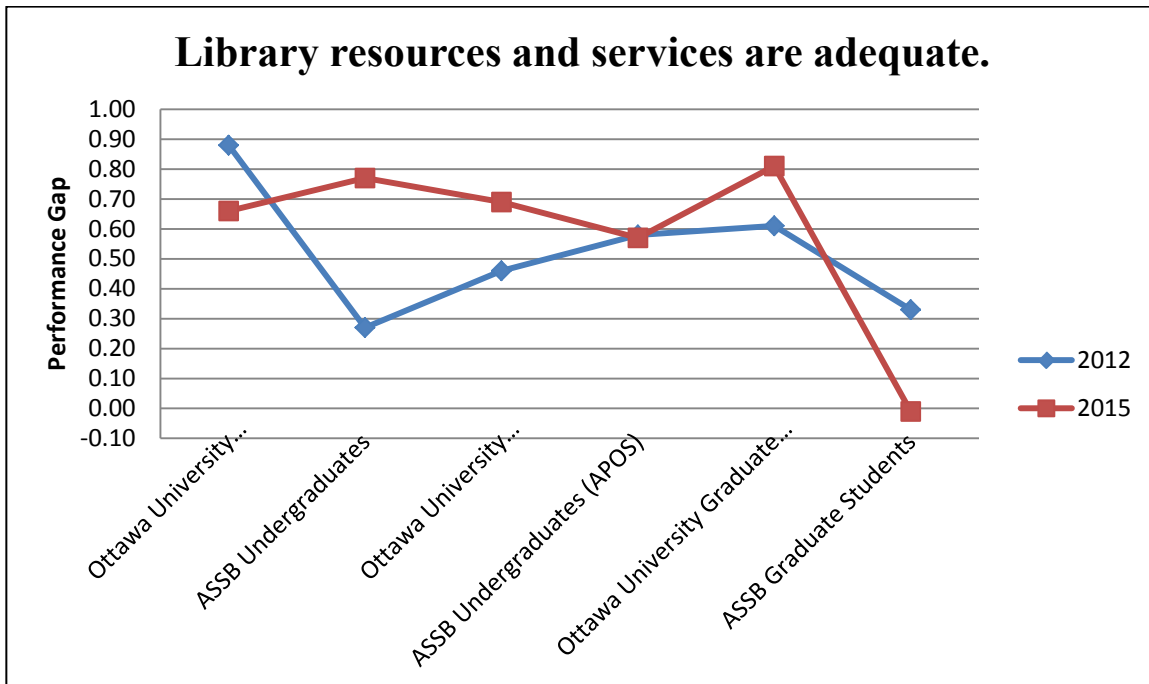| Faculty care about me as an individual.				
		Importance Mean	Satisfaction Mean	Performance Gap
Ottawa University Undergraduates (The College)	2015	6.22	5.46	0.76
	2012	6.39	5.56	0.83
ASSB Undergraduates (The College)	2015	6.23	5.69	0.54
	2012	6.09	5.55	0.54
Ottawa University Undergraduates (APOS)	2015	6.35	5.78	0.57
	2012	6.41	6.04	0.37
ASSB Undergraduates (APOS)	2015	6.10	5.84	0.26
	2012	6.37	6.07	0.30
Ottawa University Graduate Students	2015	6.51	5.78	0.73
	2012	6.41	5.88	0.53
ASSB Graduate Students	2015	6.04	5.91	0.13
	2012	6.06	5.93	0.13

Faculty care about me as an individual.
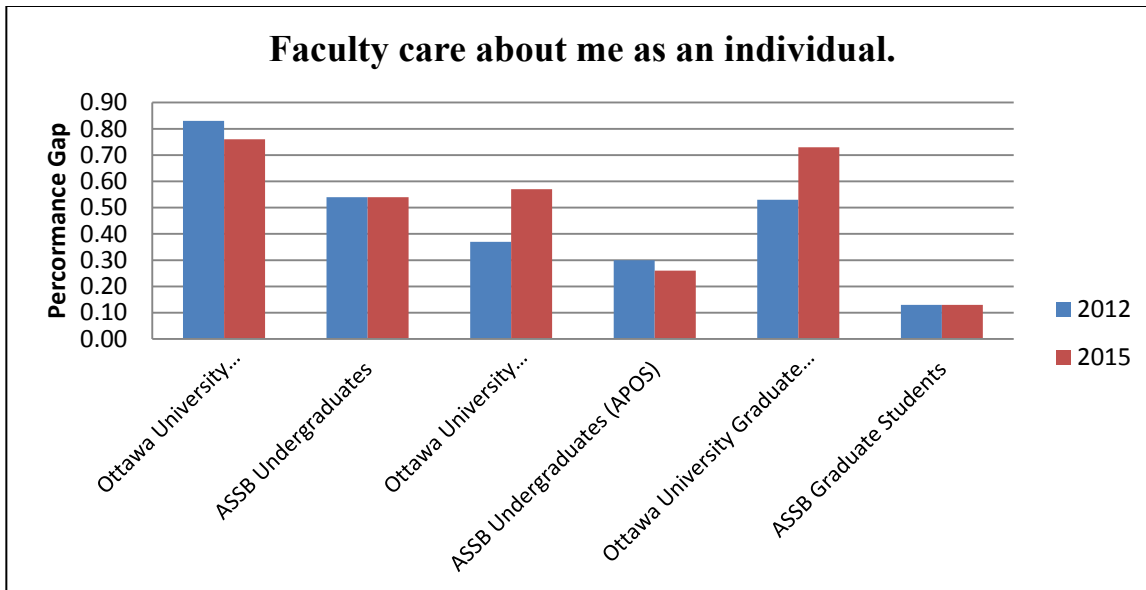
- Lower is better, meaning the gap from the norm is smaller thus more satisfied.

Another category of the Ruffalo Noel Levitz survey is titled campus services, and students are asked to rate their satisfaction for each of the following items: library resources, equipment in labs, tutoring services, computer labs, and career planning services. There is room for improvement on all of these measures with a few notable exceptions. With regard to library services, satisfaction is highest amongst APOS undergraduate and graduate students. Satisfaction is mixed with regard to computer labs. The highest degree of satisfaction is at the graduate level when 2015 was compared to 2012. The performance gap was wider for career advising except at the graduate levels when the two periods were compared.

Library resources and services are adequate.				
		Importance Mean	**Satisfaction Mean**	**Performance Gap**
Ottawa University Undergraduates (The College)	**2015**	5.88	5.22	0.66
	2012	6.03	5.15	0.88
ASSB Undergraduates (The College)	**2015**	5.77	5.00	0.77
	2012	5.82	5.55	0.27

Ottawa University Undergraduates (APOS)	**2015**	6.52	5.83	0.69
	2012	6.33	5.87	0.46
ASSB Undergraduates (APOS)	**2015**	5.82	5.25	0.57
	2012	5.40	4.82	0.58
Ottawa University Graduate Students	**2015**	6.39	5.58	0.81
	2012	6.15	5.54	0.61
ASSB Graduate Students	**2015**	4.91	4.92	-0.01
	2012	5.10	4.77	0.33

Library resources and services are adequate.

- Lower is better, meaning the gap from the norm is smaller thus more satisfied.

		Importance Mean	Satisfaction Mean	Performance Gap
Computer labs are adequate and accessible.				
Ottawa University Undergraduates (The College)	**2015**	6.28	5.71	0.57
	2012	6.19	5.92	0.27
ASSB Undergraduates (The College)	**2015**	5.77	5.15	0.62
	2012	6.55	5.82	0.73
Ottawa University Undergraduates (APOS)	**2015**	6.17	6.07	0.10
	2012	6.12	5.95	0.17
ASSB Undergraduates (APOS)	**2015**	3.11	2.69	0.42
	2012	3.47	3.36	0.11
Ottawa University Graduate Students	**2015**	6.26	6.02	0.24
	2012	5.88	5.84	0.04
ASSB Graduate Students	**2015**	3.58	4.09	-0.51
	2012	3.88	3.44	0.44

Computer labs are adequate and accessible.
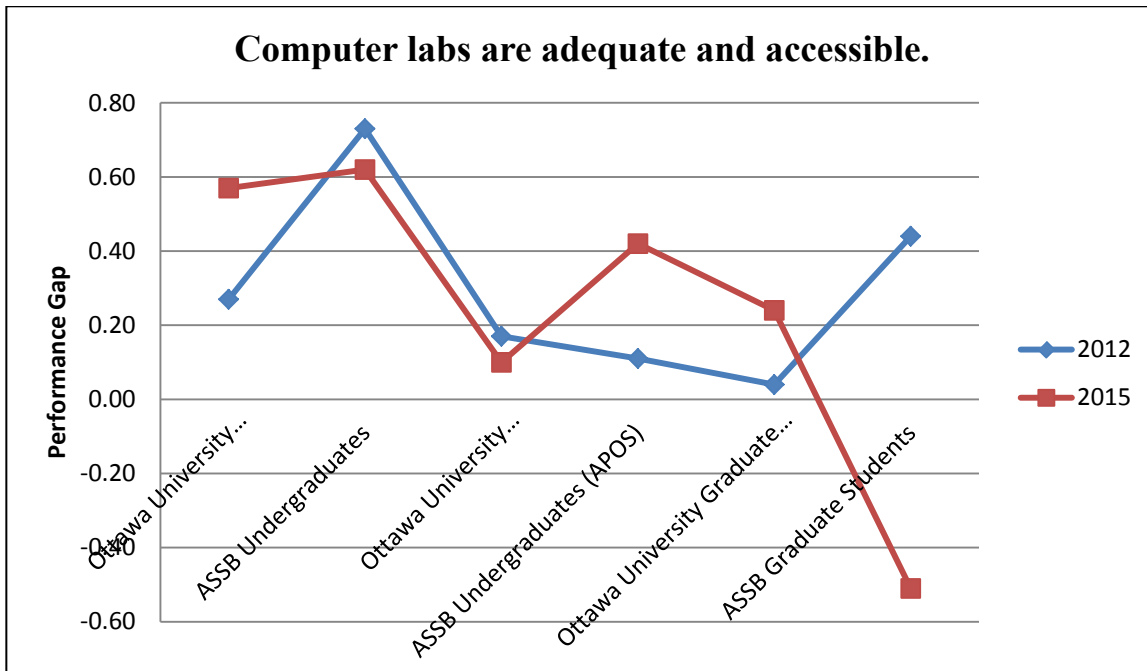
- Lower is better, meaning the gap from the norm is smaller thus more satisfied.

There are adequate services to help me decide upon a career.		Impor-tance Mean	Satis-faction Mean	Performance Gap
Ottawa University Undergraduates (The College)	**2015**	6.36	4.91	1.45
	2012	6.19	5.16	1.03
ASSB Undergradu-ates (The College)	**2015**	5.77	4.08	1.69
	2012	6.64	5.45	1.19

Ottawa University Undergraduates (APOS)	**2015**	6.43	5.37	1.06
	2012	6.31	5.66	0.65
ASSB Undergraduates (APOS)	**2015**	3.94	2.72	1.22
	2012	4.15	3.46	0.69
Ottawa University Graduate Students	**2015**	6.34	4.81	1.53
	2012	6.28	5.02	1.26
ASSB Graduate Students	**2015**	4.70	3.98	0.72
	2012	4.42	3.06	1.36

There are adequate services to help me decide upon a career.
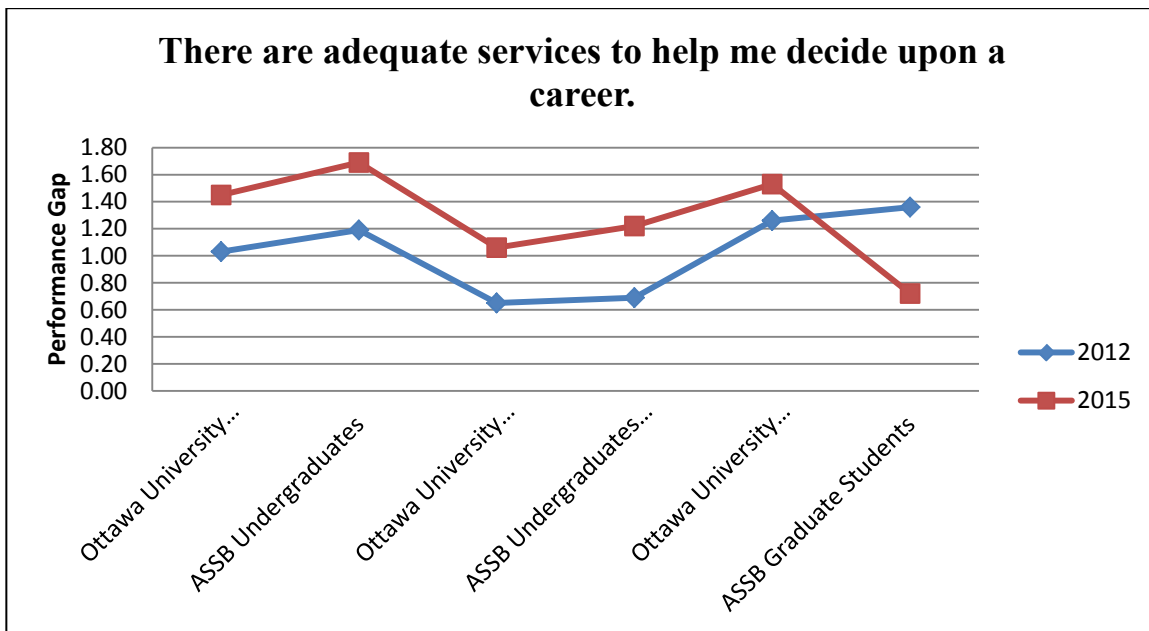
- Lower is better, meaning the gap from the norm is smaller thus more satisfied.

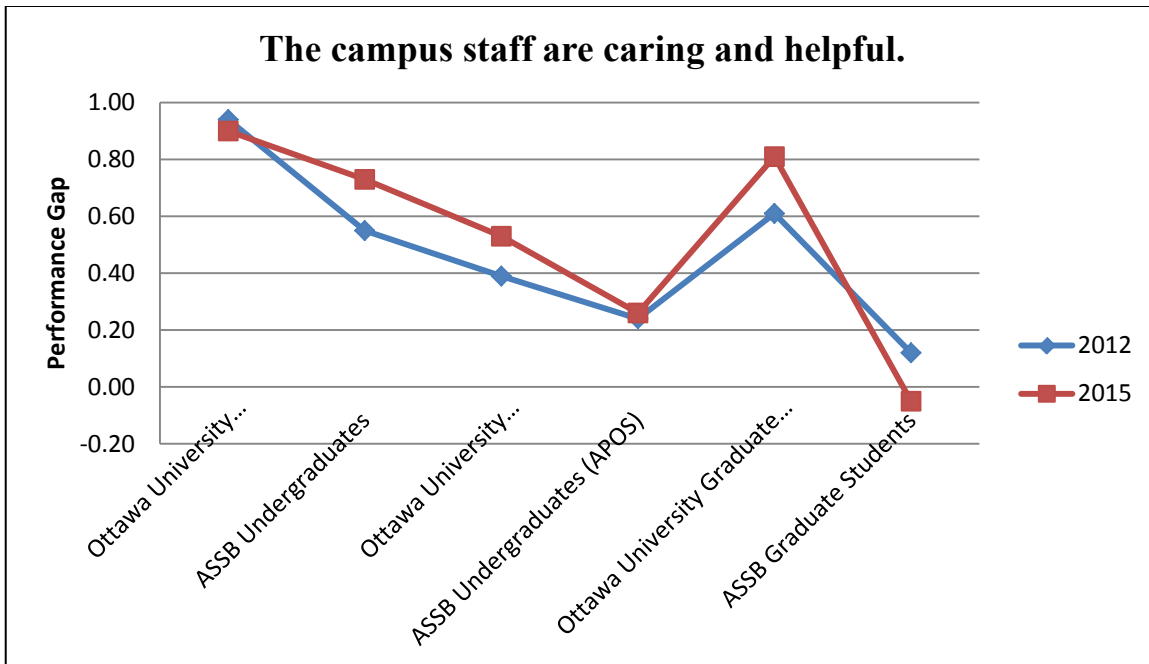| Tutoring Services are readily available.				
		Importance Mean	Satisfaction Mean	Performance Gap
Ottawa University Undergraduates (The College)	2015	5.97	5.56	0.41
	2012	5.95	5.65	0.30
ASSB Undergraduates (The College)	2015	5.08	4.50	0.58
	2012	6.27	5.82	0.45

Tutoring services are readily available.
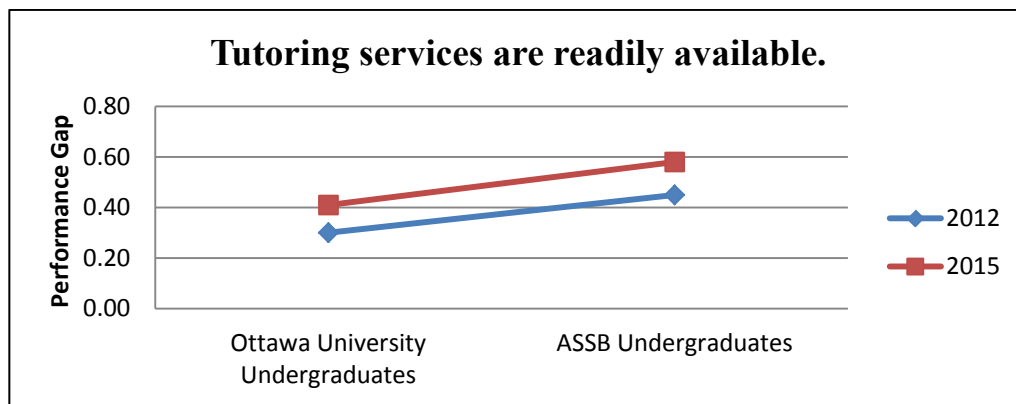
Student centeredness is also measured through the Ruffalo Noel Levitz Survey. Students rank considerations such as whether the campus staff is caring and helpful, whether students are made to feel welcome, and whether administrators are available to hear concerns. The results of the survey on these measures showed no significant changes in the level of satisfaction or dissatisfaction. In each case the satisfaction levels at the graduate level appear to be higher. The ASSB might seek to learn what factors lead to higher levels of satisfaction amongst graduate students to determine how satisfaction levels among undergraduates may be improved.

The campus staff are caring and helpful.				
		Importance Mean	Satisfaction Mean	Performance Gap
Ottawa University Undergraduates (The College)	2015	6.40	5.50	0.90
	2012	6.42	5.48	0.94
ASSB Undergraduates (The College)	2015	6.38	5.65	0.73
	2012	6.00	5.45	0.55
Ottawa University Undergraduates (APOS)	2015	6.58	6.05	0.53
	2012	6.56	6.17	0.39
ASSB Undergraduates (APOS)	2015	6.30	6.04	0.26
	2012	6.44	6.20	0.24
Ottawa University Graduate Students	2015	6.67	5.86	0.81
	2012	6.53	5.92	0.61
ASSB Graduate Students	2015	6.04	6.09	-0.05
	2012	6.11	5.99	0.12

The campus staff are caring and helpful.

- Lower is better, meaning the gap from the norm is smaller thus more satisfied.

Students are made to feel welcome on this campus.			Importance Mean	Satisfaction Mean	Performance Gap
Ottawa University Undergraduates (The College)		2015	6.42	5.42	1.00
		2012	6.26	5.46	0.80
ASSB Undergraduates (The College)		2015	6.15	5.54	0.61
		2012	6.00	5.18	0.82
Ottawa University Undergraduates (APOS)		2015	6.49	6.27	0.22
		2012	6.48	6.44	0.04

ASSB Undergraduates (APOS)	**2015**	6.13	6.16	-0.03
	2012	6.37	6.50	-0.13
Ottawa University Graduate Students	**2015**	6.54	6.09	0.45
	2012	6.46	6.17	0.29
ASSB Graduate Students	**2015**	5.89	6.17	-0.28
	2012	6.07	6.24	-0.17
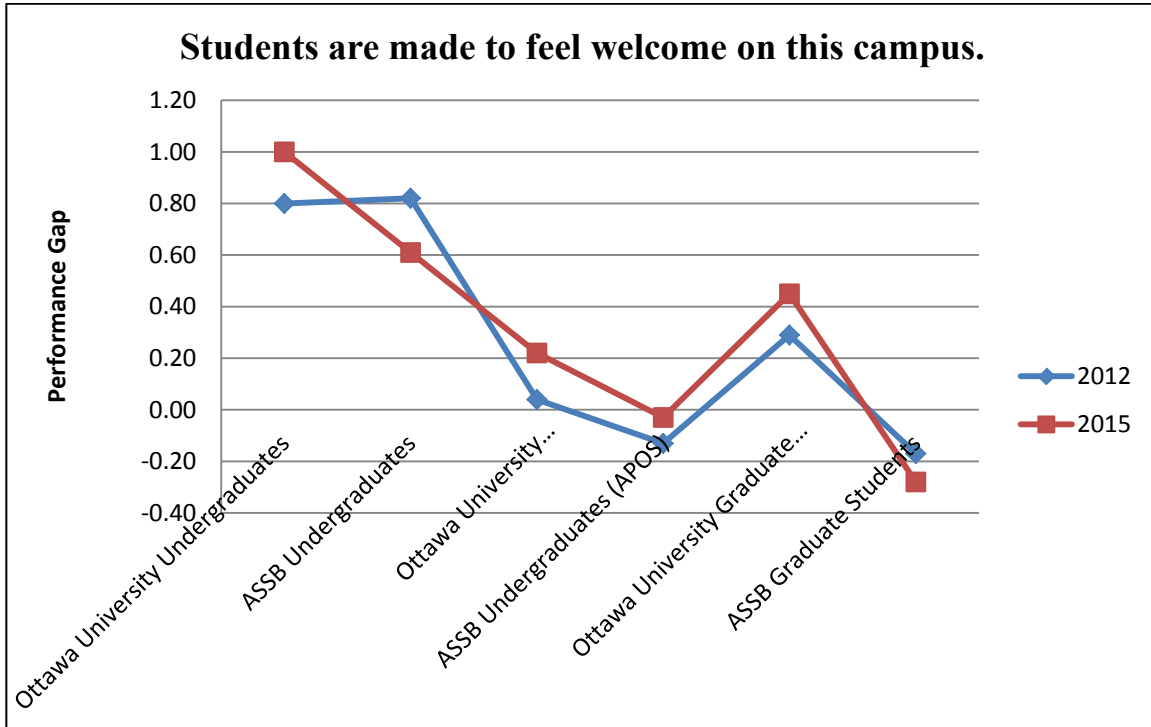
- Lower is better, meaning the gap from the norm is smaller thus more satisfied.

This institution shows concern for students as individuals.				
		Importance Mean	Satisfaction Mean	Performance Gap
Ottawa University Undergraduates (The College)	2015	6.54	4.94	1.60
	2012	6.38	5.27	1.11
ASSB Undergraduates (The College)	2015	6.23	5.04	1.19
	2012	6.55	5.64	0.91
Ottawa University Undergraduates (APOS)	2015	6.59	6.02	0.57
	2012	6.59	6.14	0.45
ASSB Undergraduates (APOS)	2015	6.14	5.66	0.48
	2012	6.27	5.98	0.29
Ottawa University Graduate Students	2015	6.63	5.84	0.79
	2012	6.58	5.85	0.73
ASSB Graduate Students	2015	6.04	6.06	-0.02
	2012	6.00	5.57	0.43

This institution shows concern for students as individuals.
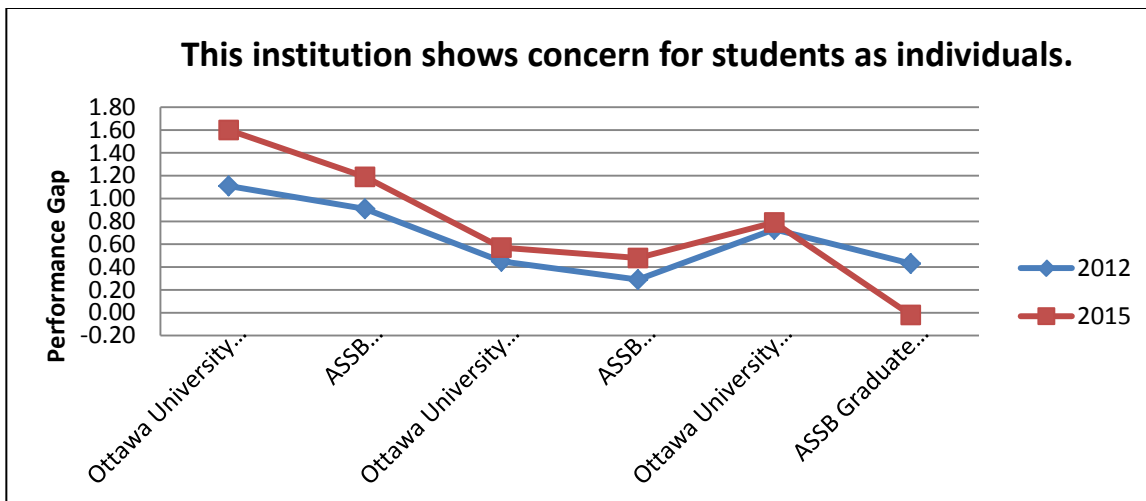
- Lower is better, meaning the gap from the norm is smaller thus more satisfied.

CRITERION 3.8   ASSESSMENT RESULTS PERTINENT TO THIS STANDARD

Stakeholder satisfaction data can be found in Criterion 3.7.

Data on persistence and retention can be found in Criterion 6.3.6.

Ottawa University maintains extensive data relevant to this criterion. Additional information can be located in the ACBSP Resource Room or via the MyOttawa Portal under the Institutional Effectiveness tab.

LINK

Ottawa University

Angell Snyder
School of Business

S e l f - S t u d y
F Y 2 0 1 4 - 2 0 1 5

Standard 4: Measurement and Analysis of Student Learning and Performance
ACBSP Ottawa University

Self-Study
BACCALAUREATE/GRADUATE DEGREE
SCHOOLS AND PROGRAMS

Revision LA – MD -3: 8 December 2015 - FINAL
Self-Study

CRITERION 4.1 LEARNING OUTCOMES

Ottawa University's faculty, academic administration, academic governance model, and structural support systems ensure the quality of undergraduate and graduate degree programs through implementation of program review, assessment, and continuous improvement processes. The foundation of this essential responsibility is rooted in Ottawa University's mission and purposes, a corresponding articulation of learning outcomes, and dedication to student achievement of those outcomes. ASSB program-specific learning outcomes were last revised in 2010 (undergraduate) and 2011 (graduate). They are both slated for revision in 2016.

a. State the learning outcomes for each program.

Attainment of mission and goals is based upon the specific program learning outcomes. Learning outcomes have been identified that address what faculty expect students to achieve and describe specific knowledge, skills, and abilities to be mastered by students completing the particular program of study. Lead faculty members for each undergraduate major or graduate program are responsible for completing a matrix that links each program-specific outcome to a core course or multiple courses. The outcomes-mapped-to-courses matrix serves to guide development of course objectives, course-based assessments, rubrics, and signature assignments that capture evidence of student achievement of course objectives and program outcomes. The matrix communicates clarity and consistency of teaching and learning goals to faculty, both full-time and adjunct.

Ottawa University as a whole endeavored to formalize and standardize overarching learning outcomes for all programs in recent years. The following University-wide outcomes were adopted for use in all undergraduate and graduate programs:

Figure 4.1
University-Wide Learning Outcomes

UNIVERSITY-WIDE OUTCOMES FOR ALL UNDERGRADUATE MAJORS **(Reflective Inquirer)**
INTELLECTUAL GROWTH AND COMPETENCE IN THE MAJOR To demonstrate Intellectual Growth and Competence through the major, students will: 1. Acquire, comprehend, organize, and apply knowledge within the major area. 2. Analyze and evaluate knowledge within the major area. 3. Solve problems presented by the major field. 4. Demonstrate oral and written competence in the major field. *PERSONAL GROWTH THROUGH THE MAJOR* To demonstrate Personal Growth through the major, students will: 5. Describe the significance and value of the major in meeting the needs of a global community. 6. Exhibit behaviors indicative of continued learning in the field.

<table>
<tr><td align="center">**UNIVERSITY-WIDE OUTCOMES FOR ALL GRADUATE PROGRAMS**

(Reflective Practitioner)</td></tr>
</table>

COGNITIVE LEARNING OUTCOMES

To demonstrate cognitive development, graduate students will:

1. Analyze, integrate, and apply theories, research, and techniques to plan and serve effectively within one's professional field of study.

2. Acquire knowledge of laws, ethics, and values and apply this knowledge to make decisions appropriate to one's professional practice.

3. Communicate effectively as professionals.

AFFECTIVE LEARNING OUTCOMES

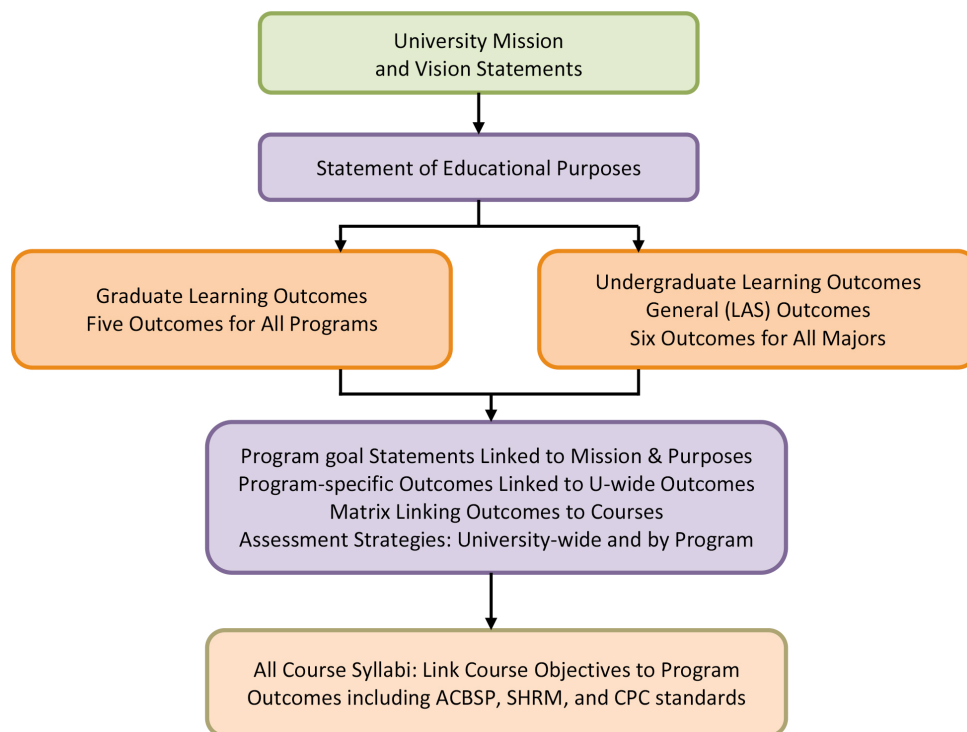To demonstrate affective development, graduate students will:

4. Demonstrate an understanding of the value of continued personal and professional development.

5. Model Ottawa University values and culture by practicing mutual respect, encouragement, and support within and beyond the learning community.

See **Appendix 3** for ASSB-specific learning outcomes by degree. Collectively they are too large to present here. These documents include the learning outcomes with sub-outcomes and the matrix that delineates which course fulfills each outcome. The learning outcomes can also be found in the faculty portal in MyOttawa. LINK

Underneath each of these general outcomes, each school evaluates, revises, and sets discipline-specific learning outcomes for each program within that discipline. The ASSB was integral to the process and developed and/or revised the program outcomes both at the undergraduate and the graduate level for the business disciplines. The learning outcomes for all of our programs are developed in the format of the University-wide outcomes. The program outcomes are meant to be a reflection of the Mission Statements for Ottawa and the ASSB.
When faculty develop the outcomes, they consider factors such as professional standards, local area requirements, and personal goals they have for their students. The faculty consider any available input from community, from prospective employers, and from transfer institutions. As discussed in the faculty standard, faculty development is presently receiving much needed attention at OU and should facilitate the ongoing review of program outcomes. Faculty memberships in professional organizations and participation in conferences help faculty stay current in their disciplines enabling them to constantly improve and update their programs.

Learning outcomes are currently communicated to each student during personalized development of the educational plan and are reinforced by instructors in the major throughout their educational journey. As seniors completing their undergraduate course of study, students enroll in their major capstone and in the LAS capstone (students at Ottawa are required to complete two capstone courses). Capstone assignments are archived and used for assessment purposes as students demonstrate in those assignments their achievement of the program specific outcomes and/or LAS outcomes. Graduate students also complete a capstone course in their program through which they demonstrate achievement of the program outcomes.

Figure 4.2
Mission-Outcomes Flow Diagram

University Mission
and Vision Statements

Statement of Educational Purposes

Graduate Learning Outcomes
Five Outcomes for All Programs

Undergraduate Learning Outcomes
General (LAS) Outcomes
Six Outcomes for All Majors

Program goal Statements Linked to Mission & Purposes
Program-specific Outcomes Linked to U-wide Outcomes
Matrix Linking Outcomes to Courses
Assessment Strategies: University-wide and by Program

All Course Syllabi: Link Course Objectives to Program
Outcomes including ACBSP, SHRM, and CPC standards

b. Describe your learning outcomes assessment process for each program.

In the mid-1990s, Ottawa University established centralized program review as a part of its Program for the Assessment of Student Learning and modeled the combined process on the Higher Learning Commission (HLC) peer review program. On a five-year cycle, faculty members produced a self-study for each undergraduate and graduate program. Faculty peers from each ASSB location as well as external reviewers from peer institutions evaluated each self-study and reviewed curriculum and all related syllabi to confirm rigor, currency, and consistent delivery across locations. Program review documentation, recommendations for program improvement, and progress reports (1996–2009) are archived with assessment documentation on the university portal.

The coupling of program review and assessment worked well for many years, but in 2009 faculty and academic administrators reviewed the process as a whole and noted a wide variation in the depth and evaluation-stage objectivity of the self-studies. The focus on assessment of evidence of student learning had become, in some cases, secondary to an emphasis on program review. Further, program improvement recommendations reported annually to the University Academic Council (UAC) and the Academic Committee of the Board of Trustees increasingly resembled "wish lists" rather than data-derived, evaluative findings. For these reasons, program review and assessment of student learning are now separate, with the appropriate merger of both processes at the results and action plan stage.

After a year of redevelopment, the University Provost launched an enhanced assessment and program review process in 2011. The shift from location-based representation to a school-based academic governance structure underlies this substantive change in approach to assessment and program review. The structural improvements associated with this transition in academic governance and their pertinence to assessment are summarized as follows:

- The reorganization of all academic programs into four governing schools unites faculty across all locations and instructional modalities to focus on their academic disciplines through regularly scheduled meetings and symposia.
- The creation of four school dean positions provides strong, university-wide academic leadership that is discipline-specific.
- The school deans engage faculty across all disciplines within their respective schools in the ongoing oversight of curriculum, standards, and rigor.
- The four schools meet regularly to focus on curriculum and to provide the academic oversight needed for a multi-location institution; location-based faculty meetings deal with local issues and communicate and implement the decisions of the school governance bodies.
- The Software Solutions team within the university IT department provides tools for increased data dissemination for consideration by lead faculty and discussion by all faculty organized within the schools.

Academic governance and leadership reorganization, combined with the capabilities of an increasingly data-driven culture, have enabled Ottawa University to achieve a higher level of assessment than heretofore possible. The former five-year cycle has been converted to a continuous improvement cycle that includes completion of program learning outcomes assessment on a three-year cycle with an annual Program Review Record (PRR) for each undergraduate major and each graduate program. Program review and assessment processes are stronger than before, and the electronic documentation and annual reporting requirements bring increased accountability and promote continuous improvement. (See also **Appendix 10**)

Since becoming a school, the initial review of the ASSB programs occurred in 2012. While this review was a step in the right direction, the school did not feel it fully met the need of a twenty-first-century assessment process. Therefore, the ASSB has been in the process of reworking the learning outcomes assessment process to meet specific ASSB-based outcomes assessment needs. As described above, each school had been on a five- and then three-year assessment cycle. The old assessment process relied on cross-site analysis of student work products through narrative evaluations of achievement of student learning outcomes. While this process provided valuable information regarding process improvement and achievement of outcomes, it did not provide actionable data that could be used for program improvement. For this reason, beginning in FY 2014, the ASSB has been using new assessment instruments. The new process, which utilizes Blackboard Outcomes Assessment software, is described below.

1. **Purpose of Assessment**

   The purpose of learning outcomes assessment at Ottawa University is to evaluate the quality of academic programs through a systematic process. The institution's student learning assessment process is designed to yield actionable knowledge in answer to two basic research questions:
   a. To what extent did the program deliver on student achievement of learning outcomes?
   b. What are the opportunities to improve either the design or the delivery of the program?

   Because program assessment is the primary mechanism for systematically examining the quality of curricular design and delivery, it is the responsibility of the school deans and faculty to interpret assessment data, respond to these questions, and collectively identify improvement strategies.

   Program assessment is ongoing and assessment results are expected to improve over time as new, improved program design and delivery strategies are introduced.

   Assessment at Ottawa University is guided by the following vision and goals:

   Vision: Student learning, the central purpose of Ottawa University, is clear, visible, and systematically evaluated with results acted upon on a regular and ongoing basis.

Student learning outcomes align with the competencies graduates need to achieve their life goals.

Goal 1: Institutional and disciplinary outcomes are systematically defined and measured.

Goal 2: Measurements are designed to produce actionable information.

Goal 3: Measurement results are collectively interpreted by the faculty.

Goal 4: Measurement results are acted upon at the program level to improve the design and delivery of the curriculum.

Figure 4.3

Ottawa University Assessment and Continuous Improvement Process
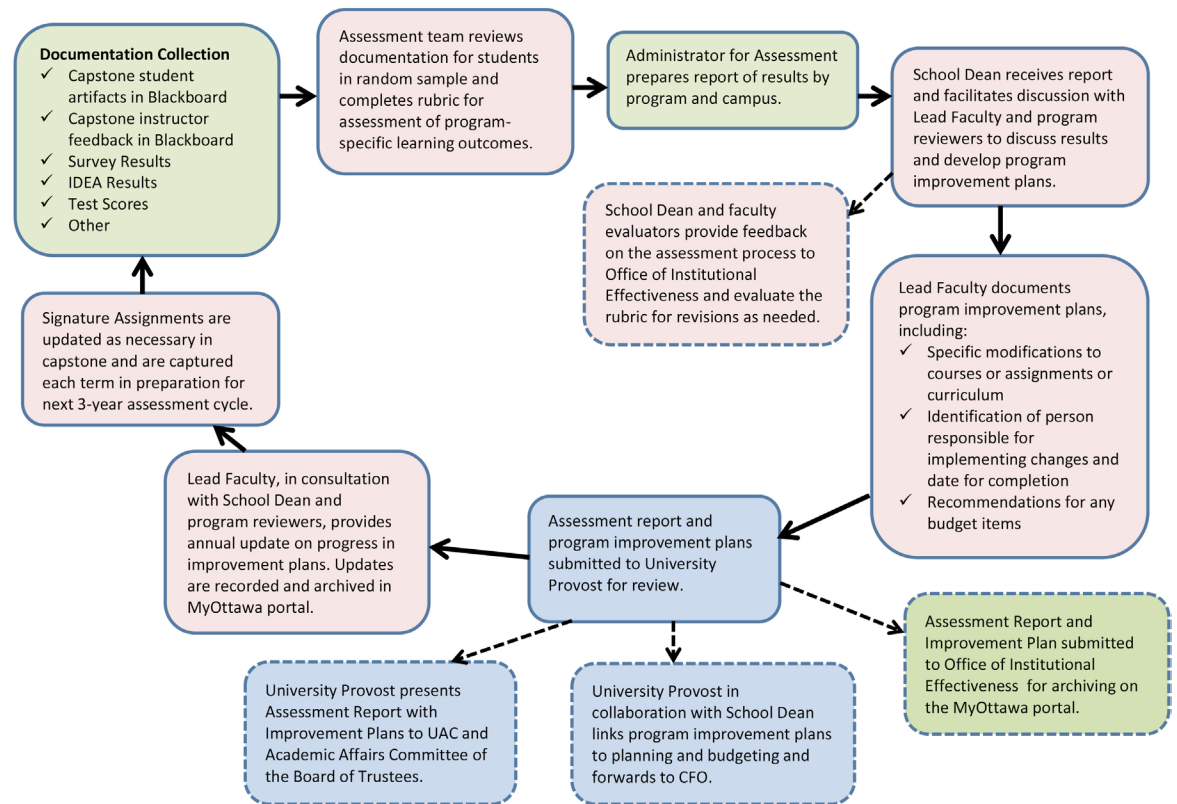
2. **Definitions (Ottawa University)**

Institutional Learning Outcomes (ILOs) are those outcomes that are expected of every graduate of the institution. Because all graduates must meet General Education/LAS requirements to graduate, Ottawa University relies on this program to introduce and practice these *trans-disciplinary* skills. The University builds and develops these skills in the major.

Program Learning Outcomes (PLOs) are those outcomes that are expected of every graduate within a specific major or degree program focused on mastery of the discipline. Just as ILOs are based on General Education/Breadth requirements, PLOs are typically associated with the requirements for the major.

3. **Measurement Instruments**

The Ottawa University assessment model is based on direct assessment of student work, either through rubric evaluation or tests (in which test items are aligned to rubric criteria).

Figure 4.4
Assessment Measurement instruments

Area	Rubric
University-Wide	
Breadth Area Requirements at he residential College: creative and performing arts, historical and cultural perspectives, social and behavioral sciences, mathematical and logical systems, natural sciences (with lab), language and communication, health and wellness, and theological and philosophical perspectives. Requirements at APOS: Art/Expression; Social/Civic; Science/Description; Value/Meaning	1. Aesthetic Awareness 2. Multicultural Awareness 3. Quantitative Reasoning 4. Scientific Reasoning 5. Ethical Reasoning
Interdisciplinary Seminars: College: Interdisciplinary seminars are designed to help students integrate knowledge across disciplines and from a variety of sources; develop communication, critical-thinking and problem-solving skills; and explore the nature and relevance of values in their lives and education. APOS: Written and Oral Communication and Critical Thinking/Problem Solving are integrated into course work in the disciplines and reflected in work in the capstones and final LAS course.	6. Written Communication 7. Oral Communication 8. Critical Thinking/ Problem Solving
LAS 42515 GROUP PROBLEM SOLVING: This interdisciplinary seminar gives seniors the opportunity to bring their entire college experience to bear on a complex issue. Working in small groups, students identify and define a significant problem or issue and then articulate a way or ways to solve or cope with that problem or issue. The student group is given the major responsibility for the task with the instructor acting as a resource person and critic. The group presents and defends its work before a jury of faculty. **LAS 45012 Global Issues in the Liberal Arts:** In this liberal arts capstone course, students reflect on experience, knowledge, and skills in each of four breadth areas and apply that learning as they examine current issues and concerns in global contexts. Students use critical thinking skills to recognize different values systems, cultural interpretations, and social constructs. They demonstrate research and writing skills in exploring a global issue.	9. Information Literacy

Angell Snyder School of Business	
OAD 49XXX ASSB PROGRAM SPECIFIC CAPSTONE: Case-based strategy-focused course designed for students to show critical and integrative thinking skills. Students bring their entire ASSB experience to bear on a complex business scenario.	10. Mastery of Discipline 11. Comprehensive Exam or Project
ASSB CORE COURSES: A series of (a minimum of) 6 courses required of all business majors. See criterion #6.1.3 for complete list of courses.	12. Quantitative Reasoning 13. Ethical Reasoning

See **Appendix 12** for the full Assessment Rubric

4. **Assessment Governance**.

All Ottawa University outcomes assessment processes are the responsibility of the faculty under the leadership of the School Deans and with support of the Administrator for Assessment and Effectiveness and the Faculty Assessment Coordinator. The Administrator for Assessment and Effectiveness communicates assessment scheduling, coordinates and administers the process, and prepares reports of the collected results. The Faculty Assessment Coordinator and School Dean are responsible for working with the faculty to develop and/or revise the appropriate assessment rubrics and communicate the rubrics to students, faculty, and key stakeholders. Overall assessment leadership is the responsibility of the Associate Provost.

5. **Assessment Process**

Artifacts: Program assessment at Ottawa University uses the most mature student work to evaluate an outcome. Typically, this means that 400 level courses will be the richest source of student work used in the assessment processes. Exceptions to this will occur when artifacts suitable for measurement with a particular rubric cannot be found in 400 level courses.

ASSB Program Learning Outcomes Assessment: All programs evaluate disciplinary outcomes according to a schedule established and monitored by the School Dean. Each program identifies a course or courses and an assignment that can be assessed with the program rubric.
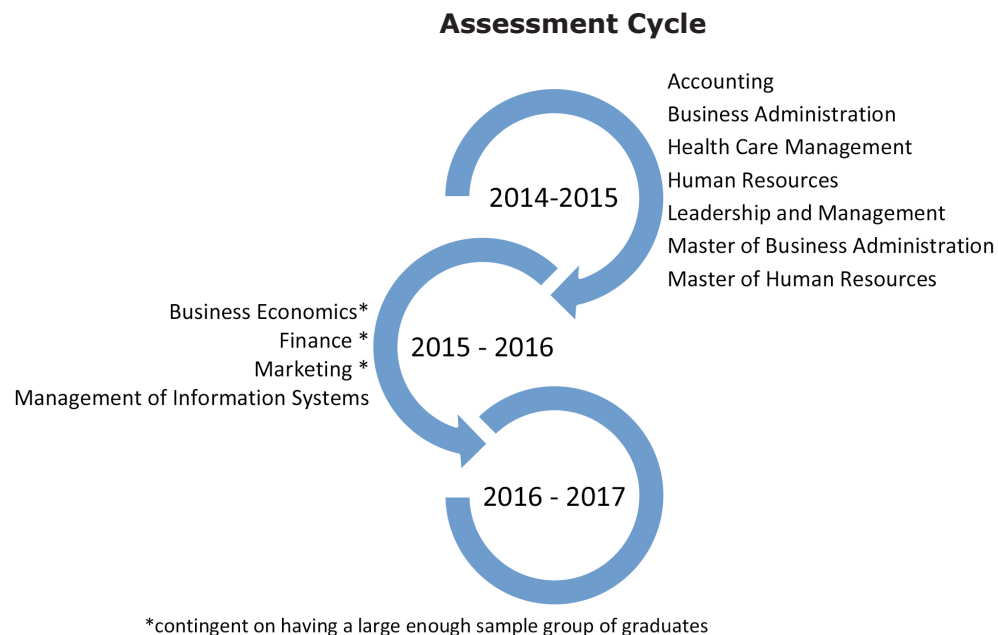
The School Deans, full-time ASSB faculty, and identified adjunct faculty who also serve a role as external evaluators review the assessment rubric for its alignment with the stated learning outcomes and its ability to assess students' mastery of the discipline. In order to ensure greater validity in the assessment process, each assessor is sent the same sample paper to assess using the rubric. Scores are sent to the Administrator for Assessment, who tallies and disburses the final scores to all evaluators. The assessment team meets in a norming session to review the scoring and identify any major differences in the application of the rubric.

With a common understanding of the application of the rubric, a minimum of three evaluators begin the assessment process. Student work is pulled as evidence from identified signature assignment(s), using the Blackboard Outcomes System. Evaluators do not assess student work in any course they have taught and are not aware of the location or modality of the particular student. When all papers have been assessed, the rubric scores are entered into Blackboard for the generation of quantitative data.

Reporting Results of Assessment Process: The University provides a standard reporting template for reporting the results of a completed assessment process. The completed reports are used for accreditation reporting processes, but more importantly are disseminated to the program assessment faculty (full-time and adjunct) to serve as the foundation for analysis leading to program improvement recommendations, including innovations, changes, and improvements to the design and delivery of the curriculum.

The following graphic represents a typical assessment cycle.

Figure 4.5

Assessment Cycle

Accounting
Business Administration
Health Care Management
Human Resources
Leadership and Management
Master of Business Administration
Master of Human Resources

2014-2015

Business Economics*
Finance *
Marketing *
Management of Information Systems

2015 - 2016

2016 - 2017

*contingent on having a large enough sample group of graduates

See Appendix 10 for the University-wide assessment timeline/cycle.

c. Identify internal learning outcomes assessment information and data you gather and analyze

In addition to data gathered through the formal assessment process outlined in 4.1.b, Ottawa University utilizes IDEA Student Ratings of Instruction to help ascertain effectiveness of teaching to certain common learning outcomes. The instrument allows lead faculty to select the objectives they feel are most critical to their specific major or program. All faculty teaching a specific course will then be assessed uniformly. IDEA objectives consistently chosen by ASSB lead faculty as i*mportant* or *essential* are indicated below. Student responses to the IDEA survey provide feedback and data on progress toward the objectives.

Objective 1: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

Objective 2: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

Objective 3: Learning fundamental principles, generalizations, or theories

Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Ottawa University measures student perception of the success and preparation of its graduates through responses to the career preparation section of the Program Completion Survey that is administered as students complete their programs of study, as well as responses to the career preparation section of the Alumni Survey administered six months, one year, and three years after graduation.

The Ottawa University Program Review Record (PRR) is designed to (1) identify program priorities or goals, (2) clarify plans for improvement, (3) provide a timeline for addressing priorities, (4) estimate budgetary needs, (5) articulate the criteria to measure success, and (6) provide evidence concerning progress. It serves as a guide for school deans, faculty, deans of instruction, and the University Provost. The lead faculty are responsible for completing the PRR. The PRRs for each undergraduate major and graduate program are archived electronically and available to all via the MyOttawa portal. See Criterion 6.1.7 for an in-depth explanation of the PRR process.

d. Identify external learning outcomes assessment information and data you gather and analyze

Currently external data is gathered through the Ruffalo Noel Levitz Student Satisfaction Survey and the Alumni Career Placement survey for all students and NSSE for undergraduates only at the residential location. The purpose of the Ruffalo Noel Levitz survey is to measure students' satisfaction with the entire Ottawa University experience, including academic advising, liberal arts preparation, major preparation, educational environment, instructional experience, student services, and Ottawa Mission. The purpose of the alumni survey is to measure the alumni satisfaction with the Ottawa University experience since graduating, in such areas as career placement, career preparation, value of education received, and alumni services. The purpose of National Survey of Student Engagement (NSSE) is to measure the extent to which students engage in practices that are linked with learning, personal development, and other desired outcomes associated with satisfaction, persistence, and graduation.

Institutional Effectiveness collects data regularly through the Program Completion Survey and Alumni Survey on career preparation, job placement, post-graduation life-long learning pursuits, civic engagement, and achievement of personal goals. Engagement with the National Student Clearinghouse will make additional data available in 2016 on persistence as well as graduate degree enrollment of former Ottawa University students and graduates.

Additional information is gathered from outside organizations such as Society for Human Resource Management (SHRM) for benchmark purposes related to curriculum standards. Using this process, in 2014 we reaffirmed our status as a SHRM-affiliated school.

The ASSB recognizes it is deficient in the area of gathering data for benchmarking purposes. While we excel in our assessment process on the internal side, currently we do not do a strong job in gathering and analyzing external data to assist in decision-making. Ottawa University including the Angell Snyder School of Business is dedicated to continual process improvement, and we acknowledge this is our greatest deficiency and are working to rectify this issue.

e. Identify formative and summative learning outcome assessment information and data you gather and analyze.

Results gathered through the assessment of learning outcomes process described above are both formative and summative in different uses. The results are summative in providing feedback on student achievement of learning outcomes as students prepare to exit the university through their capstone course, and thereby provides a summative assessment of the program. The information is used as formative as it presents a picture of the current standing of the program and provides feedback for program improvement. In addition to learning outcomes assessment, summative data is gathered regarding the percentage of students achieving the required 80% score required to pass the capstone course.

With the implementation of the Blackboard Outcomes system, the ASSB is developing a structured process of formative assessment that can measure student achievement of learning outcomes throughout the program. Signature assignments are being designated within each course within the major. The matrix that links individual courses with particular learning outcomes provides the roadmap for formative assessment of student progress in achievement of the outcomes. This data will be analyzed for further program improvement.

Table 4.1
Data Collection Summary Table

4.1.c, d, e Data Collection Summary Table				
Degree Program	**Internal Data**	**External Data**	**Summative Data**	**Formative Data**
BA or BS (all programs)	Assessment of Student Learning Outcomes Program Completion Survey	Ruffalo Noel Levitz Student Satisfaction Survey Career Placement Survey NSSE	Capstone Assessment	Assessment of Student Learning Outcomes IDEA Student Rating of Instruction
MAHR	Assessment of Student Learning Outcomes Program Completion Survey	Ruffalo Noel Levitz Student Satisfaction Survey Career Placement Survey	Capstone Assessment	Assessment of Student Learning Outcomes IDEA Student Rating of Instruction
MBA	Assessment of Student Learning Outcomes Program Completion Survey	Ruffalo Noel Levitz Student Satisfaction Survey Career Placement Survey	Capstone Assessment	Assessment of Student Learning Outcomes IDEA Student Rating of Instruction

CRITERION 4.2 ASSESSMENT RESULTS

The assessment process has been a steadily evolving process for the ASSB. As described above in 4.1.b & c, before the 2011–2012 assessment cycle, assessment of student learning outcomes yielded only narrative summaries of cross-site student work product analysis. These were originally conducted every five years. The business unit realized this timeframe was too long, and in 2011 began assessing programs every three years.

Prior to the 2011–2102 assessments, information was used in decision-making but wasn't tracked longitudinally. (Longitudinal tracking of data is now conducted for all programs and majors**.**) To see the entire process used in the 2006 & 2011–2012 assessment cycle, including evaluator comments on student work samples, team chair summaries, and dean's recommendations use the following link: <u>LINK</u>

Beginning in 2014, the process was redesigned as described in 4.1.b above. To see the entire process used in the FY 2014–2015 assessment cycle, please use the following link: <u>LINK</u>

Upon completion of data-gathering, the assessment results are compiled in a report that summarizes the process, lists the evaluators and their roles, and presents results on each learning outcome. Results are also reported by each geographic site with across location comparisons. Comments from evaluators are also included. The complete report is sent to the ASSB faculty and academic administrators. It is posted on the MyOttawa portal for access by all employees.

Data Presented

Learning outcomes are now assessed every three years. See 4.2 a-g and **Appendix 3.**

Capstones are assessed annually. See Table 4.2 for Capstone results. Four years of data, 2011–2014, was used in the self-study.

UNDERGRADUATE

The following graphs and tables are presented to illustrate average performance against the stated learning outcomes by program. The tables present the average score for each learning outcome by year. The line graphs are presented for comparison to illustrate the average score by outcome per year. Additionally, the line graph illustrates the level of consistency across outcomes in the program in a given year.

(a) Accounting

Newer program: *Accounting was added in 2005 and not assessed in 2006. First Assessed in FY 2011–2012 and again in FY 2014–2015.*

Data for this program illustrates a low but consistent performance across outcomes in 2011 – 2012. However there was considerable improvement in the performance across all outcomes in 2014 – 2015.

Accounting		
	2011–2012	**2014–2015**
Outcome 1	2.00	3.56
Outcome 2	2.00	3.59
Outcome 3	2.00	3.52
Outcome 4	2.00	3.85
Outcome 5	2.00	3.74

- See **Appendix 3** for the comprehensive learning outcomes for this major.

Figure 4.6

Accounting
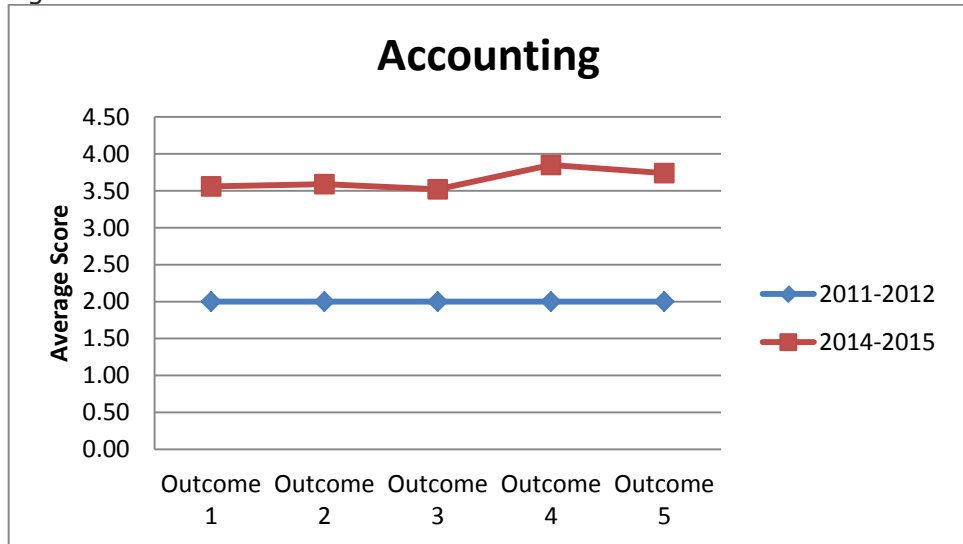
(b) Business Administration

Assessed in FY 2006, FY 2011–2012 and FY 2014–2015

With this program there was a high degree of inconsistency in the performance against outcome measures in 2005 – 2006. However there was improvement in the average score by outcome in the subsequent years. The performances across all outcomes were also more consistent in the subsequent years.

Business Administration			
	2005-2006	**2011-2012**	**2014-2015**
Outcome 1	3.50	3.24	4.00
Outcome 2	2.50	3.10	3.84
Outcome 3	3.00	3.26	3.70
Outcome 4	2.50	3.09	3.82
Outcome 5	3.50	2.90	3.74

- See **Appendix 3** for the comprehensive learning outcomes for this major.
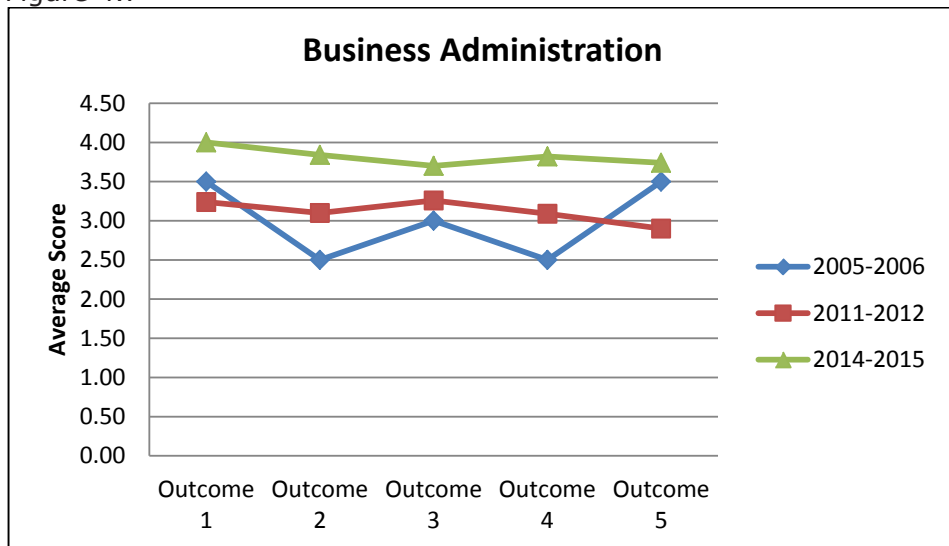
Figure 4.7

Business Administration

(c) Health Care Management

Assessed in FY 2006, FY 2011–2012 and FY 2014–2015

Performance against the learning outcomes as assessed in the capstone courses illustrates improvements over the three assessment periods. The 2005 – 2006 line graph illustrates that there were some challenges in either the assessment of Outcome 4 or the preparation of the students with regards to that particular outcome. There are also extraordinary performances against Outcomes 3 and 4 in 2011 – 2012. However performances in 2014 – 2015 indicates that there was a more even distribution of scores across all Outcomes.

Health Care Management			
	2005-2006	**2011-2012**	**2014-2015**
Outcome 1	3.50	3.00	4.10
Outcome 2	3.50	3.00	4.00
Outcome 3	4.00	4.00	4.10
Outcome 4	2.50	4.00	4.06
Outcome 5	4.00	3.00	4.22

- See **Appendix 3** for the comprehensive learning outcomes for this major.

Figure 4.8
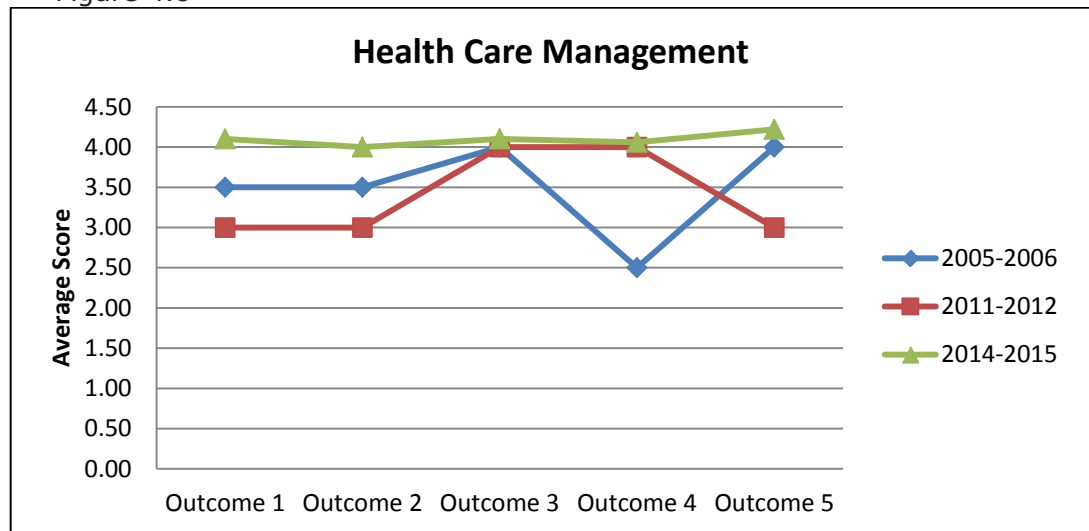
(d) Human Resources

Assessed in FY 2006, FY 2011–2012 and FY 2014–2015.

The period 2011 – 2012 illustrates the highest level of consistent performance. However, the preceding and subsequent years illustrate some variability that requires examination. The question that will lead investigation is what transpired that facilitated a flat but consistent performance across all outcomes, but a below par performance on Outcome 5 in the 2014 - 2015 period.

Human Resources			
	2005-2006	**2011-2012**	**2014-2015**
Outcome 1	3.00	3.00	3.52
Outcome 2	3.50	3.00	3.31
Outcome 3	4.00	3.00	3.24
Outcome 4	3.00	3.00	3.38
Outcome 5	4.00	3.00	2.86

- See **Appendix 3** for the comprehensive learning outcomes for this major.

Figure 4.9
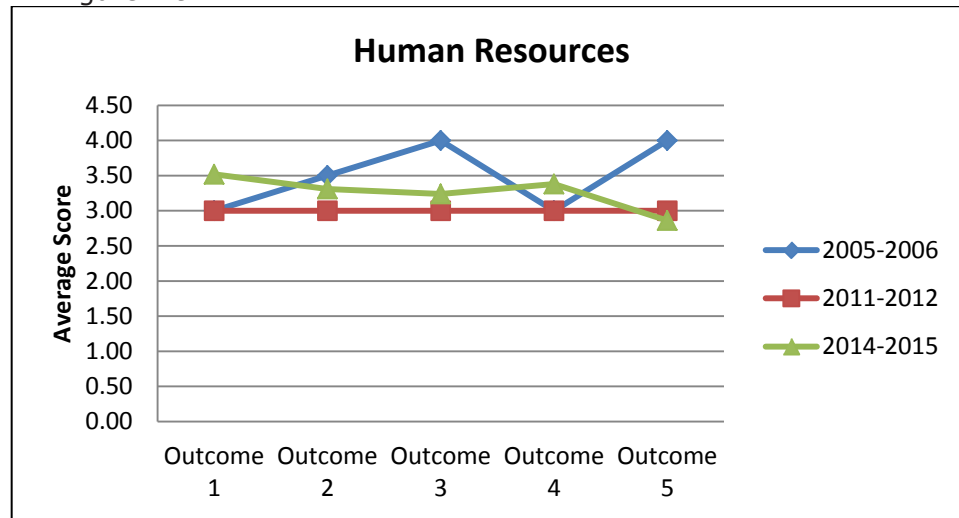
(e) Leadership & Management

Assessed in FY 2006 and FY 2011–2012 as Management and in FY 2014–2015 as Leadership & Management.

In this program, Outcomes 4 and 5 require careful investigation as there is inconsistent performance when compare to other outcomes in the same year and when compared across evaluation periods. The 2014 – 2015 evaluation period illustrates general improvement across the learning outcomes with the exception of Outcome 4 which had a lower mean score than other outcomes in that period.

Leadership and Management			
	2005-2006	**2011-2012**	**2014-2015**
Outcome 1	3.50	3.00	3.81
Outcome 2	3.50	3.00	3.70
Outcome 3	3.00	3.00	3.89
Outcome 4	2.50	3.00	3.19
Outcome 5	4.00	2.00	3.63

- See **Appendix 3** for the comprehensive learning outcomes for this major.
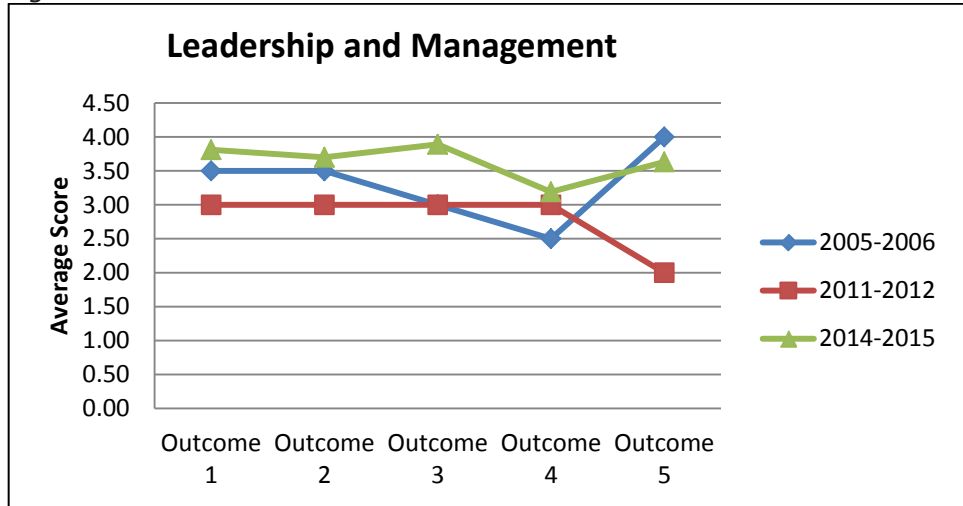
Figure 4.10

Leadership and Management

GRADUATE

(f) Masters in Human Resources (MAHR)

Assessed in FY 2006, FY 2011–2012 and FY 2014–2015

In the MAHR program, performances against the Outcomes were most consistent in the 2011 – 2012 assessment period. Performances in the 2014 – 2015 period was also consistent with a higher mean score than the previous assessment period.

MAHR			
	2005-2006	**2011-2012**	**2014-2015**
Outcome 1	4.00	3.00	4.07
Outcome 2	3.50	3.00	3.87
Outcome 3	4.50	3.00	4.13
Outcome 4	3.50	3.00	3.97

- See **Appendix 3** for the complete learning outcomes for this program.

Figure 4.11

MAHR
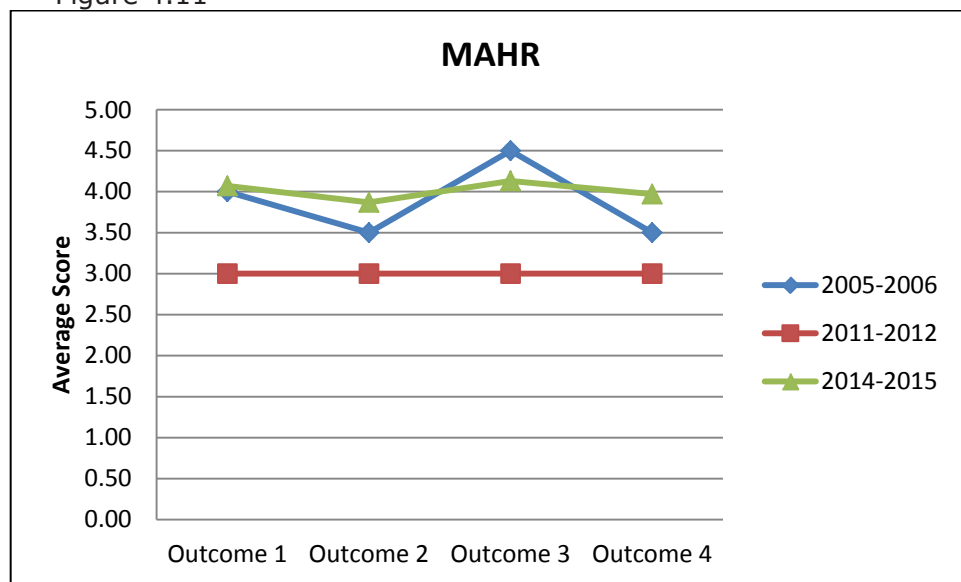
(g) Masters in Business Administration (MBA)

Assessed in FY 2006, FY 2011–2012 and FY 2014–2015

The 2014 – 2015 assessment period illustrates a more consistent performance than the previous assessment periods. A recheck of Outcome 5 and performances against that Outcome is warranted because of the differences in average scores on that Outcome.

MBA			
	2005-2006	**2011-2012**	**2014-2015**
Outcome 1	4.00	3.00	3.46
Outcome 2	3.50	3.00	3.35
Outcome 3	3.00	3.00	3.75
Outcome 4	4.00	2.00	3.44

- See **Appendix 3** for the complete learning outcomes for this program.

Figure 4.12
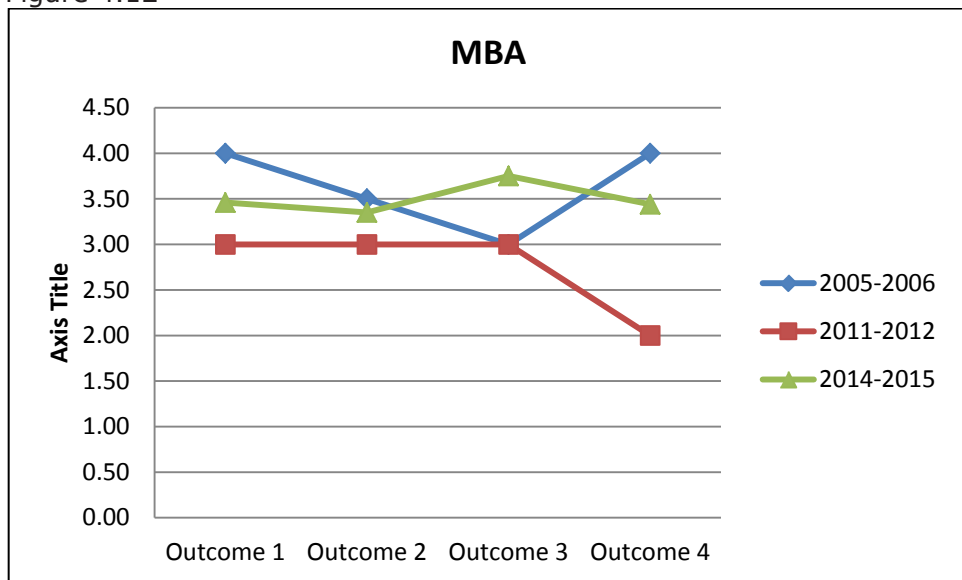
CRITERION 4.3 ASSESSMENT PLANS

Assessment is coordinated university-wide by the Office of institutional Effectiveness. University-wide, the most salient use of information for improvement has been attained through the establishment of an intensive practice of tightly cycling data-collection and decision-making. (See Appendix 10 for a complete list of assessment instruments and their deployment timetable). Institutional effectiveness maintains all data and ensures that comparative summative data and information is available over time. See Table 4.2.

Additional information is gathered from outside organizations such as SHRM for benchmark purposes related to curriculum standards. The ACBSP process has had an impact on curriculum development in new majors of finance and business economics as the ASSB plans to integrate external organization benchmarks in these degrees. As indicated previously, external benchmarking is problematic for the ASSB. To that end, we are in the process of contacting peer KICA institutions* to determine data available for use. We adopted ETS Major Field Tests after discussions with the University Provost. The first round of ETS Major Field Tests will be administered to a select group of students in 2016. Additionally, CapSim was used in the MBA prior to 2006. We will reintroduce CapSim in the Capstone course for the MBA beginning in 2016. All of these measures will afford the ASSB better external data.

*KICA Members: Baker University, Benedictine College, Bethany College, Bethel College, Central Christian College, Donnelly College, Friends University, Hesston College, Kansas Wesleyan University, Manhattan Christian College, McPherson College, MidAmerican Nazarene University, Newman University, Southwestern College, Sterling College, Tabor College, University of Saint Mary.

CRITERION 4.4 SPECIFIC IMPROVEMENTS

Using data gathered through the assessment process, the ASSB Dean meets with the lead faculty and program evaluators to develop an action plan to address each recommendation for improving teaching and learning as well as timelines, both short- and long-term. The action plan also includes requests for funding necessary to respond to the recommendations. The action plan becomes a living document, and progress is reported annually via the PRR (see explanation of the PRR process in 4.1.c), which includes assessment-related continuous improvement initiatives as well as those that derive from the program review process.

Specific Improvement ASSB Program Data 2014–2015:
Based on findings from this process, a lead faculty member in the ASSB conducted a follow-up targeted visit on improvement recommendations focused primarily on consistency with documentation across all degrees. Substantial progress has been made in this area.

MBA and undergraduate program assessment team members recognized that the number and depth of the program-specific learning outcomes they had revised in 2010 needed to be streamlined. The team found that some of the outcomes were not easily communicated to students and did not clearly translate into measurable learning objectives. The re-writing of measurable program learning outcomes, along with review of all course objectives, will be part of a curriculum mapping process for all ASSB programs in 2016.

The process indicated external business leaders should be more involved in validating the relevance and currency of the curriculum in some programs (e.g., the MBA). The ASSB is addressing this need with the formation of Business School Councils at the geographic locations and with ASSB program-specific Advisory Boards. The first to be established, The Health Care Advisory Board, located in Milwaukee, WI, is composed of top leaders in various aspects of the health care industry. They meet three times per year to provide feedback and guidance for a relevant and dynamic curriculum. Engaging adjunct faculty in the assessment process and in curriculum review brings perspectives of practitioners to ensure relevance and currency of curriculum.

Table 4.2
Specific Improvement: Program Data 2014–2015
(Including Capstone Trend Data for 2011–2014)

Criterion 4.3 & 4.4 Data Collection Summary Table					
UNDERGRADUATE PROGRAMS					
Accounting					
Performance Measure	**Measurement instrument**	**Current Results**	**Analysis of Results**	**Action Taken (PRR)**	**Trends**
Capstone Assessment	Direct, Internal, Summative	% passing 80% cut score 2011 88.89 2012 100 2013 79.31 2014 87.50	Students seem less prepared for completing basics at the capstone level Curriculum—revisit program requirements: prerequisites	Develop revised prerequisites by lead accounting faculty for inclusion in 2014–2015 catalog	Revision to prerequisites too recent to see much improvement for capstone assessment
Assessment of Student Learning Outcomes	Direct, Internal and External, Summative	Average Score 2 on 5-point scale	Issue appears to be with quantitative skills	Revise online introductory courses	(See above) Revision of online courses continues to be a goal.
Ruffalo Noel-Levitz Survey	Indirect, External, Summative	4.1 mean score on questions related to student satisfaction (6-point scale)	Satisfactory scores overall; less so in online based courses	Develop statement of teaching qualifications	Statement has been developed. Hiring practices for adjuncts are following the statement. No impact noted in ground classes. Online needs attention.
Career Placement Survey	Indirect, External, Summative	3.6 mean score on questions related to professional preparation 5 point scale	Satisfactory scores overall	B-school day/ DECA day for potential students	Further attention is given to career offerings for all students. Too soon to determine impact

Business Administration

Performance Measure	Measurement instrument	Current Results	Analysis of Results	Action Taken	Trends
Capstone Assessment	Direct, Internal, Summative	2011 84.82 2012 95.73 2013 89.42 2014 91.03	Inconsistency in year over year results. Needs further review	Rework curriculum to include additional functional areas	Prerequisites revised too recently to see much improvement for capstone assessment
Assessment of Student Learning Outcomes	Direct, Internal and External, Summative	Average Score 3 on 5 point scale	Satisfactory scores overall	Move to BS Work with Statistics and Math faculty—quantitative skills Develop integrated internships	Scores remain in the mid-range. Change in curriculum should affect scores over time.
Ruffalo Noel–Levitz Survey	Indirect, External, Summative	5.24 mean score on questions related to student satisfaction	Excellent results on a 6-point scale	Clarify adjunct faculty qualifications	Strong. Students are satisfied
Career Placement Survey	Indirect, External, Summative	3.6 mean score on questions related to professional preparation	Satisfactory scores overall	Move to BS for more career-ready graduates	Create a more robust career placement

Health Care Management

Performance Measure	Measurement instrument	Current Results	Analysis of Results	Action Taken	Trends
Capstone Assessment	Direct, Internal, Summative	2011 94.34 2012 93.23 2013 90.32 2014 94.52	Students demonstrate mastery of outcomes	Add OAD 36064 to clinical track; Increase integration with HCM	Ensure faculty maintain rigor in capstone course
Assessment of Student Learning Outcomes	Direct, Internal and External, Summative	Average Score *3.3* on 5 point scale	Satisfactory scores overall	Review transfer credit	Maintain academic rigor
Noel-Levitz Survey	Indirect, External, Summative	5.38 mean score on questions related to student satisfaction	Excellent results on a 6-point scale	None required	Maintain focus on student needs
Career Placement Survey	Indirect, External, Summative	3.8 mean score on questions related to professional preparation	Satisfactory scores overall	Strengthen clinical track. Review BS possibility	Continue review of student needs for professional preparation

Human Resources					
Performance Measure	**Measurement instrument**	**Current Results**	**Analysis of Results**	**Action Taken**	**Trends**
Capstone Assessment	Direct, Internal, Summative	2011 97.14 2012 87.80 2013 93.94 2014 96.88	Student capstone projects tend to be high quality. Research OK, application strong.	Revise syllabus to emphasize the research portion of supporting assumptions and solutions.	Emphasis on the importance of research and use of quality sources is increasing due to faculty follow through.
Assessment of Student Learning Outcomes	Direct, Internal and External, Summative	Average Score *3* on 5 point scale	Measure is true. Students tend to not remember what they have learned or how much they know.	Revised course to include reflection papers on achieving program outcomes.	Judging from the length of these reflection papers, students have a better appreciation for what their educational experience has been.
Ruffalo Noel-Levitz Survey	Indirect, External, Summative	5.52 mean score on questions related to student satisfaction	Results appear to be relatively accurate.	On or about academic year FY 15–16, majors will be required to join both the local and national SHRM organizations. This encourages continuous professional development and provides networking opportunity. Addition of SHRM Knowledge Assessment will provide proof of learning for those looking for the first HR position.	Plan to implement in the 2015–2016 academic year.
Career Placement Survey	Indirect, External, Summative	3.3 mean score on questions related to professional preparation	Most adult students are employed in the field when they start the program. Those who are seeking the first HR job sometimes struggle to obtain the first HR position.	Curriculum aligned with SHRM. Planned use of SHRM Knowledge Assessment in Capstone will provide graduates with proof of knowledge and ease the transition into the first HR job.	Plan to implement/ require the learning assessment, but probably not before 2015–2016 academic year.

Leadership & Management					
Performance Measure	Measurement instrument	Current Results	Analysis of Results	Action Taken	Trends
Capstone Assessment	Direct, Internal, Summative	2011 94.87 2012 93.22 2013 92.31 2014 89.66	Review curriculum and update or replace required courses as needed.	The standardized course syllabus for the capstone course, OAD 49300 Seminar in Applied Management was revised March 2013 by the lead faculty member, Elaine George, with input from several adjunct faculty who teach the course in WI.	The capstone course continues to be strong and student results reflect a high level of learning.
Assessment of Student Learning Outcomes	Direct, Internal and External, Summative	Average Score 2.6 on 5 point scale	Review required course assignments and capstone course for effective learning objectives	A Targeted Assessment Visit, a follow-up step to the 2011–2012 self-assessment of the business-related majors, was conducted. Capstone course assignments were reviewed from randomly selected students representing the College and APOS locations. Student performance was appropriate to the degree awarded.	The recent 2014 revision of the major is expected to increase results on the assessment of student learning outcomes.
Ruffalo Noel-Levitz Survey	Indirect, External, Summative	5.34 mean score on questions related to student satisfaction	More than satisfactory overall score.	Continued enhancements to the program overall to keep it competitive in the market.	Maintain current high level of student satisfaction.
Career Placement Survey	Indirect, External, Summative	3.6 mean score on questions related to professional preparation	Satisfactory scores overall	Access to Leadership Matters Seminars	Continue to look for ways to provide students with more opportunities to prepare themselves professionally.

GRADUATE PROGRAMS					
MBA					
Performance Measure	Measurement instrument	Current Results	Analysis of Results	Action Taken	Trends
Capstone Assessment	Direct, Internal, Summative	2011 96.00 2012 97.66 2013 97.09 2014 95.70	The Capstone design provided opportunities for students to identify the courses in which they achieved program outcomes. The high success rate is in part attributable to the identification of learning outcomes but not the deep analysis that is anticipated.	Redevelopment of the objectives of the Capstone to meet the requirements of the new MBA	Moving towards a focus on providing learning opportunities for students at different levels of preparation.
Assessment of Student Learning Outcomes			Average Score 2.6 on 5 point scale	Students could identify the outcomes within courses, but could not clearly demonstrate mastery of the skills associated with the learning outcomes	Refocus the activities and assessments to ensure that we are targeting the learning outcomes.
Ruffalo **Noel-Levitz Survey**			5.2 mean score	Continue to provide training for our faculty. Provide additional training for Academic Advisers	Increase professional development for all stakeholders who interact with our students.
Career Placement Survey			3.7 mean score	Continuing to provide professional development for our faculty.	Increased the frequency faculty meetings to provide professional development training.

MAHR					
Performance Measure	**Measurement instrument**	**Current Results**	**Analysis of Results**	**Action Taken**	**Trends**
Capstone Assessment	Direct, Internal, Summative	2011 86.79 2012 96.15 2013 91.43 2014 92.50	Students less prepared in key HR areas	Provide specific HR measurement tools	Alignment with SHRM HR curriculum guidelines
Assessment of Student Learning Outcomes	Direct, Internal and External, Summative	Average Score *3* on 5 point scale	Alignment with SHRM HR curriculum guidelines support—directly relate to the HR industry	Move the Wage, Salary, Benefits class to core	Program is aligned with SHRM Program exhibits improved quality
Ruffalo **Noel-Levitz Survey**	Indirect, External, Summative	5 mean score on questions related to student satisfaction	Satisfactory. Manageable at this point in time	Encourage continual professional development. Provide networking opportunities.	Maintain focus on student needs.
Career Placement Survey	Indirect, External, Summative	3.8 mean score on questions related to professional preparation	Satisfactory overall	Continue to grow the SHRM Prep course to support post-graduation employment opportunities. Conduct an additional survey of recent graduates specific to SHRM.	Close SHRM alignment

Ottawa University

Angell Snyder
School of Business

S e l f - S t u d y
F Y 2 0 1 4 - 2 0 1 5

Standard 5: Faculty and Staff Focus
ACBSP Ottawa University

Self-Study
BACCALAUREATE/GRADUATE DEGREE
SCHOOLS AND PROGRAMS

Revision LA – MD -4: 8 December 2015 - FINAL
Self-Study

CRITERION 5.1 HUMAN RESOURCE PLAN

a. *Summarize and attach under the evidence file tab above your current human resource plan*.

Ottawa University focuses on student learning. The Angell Snyder School of Business mission, vision, and hallmarks of distinction validate this tenet. The human resource plan for the ASSB is driven by requirements for curriculum oversight in each discipline and enrollment levels in each program. Faculty are hired and evaluated primarily on teaching ability, with equal weight placed on real-world corporate experience.

One of the strategic primary goals of the ASSB is ACBSP accreditation. In order to achieve this goal, hiring doctoral-qualified faculty has been mandated. Minimally qualified applicants are not considered.

Additionally, for all adjunct faculty in the ASSB, the standard has been increased steadily from 12 to 18 hours graduate level work in the teaching discipline. As a result many adjuncts have chosen to no longer work for the University while others have returned to school to earn the requisite credit hours to maintain their affiliation with the University and the ASSB.

The ASSB follows all policies and procedures of the University related to human resources. Ottawa University's HR procedures include processes for faculty hiring, staff hiring, compensation and benefits, faculty development, and benefits management. These procedures are located in the Faculty Handbook, Adjunct Faculty Handbook, and Employment Policies Handbook (all on the MyOttawa portal), and faculty and staff must attest they have read these documents. The University does not maintain a delineated HR plan. School specific HR Plans are embedded within their Strategic Plans as described above.

University Faculty Handbook
LINK

University Adjunct Faculty Handbook
LINK

In addition, faculty are required to adhere to the guidelines stated within the University Employment Policies Handbook.
LINK

The table below outlines the education levels and practitioner experience of each of the full-time and part-time or shared (not adjunct) business school faculty members for FY 2014–2015.

Table. 5.1
Full-time, Part-time and Shared Faculty
2014–2015

Faculty Member	Ed. Level	Discipline	Years in Academia	Years in Industry	Practitioner Experience
Full-Time Faculty					
Blackman, Orville	PhD	Leadership Organizational Development	10	22	Advertising Executive Sales & Marketing Mgr. OD Consultant
Dewald, Marylou	DBA	Entrepreneurship Business Admin Strategy	22	10	Consultant Turnaround Specialist Entrepreneur Senior VP -Banking Sr. Lender - SBA
Edwards, Tom (Retired 2015)	PhD (ABD) MAHR	Organizational Development HR	14	30	HR and OD Executive Telecom Industry
Eichner, Kevin	HonD MBA	Organizational Development Strategy	7	30	Senior Executive Fortune 100 Company President, University Entrepreneur
Holston, Kayong	DBA	Human Resources	12	17	Federal Government
Leonard, Leanne (Left 2015)	MS	Leadership Communication	2	13	Admin. Higher Ed Customer Service
McCullough, Russ	PhD	Economics	21	18	Real Estate Development Sales & Property Mgt. Entrepreneur
Moore, Greg (Hired 2014)	DBA	Finance	3	14	Consultant Financial Planner Investor Services
Rao, Aruna (Hired 2014)	PhD (ABD) MIS	Management Information Systems Health Informatics	6	6	IT Specialist Business Analyst
Wagner, Lyn	MS CPA	Accounting	16	12	CPA – Auditor Business Manager
Weiss, Stephen (Hired 2014)	PhD (ABD) CPA	Accounting	5	10	CPA Corporate Accountant

Part Time and Shared Faculty (Not Adjunct)					
Cunningham, Kara (Left 2015)	MA	Public Relations Integrated Marketing	16	4	Director Sales Asst. Dir Development
Simon, Jan (Hired in 2014)	MSHA RN	Healthcare Management	13	25	V.P Health Mgmt. Nat'l Director QA HC Consultant Registered Nurse

Adjunct faculty vitae can be found in **Appendix 6**.
Full time faculty vitae can be found in **Appendix 7**.

b. *In a brief statement here, explain your HR plan's relationship to your strategic goals.*

The ASSB human resource plan is focused on establishing appropriate staffing levels to meet the needs of the 1687 students within the ASSB. Each change in the number or distribution of full-time faculty is based on careful decisions that balance the school's academic needs with budgetary considerations and student enrollment numbers. The strategic plan, future program goals, and expansion plans as delineated therein drive the remaining priorities in the human resource plan.

In 2014–2015, the School of Business had eleven full-time and two (non-adjunct) part-time/shared faculty across all locations. Adjuncts are integral to the delivery of courses at the University. Historically, Ottawa University has maintained a very strong pool of adjunct instructors. The current pool of active adjuncts is approximately 350 university-wide, with a pool in excess of 250 for the ASSB. This is a robust and sufficient faculty to meet all of the ASSB and University strategic goals, both now and moving forward. In 2014-2015 a total of 206 faculty taught for the ASSB.

CRITERION 5.2 EMPLOYMENT PRACTICES

Criterion 5.2.1
a. How the composition of faculty provides for intellectual leadership relative to each program's objectives.

The ASSB is under the leadership of the Dean and Associate Dean. It is their responsibility to guide the school as it relates to all aspects of program development, faculty development, and leadership. Every program in the ASSB has a lead faculty person. These individuals serve as the champions for their respective programs or majors. Lead faculty are responsible for the oversight of specific business programs. The Office of Academic Affairs instituted the role of lead faculty to function as university-wide heads of academic departments or divisions. Lead faculty guide academic programs through their supervision of and quality control over curriculum and instruction. They are integral to the assessment process and are responsible for ensuring action items are implemented and executed. They are responsible for standardizing learning objectives across all locations and modalities, standardizing syllabi across APOS locations, completing the annual Program Review Record (PRR), and screening prospective adjuncts.

Lead faculty members for each undergraduate major or graduate program are also responsible for completing a matrix that links each program-specific outcome to a core course or to multiple courses. Additionally, lead faculty are responsible for improving processes in their programs, vetting Subject Matter Experts (SMEs) for online course development by working directly with the Design Studio, and creating a collaborative environment among all faculty teaching within their purview.

Adjunct faculty teach the majority of APOS courses, so their participation in academic governance and in a community of scholarship is essential to our success. Processes for adjunct faculty development include deploying talented adjuncts in new roles, such as mentoring less experienced peers and advising residential College campus-based lead faculty in the process of designing course assignments that fit the needs of adult learners. Additionally, key adjuncts are included in creation and development of new curriculum, course design, and assessment processes.

We are in the early stages of developing a new category of adjunct faculty who will have increased responsibilities (and corresponding pay differential) in order to leverage their expertise and relevance in their respective field.

b. How the composition of your faculty provides for required depth and breadth of theory and practical knowledge to meet your student learning outcomes.

All ASSB faculty are qualified to meet the expectations for student learning outcomes and faculty performance outcomes. Full-time and adjunct faculty hold a minimum of a master's degree and a minimum of 18 graduate credit hours in their respective disciplines. Additionally ASSB faculty have a solid mix of academic and corporate/professional experience. The ASSB is well served with its mix of faculty because the large number of adjunct faculty enrich student learning with practical knowledge and application of learning within a range of business settings. Adjunct faculty bring their professional expertise as entrepreneurs, business leaders in large and small companies, CPAs, Human Service professionals, financial experts, marketing professionals, etc. The real-life examples they bring to the classroom provide meaning and depth to theories and help students meet learning outcomes of applying, analyzing, and evaluating knowledge and solving problems presented by the major field. We believe the combination of the academic oversight of full-time faculty and the extensive professional experience of adjuncts ensure relevance in program objectives and successful student outcomes.

Networked Learning is a new venture in twenty-first century education delivery that intentionally blurs the lines between online and on ground teaching, taking the best from each. The vision grew from a series of work group sessions involving faculty, information technology, and administrative expertise. The School of Business is taking a lead role in the development and execution of Networked Learning. Ultimately, the goal of Networked Learning is to enable any faculty person to teach any student, regardless of location of either the student or the faculty member. Such a model will allow Ottawa University to leverage the considerable intellectual and instructional assets of the faculty to drive superior learning outcomes, reduce costs in order to remain competitive, and make an Ottawa University education more accessible to increasing numbers of students in multiple modalities.

At The College (residential campus), the ASSB suite houses five full-time faculty who collaborate daily. Most of these faculty also teach in APOS either at the Overland Park location or online. Networked Learning ensures that the expertise of the full-time faculty is leveraged university-wide to all sites and that all students benefit from the range of professional experience of adjunct instructors. The expectation is that Networked Learning will enhance the educational experience for all students as they gain access to a wider range of faculty, peers, and course engagement options through innovative teaching and learning modalities.

Networked Learning is also intended to help overcome some issues related to faculty deployment. The critical mass of full-time faculty at the residential College campus is a significant resource. Technologies such as Blackboard and videoconferencing support us in sharing the presence—real and virtual—of talented full-time faculty among all locationses and modalities. We acknowledge the wisdom of ensuring full-time faculty are accessible to students throughout the university.

Several realities pose challenges to faculty vitality, quality, and engagement. Perhaps most salient is the relative small number of full-time faculty deployed within and dedicated to APOS. This fact requires us to be resourceful in several ways: We must a) develop and

empower existing full-time faculty at APOS as agents who shape learning experiences, b) use the university-wide school structure to maximize all faculty's access to one another within their disciplines, and c) build meaningful relationships between full-time faculty and adjuncts (at their locations and in their disciplines). Attention to faculty hires and assignments can provide better alignment of full-time faculty positions based on school enrollment patterns and average class size.

Criterion 5.2.2 If your institutions use multiple delivery systems and/or your programs use part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems.
  a. How you develop qualified full-time and part-time faculty members

The ASSB is strongly committed to continuous professional development to support full-time and adjunct faculty as active intellectuals and skilled instructors. Related processes and resources take the form of orientation and mentoring, funding for individual full-time faculty development activity, and institution-sponsored development events. Full-time faculty enjoy the support systems associated with the promotion and tenure processes, and Academic Affairs provides mentoring to help its adjunct faculty thrive in a culture that values innovation, accountability, and engagement.

Full-time faculty are provided financial support and release time to pursue professional development that strengthens instruction, advances faculty expertise, and fosters networking within the disciplines. Each full-time faculty member may access funding of $1,000 per academic year toward professional development. Faculty members must apply for funding and provide detailed information concerning expected outcomes, costs of the professional development, implications for their ongoing classes (if any), and anticipated application of professional development to instruction and personal growth. Upon completion of the professional development experience, faculty members are required to complete another survey detailing the actual impact and value of the experience.

All faculty have access to an array of institutionally sponsored development events, ranging from annual symposia, to location-specific training, to webinars. Faculty are expected to be lifelong learners, to be involved in continuing education in their discipline, and to document proof of that continuing education.

Adjunct faculty participate in development workshops at each location at least twice a year. Documentation and topics of specific workshops held over the last 5+ years are maintained in the MyOttawa portal.

Adjunct faculty are also asked to report on their developmental experiences outside of the university. The lead faculty for each program reviews and recommends professional development to the adjuncts based on this process.

  b. How you orient new faculty members to the program;

The ASSB Dean and the local Dean of Instruction (DOI) collaborate to provide direct orientation as they hire new adjunct faculty. The Adjunct Faculty Handbook provides additional information on certification and professional development pathways as well as an introduction to our philosophy of teaching for transformational education, grading, and so on.

To help ensure that new adjunct faculty are adept in their teaching roles, the DOI and adjunct coordinators at each location provide one-on-one or group sessions to orient all new on-ground faculty (both full-time and adjunct), with special attention to pedagogical practices, providing feedback to students, recording attendance electronically, support resources, accreditation processes, student characteristics, and classroom needs. The online faculty certification process ensures that all online faculty are adept in that particular teaching modality.

As explained in detail in Criterion 1.1.c, online certification for those instructors teaching within that modality provides a strong orientation not only to the online environment but also to the expectations and processes of the University in total.

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

The lead faculty for each major is expected to work one-on-one with new faculty to orient them to courses they will be teaching, including an in-depth review of the major's course map and how their course fits into the complete educational experience a student will have as an ASSB major. This mentoring has been implemented inconsistently, and the ASSB is currently re-evaluating the process.

The ASSB uses standardized syllabi at the undergraduate level, which facilitates the orientation to the courses and the degree as a whole. Online courses are created by the Design Studio and are fully standardized to ensure consistency in instruction and outcomes. Faculty are also put in direct contact with other faculty who teach their course(s) for additional guidance on the course(s) they are teaching.

If a faculty member is teaching in an APOS location, the DOI and lead faculty, along with an assigned mentor, all have access to that class in Blackboard. This allows close monitoring (and intervention if necessary) throughout the first course.

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

Annually the full-time faculty participate face-to-face in either the university-wide faculty symposium or the ASSB retreat. Annual symposia, with mandatory attendance, give all full-time faculty from across the university, as well as select adjunct faculty, an opportunity to gather for two days of professional development, networking, and collaboration. Themes and programming for the symposia are selected and planned by the faculty and often include cross-discipline or interdisciplinary sessions designed to share teaching insights and best practices. A similar process is followed for the ASSB retreat.

Most ASSB lead faculty conduct phone conferences with adjuncts teaching in their program(s) prior to the start of each term. Other lead faculty have created forums on Google Docs to connect the faculty under their purview.

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

An introduction to grading philosophy, classroom management, etc., can be found in either the Adjunct Handbook or the Faculty Handbook. Both are accessible via the faculty's MyOttawa portal.

As previously indicated, lead faculty are responsible for ensuring consistency in syllabi and in the choice of texts for courses within their majors. New faculty, in partnership with the lead faculty, are encouraged to provide input on text selection for all courses, but are required to follow the standardized text adopted for their course. The Director of Adjunct and Curriculum Administration serves as the text clearinghouse for all text adoptions and updates. A Trello Board is utilized to maintain the data. ASSB deans have access to the board at all times..

The Registrar's office provides assistance to new full-time faculty by orienting them to the processes under its control. The Registrar's office supervises the academic calendar, and all academic programs and administrative offices follow the same calendar. The Registrar's office disseminates information for the academic calendar, grading, admissions, and other information pertinent to the student experience through a Registrar Report and through the student handbooks and the University Catalog.

f. How you provide for course monitoring and evaluation.

One approach to assessing whether faculty are "adept in their teaching roles" is through measuring student perception thereof. Program Completion Survey results for 2014–2015 indicate that 85% of undergraduate and 91% of graduate respondents agreed or strongly agreed that the quality of instruction was excellent, and 86% of undergraduate respondents and 90% of graduate respondents agreed or strongly agreed that their courses were challenging.

While small class size or other extenuating circumstances may call for an alternative evaluation, in general, at the conclusion of every course, whether taught by full-time faculty or adjunct faculty, students complete the IDEA course evaluation. Students enrolled in APOS courses complete the evaluation via the web. All other students complete a paper survey. After the collated information is received from IDEA, the DOI at each location ensures that the evaluation forms are distributed to the respective instructors, along with information on whom to contact for discussion of the results. DOIs use the IDEA evaluation results to initiate conversation with adjuncts, as needed, to address areas for growth. The Office of Institutional Effectiveness receives summary reports of all IDEA results. These results provide a comprehensive overview of the strength of teaching in the ASSB as reflected through student evaluation.

Ottawa University has IDEA generate a Group Summary Report for the required undergraduate and graduate courses within the ASSB. One of the major dimensions measured in the summary reports is "Excellence of the Teacher." According to notations in the IDEA summary reports, "when the percentage of classes with ratings at or above those of the IDEA databases exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high." The data show that student ratings of teacher effectiveness were consistently strong and, in some cases, unusually high. The data from these three surveys provide ample evidence that the faculty at Ottawa University are "adept in their teaching." Data for the ASSB indicated a score of 70% for undergraduates and 71% for graduates.

All faculty are observed at least once per year. If issues are evident, a second observation may occur. The deans receive all faculty observation reports for both full-time and adjunct faculty. These offer immediate feedback to both the faculty member and to the deans to ensure academic excellence is maintained throughout the ASSB. These reports are available through the MyOttawa portal.

The Software Solutions team and University Provost's office are collaborating on an adjunct faculty response form for instructors to share their comments/concerns with lead faculty; however, this is in progress and not yet complete.

CRITERION 5.3 FACULTY QUALIFICATIONS, WORKLOADS, AND COVERAGE

Criterion 5.3.1

a. Present Faculty Qualifications 2014–2015

Table. 5.2
**Full-time Faculty Qualifications
2014–2015**

Faculty Name	Terminal Degree Institution Certification	Total Credits	Teaching Discipline	Level of Qual	Tenure
Full-time Faculty					
Blackman, Orville	PhD University of Louisville	Exceeds 18+	MBA Leadership & Management Marketing Business Administration	AQ	
DeWald, Marylou	DBA University of Newcastle (Australia)	Exceeds 18+	MBA Leadership & Management Business Administration Accounting	AQ	**YES**
Edwards, Tom	MBA (ABD) North-central	Exceeds 18+	MBA MAHR Leadership & Management Human Resources	PQ	
Eichner, Kevin	HonD Ottawa MBA Harvard	18	MBA Leadership & Management Business Administration	PQ	
Holston, Kayong	DBA Nova Southeastern	Exceeds 18+	MAHR Human Resources	AQ	**YES**
Leonard, Leanne	MS Grand Canyon University	18	Leadership & Management	PQ	
McCullough, Russ	PhD Iowa State University	Exceeds 18+	MBA Economics Finance	AQ	**Tenure Track**
Moore, Greg	DBA Walden University	Exceeds 18+	MBA Leadership & Management Business Administration Finance	AQ	**Tenure Track**
Rao, Aruna	MS (ABD) University of Missouri	Exceeds 18+	MIS	PQ	
Wagner, Lyn	MS University of Missouri CPA	Exceeds 18+	MBA Accounting Business Administration	PQ	**YES**

Weiss, Stephen	PhD (ABD) Capella University CPA	Exceeds 18+	MBA Accounting Business Administration	AQ	
Part-Time and Shared Faculty					
Cunningham, Kara	MA Kansas State University	Exceeds 18+	Marketing	PQ	Shared with School of Arts & Sciences
Simon, Jan	MSHA University of Michigan RN	Exceeds 18+	Healthcare Management	PQ	Part-time

Table. 5.3
Adjunct Faculty Qualifications
2014–2015

See **Appendix 4** for this table. *(Too large to present here)*

Instructor Name	Degree/ Institution	Total Credits	Teaching Discipline	Level of Quali-fication	Tenure
					N/A for Adjunct Faculty

b. Provide credit-hour production data by faculty member, separating full-time and part-time faculty.

<div align="center">

Table. 5.4
Full-time Faculty Credit Hour Production
2014–2015

</div>

Faculty Member	2014-2015		Qualification Level Undergraduate			Qualification Level Graduate		
	Under-graduate	Grad-uate	AQ	PQ	Other	AQ	PQ	Other
Full-time								
Blackman, Orville	Fully Administrative in FY 2014-2015							
DeWald, Marylou	205	36	205			36		
Edwards, Tom	112	363		112			363	
Eichner, Kevin	Fully Administrative in FY 2014-2015							
Holston, Kayong	28	333	28			333		
Leonard, Leanne	4			4				
McCullough, Russ	849	159	849			159		
Moore, Gregory	346	168	346			168		
Rao, Aruna	222	33		222			33	
Wagner, Lyn	472	21		472			21	
Weiss, Stephen	104	6	104			6		
Part-Time and Shared Faculty								
Cunningham, Kara	51	0		51				
Simon, Jan	80	0		80				

- Totals for each faculty member could include a combination of ground, online, site and directed study modalities.

*See **Appendix 5** for this table. (Too large to present here)*

Faculty Member	2014-2015		Qualification Level Undergraduate			Qualification Level Graduate		
	Undergraduate	Graduate	AQ	PQ	Other	AQ	PQ	Other
Full-time								

c. Present your coverage of programs by academically and/or professionally qualified faculty members in a table.

Table. 5.6
Faculty Credit Hour Production 2014-2015

During Self-Study Year	Undergraduate	Graduate
Total Student Credit Hours in Business Program Taught by Faculty Members in the Business Unit	16,731	4,692
Total Credit Hours Taught by Academically and Professionally Qualified Faculty Members	16,683	4,680
Percent of Total Credit Hours Taught by Academically and Professionally Qualified Faculty Members	**99.98%**	**99.97%**
Total Credit Hours Taught by Academically (only) Qualified Faculty Members	4,023	3,051
Percent of Total Credit Hours Taught by Academically Qualified Faculty Members	**24.0%**	**65.0%**

Criterion 5.3.2.a 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.

> Adjunct faculty curricula vitae are located in **Appendix 6**.
> Full-time, part-time and shared faculty CVs are located in **Appendix 7**.

Criterion 5.3.2.b. If your faculty qualifications as presented in Figure 5.3 meet the historically acceptable levels, you may consider this section complete.

> Table 5.6 in Criterion 5.3.1.c above indicates this Criterion is partially met.

> Based on creation of this table for ACBSP in the pre-questionnaire phase of accreditation, the School immediately implemented an improvement plan. The data for 2012–2013 were 88.40% and 88.64% respectively for A/P qualified faculty. Data for the most recent year reflect our aggressive efforts to ensure only academically or professionally qualified faculty are in the classroom. The current figures are 99% and 99% for 2014–2015.
> The plan also addresses the lower than desired AQ only counts. During 2014-2015, 58

of the 206 faculty utilized in the ASSB were academically qualified. While improvement has been made since the Pre-Questionnaire year 2012-2013, (22.16% and 48.86% respectively), our current results still remain below ACBSP standards of 40% and 70% respectively. Our goal is to increase the percentage of credit hours taught by AQ faculty by 10% annually until the Criterion is met.

CRITERION 5.4 FACULTY DEPLOYMENT

Criterion 5.4.1. The business unit shall have at least one full-time academically and/or professionally qualified faculty member teaching in each academic program, major, or concentration at each location where the program is delivered. To demonstrate compliance, present your deployment pattern.

Ottawa University is a matrix organization with locations in four states and online. In offering programs, the university operates as one whole with full-time faculty having oversight of programs across the university, despite their geographic office location. Traditional age and adult students learn in different formats, but they learn in programs that are coordinated across the university by a single faculty body.

Traditional students may complete their entire program in a face-to-face format at the residential College campus, or they are allowed to utilize the online offerings provided they meet certain academic standing requirements including their cumulative GPA and level (JR or SR status). Students also engage in synchronous classes with full-time professors at selected locations using software such as Zoom and Collaborate within the Blackboard LMC. Ottawa is proud of its long and successful history in adult and online education. The first adult site was opened in 1974. The university has thoughtfully expanded since. Fully two-thirds of all ASSB students complete their degrees in a blended program by taking some courses on site and other courses online to access full-time faculty or doctorally prepared and professionally qualified adjunct instructors who are located at different locations or online. With one unified schedule, students at different APOS locations register in the same courses and engage the instructor and other students using technology (Networked Learning). (See Criterion 5.2.1.b, para. 3&4)

Many faculty members of the ASSB lead a program (lead faculty) and are accountable to the Dean and Associate Dean of the Business School for development, assessment, and revision of the program. In APOS, the lead faculty support the Deans of Instruction (DOI) in the day-to-day oversight of all business programs.

The nature of our matrix requires close collaboration between the ASSB administration and site-level administration. At each location, there is a DOI who serves as the leader of academic operations. He/she supervises all academic personnel at the location including the business faculty located there. All business faculty therefore have "dotted line" reporting responsibilities to the local DOI for day-to-day activity.

The Dean and Associate Dean, in collaboration with the DOIs, are responsible for the recruitment and selection of all business faculty. The Dean and Associate Dean also oversee the curriculum development assignments of the lead faculty.

Faculty are not bound to one location where teaching is concerned. Rather their teaching expectations often include multiple sites and modalities annually. This ensures that all students university-wide receive the benefit of instruction from our full-time faculty regardless of which site they consider their home base.

Table 5.7

Degrees By Location

	DEGREES BY LOCATION					
	APOS					**Residential**
	AZ	**KS**	**IN**	**WI**	**Online**	
Undergraduate						
Accounting			x			x
Business Administration			x			x
Business Economics (New 2012)			x			x
Finance (New 2014)			x			x
Health Care Management			x			
Human Resources			x			
Leadership & Management			x			
Marketing (New 2014)			x			x
MIS (New 2012)			x			x
Public Administration (Retired)			Teaching Out Online Only			
Graduate						
MBA			x			x
MAHR			x			

Only programs in bold are being considered at this time for ACBSP accreditation

JUSTIFICATION: Our student satisfaction surveys indicate that this system works well for the students. Responses from undergraduate students who completed the Program Completion Survey during the 2014–2015 academic year indicate that 94.5% agreed or strongly agreed that they increased their "ability to analyze and evaluate knowledge" in their field; 93.0% agreed or strongly agreed they "acquired and applied knowledge" in their field; 93.8% agreed or strongly agreed they "learned to solve problems" related to their field; and 91.4% agreed or strongly agreed they learned the importance of their field "in the global community."

Responses from graduate students who completed the Program Completion Survey

during the 2014–2015 academic year indicate that 95.2% agreed or strongly agreed they increased their ability to "analyze and apply theories" within their professional field; 95.2% agreed or strongly agreed they increased awareness of "laws, ethics, and values applicable" to their professional field; 100.0% agreed or strongly agreed they "acquired the knowledge and skills needed" to be successful in their professional field of study; 81.0% agreed or strongly agreed they "improved professional communication skills"; and 95.2% agreed or strongly agreed they increased their ability to "practice mutual respect, encouragement, and support within and beyond the learning environment."

Program Completion Survey results for 2014–2015 reflect student perception that the level of performance required is appropriate to the degree level. Results indicate that approximately 86.8% of undergraduate respondents and 100.0% of graduate respondents agreed or strongly agreed that their courses were challenging.

The Undergraduate Alumni Survey responses from the 2015 survey indicate that 79.36% agreed or strongly agreed that their program prepared them with necessary written communication skills; 79.36% agreed or strongly agreed their program prepared them to "recognize and evaluate ethical dilemmas in the workplace"; 71.96% agreed or strongly agreed their program prepared them with "appropriate knowledge" for their career field; 75.13% agreed or strongly agreed their program prepared them to "analyze and evaluate information" in their career field; 68.45% agreed or strongly agreed their program prepared them to "solve problems presented" in their career field; and 74.07% agreed or strongly agreed that their program prepared them with "necessary oral communication skills".

The Graduate Alumni Survey responses from the 2015 survey indicate that 78.67% agreed or strongly agreed that their program prepared them with "necessary written communication skills"; 76.00% agreed or strongly agreed their program prepared them to "recognize and evaluate ethical dilemmas in the workplace"; 72.00% agreed or strongly agreed their program prepared them with "appropriate knowledge" for their career field; 70.66% agreed or strongly agreed their program prepared them to "analyze and evaluate information" in their career field; 69.33% agreed or strongly agreed their program prepared them to "solve problems presented" in their career field; and 68.00% agreed or strongly agreed that their program prepared them with "necessary oral communication skills".

All of these reports are available in the MyOttawa portal and ACBSP Resource Room.

Table 5.8
Lead Faculty Deployment

LEAD FACULTY DEPLOYMENT BY MAJOR HOME-SITE LOCATIONS					
	Arizona	**Kansas**	**Indiana**	**Wisconsin**	**Residential**
Undergraduate					
Accounting					Wagner
Business Administration					DeWald
Business Economics (New)					McCullough
Finance (New)		Moore			

Program					
Health Care Management				Simon	
Human Resources	Holston				
Leadership & Management			Blackman		
Marketing (New)			Blackman		
MIS (moved to new school in 2015)					Rao
Public Administration (Retired)					McCullough
Graduate					
MBA					DeWald
MAHR	Holston				

Only programs in **bold** are being considered at this time for ACBSP accreditation

Criterion 5.4.2. 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.

The University has two primary distribution units, which are supervised by the same academic administration and the same full-time faculty in all disciplines. A singular faculty controls all distribution units and teaches within same:

a. Residential College

   Courses are offered on a regular basis throughout the academic year. Courses at the College residential College campus are offered in a traditional 16-week format with a few exceptions. Selected majors and programs are offered. (See Table 5.7).

b. APOS

   All ASSB courses are distributed online.

   Includes the entire curriculum in an online, accelerated 8-week format with selected programs offered at adult ground sites based on sufficiency of student enrollment and interest. All business foundation core courses are offered as a ground option to provide support for student success.

   Selected business programs are offered fully on-ground in APOS and networked across locations where there are sufficient resources. Accounting, for example, is a strong program at the Wisconsin location with significant student enrollments and the presence of a full-time faculty member. Ground-based accounting courses supplement the online schedule and are available via Networked Learning for students at other sites who need the support and teaching methodology of a face-to-face course. Scheduling of courses in APOS is coordinated across online and all APOS locations by the University Provost's office.

Authority over all curriculum is governed by the ASSB Dean, under the direction of the University's Provost. The DOI is the only unique academic administrator in the organizational chart and is "operational" in nature and local (coordinating local scheduling, providing local resources, and ensuring effective local instruction).

Academic advising is provided to ensure student success and therefore varies according to the particular needs of traditional-age and adult students. Regardless of the student body, however, academic advisors work closely with faculty to ensure their knowledge of the business programs for effective advising.

1. Regardless of distribution method, all modalities share the same calendar.
2. Regardless of distribution method, courses share program goals.
3. Regardless of distribution method, courses share the same learning outcomes.
4. Regardless of distribution method, courses share the same course objectives.
5. Regardless of distribution method, courses share the same textbooks.
6. Regardless of distribution method, courses share the same faculty.
7. Regardless of the distribution method, courses are governed by the same lead faculty, School Deans, and University Provost.
8. Regardless of distribution method, courses follow the same assessment process, including common faculty assessors, common assessment time-frame, common major curriculum standards, common rubric, common artifact storage system (Blackboard), and common criteria.

Table 5.9
Oversight of All Business School Majors & Distribution Sites

Locations	Lead Faculty	Local Operational Dean (DOI)	School Dean	University Provost	Policy, Procedure, and Syllabi	Academic Advising	Assessment Process
Residential Campus Ottawa, Kansas	Common person for all locations Division chair at this location	Unique to the residential campus	Common person for all locations	Common person for all locations	Common for all locations Syllabi adjusted for semester length	Adawe Adviser and Faculty Academic Advisors	Common for all locations
Indiana APOS	Common person for all locations	Unique to local locations	Common person for all locations	Common person for all locations	Common for all locations	Common Academic and Financial Advisors for all locations	Common for all locations
Wisconsin APOS							
Kansas APOS							
Arizona APOS							

CRITERION 5.5 FACULTY SIZE AND LOAD

Criterion 5.5.1. ACBSP considers the following functions to be essential responsibilities of the faculty and staff. Though other qualified individuals may participate in these functions, the faculty must play an essential role in each of the following:

Classroom teaching assignments
Student advising and counseling activities
Community and college service activities
Administrative activities
Business and industry interaction
Special research programs and projects
Special research programs and projects
Thesis and dissertation supervision and direction (if applicable)
Travel to off-campus locations (if applicable)

Table 5.10
Faculty Load Full-time Faculty Members 2014-2015

Full-time Faculty Members	Teaching		Service			Professional Development		
	Credit Hours	Preps	Advisees*"	# of Committees	Admin Duties	Scholarly Activity	Professional Activity	Bus/Industry Interaction
Blackman, Orville	0	0	0	6	100%	Yes	Yes	Yes
DeWald, Ma-rylou	241	8	97	6	50%	Yes	Yes	Yes
Edwards, Tom	475	8	0	3	50%	Yes	Yes	Yes
Eichner, Kevin	0	0	0	6	100%	No	Yes	Yes
Holston, Kayong	361	9	0	2	No	Yes	Yes	Yes
Leonard, Leanne	4	1	0	3	50%	No	Yes	Yes
McCullough, Russ	1008	11	15	2	No	Yes	Yes	Yes
Moore, Greg-ory	514	8	0	1	No	Yes	Yes	Yes
Rao, Aruna	255	10	1	1	No	Yes	Yes	No
Wagner, Lyn	493	8	32	2	No	Yes	Yes	Yes
Weiss, Stephen	110	6	45	3	50%	Yes	Yes	Yes

- Includes directed studies, internships and adjusted for cross-listed courses
- Only faculty with the residential College campus as their primary location have assigned advisees. Weiss advises all MBA students at the WI location.

With regard to Criterion 5.5.1, please address:

   a. how you determine the appropriate teaching load for your faculty members;
      Full and part-time designations for faculty are defined by terms that govern the Tenure Density Report, with full-time faculty carrying a load of 100% teaching; part-time faculty carry a percentage less than 100% as they carry administrative roles.

      The teaching assignments required for the ASSB are based on the number and type of courses needed and the number of students enrolled or anticipated to enroll and determined by the School Deans in collaboration with the DOIs.

   b. how you demonstrate that the faculty and staff are of sufficient number to ensure performance of the above nine functions;
      The Dean carefully reviews the enrollment projections with the DOIs prior to each term to ensure reasonable course loads are assigned to each instructor. Adjuncts are hired and scheduled based on forecasted demand for course offerings in APOS and/or at the residential College campus.

      Faculty members are responsible for all of the essential responsibilities of the faculty and staff listed for this standard, to varying degrees. All full-time faculty members teach, advise students, and travel to the centers as needed. Full-time faculty members foster relationships with community colleges and businesses and are active participants in the Ottawa University community and its activities. In APOS, student advising is in the hands of academic advisors dedicated to that function. The Director of Academic Advising in APOS works with the School Deans and lead faculty as needed to ensure accurate and effective program advising at all degree levels and in all majors, minors, and concentrations.

   c. the institutional policy that determines the normal teaching load of a full-time faculty member;
      The ASSB follows university policy and procedures regarding full-time faculty load and expectations. For faculty based at the residential College, a full-time load is considered 12 credit hours per semester with a few exceptions. If a faculty is hired on a year-round, 12-month contract, teaching load is based on courses rather than credit hours and is set at ten courses each fiscal year, but no more than four courses during any single semester and two courses during the summer. The same policy of ten courses per year applies to full-time APOS faculty who are on a 12-month contract. With six terms per year in the APOS calendar, faculty teach no more than two courses during any single term. The complete explanation of load and its calculation can be found in the Faculty Handbook.

      Load is adjusted accordingly for the addition of administrative duties or special projects. Load is not reduced for the designation as lead faculty. Rather, all lead faculty receive an additional stipend annually for work in this capacity. (See also 5.5.2)

   d. how the combination of teaching and other responsibilities for full- and part-time faculty members is consistent with fulfilling all nine functions effectively;
      As part of the performance expectations, all full-time faculty members annually report their achievements and set performance goals for the coming year in the areas of scholarly and professional activities, service activities, and other activities such as special research projects. Most full-time faculty in the APOS programs maintain a combination of both a teaching and administrative role, including mentoring of adjuncts as needed.

      As members of a teaching university, the faculty of the ASSB place their primary emphasis in scholarship on enhancing teaching and learning in the classroom. Their attendance at conferences and participation in academic associations keep them current in their disciplines. Their interest in current teaching methods ensures active, participatory classrooms, and their engagement with students supports student scholarship. Faculty publications and presentations demonstrate continued attention to the discovery of knowledge.

      As members of a business-focused school, all faculty are expected to engage with the external community either through consulting or board service.

e. how your part-time faculty members participate in these essential functions.

The ASSB employs part-time faculty on a very limited basis and is considering increasing this number. At present there are only two faculty with this classification. Adjuncts are classified as contract employees.

The ASSB location-based Adjunct Advisory Boards include adjunct faculty with guidance from the Dean and Community Outreach Coordinator. Additionally the faculty symposia typically include at least one or two adjunct faculty, and they participate in cross-member teams in assessment.

Criterion 5.5.2. A faculty member who is extensively engaged beyond what is normally expected in any one of the nine functions should have an appropriate reduction in other professional responsibilities.

Full-time faculty members who teach at the residential college were traditionally nine-month employees and taught a four-course semester load for a traditional academic year (four courses each semester for two semesters). Most new faculty based at the residential College campus are now hired on 12-month contracts. Only two F/T ASSB faculty at the residential College campus remain on 9-month contracts.

Every 9-month contract faculty member in the ASSB is required to teach four courses during the fall term and four courses during the spring term, for a total annual load of 8 courses. If the faculty member is employed by the University during the summer to equal a 12-month contract, two courses are added to the faculty member's academic load, for a total annual load of 10 courses.

The APOS faculty and 12-month residential College campus faculty have the same fundamental academic load structure. However, the adult APOS unit faculty are always 12-month employees and teach a two-course per term load for five terms each year, within a six-term academic year (one term off for study, preparation, planning, and personal vacations).

Table 5.11
Ottawa University Recognized Load

Rank	Contract	Load	Environment
• Faculty	12 month contract	10 courses	APOS & Residential
• Faculty	9 month contract	8 courses	Residential
(Note: *APOS courses are 8 weeks, and most residential courses are 16 weeks)*			

a. No over
a. No over-load allocations are allowed within standard load.
b. Individual courses may vary in actual credit hour total (some three hours; some four hours). However, ten three-credit-hour courses are normal for 12-month contracts (30 credit hours). Eight three-credit-hour courses are normal for 12-month contracts (24 credit hours).

Table 5.12
Ottawa University Recognized Load Reductions

Exceptions:	Load Reduction
School Dean	Limited or no teaching load
School Associate Dean	50% teaching load
Residential Campus Division Chair	One course reduction Associate Dean serves in this role
Special Projects	As determined by School Dean in cooperation with local Dean of Instruction

CRITERION 5.6 FACULTY EVALUATION

Criterion 5.6.1. Each business school or program must have a formal system of faculty evaluation for use in personnel decisions, such as awarding of tenure and/or promotion, as well as retention.

Ottawa University and the ASSB provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes of the university.

a. *How do you monitor/evaluate your faculty's teaching?*

Ottawa University has IDEA generate a Group Summary Report for the required undergraduate and graduate courses within the ASSB. This group summary report evaluates teaching quality as a whole while the individual IDEA reports provide feedback on the teaching strengths of individual instructors. The local Dean of Instructor reviews all IDEA reports and responds to instructors accordingly.

One of the major dimensions measured in the reports is "Excellence of the Teacher." According to notations in the IDEA summary reports, "when the percentage of classes with ratings at or above those of the IDEA databases exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high." Data for the ASSB indicated a score of 70% for undergraduates and 71% for graduates. The data show that student ratings of teacher effectiveness were consistently strong and, in some cases, unusually high.

All faculty, full-time and adjunct, are observed at least once annually. Faculty University-wide are evaluated primarily on their teaching effectiveness and responsiveness. As part of their contract with Ottawa University, adjunct faculty agree that their teaching will be observed and that they may be asked to observe a peer. The evaluation of faculty, whether full-time or adjunct, may include one or more of the following:
- Observation of teaching
- Assessment of instructor evaluations of the academic work of students (e.g., tests, papers, presentations, etc., graded fairly and consistently)
- Results from IDEA Student Ratings of Instruction (end-of-course evaluations)

The Director of Adjunct and Curriculum Administration, in the Office of the University Provost, manages all aspects of the observation of teaching process for adjunct instructors while the local DOI manages observations of full-time faculty. Annual observations are used to assist faculty in becoming better teachers. Key components of the observation process consist of a review of course activity and facilitation of student engagement and constructive feedback. Observers are selected by the local DOI and are chosen from full-time faculty and/or adjunct faculty who are the most experienced and successful instructors. For classroom-based courses, observers are provided access to syllabi, course handouts, etc., and attend at least one class session mutually arranged by the observer and faculty. For online courses, observers are given access to the course being reviewed at the end of a term in order to examine all course artifacts.

After the observation, the observer meets with the faculty to communicate observations and discuss recommendations. Finally, the observer completes the online Faculty Observation Form. The results are emailed to the instructor, the DOI, and the ASSB dean. These offer immediate feedback to both the faculty member and to the deans to ensure academic excellence is maintained throughout the ASSB.

b. How do you monitor/evaluate your faculty's student advising and counseling

Students at the residential College campus are advised by both a faculty academic adviser within the ASSB and by an adviser in Adawe that follows them throughout their time as a student from orientation to graduation. The ASSB faculty academic adviser is assigned students relative to their lead faculty designations.

The academic advisors in APOS were reorganized and aligned by school in 2012 to further strengthen advising knowledge and accuracy. This restructuring enabled advisors to specialize in the information related to their assigned majors, especially those programs with licensure requirements. In addition, the graduation plan, developed for each undergraduate student, was identified by Ruffalo Noel Levitz as an institutional strength for APOS students.

When ask if their "academic adviser is knowledgeable about requirements" in their major 67% of residential undergraduates, 71% of APOS undergraduate students, and 74% of graduate students selected they were satisfied or very satisfied.
When ask if their "academic advisors are concerned about my success as an individual" 71% of residential undergraduates, 65% of APOS undergraduate students, and 65% of graduate students selected they were satisfied or very satisfied.

Knowledge of academic advisors regarding degree requirements was identified as an institutional strength for the residential College campus by Ruffalo Noel Levitz in the 2015 administration of the student satisfaction survey. The importance score for the residential College campus was higher than the national comparison group (6.65 vs. 6.51) demonstrating the high value Ottawa students place on academic advising. The importance score for APOS undergraduate students was higher than the national comparison group (6.72 vs. 6.61), and the trend continued for Ottawa graduate students when compared to the national group for graduate students (7.77 vs. 6.56).

The monitoring of faculty academic advising is an area for improvement for the ASSB. There are currently no ASSB specific delineated process systems to monitor advising performance.

c. How do you monitor/evaluate your faculty's scholarly, professional, and service activities

Ottawa University collects the academic credentials of teaching faculty based on their professional background and academic transcripts. Each location's DOI is responsible for submitting credentials documentation to HR for all newly hired faculty as well as for those who earn additional credentials after their hire.

As members of a teaching university, the faculty of Ottawa appropriately place their primary emphasis in scholarship on enhancing teaching and learning in the classroom. While the emphasis for University faculty is on teaching, as an institution of higher learning, scholarship is an element of review for Promotion and Tenure. Yet even here, scholarship is positioned within the priority of teaching and learning, where currency within the disciplines is considered important to successful teaching; undergraduate research is fostered under faculty tutelage; and the scholarship of teaching and learning is valued. As an example, the topics addressed in a faculty member's portfolio are:
1. *Comment on and describe continuing interest/activity in scholarship (Include course development and research conducted with students).*
2. *Comment on and describe participation in assessment of student scholarship (e.g., supervising senior core/undergrad research/publications/presentations, etc.).*
3. *Comment on/describe contributions to improvement of teaching and learning.*

d. How do you monitor/evaluate your faculty's business and industry relations

See 5.6.1.f. below.

e. How do you monitor/evaluate your faculty's development activities

The Director of Adjunct and Curriculum Administration manages and maintains all faculty development records. Faculty's attendance at conferences and participation in academic associations keep them current in their disciplines. Scholarship, creative work, and discovery of knowledge are intricately woven into academic life for Ottawa faculty. Faculty publications and presentations demonstrate continued attention to the discovery of knowledge. Development information is uploaded into the MyOttawa portal by faculty at the completion of any event.

Adjunct faculty are asked to report annually on the professional development experiences they participate in outside of the local workshops held by Ottawa University, so that the University is aware of and able to maintain records of how faculty are staying current in their fields. (See also 5.2.2.a)

f. How do you monitor/evaluate your faculty's consulting activities

Consulting and professional practice provide business faculty opportunities to maintain competence, adhere to certification requirements (e.g. CPA), and remain collegially engaged with their corporate associates. Furthermore, opportunities for practice epitomize community engagement.

Through the schools' advisory board, our faculty maintain external relationships with corporations, not-for-profit agencies, associations, other colleges and universities, and community organizations to stay abreast of new research and advances within the disciplines and related practice.

Over the past five years, we have worked hard to develop stronger relationships within the communities where we operate. Faculty are encouraged to become involved in community service projects, as well as for the community to be involved in university cultural, educational, and service events. To that end, faculty at all University locations regularly engage in public service efforts. Additionally, the institution as a whole contributes to the public good through community-inclusive events and church relations.

g. How do your faculty and staff demonstrate and promote a student focus?

One of the values of the ASSB is, first and foremost, service to students. As such, the student is at the heart of all decision-making within the ASSB.

As an example, students are included at many levels of decision-making, curriculum design and revision. Using the new integrated design curriculum model, students are surveyed and interviewed in the research phase of the model to determine what programs students are interested in and what methodologies work best for their learning. The data gathered from past and present students are considered when designing new programs. See **Appendix 11** for a complete explanation of the integrated design curriculum model.

Traditionally at Ottawa University, faculty members pursue scholarly and creative work primarily as it intersects with their teaching for the University. Their interest in current teaching methods ensures active, participatory classrooms, and their engagement with students supports student scholarship and reinforces the student-first focus of the university.

h. How your compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system, student performance, and learning objectives

Promotion and tenure portfolios provide evidence of faculty engagement in scholarship, teaching performance, field research, and publishing in the broader academic community.

For faculty on tenure track or eligible for promotion, during the tenure and promotion process, the Dean of Instruction offers one-on-one sessions to assure common understanding of expectations and to provide support for various aspects of the process such as portfolio development. The University Provost and Dean of the ASSB also help guide individual full-time faculty.

During 2004–2014, 30 University faculty members submitted portfolios for promotion and/or tenure, with several faculty submitting more than one during those years. Since this represents approximately 50% of the University faculty, the portfolio documentation provides substantial evidence of faculty scholarship, creative work, and the discovery of knowledge. Given the teaching focus of the University, the emphasis on scholarship throughout the portfolios is on attendance and presentations at conferences related to the teaching discipline, participation in associations or professional organizations, and program and course development. To that, faculty contributions to scholarship and creative work are an integral element of the annual Ottawa University Faculty Symposia that provide faculty not only the opportunity to share best practices related to teaching and learning but also a forum for presenting their scholarship to peers.

Ottawa's performance management and merit-based compensation system includes all full-time and part-time employees. The performance management system consists of three phases: 1) planning for performance through contracting for priorities or goals to be achieved in the coming year, including professional development goals and personal relationship improvement goals; 2) monitoring of performance through ongoing discussions as well as designated midyear updates to the contracts as needed; and 3) the annual evaluation of performance.

This system provides opportunity for careful and collaborative planning of an individual's performance objectives along with a focused review of the achievement of these objectives, which includes assessment of overall performance and constructive feedback regarding areas that need attention. The annual assessment of performance allows university leaders to implement changes in compensation based on documented performance measures when financial resources are available. Staff negotiate performance contracts annually. Their performances are evaluated against what is stated in the performance contracts and they receive scores on a 5-point scale. A score of 3 is considered to be representative of adequate performance.

i. How do you improve your faculty/staff evaluation system?

The ASSB follows university-wide policies and procedures regarding evaluation processes. The Department of Human Resources manages the evaluation process.

One example of how feedback informs change is the implementation of more frequent faculty observations. Based on historical evidence, faculty are now observed more frequently than they once were. Each term, the Director of Adjunct and Curriculum Administration oversees the process of ensuring that 20% of all adjunct faculty are observed. The observations, conducted by the local DOI, indicate the level of competence and recommended areas for improvement. Where additional training is required, such training is facilitated or financed for ongoing development of the faculty member. Relative to staff, in response to a challenge identified in the 2012 Ruffalo Noel Levitz Employee Satisfaction Survey concerning a lack of clear processes to recognize employee achievement, a career track plan was introduced in 2012. This plan lays out a clear and measurable performance assessment path for promotions. Three levels, entry, senior, and executive, were established with commensurate performance metrics for achievement.

CRITERION 5.7 OPERATING PROCEDURES, POLICIES, PRACTICES

Criterion 5.7.1. Each institution must have a written system of procedures, policies, and practices for the management and development of faculty members.

>Both the Faculty Handbook (for full-time faculty) and Adjunct Faculty Handbook are comprehensive compilations of university policies and include expectations for conduct and continuing development. In addition, faculty are required to adhere to the guidelines stated within the University Employment Policies Handbook

>a. *Attach/link a copy of your faculty handbook or equivalent.*

>>University Faculty Handbook
>>LINK

>>University Adjunct Faculty Handbook
>>LINK

>>University Employment Policies Handbook.
>>LINK

>b. *Explain how your institution improves these procedures, policies, and practices.*

>>Higher education is constantly evolving, with new challenges and opportunities constantly emerging. The various forums such as the BSC, the Academic Deans Council, and the University Academic Committee provide opportunities to discuss policy improvements. When ratified, the policies are implemented based on the recommendation of the relevant oversight body. The Faculty Senate is currently reviewing the Faculty Handbook and will present recommendations for revision to the appropriate bodies for approval.

Criterion 5.7.2. Each business school must provide an opportunity for faculty and staff development consistent with faculty, staff, and institutional needs and expectations. Part-time faculty should participate in appropriate faculty development activities.

>a. *How do you determine faculty and staff development needs?*

>>The Faculty Development Committee at Ottawa University is charged with serving as a resource and counsel to the University Provost on issues related to adjunct and full-time faculty development, as well as facilitating the advancement of 1) best practices in faculty development, 2) communication throughout the University on adjunct and full-time faculty development related issues, 3) the development of policies and procedures related to adjunct teaching, 4) practice related to the advertising for, screening and hiring of adjuncts, 5) the continued training and ongoing professional development of full-time and adjunct faculty, and 6) the general role and future direction of adjunct instruction at Ottawa University. The committee is made up of full-time faculty members, all DOIs, staff members who support adjuncts, and the University Provost/Chief Academic Officer.

>b. *What orientation and training programs are available?*

>>The residential College campus holds a one-day faculty orientation every fall for all faculty across all schools.

>>In APOS, full-time faculty in collaboration with the DOI at the local location approve adjunct faculty based on a university-wide application process, credentials verification, interview, and teaching demonstration.

>>Adjuncts hired for the online environment are required to enroll in the Ottawa Online Teaching Certification course, successfully complete the course, and then be approved by the Online Faculty Council, before they are allowed to teach for Ottawa or the ASSB. (See

1.1.c. for an in-depth explanation of the process).
To help ensure that faculty are adept in their teaching roles, in coordination with the ASSB Dean, the DOI and adjunct coordinators (if applicable) at each location provide one-on-one or group sessions to orient all new faculty, full-time and adjunct, with special attention to pedagogical practices, providing feedback to students, recording attendance electronically, support resources, accreditation processes, student characteristics, and classroom needs.

c. How do you get input from the faculty and staff about their development needs?

See 5.2.2.a and 5.6.1.e.

d. How do you allocate faculty and staff development resources?

Full-time faculty are provided financial support and release time to pursue professional development that strengthens instruction, advances faculty expertise, and fosters networking within the disciplines.

Ottawa University is strongly committed to continuous professional development to support full-time and adjunct faculty as active intellectuals and skilled instructors. Related processes and resources take the form of orientation and mentoring, funding for individual faculty development, and institution-sponsored development events.

As indicated previously, each full-time faculty member may apply for $1,000 per academic year to fund professional development. Faculty members must provide detailed information concerning expected outcomes, costs of the professional development, implications for their ongoing classes (if any), and anticipated application of professional development to instruction and personal growth. Upon completion of the professional development experience, faculty members are required to complete another survey detailing the actual impact and value of the experience.

e. How do you make development activities available to part-time faculty?

Adjunct faculty participate in development workshops at each location at least twice a year. Documentation and topics of specific workshops held over the last 5+ years are archived in the MyOttawa portal.

Adjunct faculty are also asked to report on their developmental experiences outside of the university. The lead faculty for each program reviews and makes recommendations for professional development to the adjuncts based on this process. These are also archived in the MyOttawa portal.

f. Whether the faculty and staff development process employs activities such as sabbaticals, leaves of absence, grants, provisions for student assistants, travel, clerical and research support.

The ASSB follows the university-wide policies and procedures relative to travel, sabbaticals and leaves of absence. Information can be found in the Faculty Handbook.

Faculty located on the residential College campus hire 1-2 work-study students annually. Students on federal work-study funds are eligible to work in the ASSB.

The availability of clerical support is location dependent.

CRITERION 5.8 SCHOLARLY AND PROFESSIONAL ACTIVITIES

Criterion 5.8.1. Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole, consistent with the stated institutional mission.

Full-time faculty CVs can be found in **Appendix 7**. This document provides detailed descriptions of each faculty member's individual scholarly and professional endeavors.

5.8.1 Scholarship:

Ottawa University is primarily a student-centered teaching institution. Emphasis is clearly placed on teaching and advising assignments. Teaching scholarship is strongly encouraged and reflective of a teaching-centered university mission. In fact when asked, many of the ASSB faculty state that they chose to come to Ottawa University because of their love of teaching, engagement in the classroom, and the relief of pressure from the 'publish or perish' atmosphere found at many state institutions.

The sharing of scholarship is an important aspect of each annual Faculty Symposium, demonstrating the disciplinary currency, artistic engagement, and scholarly contributions essential to the programs and mission of Ottawa University.

As such the ASSB subscribes to the Boyer model for scholarship, and, therefore accepts a liberal interpretation of scholarship. In addition to the list below, assessment and outreach activities are also considered scholarly activities.

Acceptable scholarly activity includes, but is not limited to:

- Presenting at professional conferences
- Serving as a discussant on a panel or roundtable
- Serving as a facilitator of a roundtable
- Publishing an scholarly article
- Publishing a scholarly book
- Reviewing a scholarly article, book or new edition
- Serving as an editor for a scholarly publication
- Serving as a referee for scholarly research
- Developing a new course
- Developing a new graduate-level course
- Mentoring a student research project
- Preparing a grant proposal
- Serving on an assessment committee

5.8.2 Professional Activities:

a. To demonstrate compliance with Criterion 5.8.2, please describe or explain professional activities in which your faculty members are involved and how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institutions mission

Every full time faculty member of the ASSB has prior experience in corporate America. The same is true of the adjuncts. Full time faculty are strongly encouraged to consult or engage actively with professional associations to remain current and relevant in the 'real-world' practical application of theoretical concepts.

Both full time and adjunct faculty are asked to report annually on the professional activities they participate in so that the University is aware of and able to maintain records of how faculty are staying engaged in their fields. The Director of Adjunct and Curriculum Administration collects and maintains these records.

b. *Summarize each faculty member's scholarly and professional activities for the last three years in a table*

A summary of scholarly and professional activities of full-time faculty are provided in Table 5.13 below.

Table 5.13
Scholarly and Professional Activities

	Highest Degree	Professional Certification	Unpub. Articles Books	Books/ Papers Presented	Consulting	Assessment Committee	Professional Conference Activity	Professional Meetings	Professional Memberships	Course Development
Blackman, Orville	PhD		D=1	D=2	D=4	D=3	C=1	D=2	D=4	C=6
Dewald, Marylou	DBA				D=10	A=2	A=1 D=1	D=2		A=1 D=2
Edwards, Tom	MBA	SHRM							C=1	
Eichner, Kevin	MBA			B=1				D=4	C=4	
Holston, Kayong	DBA	SHRM			D=1	A=3	A=5 B=1	D=5	C=6	A=7
Leonard, Leanne	MS								C=1	
Mc-Cull-ough, Russ	PhD		B=4	B=6	D=1	A=8	B=4	B=17	C=4	A=8
Moore, Gregory	DBA				D=3	A=1	D=1	B=4	B=1 D=1	A=8 C=8 D=8
Rao, Aruna	MS				A=1B=1		B=1 D=1	A=1 B=1		B=4 C=4 D=4
Wagner, Lyn	MS	CPA				A=2	D=3	D=5	D=6	A=6
Weiss, Stephen	PhD	CPA	B=1			A=1	A=1	A=1 B=2	4	A=3 C=1

Codes to Use for Scholarly Activities
A = Scholarship of Teaching
B = Scholarship of Discovery
C = Scholarship of Integration
D = Scholarship of Application

5.8.3 Scholarship for Doctoral Programs

The school does not offer a Doctoral program. Not Applicable.

Ottawa University

Angell Snyder
School of Business

Standard 6: Educational and Business Process Management

ACBSP Ottawa University

Self-Study
BACCALAUREATE/GRADUATE DEGREE
SCHOOLS AND PROGRAMS

Revision LA – MD -4: 8 December 2015 - FINAL
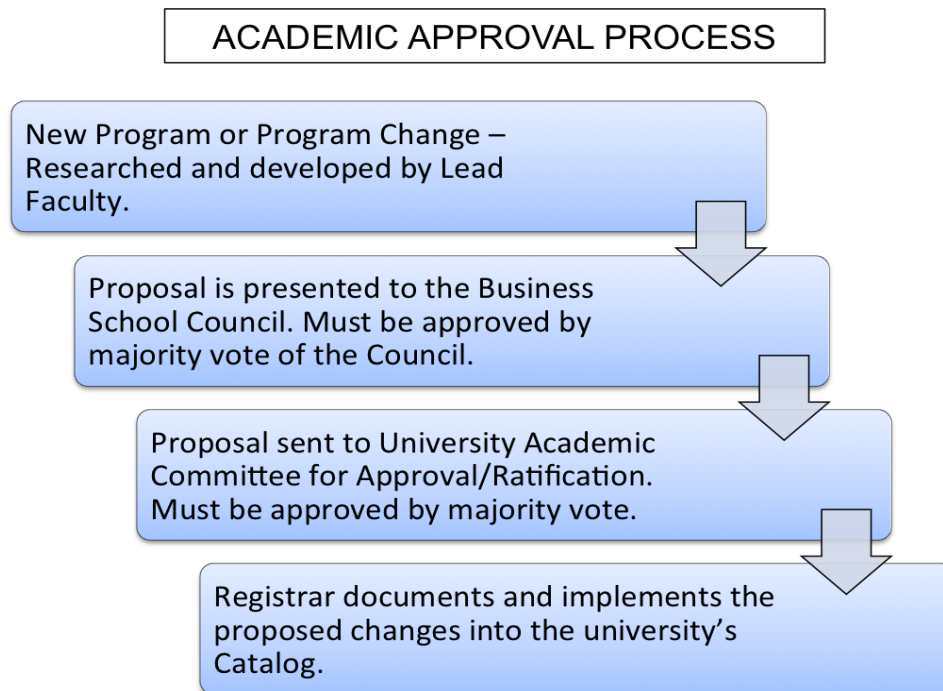Self-Study

CRITERION 6.1.1 EDUCATIONAL DESIGN

The University Academic Council (UAC) is the academic body responsible for overseeing University-wide educational purposes and policies in light of the mission statement and educational philosophy of the University. Its main purpose is to clarify, review, and approve University-wide academic programs and, in some cases, University-wide academic issues. The UAC delegates to the Schools the responsibility of building and maintaining curriculum, coordinating and managing academic programs, and providing administration and regulation related to academic programs within the Schools. The UAC maintains authorization and approval authority over curricular-related issues that go beyond the scope of a single School, the LAS Council, or other related academic body within the University. Membership in UAC represents shared governance between faculty and administration. UAC reports to the University Provost/Chief Academic Officer, who reports to the President and the Academic Committee of the Board of Trustees.

The faculty of the schools, the deans of the schools, the lead faculty, and program directors collaborate on academic governance and curriculum oversight. Faculty control of the curriculum is facilitated and ratified within clearly defined levels of authority and responsibility that include the University Provost, University Academic Council, Board of Trustees Academic Committee, schools and school deans (Business School Council [BSC]), lead faculty, and deans of instruction. The Ottawa University School Governance Charter defines the role of each school's faculty in providing curricular oversight:

"The School unites all full-time faculty and selected adjunct faculty within the respective School, across all University locations, as a voting body overseeing School-wide curriculum and policies in light of the School mission as well as the mission, vision, and educational purposes of the University. Whereas curriculum is within the purview of the faculty of each School, any University-wide policy or issue that will have impact beyond one School must be designed and presented in collaboration with the other Schools and acted upon by the University Academic Council; when the policy or issue has impact unique to branch campuses or additional locations, Schools will collaborate with local Deans of Instruction (DOIs) and shared governance bodies (College Academic Council, Faculty Senate, etc.)."

Adjunct integration is an area for additional improvement for the Angell Snyder School of Business (ASSB). Through BSC, we have already begun integrating adjunct faculty into the decision-making and governance components, and also through their participation in the assessment and continuous improvement process. We are currently establishing faculty councils at various locations that incorporate full-time and adjunct faculty.

Figure 6.1
ASSB Academic Approval Process

ACADEMIC APPROVAL PROCESS

New Program or Program Change –
Researched and developed by Lead
Faculty.

Proposal is presented to the Business
School Council. Must be approved by
majority vote of the Council.

Proposal sent to University Academic
Committee for Approval/Ratification.
Must be approved by majority vote.

Registrar documents and implements the
proposed changes into the university's
Catalog.

Each curriculum change initiative follows detailed processes. An example is shown below: the development of a new graduate program. Other curriculum change processes can be found in the Academic Resource Handbook (ARH). The handbook is updated annually and can be found in the MyOttawa portal.

The development and initial approval for a new graduate program rests with the whole faculty of the School developing the program. When developing a new program (and prior to academic review and approval by the UAC), the School must address the following criteria:

1. There is evidence of student interest in and need for the program.

2. There is an acceptable statement of educational purpose and learning outcomes for the program.

3. Full-time Ottawa University faculty and appropriate subject matter experts have participated in the development of the program.

4. There are sufficient, qualified faculty with terminal degrees or a minimum of a master's degree and significant professional experience who are available to instruct program courses and to evaluate capstone experiences. While there is no absolute requirement concerning the number of faculty qualified to teach the coursework in the program, there must be at least one full-time faculty member within the university with expertise to teach in the program.

5. If a program requires specialized facilities and resources, students and faculty have access to them.

6. There are processes for monitoring the program, including the participation of full-time Ottawa faculty and appropriate subject area experts.

The ASSB utilizes the Scholar Practitioner Integrated Design Model (Blackman Model) for the creation of new programming. (See 6.1.4) We consider educational design to be a strength of both the University and the ASSB.

The Business School Council (BSC) follows the above delineated process rigorously. The table below reflects all decisions made by BSC during the FY2014–2015 year. All BSC minutes are archived in the MyOttawa portal. LINK

Table 6.1
**Educational Design – ASSB Business School Council BSC Action
2014–2015**

Program	Curricular Improvements and Modifications	Student/ Stakeholder Input
MBA	HR Concentration – course revisions	HR Faculty Lead Faculty SHRM curriculum suggestion Assessment results validated BSC Approved
	MBA Math Academic Leveling Coursework added as a requirement for those students not proficient in Accounting or Economics	Acc, Econ, Fin Faculty BSC Approved
	School Business Operations concentration added	School of Education BSC Approved
	Population Health Management concentration added	HCM Faculty Lead Faculty BSC Approved
	Professional Sales Leadership concentration added	Administration Dean BSC Approved contingent on adequate funding
	Professional Sales Leadership concentration; deployment placed on hold until additional resources are available	Dean
Accounting	Revision of ACC 20464 Financing & Investing	Accounting Faculty Lead Faculty BSC Approved
Marketing	Major course requirements changed. Greater than 25% change.	Marketing Task Force Marketing Faculty BSC Approved
Public Administration	Major Retired. Existing students are being taught out - online only.	University Registrar ASSB Faculty BSC Approved
All Business Programs	Established standard credit hours for all ASSB Capstone Courses. (Corrected a prior error)	Lead faculty – Economics BSC Approved

CRITERION 6.1.2 DEGREE PROGRAM DELIVERY

The ASSB has complex but comprehensive delivery mechanisms that are designed to work seamlessly with each other in order to provide the very best in flexible education for our students. We offer ground classroom settings at seven physical locations in addition to the residential College campus. APOS uses a combination of ground and online options to integrate our various classroom sites into one blended whole. As such, students can choose to attend classes on-ground, online, or a combination of both.

While the faculty are geographically dispersed, the ASSB faculty are not location-based; rather, the ASSB faculty perceive themselves to be a singular faculty entity, deployed wherever the need is in any given teaching term.

The College residential College campus is currently the only ground location with the capability for the student to graduate in an exclusively ground format. APOS (Adult, Online and Professional Studies) leverage a combination of ground and online modalities. The APOS model offers an additional option of synchronous instruction across multiple locations using Zoom technology called Networked Learning.. This concept allows students to take any business course in either synchronous (classroom or enhanced video conferencing through multiple technologies) or asynchronous (through typical online learning or lecture capture) modes during the delivery of the course. As such, single sections of a course .can be delivered to students across all locations. This provides a richer learning experience for the student and allows us to schedule our best professors and instructors for all students regardless of their location. (see also Criterion 5.2.1.b)

The residential college operates under the traditional semester system. A student attending courses full-time at the residential College campus can reasonably expect to complete degree requirements within four years. Students at the residential College campus are considered full-time if they are taking 12 semester credit hours each semester. Residential students are allowed access to the APOS online courses to augment their scheduling if the need arises.

The APOS calendar follows a 6-term, 8-week format. A student attending courses at one of our adult professional locations or online can reasonably expect to complete degree requirements above and beyond an associate's degree within two years. Students at our APOS locations and online are considered full-time if they take 6 semester credit hours or more in an eight-week term.

a. The length of time that it takes for a full-time student to complete the degree.

The ASSB aims to make our delivery methods as convenient as possible for students. We offer all of our programs online for students who travel, have busy schedules, or just prefer the online modality. Through Network Learning, some students will be attending class in person while other students in different locations can connect virtually in real time. Tools like Zoom and Blackboard Collaborate are used by instructors in making this new classroom effective for all students. As indicated in Table 6.1 below, regardless of modality, students complete their degrees within the typical six-year federal tracking timeframe.

b. *The program delivery methods employed in each program.*

Refer to Table 6.2 below for a list of degree programs, the time for degree completion, delivery methods, and number of contact hours.

c. *The number of contact or coverage hours required to earn (3) semester hours of credit:*

Refer to Table 6.2 below for a list of degree programs, the time for degree completion, delivery methods, and number of contact hours.

d. *The ASSB does not confer nontraditional degrees.*

Table 6.2
Undergraduate Degree - Program Delivery

Program	Time to Degree Actual Average		Delivery Methods	Coverage Hours/3 Semester Hours
	College	APOS		
*Accounting	50 months	47 months	Online. Blended. Residential at the College. On ground at some locations.	
*Business Administration	50 months	29 months	Online. Blended. Residential at the College. On ground at some APOS locations.	
Business Economics (NEW)	24 months	No graduates to date	Online. Blended. Residential at the College.	
Finance (NEW)	No graduates to date	No graduates to date	Online. Blended. Residential at the College.	
*Health Care Management	50 months	25 months	Online. Blended. On ground at some APOS locations.	
*Human Resources	50 months	34 months	Online. Blended. On ground at some APOS locations.	See Carnegie Unit Calculation link below for in-depth explanation.
*Leadership and Management	50 months	38 months	Online. Blended. On ground at some APOS locations.	
Management of Information Systems (NEW)	50 months	23 months	Online. Blended. Residential at the College.	
Marketing (NEW)	50 months	No graduates to date	Online. Blended. Residential at the College. On ground at some APOS locations.	
**Public Administration (Retired)	50 months	47 months	Online.	

- *Included in ACBSP accreditation self-study consideration
- ** Retired – teaching out
- Link to Carnegie Unit explanation: <u>LINK</u>

6.1.3 UNDERGRADUATE COMMON PROFESSIONAL COMPONENT (CPC)

To meet degree requirements of the ASSB, a student must complete a combination of foundation core and business core courses. The foundation core consists of six required courses and provides a solid background in quantitative skills and analysis. It also serves to ensure that the concept of ethical business practice is instilled during the early stages of the degree. The foundation is not designed to fulfill all CPC competencies. Together with the core-required courses in each major, the student receives all required CPC segments. Figure 6.1.3 delineates the foundation core requirements.

Figure 6.1.3 (a)
CPC Compliance Summary - Foundation Core (2014-2015)

Core Course	MKTG	FIN	ACC	MGMT	LAW	ECON	ETHICS	GLOBAL	IS	STATS	COMP	Total
Foundation Core												
ACC 20364 Accounting for Business Operations	8	2	45	10			2	2	1			70
ECO 20163 Macro-economics			2		3	45	3	6	1	2	5	67
ECO 20263 Micro-economics	2	1	2	5	2	45	3	4	1	2		63
*MAT 20143 Business Mathematics		6	10	3				1	8	5		35
OAD 30763 Business Statistics		6		3				1	2	45		57
OAD 31664 Business Ethics	10			5			45	10				70
TOTALS	20	15	59	26	5	90	53	24	13	54	5	

- ASSB is aware of deficiencies in the areas of information systems, finance, and law within the foundation core courses and is in the process of determining an improvement plan to address this issue. However, as stated earlier, in the ASSB, the foundation core is not designed to stand alone from the business core for each degree. The two combined are designed to meet the CPC standards.
- * MAT 10643 College Algebra OR MAT 20043 Discrete Mathematics may be substituted for MAT 20143 Business Mathematics.
- See **Appendix 8** for Core Curriculum abbreviated syllabi and the Resource Room for full copies of each.

The business core courses are specific to each major. The following tables delineate the complete degree criteria for the each ASSB Major under accreditation consideration at this time.

Figure 6.1.3 (b)
CPC Compliance— Business Core - BA Accounting

Core Course	MKTG	FIN	ACC	MGMT	LAW	ECON	ETHICS	GLOBAL	IS	STATS	COMP	Total
Foundation Core	20	15	59	26	5	90	53	24	13	54	5	
Business Core												
ACC 20464 Financing & investing		9	25	4	3	3	8	3	2	1		58
ACC 30163 Cost Acct.			45									45
ACC 33164 Intermediate I			45									45
ACC 33264 Intermediate II			45									45
ACC 36264 Federal income Tax		10	10		10				10	10		50
ACC 40164 Advanced Acct.				20	10			10	5			45
ACC 40165 Advanced II				20	10			10	5			45
ACC 44163 Auditing			10				10			10	5	35
OAD 40063 Financial Administration		45	5	4			5		5	3		67
ACC 49060 Seminar in Applied Accounting		10	5	10	5		10	10			45	96
TOTALS	**20**	89	249	84	43	90	86	54	40	78	55	

- Deficiency in Marketing is being addressed for this degree

Figure 6.1.3 (c)
CPC Compliance— Business Core - BS Business Administration

Core Course	MKTG	FIN	ACC	MGMT	LAW	ECON	ETHICS	GLOBAL	IS	STATS	COMP	Total
Foundation Core	20	15	59	26	5	90	53	24	13	54	5	
<td colspan="12" style="background:red"></td>
Business Core												
ACC 20464 Financing & investing		9	25	4	3	3	8	3	2	1		58
MIS 2000 Informatics				10					45			55
OAD 30013 Productions Operations Management				40				5	5	10		60
OAD 31863 Marketing	45						6	6				57
OAD 30563 Management				45	2		6	6				59
OAD 31063 Business Law				2	45			5				52
OAD 32562 Human Resource Administration				45	5		5	5				60
OAD 40063 Financial Administration		45	5	4			5		5	3		67
OAD 41464 Project Management				40					15	10		55
OAD 49100 Strategies and Policies (Capstone)	5	10		10	5		10	10			45	96
TOTALS	70	79	89	226	65	93	99	64	85	78	50	

- Degree substantially revised in FY 2014–2015 (formerly BA in Business Administration)

Figure 6.1.3 (d)
CPC Compliance— Business Core - BA Human Resources

Core Course	MKTG	FIN	ACC	MGMT	LAW	ECON	ETHICS	GLOBAL	IS	STATS	COMP	Total
Foundation Core	20	15	59	26	5	90	53	24	13	54	5	
Business Core												
OAD 30264 Employment Law					45							45
OAD 30563 Management				45	2		6	6				59
OAD 32563 Human Resource Administration				45	5		5	5				60
OAD 32864 Employment & Staffing				35	10							45
OAD 41764 Training & Development				35	5		5					45
OAD 49200 Seminar in Applied HR	5	10		10	5		10	10			45	96
ACC 30664 Managerial Accounting		10	20	10	5		5	2	5			57
TOTALS	**5**	35		206	82	90	94	47	**18**	54	50	

- Degree meets SHRM requirements – OU is a SHRM affiliate institution
- Deficiencies in Marketing and IS are being addressed for this degree

Figure 6.1.3 (e)
CPC Compliance— Business Core - BA Health Care Management

Core Course	MKTG	FIN	ACC	MGMT	LAW	ECON	ETHICS	GLOBAL	IS	STATS	COMP	Total
Foundation Core	20	15	59	26	5	90	53	24	13	54	5	
Business Core												
OAD 36000** Intro to Medical terminology												0**
OAD 36010 Intro to Health Care Systems				20								20
OAD 36020 Planning & Budgeting		10	20	10	5		5	2	5			57
OAD 36064 Managing Integration of HC Systems				45								45
OAD 38663 HR in HCM				45	5		5	5				60
OAD 40654 HC Law & Ethics					25		25					50
OAD 46000 HC Policy & Regulation				30	15				5			50
OAD 48563 Mgmt. of HC Organizations				45								45
OAD 49500 Seminar in Applied HCM	5	10		10	5		10	10			45	96
TOTALS	**25**	35	79	231	60	90	98	41	**23**	54	50	

- Deficiencies in Marketing and IS are being addressed for this degree
- This course is targeted for removal and replacement from this degree. Does not meet minimum requirements.

Figure 6.1.3 (f)
CPC Compliance– Business Core - BA Leadership & Management

Core Course	MKTG	FIN	ACC	MGMT	LAW	ECON	ETHICS	GLOBAL	IS	STATS	COMP	Total
Foundation Core	20	15	59	26	5	90	53	24	13	54	5	
Business Core												
OAD 30020 Entrep. Vision & Strategy		10		20	5		10	10	5	5	5	70
OAD 30030 Leadership of Creativity & Change				20		5	5	10				50
OAD 30063 Behavior in Organizations					45		5	5				55
OAD 30364 Conflict Resolution					45	15						60
OAD 30563 Management				45	2		6	6				59
OAD 36364 Leadership & Comm.				45	5		5	5				60
OAD 40264 Planning & Budgeting			30						10	5		45
OAD 41864 Managing Cultural Diversity				45	5		10	10				65
OAD 49300 Seminar in Applied Mgmt.	5	10		10	5		10	10			45	96
ACC 30664 Managerial Accounting		10	20	10	5		5	2	5			57
TOTALS	**35**	**30**	**109**	**240**	**92**	**95**	**66**	**58**	**33**	**64**	**50**	

- Degree was substantially revised in FY 2014–2015 and renamed (formerly Management)
- Deficiencies in Marketing and IS are being addressed for this degree.

Based on the data above the ASSB is aware of the universal deficiency in CPC in the areas of Marketing and Information Systems. The school is currently addressing this issue in revised programming and changes to the learning outcomes in certain courses.

6.1.4 CURRICULUM DESIGN

The ASSB follows a Pathway Model for curriculum design and believes in the importance and integration of the liberal arts to a successful business student outcome. Keeping the "Pathway" thought process in the forefront of curriculum design has allowed lead faculty to think holistically when creating and updating majors and programs within the school.

Figure 6.2

The
Pathway Model

Experiential Learning

Value Added	Career-Related Certifications
Internships	Career-Related Continuing Ed
Mentoring	Career-Related Associations
Experiential Workshops	Certificate Test Prep (CPA etc.)
Webinars	Career Assessment
International Travel	

1 Business Foundation
- Ethics
- Math
- Accounting
- Statistics
- Economics

2 Functional Areas
- Marketing and Sales
- Human Resources and Organizational Development
- Accounting and Finance
- Information Tech and Operations Management

3 Majors/Programs
- BA in Business Admin
- BA in Management
- MBA
- BA in Human Resources
- MA in Human Resources
- BA in Accounting
- Master's of Accountancy
- BA in Info Tech Systems
- BA in Health Care Mgt.
- DBA
- BA in Finance
- BA in Marketing

4 Careers In
- Marketing/Sales
- HR and Org. Behavior
- Accounting and Finance
- IT and Operational Mgt.
- Industry Specific
- General Management

Ethical Behavior and Corporate Social Responsibility

Liberal Arts

In concert with the Pathway Model, the ASSB follows the Scholar Practitioner Integrated Design Curriculum Model for the creation and review of business programs. This model was first used in 2015 to redesign the Bachelor of Arts in Marketing degree. In response to the need for academic program development methods that ensure that each program is designed with rigor and relevance to meet the objectives of the mission of the university, competencies required by employers in the marketplace, and students' interests, the Integrated Design Curriculum Model was developed. The model features a multi-stage, evidence based plan that ,when implemented with fidelity, engages key stakeholders such as lead faculty, subject matter experts, curriculum designers, and library resource personnel in program design, development and implementation. The intent is to account for the multiple variables that can affect academic quality beginning at the design stage. After the program design is complete, there is a training phase for program directors and instructors to create a context for the instructional phase of program delivery. This is followed by instructor observation and planned program evaluation.

See **Appendix 9** for a additional explanation of the process.

6.1.4.a Curriculum Design Beyond CPC

Table 6.3 below provides an overview of baccalaureate curriculum credits for each business program in the ASSB.

<div align="center">

Table 6.3
Baccalaureate Curriculum Credits

</div>

Major	Minimum Credit Hours in General Education	Angell Snyder School of Business			General Elective Credit Hours	Total Credit Hours Required for Graduation
		Business Core Requirement	Foundation Core Requirement	BUS Elective		
*Accounting	32	22	40	0	30	124
*Business Administration (Revised 2014)	32	22	33	0	37	124
Business Economics (NEW)	32	26	26	0	40	124
Finance (NEW)	32	22	30	0	40	124
*Health Care Management	32	22	33	0	37	124
*Human Resources	32	22	32	0	38	124
*Leadership and Management (Revised 2014)	32	22	29	0	41	124
Management of Information Systems (NEW)	32	22	33	0	37	124
**Marketing (NEW)	32	22	21	12	37	124
Public Administration (Retired)	32	22	31	0	39	124

- *Seeking ACBSP accreditation
- ** Revised in 2014. New curriculum does not require electives.

6.1.4.b Curriculum Design for General Education

In keeping with the mission of "providing the highest quality liberal arts and professional education," Ottawa University provides general and professional education to all students. Providing a high quality liberal arts program is also the leading priority in the Statement of Educational Purposes: "Ottawa University intends that a general education program of liberal arts studies will enable its faculty and students to investigate the world broadly and freely in order that its students will develop and express their life philosophies and values with awareness of and concern for others . . . ." The excellence of liberal arts offerings, the ability to educate students to think critically and holistically, and a vibrant intellectual climate that celebrates the liberal arts are expressed in Vision 2020 as Hallmarks of Distinction. The general education program that seeks to deliver a liberal education has been at the core of Ottawa University throughout its 150-year history. Continuous curriculum review, as noted below, results in a general education program that is current, addresses student needs, and challenges student thinking within changing cultural, technological, and global contexts.

General education at Ottawa University, defined as a program of Liberal Arts Studies (LAS) at the undergraduate level, is required of all students, regardless of major or location. While learning outcomes are identical, the LAS programs at the residential and APOS locations are designed to be different to serve traditional and adult student populations. While general education is not a focus at the graduate level, each of the graduate programs encompasses broad learning consistent within the liberal arts, including courses in ethics, social justice, research, and quantitative analysis.

Traditional-age students build their awareness and breadth of knowledge through specific disciplinary content in eight courses distributed across the disciplines. Adult students bring their life experience to their studies and reflect on how they have already come to see and know the world through a breadth of learning in four areas of art/expression, social/civic, science/description, and value/meaning. While traditional-age and adult students acquire or reflect on their breadth of learning differently, all Ottawa University students benefit from the interdisciplinary LAS courses that provide integration of learning and critical questioning across disciplines. This interdisciplinary course sequence at all locations has been a distinguishing feature of an Ottawa University education for the past 40 years and has been a noted strength in HLC evaluations.

The undergraduate general education program at APOS and the residential College campus supports the University's liberal arts mission, undergirds all the educational program offerings, and reflects commonly shared baccalaureate-level expectations for graduates of similar institutions. Changes to the program structure within the past three years reflect the dynamic nature of program development. It also reflects Ottawa University's commitment to respond to changing needs in both the internal and external environments as it maintains its mission-based commitment to the liberal arts.

In 2008, faculty and administration affirmed that liberal arts play a primary role in giving life to all of the educational offerings of the institution. A separate academic structure, the Center for Holistic Education (later renamed the Center for Personal and Professional Growth, or CPPG), was proposed to become the organizing framework for liberal arts in the three (now four) Schools and to permeate the programs in each. This vision for the liberal arts was a central component of the Faculty Symposium in 2008 and took larger shape as the organizing theme for the 2009 Faculty Symposium. Representatives from each of the three Schools formed a faculty council. The CPPG (now the LAS Council) revised and approved the LAS learning outcomes, developed the definition of the Liberal Arts for Ottawa University, differentiated the breadth area requirements for the residential College campus and APOS, and approved two new APOS LAS foundation courses to meet the needs of students who come to the adult learning environment with less than 24 prior credits.

6.1.5 OTHER BUSINESS-RELATED PROGRAMS

Not Applicable

6.1.6 CURRICULUM DESIGN IN GRADUATE PROGRAMS

a. the hours of graduate level work in business coverage beyond CPC.

The ASSB offers two graduate programs: MBA and MAHR. Both programs require 36 semester hours of graduate study beyond the undergraduate CPC.

b. how you determine the appropriate number of hours of graduate level work in business coverage beyond the basic CPC topics that will provide your students with a quality business education appropriate for graduate level learning.

Courses at the masters level are reserved for graduate students admitted to the ASSB. The graduate programs of Ottawa University are based on the model of the

reflective practitioner. Each integrates theoretical learning with practical application, thereby engaging students in gathering information, mastering inquiry, and developing skills. The five common graduate learning outcomes were reaffirmed at the October 12, 2011, UAC meeting: analyzing, integrating, and applying theories, research, and skills; acquiring and applying knowledge of laws, ethics, and values; communicating effectively; understanding the value of personal and professional development; and practicing mutual respect, encouragement, and support. These learning outcomes, as they are applied to particular graduate degree programs, engage students in acquisition of theory and concepts while also providing analysis and opportunity for application. Graduate faculty, who are themselves reflective practitioners, are equipped to prepare graduates as professionals who can successfully adapt their knowledge and skills to changing career demands and opportunities.

The Graduate Program Description notes that; "programs require students to access research in the field, critically analyze relevant data, and use a variety of sources for values-based practice, planning, and ethical decision-making. Graduate students are challenged through rigorous research-based writing assignments, scholarly discourse, and professional presentations and demonstrations, all of which are focused on reflective approaches to practice and application." It is the connection of theory and practice that engages graduate students in being able to know, to think, and to apply their learning.

For each graduate degree program, students provide evidence of their achievement of the learning outcomes through the capstone experience. Students in both the Masters of Arts in Human Resources and Masters in Business Administration develop projects in their graduate capstones. Case studies and reflective applied learning are an integral part of each graduate program.

Results from the 2014 Graduate Alumni Survey indicate that 85% of respondents agreed or strongly agreed that their program prepared them to "analyze, integrate, and apply theories, research, and techniques"; 84% that their program prepared them with "knowledge of laws, ethics, and values and their application to decision making"; 69% that their program prepared them with necessary oral communication skills; 80% that their program prepared them with the necessary written communication skills; and 83% that their program prepared them with ability to "practice mutual respect, encouragement and support."

Catalogue description: **MBA**:

Ottawa University developed the Master of Business Administration program to serve adult learners and organizations with a high quality professional preparation in business within which the importance of personal values and professional ethics are incorporated. The Master of Business Administration emphasizes a global perspective on business, communication skills, and direct application to students' current and future career goals. This program is geared to help the student think more strategically about their organization. They learn to change the mix of their responsibilities to more strategic tasks and receive the requisite training to perform comprehensive strategic planning and analysis.

In 2014 the ASSB revised the MBA to include integrated tracks into the MBA. There are no graduates of the revised tracked MBA. See **Appendix 11** for a detailed explanation and visual of the new Tracked MBAs.

Catalogue description: **MAHR**

> Ottawa University's Master of Arts in Human Resources degree is designed for working adults who wish to increase their human resources skills. The program has been created to provide graduates who work in human resources and management with the skills and knowledge necessary to:
> - Assume leadership roles in human resources and related professions;
> - Assume positions as human resources managers, consultants, employee and student development counselors, or trainers;
> - Apply human resources theory, research, and methods appropriate to their positions;
> - Prepare and plan for change in organizations;
> - Assess outcomes of human resources and related programs, services, and activities;
> - Engage in continued professional growth in human resources and related fields.
>
> The program seeks to promote professional excellence, academic attainment, and the ability to synthesize, integrate, and apply knowledge in meaningful and relevant ways.

> Hours of graduate level work required in both the MBA and MAHR: 36 semester hours, in line with ACBSP graduate degree requirements. Concentrations are purely elective for the students. An additional four-course 12 cr.) sequence is required for a concentration. In 2014, roughly 12% of all graduate students elected to add a concentration to their degree. Graduate programs are offered both on the residential College campus and in APOS. LINK

6.1.7 EDUCATION (DESIGN AND DELIVERY) EVALUATION

> Ottawa University and ASSB employ multiple methods of formal evaluation and incremental monitoring to provide continuous quality relevance and improvement. At the heart of the process is the Assessment and Continuous Improvement Process, which is documented in the Program Review Record.

> The Ottawa University Program Review Record (PRR) is designed to (1) identify program priorities or goals, (2) clarify plans for improvement, (3) provide a timeline for addressing priorities, (4) estimate budgetary needs, (5) articulate the criteria to measure success, and (6) provide evidence concerning progress. It serves as a guide for school deans, faculty, deans of instruction, and the University Provost. The lead faculty, who report to their school deans rather than to the deans of instruction at their respective locations, are responsible for completing the PRR. The PRRs for each undergraduate major and graduate program are archived electronically and available via the MyOttawa portal. LINK

> Program review progress that has been achieved since implementation of the PRR in 2012 is archived on the MyOttawa portal. School faculty members today are engaged in regular review of the documentation and progress toward meeting goals and objectives for continuous improvement. Beyond the school level, the school deans and lead faculty work to ensure communication and consistent implementation of all program improvements across locations and instructional modalities. Further, the University Provost provides an annual summary of program review as well as assessment findings to the Academic Committee of the Board of Trustees at its fall meeting.

> The program review process requires that lead faculty conduct an annual review of curriculum and an analysis of all program-specific data. The PRR documents the process, includes short-and long-term goals for program improvement, and notes progress toward those goals.

Each goal recorded in the PRR must be categorized by data source, with priority given to any findings and recommendations documented in the learning outcomes assessment process. Other data sources for identification of PRR priorities (some of which are also evaluated in the assessment of student learning process) include:

- Results of national program accreditor reviews, such as ACBSP
- Student Satisfaction Data (Program Completion Survey, Alumni Survey)
- Externally benchmarked data, such as Ruffalo Noel Levitz
- IDEA Faculty Evaluation Data
- Monthly Access to Program Statistics (MAPS) report
- Fiscal Viability Report (in transition to school-based budgeting)
- Daily Enrollment Reports
- Academic Grievance Summary Report

In Spring 2013, the University Provost expanded the annual PRR to require narrative responses to five questions that correspond to institutional priorities as well as to HLC core components:

1. What steps have been taken this year to assure currency of the curriculum?
2. What steps have been taken this year to assure that the program recognizes the range of human and cultural diversity of the world in which students live and work?
3. What revisions have been made this year to syllabi, based on review of all required and elective courses?
4. What steps have been taken this year to ensure that levels of student performance are appropriate to the degree awarded?
5. What steps have been taken this year to further integrate liberal arts across the curriculum?

BSC meets monthly to discuss and approve curriculum, program or academic changes specific to the ASSB. Once the annual PRRs are complete, the resulting action plans are approved in BSC. It is the responsibility of the Dean and Associate Dean to ensure curriculum and program changes are implemented and executed as intended and to ensure the rigor and quality remain as expected. (See Figure 6.1) (See also Criterion 4.1.b, Figure 4.3)

Data Presented
The following charts and tables illustrate the results of surveys and evaluation processes that Ottawa University uses for program improvement. Data are presented from the following surveys:

See Figure 6.3 below for Program Completion Survey data on student evaluation of courses and instructors
See Table 6.7 for data from the Ruffalo Noel Levitz student Satisfaction Survey and the National Survey of student Engagement.
See Criterion 6.3.6 for data on enrollment
A discussion regarding the complaints process can be found in Criterion 5.6.
See **Appendix 9** for the Scholar Practitioner Integrated Design Curriculum Model
See **Appendix 10** for the Institutional Effectiveness Timeline

The following summarized data are drawn from the Program Completion Survey.
- **Program Completion Survey** – this survey is administered to students university-wide during their LAS capstone course. The purpose of the Program Completion Survey is to attempt to measure the satisfaction of students with the entire Ottawa University experience, including: academic advising liberal arts preparation, major preparation, educational environment, instructional experience, student services, and Ottawa Mission.

<div align="center">

Figure 6.3
Program Completion Survey Data Analysis of Results

</div>

| Performance Measure (Competency)	Description of Measure	Areas of Success	Analysis and Action Taken	Results of Action Taken (during the following year)	Insert Graphs or Tables of Resulting Trends (graphs below show 4 years of data)
Students will show the degree they are satisfied with the quality of instruction in their classes being described as excellent.	Program Completion Survey	Data from the last four surveys shows satisfactory results. All four scores were above the goal of 4.0 or higher score.	Goal met, no action taken.	NA.	**Quality of Instruction** (Mean Score)
Students will show the degree to which they are satisfied with their required assignments being clearly defined.	Program Completion Survey	Data from the last four surveys shows satisfactory results. All four scores were above the goal of 4.0 or higher score.	Goal met, no action taken.	NA	**Assignments Clearly Defined** (Mean Score)

| Students will show the degree to which they are satisfied with how challenging their courses were. | Program Completion Survey | Data from the last four surveys shows satisfactory results. All four scores were above the goal of 4.0 or higher score. | Goal met, no action taken. | NA | **Courses were Challenging** (Mean Score) |

| Students will show the degree to which they were satisfied with the knowledge they gained relative to their major. | Program Completion Survey | Data from the last four surveys shows satisfactory results. All four scores were above the goal of 4.0 or higher score. | Goal met, no action taken. | NA | **Knowledge in the Major Field** (Mean Score) |

| Students will show the degree to which they were satisfied with how they learned to solve problems related to their major field. | Program Completion Survey | Data from the last four surveys shows satisfactory results. All four scores were above the goal of 4.0 or higher score. | Goal met, no action taken. | NA | **Problem Solving** (Mean Score) |
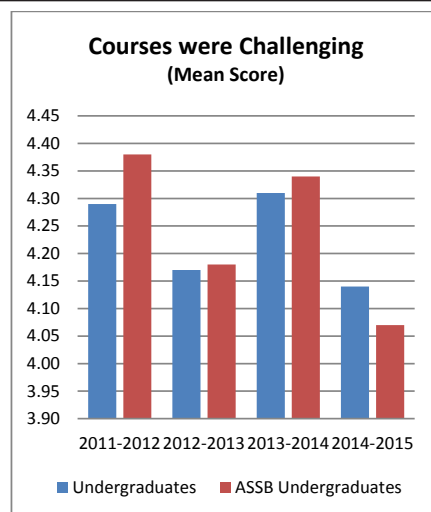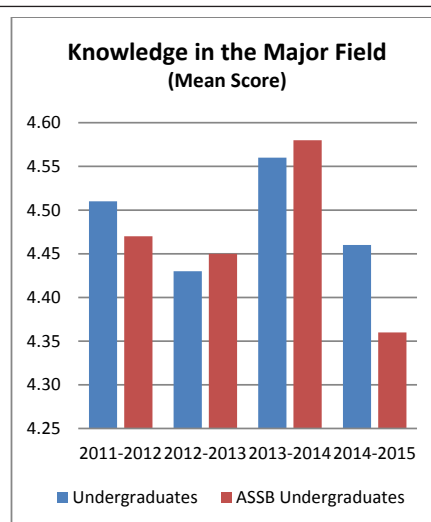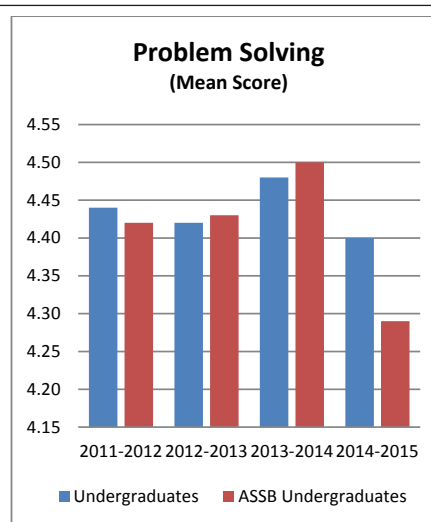
Students will demonstrate the degree to which they are satisfied with their ability to recognize ethical dilemmas and evaluate differences in value judgments.	Program Completion Survey	Data from the last four surveys shows satisfactory results. All four scores were above the goal of 4.0 or higher score.	Goal met, no action taken.	NA	
Students will demonstrate the degree to which they are aware of people and their cultures.	Program Completion Survey	Data from the last four surveys shows satisfactory results. All four scores were above the goal of 4.0 or higher score.	Goal met, no action taken.	Continued training on diversity is required.	
Students will show their satisfaction with their improvement in oral communication skills.	Program Completion Survey	Data from the last four surveys shows satisfactory results. All four scores were above the goal of 4.0 or higher score.	Goal met, no action taken.	NA	

Students will show their satisfaction with their improvement in written communication skills.	Program Completion Survey	Data from the last four surveys shows satisfactory results. All four scores were above the goal of 4.0 or higher score.	Goal met, no action taken.	NA	

Written Communication
(Mean Score)
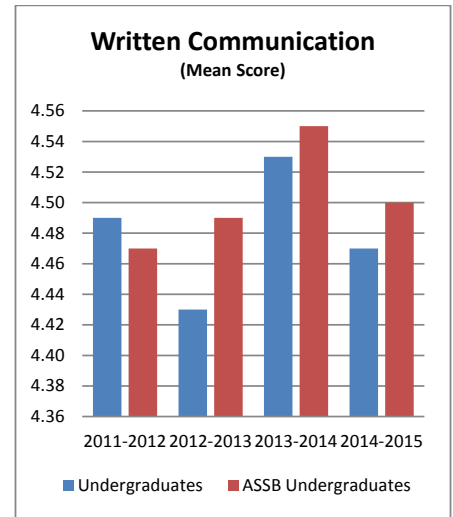
The following summarized data are presented from the Alumni Survey.

- **Alumni Survey** – this survey is administered annually to the graduating classes from a year prior, three years prior, and 5 years prior. So for the Summer 2015 administration the graduating classes from 2014, 2012, and 2010 were invited to participate. The purpose of the Alumni Survey is to attempt to measure the satisfaction of students with the Ottawa University experience since graduating, including such areas as career placement, career preparation, value of education received, and alumni services.

Table 6.4
Alumni Survey Data

<table>
<tr><td colspan="4">My undergraduate/graduate program at Ottawa University prepared me with the appropriate knowledge for my career field.</td></tr>
<tr><td></td><td></td><td>Mean Score</td><td>Percentage of Responses = to Agree/Strongly Agree</td></tr>
<tr><td rowspan="3">Ottawa University Undergraduates</td><td>2015</td><td>3.84</td><td>71.96%</td></tr>
<tr><td>2012</td><td>3.87</td><td>74.00%</td></tr>
<tr><td>2011</td><td>3.89</td><td>77.00%</td></tr>
<tr><td rowspan="3">ASSB Undergraduates</td><td>2015</td><td>3.99</td><td>78.00%</td></tr>
<tr><td>2012</td><td>3.88</td><td>76.09%</td></tr>
<tr><td>2011</td><td>3.88</td><td>72.86%</td></tr>
<tr><td rowspan="3">Ottawa University Graduate Students</td><td>2015</td><td>3.73</td><td>72.00%</td></tr>
<tr><td>2012</td><td>N/A</td><td>N/A</td></tr>
<tr><td>2011</td><td>N/A</td><td>N/A</td></tr>
<tr><td rowspan="3">ASSB Graduate Students</td><td>2015</td><td>3.68</td><td>68.18%</td></tr>
<tr><td>2012</td><td>N/A</td><td>N/A</td></tr>
<tr><td>2011</td><td>N/A</td><td>N/A</td></tr>
</table>
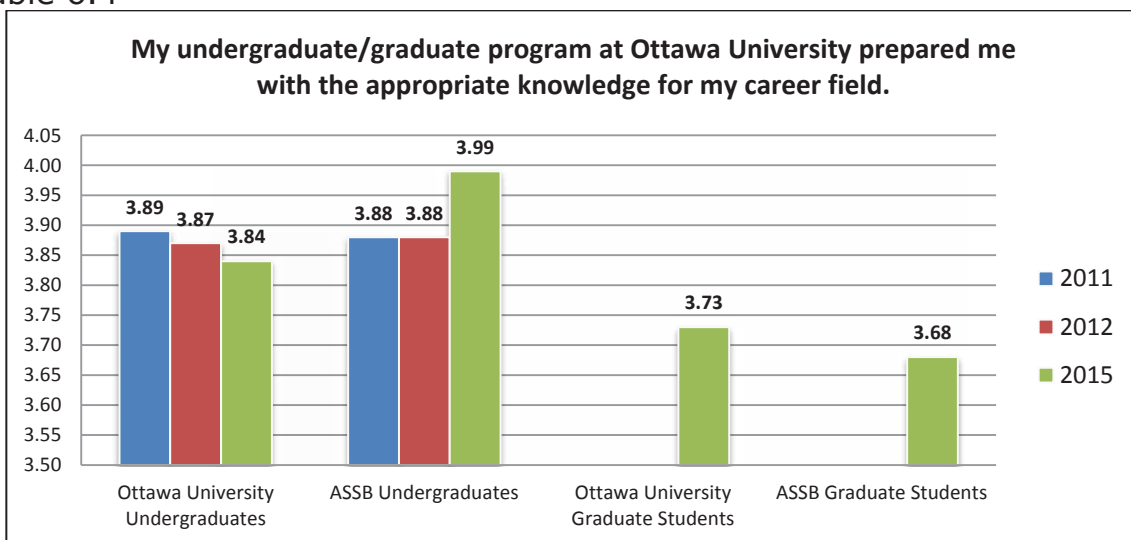
The follow chart is a graphical representation of the data presented in the previous Table 6.4

My undergraduate/graduate program at Ottawa University prepared me with the appropriate knowledge for my career field.

Table 6.5
Alumni Survey Data

<table>
<tr>
<td colspan="5">My undergraduate/graduate program at Ottawa University prepared me to solve problems presented by my career field.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean Score</td>
<td colspan="2">Percentage of Responses = to Agree/Strongly Agree</td>
</tr>
<tr>
<td rowspan="3">Ottawa University Undergraduates</td>
<td>2015</td>
<td>3.76</td>
<td colspan="2">68.45%</td>
</tr>
<tr>
<td>2012</td>
<td>3.87</td>
<td colspan="2">74.60%</td>
</tr>
<tr>
<td>2011</td>
<td>3.90</td>
<td colspan="2">75.00%</td>
</tr>
<tr>
<td rowspan="3">ASSB Undergraduates</td>
<td>2015</td>
<td>3.94</td>
<td colspan="2">76.60%</td>
</tr>
<tr>
<td>2012</td>
<td>3.87</td>
<td colspan="2">72.83%</td>
</tr>
<tr>
<td>2011</td>
<td>3.90</td>
<td colspan="2">74.81%</td>
</tr>
<tr>
<td rowspan="3">Ottawa University Graduate Students</td>
<td>2015</td>
<td>3.72</td>
<td colspan="2">69.33%</td>
</tr>
<tr>
<td>2012</td>
<td>N/A</td>
<td colspan="2">N/A</td>
</tr>
<tr>
<td>2011</td>
<td>N/A</td>
<td colspan="2">N/A</td>
</tr>
<tr>
<td rowspan="3">ASSB Graduate Students</td>
<td>2015</td>
<td>3.68</td>
<td colspan="2">65.90%</td>
</tr>
<tr>
<td>2012</td>
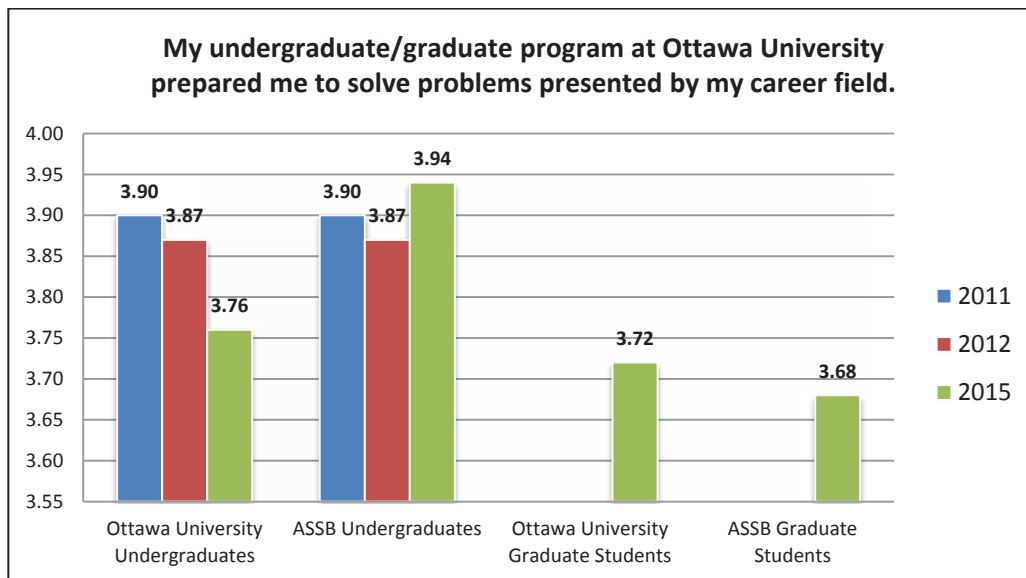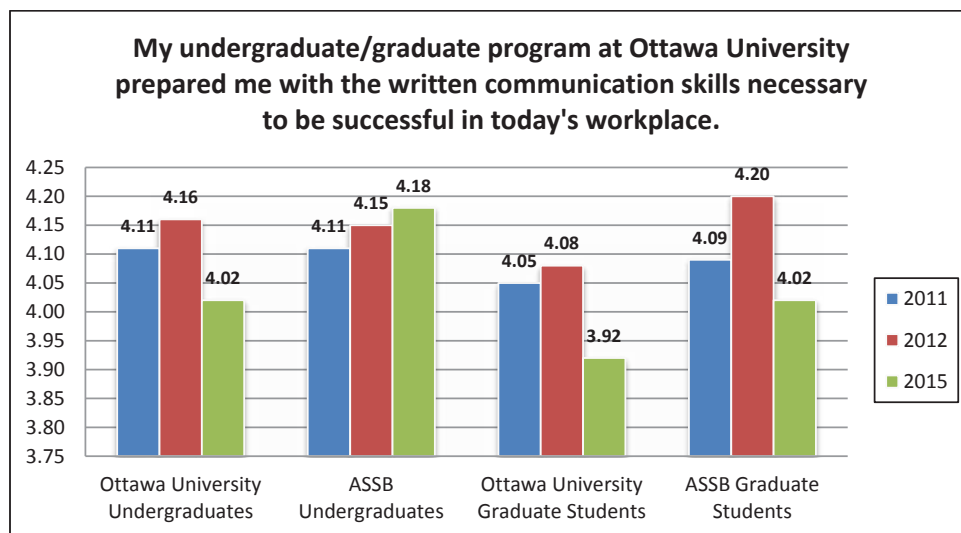<td>N/A</td>
<td colspan="2">N/A</td>
</tr>
<tr>
<td>2011</td>
<td>N/A</td>
<td colspan="2">N/A</td>
</tr>
</table>

The following Chart graphically represents the details presented in Table 6.5

My undergraduate/graduate program at Ottawa University prepared me to solve problems presented by my career field.

Table 6.6
Alumni Survey Data

My undergraduate/graduate program at Ottawa University prepared me with the written communication skills necessary to be successful in today's workplace.			
		Mean Score	**Percentage of Responses = to Agree/ Strongly Agree**
Ottawa University Undergraduates	**2015**	4.02	79.36%
	2012	4.16	83.30%
	2011	4.11	83.00%
ASSB Undergraduates	**2015**	4.18	87.37%
	2012	4.15	81.52%
	2011	4.11	82.64%
Ottawa University Graduate Students	**2015**	3.92	78.67%
	2012	4.08	80.00%
	2011	4.05	81.00%
ASSB Graduate Students	**2015**	4.02	81.82%
	2012	4.20	85.72%
	2011	4.09	83.05%

The following Chart graphically represents the details presented in Table 6.6

My undergraduate/graduate program at Ottawa University prepared me with the written communication skills necessary to be successful in today's workplace.

6.2.1 EDUCATION SUPPORT PROCESSES

Ottawa University is dedicated to meeting the needs of its student population by offering student support services as a means to help students achieve academic, personal, and professional goals. Ottawa University's mission to serve both traditional and adult students requires a wide variety of support services and programs. Ottawa University and the ASSB provide congruent, substantial and substantive educational support for its students.

These services include:
- Academic Advising (Adawe Center—Academic Advisers)
- Counseling Services
- Disability Services
- Tutoring Services (at local locations)
- Writing Center Services
- NetTutor (online)
- Career Services (at the residential College)
- Financial Advisers
- Gangwish Library (new in 2015)
- 24-hr. technology support (OU HelpDesk)
- MyOttawa Portal
- e2Campus (emergency notification system)

The following brief discussion highlights some of the unique and differentiating services Ottawa University provides for students.

The services provided by the Adawe LifePlan Center at the residential College campus sets Ottawa University apart from other colleges and universities by providing a success coach for every traditional age student. The Center's mission is to provide a holistic experience for all students through resources, programming, and services that foster lives of liberated inquiry, enlightened faith, exemplary service, inspired leadership, and personal significance. Through collaboration with other faculty and staff, the Adawe advisors are able to provide scaffolding and resources necessary to assist new students with the transition to college and the navigation of the college environment. The Adawe LifePlan Center's work is based upon student development theory and is focused on collaborative academic advising, resource referral, career exploration and development, experiential and service learning opportunities, peer tutoring, life coaching, and mentoring in order to provide meaningful student experiences. Goals of the LifePlan Center are accomplished through a number of unique tools and practices. One such tool is the LifePlan Narrative, an individualized plan developed by each student in collaboration with his or her Adawe advisor. This holistic plan encompasses all areas of students' lives including academics, identity, relationships, health and wellness, career and lifestyle, and enlightened faith. Through ongoing thought and meaningful dialogue with the Adawe advisor, the student crafts a personal plan that serves as a guide throughout college and into the future.

Advising in APOS is also grounded in a holistic approach that recognizes the multiple factors that impact adult students. As the student begins his or her academic program at Ottawa University, the student and academic advisor meet to discuss the student's hopes and plans in working toward a chosen degree and collectively map a clear path to graduation, taking into account course schedules, financial concerns, and other commitments such as family and work. The graduation plan developed between academic advisor and student is based on degree plan templates and is reviewed and approved by local faculty and/or DOI and registrar to ensure an early review that all requirements will be met. Academic advisors maintain regular contact with advisees to review progress, assist with registration, address concerns and questions related to courses, provide support through life issues, and provide continued guidance and direction. Academic advisors work with adult students on career questions, provide guidance for graduate school, and assist as they are able, with resume building, interview skills, and connections with job openings. Academic

advisors maintain extensive contact notes in the Student Information Center (SIC) and communicate regularly with other student support services to ensure personalized response to meet the needs of each student.

Additional discussion on academic advising can be found under Criterion 5.4.2.

Tutoring at Ottawa University is provided for both residential and APOS students. In-person tutoring at the residential College campus is provided by peer tutors specifically selected and trained to work effectively with a diverse student population. Peer tutors are required to submit an application for the positions annually. Selection criteria include 3.0 cumulative GPA and recommendations from major-specific and other faculty. Adult students can receive support with writing via email, phone, or teleconferencing from writing instructors at the Professional Writing Center based at the Wisconsin location.

In order to address the tutoring needs of all students university-wide, web-based tutoring services were added in July 2012 through a partnership with NetTutor. (See NetTutor website for more information on services and click on Tutor Qualifications.) The director receives and distributes weekly usage reports and also has access to recordings of tutoring sessions for quality assurance purposes.

All APOS undergraduate students complete the SmarterMeasure survey to determine their readiness to enter the online learning environment. With technology being incorporated into a growing number of courses, SmarterMeasure is a helpful tool available to all students to analyze computer and technology skills. The assessment also helps students explore motivation, organization, self-direction, and learning styles. The assessment is built into Seminar for Significance for APOS students to help determine areas of strength and weakness as they begin their Ottawa University journey.

> Through the student pages of the MyOttawa portal, all Ottawa students can register for classes, view grades, access student development resources and unofficial transcripts, view degree plans, pay for classes, utilize career services, and contact advisors, as well as view important University and student policies, news, and information. The MyOttawa portal was implemented in 2008 to provide constituents with a single point of access to library resources; administrative, community, and academic services; communications,community building,documents, email, tutorials,and e-learning applications. Because the portal is fully integrated with the University's administrative and student information system, updates to user data are instantaneous for viewing by students and employees via the portal.

> The Ottawa University Facebook page announces University-wide events and provides space for students, faculty, staff, and alumni to interact. The University's YouTube and LiveStream channels (both found under TheOttawaU) host videos of music, sports, and cultural events; these videos provide a way for programming at the residential College campus to be shared across all locations .. The ASSB also maintains a dedicated Facebook page for students at the residential College campus.

> An important safety service Ottawa University offers is the ability for students, faculty, and staff to be contacted in case of an institutional emergency. Notifications via email and/or text message will allow individuals to be instantly informed in case an urgent situation arises. The University's emergency notification system is called e2Campus, and information about this important communication mechanism is found on the portal.

The Gangwish Library/Gibson Student Center, Ottawa's new 54,000-square-foot centerpiece on the residential College campus, is a full-service, state-of-the-art library providing students with optimal learning support and resources along with conference and technology centers, and a new dining facility with multiple food service platforms. The library was officially opened in October of 2015. Ottawa University offers access to academic materials, including extensive databases and discipline-specific research guides, through the Gangwish Online Library, which is available through the university's website. Librarians are readily available to all students via email, live chat, and phone.

See Criterion 3.7 for data related to this section.

a. how you ensure that education support processes are performing effectively

As with academic programming and faculty evaluation, the University regularly assesses support services via multiple Institutional Effectiveness Instruments including:

- Student Satisfaction Data (Program Completion Survey, Alumni Survey)
- Externally benchmarked data, such as Ruffalo Noel-Levitz
- Monthly Access to Program Statistics (MAPS) report
- Fiscal Viability Report

The purpose of the University Program Completion Survey is to attempt to measure the satisfaction of students with the entire Ottawa University experience, including academic advising, liberal arts preparation, major preparation, educational environment, instructional experience, student services, and the living out of the Ottawa Mission as they complete their programs of study. This survey is distributed every term through the final liberal arts requirement course of LAS 45012 Global Issues in the Liberal Arts (One-APOS locations) or LAS 42515 Group Problem Solving (Residential location).

The purpose of the Alumni Survey is to attempt to measure graduates' satisfaction with the Ottawa University experience. The data collected includes such areas as career placement, career preparation, value of education received, and alumni services.

The University uses the Ruffalo Noel-Levitz Satisfaction Survey to assess the satisfaction and priorities of specific services of University staff, faculty, and administrators. The Ottawa University Ruffalo Noel Levitz Satisfaction Survey, Program Completion Survey, and Alumni Survey are available for review in the Resource Room.

Increasingly since 2008, administrative staff are empowered to take an active part in setting requirements, policy, and processes. The 2012 Ruffalo Noel-Levitz Employee Satisfaction Survey documents the success of this strategy as employees responded to the phrase, "my supervisor pays attention to what I have to say," with one of the highest satisfaction mean scores.

The EVP/CFO has also created a structure to engage business office leadership from all locations in the refinement of policy and procedures to enhance the student experience and improve university efficiency. In addition to teleconference meetings and webinars, all business managers across the university meet annually for a two-day management retreat to discuss issues and areas for process improvement and to share best practices in their respective areas of responsibility.

b. how is information used to evaluate your support processes.

> Ottawa University operates through an efficient and effective organizational structure, which encompasses not just people but processes, procedures, systems, strategic plans, strategic initiatives, and vision in order to meet its mission. All of these components work together to monitor the university's progress toward achieving its mission. While it is unrealistic to believe an organization would measure every relevant performance benchmark or would manage to meet every stated goal, it is very realistic to expect and demand that an organization would implement effective and efficient systems, processes, procedures, and people to monitor its progress toward achieving its mission. This is what Ottawa University does every day. It is this process of continuous improvement that drives operational decision-making and is in many ways responsible for the progress Ottawa University has achieved.

The following data presented in Table 6.7 are the results from the Noel Levitz Student Satisfaction Survey and the National Survey of Student Engagement (NSSE).

- **Ruffalo Noel-Levitz Student Satisfaction Survey** – this survey is administered on a three year rotation to all students university-wide. The purpose of the Student Satisfaction Survey is to measure student satisfaction and priorities related to academic advising effectiveness, campus climate, campus life, campus support services, concern for the individual, instructional effectiveness, recruitment and financial aid effectiveness, registration effectiveness, responsiveness to diverse populations, safety and security, service excellence, student centeredness. This survey also measures overall satisfaction and the important of factors that contributed to enrollment decision.
- **National Survey of Student Engagement (NSSE)** – this survey is administered on a three year rotation to all students university-wide. The purpose is to measure the extent to which students engage in practices that are linked with learning, personal development, and other desired outcomes associated with satisfaction, persistence, and graduation.

Table 6.7
Educational Support Processes

Support Process	Usage/Success Rates	Student/Stakeholder Feedback
Advising	Residential ASSB students are assigned to a faculty academic advisor associated with their major. APOS ASSB students are assigned to an academic advisor who has been trained about ASSB major requirements.	Program Completion Survey and Ruffalo Noel Levitz Student Satisfaction Surveys. (Student Satisfaction Inventory – Residential students and Adult Students Priorities Survey – APOS and Graduate students) Program Completion Survey: 82.8% undergraduate students agreed that "I received accurate academic advice from their advisor". Ruffalo Noel Levitz Student Satisfaction Surveys: the smallest performance gap in the Academic Advising Scale Report for APOS and Graduate students belonged to the question, "When students enroll at this institution, they develop a plan to complete their degree". This item was recognized as an institutional strength.

Classrooms	100% of classrooms are available to the ASSB for utilization for their teaching needs.	Program Completion Survey and Ruffalo Noel Levitz Student Satisfaction Surveys. (Student Satisfaction Inventory – Residential students and Adult Students Priorities Survey – APOS and Graduate students) Program Completion Survey: 86.6% of undergraduate students agreed that, "the classrooms (virtual and/or physical) were well-equipped and promoted a good learning environment". Ruffalo Noel Levitz Student Satisfaction Surveys: the smallest performance gap in the Campus Climate Scale Report for APOS and Graduate students belonged to the question, "Classroom locations are safe and secure for all students".
Library	The Gangwish Library's resources are available to 100% of ASSB students (Undergraduate and Graduate).	Residential faculty and students have access to the Gangwish Library during regular business hours (see below). Monday - Thursday 7:45 am – Midnight Friday 7:45 am – 5:00 pm Saturday CLOSED Sunday 4:00 pm - Midnight APOS faculty and students have access to the online Gangwish Library resources, tutorials, and databases. Program Completion Survey and Ruffalo Noel Levitz Student Satisfaction Surveys. (Student Satisfaction Inventory – Residential students and Adult Students Priorities Survey – APOS and Graduate students) Program Completion Survey: 82.1% of undergraduate students agreed that "library resources were accessible". Ruffalo Noel Levitz Student Satisfaction Surveys: APOS Undergraduate students had a Satisfaction Mean of 5.88 on the campus defined question, "Library faculty, staff, web resources, and tutorials support my effective use of library and database resources".
Tutoring	As of this report a total of 394.25 hours of tutoring has been delivered to Residential Students through the Writing Center and Peer Tutors available on the residential College campus. A new resource being offered to APOS students is a Writing Center which is located at our Wisconsin location Previously these services were only offered to Wisconsin students, but the services are being opened up to all APOS student. The current focus is on serving new MBA and APOS students.	Ruffalo Noel Levitz Student Satisfaction Surveys. (Student Satisfaction Inventory – Residential students and Adult Students Priorities Survey – APOS and Graduate students) and National Survey of Student Engagement (NSSE) Ruffalo Noel Levitz Student Satisfaction Surveys: The satisfaction mean from residential undergraduate students was 5.56 on the question, "Tutoring services are readily available". NSSE: 74% of first year students responded "very much" or "quite a bit" when asked if Ottawa University as an institution emphasized using learning support services (tutoring services, writing center, etc.). This percentage is similar to national responses.

Technology	24-hour access to Help-desk and live support	Program Completion Survey and Ruffalo Noel Levitz Student Satisfaction Surveys. (Student Satisfaction Inventory – Residential students and Adult Students Priorities Survey – APOS and Graduate students)
		Program Completion Survey: 91.2% of undergraduate students agreed, "the MyOttawa student portal was helpful and easy to use".
		Ruffalo Noel Levitz Student Satisfaction Surveys: The satisfaction mean for residential undergraduate students was a 5.71 on the question, "Computer labs are adequate and accessible". This item was listed as an institutional strength.

6.2.2 BUSINESS OPERATION PROCESSES

Ottawa University regularly reviews policies and procedures to determine effectiveness and opportunities for improvement. Administrators are active in the Kansas Independent Colleges Association in order to assure that policies and procedures are in line with similar institutions. (See list under Table 6.9)

The university's policies, regulations, expectations, and communications are monitored internally and externally through a variety of offices.

The Vice President of Administration (Governmental and Legal Affairs) ensures policy compliance at the state and federal level.

The Department of Human Resources is responsible for compliance with employment policy governing personnel, assuring that members of the institution are informed, knowledgeable, and held accountable for carrying out such policy. The Employment Policies Handbook is available on the MyOttawa portal and is applicable to all university employees.

The Office of Academic Affairs publishes the Faculty Handbook, and the Office of the Registrar maintains the University Catalog and the Academic Reference Handbook.

The Business Office and Financial Aid Office routinely undergo fiscal audits and publish financials for review. Policies are reviewed regularly and undergo considerable examination and revision to ensure they accurately represent fair policies and effective procedures that comply with legal requirements.

Ottawa University's data-driven culture ensures that its processes for student learning assessment, operational evaluations, and periodic and routine planning and budgeting are interconnected. The institution has invested significant human and financial resources in its Software Solutions. This division is responsible for developing, enhancing, and/or refining software solutions and process re-engineering to data-driven questions and analysis.

The data, which span a multitude of areas, are used to generate a variety of regular reports that allow for effective and efficient management of student enrollment, student advising, student academic progress, curriculum offerings, course scheduling, academic planning, financial results, and more. Each department works through the matrix organizational structure with the other departments to implement and execute the university's strategic plan in order to achieve the goals established in Vision 2020.

<div align="center">

Table 6.8
Business Operation Processes

</div>

Process	Feedback	Benchmarking	Data from Observations and Measurements
Student Recruitment	Somewhat successful	Increased enrollment	2014–2015 enrollment data for ASSB
Financial Resources	Adequate but could be improved	Portion of funding within academic budget	ASSB is 44.9% of students OU does not use school-based budgeting however, ASSB is funded proportionally
Full-time Faculty Salaries	Adequate but could be improved	90% of the 60th percentile of AAUP ratings	2014–2015 3 faculty members were given raises tied to promotion
Tuition Rates	Kansas—in line with KICA member institutions AZ, WI and IN—based on access to "transfer advantage" tuition rates for community college associate degree holders—one of the lowest in PX area	Kansas Independent Colleges Association* Tuition at private colleges in AZ, WI, and IN area.	Similar to KICA members Information published by Maricopa Community Colleges
Business Policies	Little feedback provided	KICA institutions	OU business policies and procedures are very similar to those of other KICA institutions.

KICA Members: Baker University, Benedictine College, Bethany College, Bethel College, Central Christian College, Donnelly College, Friends University, Hesston College, Kansas Wesleyan University, Manhattan Christian College, McPherson College, MidAmerican Nazarene University, Newman University, Southwestern College, Sterling College, Tabor College, University of Saint Mary.

6.3.1 ADMISSIONS POLICIES AND PROCEDURES

Ottawa University separates its enrollment function into two departments—APOS and the residential College campus. Working jointly with marketing, these departments consist of enrollment professionals and experienced leadership groups. The APOS Student Success Teams include these enrollment professionals, as well as academic and finance advisers. The residential College campus has similar advising teams within the Adawe Center, and the Admissions and Financial Aid departments.

a. the policies and procedures for admission of first-year students (freshmen);

The ASSB follows the University's admission policies and procedures. Once a student is admitted to the University and selects an ASSB-based major, the student is considered an ASSB major. Discussion continues in BSC regarding the viability of school specific admissions. Admissions criteria and processes can be found on the website and in the catalog.

Ottawa University adheres to the standards and transcription practices of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The standards of the Council for Higher Education Accreditation (CHEA) also guide Ottawa University transcription of credit from non-regionally accredited institutions, including selected faith-based and nationally accredited career institutions.

Matriculating students must request that official transcripts from all previously attended colleges and universities be submitted directly to the University Registrar. The registrar's office evaluates transcripts and transfer credit according to university transfer policy detailed in the Academic Reference Handbook.

Ottawa University values the previous coursework students have taken at other accredited colleges and universities and is concerned that no student be penalized in the process of transferring. The Academic Reference Handbook (ARH), a compilation of all university academic policy, devotes an entire chapter to articulating "Transfer and Credit Evaluation Policies." This handbook is updated to reflect additions and amendments as recommended by the University Registrar and approved via faculty vote after each University Academic Council (UAC) session to ensure currency and accuracy. The ARH is available to all university personnel via the MyOttawa portal. LINK

b. the policies and procedures for admission of transfer students from within the institution to the undergraduate business program.

Students are free to change their majors at any time. In close discussion with their Adawe adviser and Academic adviser, students are carefully counseled regarding their decisions relative to major selection.

All that is required formally is a Change of Major form, which must be signed by the old major adviser, the new major adviser, and the student. It is then submitted to the Registrar's office.

6.3.2 EXTERNAL ARTICULATION PROCESS

Ottawa University engages in a variety of agreements with schools and organizations to allow students to have a clear path to graduation. The agreements are set up to assist students in transferring to one of Ottawa University's Business Programs.

All academic agreements are sent to and reviewed by the University Registrar prior to formal approval. The initial conversations usually occur with the local Dean of Instruction or School Dean to determine whether an agreement will be beneficial to the two signing parties. A copy of all fully signed agreements are sent to and housed by the EVP of Finance and CFO and the VP of Administration. Copies of all signed agreements are kept by the respective location involved in the agreement. The agreements are also kept in the Registrar's office to ensure the agreements are updated on an annual basis.

Ottawa University establishes relationships with community colleges in a variety of ways:

Transfer Agreements
- School has a CHEA-approved accreditation
- Agreement states general transfer policy with no special contingencies for particular courses or programs
- Conditions of the transfer agreement template may not be altered except in reference to the participating institution, its particular locations, and its signatories. If special conditions exist outside these parameters, an articulation agreement is warranted.
- Requires signature of EVP of Finance and CFO, VP of Administration, VP of Academic Affairs and University Provost, and University Registrar
- Requires appropriate signatures from partnership institution

Articulation Agreements
- School does not have a CHEA-approved accreditation
- School has been evaluated by an Ottawa group tasked to do so
- May stipulate specific course or program transfer
- May stipulate special conditions of transfer
- Requires signature of EVP of Finance and CFO, VP of Administration, VP of Academic Affairs and University Provost, and University Registrar
- Requires appropriate signatures from partnership institution

Memorandum of Understanding
> A memorandum of understanding is used when the agreement does not meet the requirements for a transfer or articulation agreement. The MOU is general agreement that is used when schools are constantly updating curriculum on an annual basis.

Samples of the forms used for Transfer Agreements, Articulation Agreements, and MOU's can be found in Section 13 of the Academic Reference Handbook. LINK

Below is a comprehensive list of schools with whom Ottawa University is currently working:

- Allen Community College
- Apollo College
- Barton Community College
- Cloud County Community College
- Crowder College
- Dallas Institute of Funeral Service
- Everest College
- Flint Hills Community College
- Fort Scott Community College
- Garden City Community College
- Gupton-Jones College of Funeral Service
- Hutchinson Community College
- Ivy Tech Community College
- Johnson County Community College
- Kansas City, Kansas (KCK) Community College
- Labette Community College
- Maricopa County Community Colleges
  - Chandler-Gilbert Community College
  - Estrella Mountain Community College
  - Gateway Community College
  - Glendale Community College
  - Mesa Community College
  - Paradise Valley Community College
  - Phoenix Community College

- o Rio Salado Community College
- o Scottsdale Community College
- o South Mountain Community College
- Manhattan Area Technical College
- Medical Assets of Wisconsin
- Mid-America College of Funeral Services
- Neosho County Community College
- Northwest Kansas Technical College
- Phoenix Seminar
- Pima Medical Institute
- Pratt Community College
- Seward County Community College
- Southwest Texas Junior College
- Tunxis Community College
- Vatterott College
- Wada Prep School
- Wenatchee Valley College
- Wisconsin Technical College System
  - o Blackhawk Technical College
  - o Chippewa Valley Technical College
  - o Fox Valley Technical College
  - o Gateway Technical College
  - o Lakeshore Technical College
  - o Madison Area Technical College
  - o Mid-State Technical College
  - o Milwaukee Area Technical College
  - o Moraine Park Technical College
  - o Nicolet Area Technical College
  - o Northcentral Technical College
  - o Northeast Wisconsin Technical College
  - o Southwest Wisconsin Technical College
  - o Waukesha County Technical College
  - o Western Technical College
  - o Wisconsin Indianhead Technical College

6.3.3 GRADUATE PROGRAM ARTICULATION AND ADMISSION POLICY

a. the policies and procedures for each of the graduate level programs

All students seeking admission to the MBA or MAHR programs must first meet the minimum standards for graduate study set by the University.

The ASSB follows the University's policies and procedures as related to recruiting, admitting, and retaining graduate students and does not have any admissions requirements beyond admission to the University and meeting the undergraduate requirements. These policies are administered by the Registrar's Office, the Admissions office on the residential College campus and by Enrollment Management in the APOS environment with close collaboration by the Associate Dean and Dean respectively.

The following are required from all students applying to the graduate program:

• An admissions application (can apply online)
• $75 application fee (Waived for alumni)
• Official undergraduate transcripts (3.0 GPA - minimum requirement)
• A personal statement regarding career goals
• A current résumé of professional work experience
• Additional information regarding awards and recognition
• Three (3) letters of recommendation (Master of Arts in Counseling students should contact their Enrollment Adviser for the appropriate reference form)

There is an admissions process for alumni of Ottawa University only. It is called the Streamlined Masters Alumni Academically Recognized by Transcripts (SMAART) Process. To be eligible, the student must have undergraduate honors as recognized by Ottawa University or a 3.5 cumulative GPA in their last 60 credit hours. Approval from an Ottawa University adviser must also be on file.

For MBA students only, student transcripts must indicate that the student studied appropriate entry level Accounting and Economics. Where these requirements are not met, the student is required either to take the respective modules in the MBA Math Academic leveling program or successfully complete the courses at the undergraduate level. (See paragraph d.)

The graduate program is not run in a cohort model. The course offering structure accommodates students starting at any of the six start dates per fiscal year; Summer, Fall 1, Fall 2, Spring 1, Spring 2, or Early Summer. All ASSB graduate programs, APOS or residential, run on the 8-week schedule.

b. each type of classification given to graduate students in the business unit and describe how these classifications are administered

Graduate students are classified "graduate student" when they are admitted to the program. There are no other classifications for graduate students.

c. any difference between day and evening graduate program in business in terms of admission and classification

Following the One-Ottawa philosophy, all graduate programs, regardless of location, have the same program-level outcomes. There are no differences in admission or classification.

d. whether admissions requirements allow entry to students who can reasonably be in graduate business studies. Explain.

Provisional Admission
Applicants who do not meet all standard admission criteria may be admitted provisionally. Provisional Admission has been approved by the University Academic Council (UAC) and intends to afford admission to those who have progressive responsible work experience but who possess less than stellar undergraduate academic performance. These students' remains on provisional admission status until they successfully complete a minimum of twelve (12) credit hours at the graduate level.

The admissions process allows for a review of the documentation provided by the applicant and for an interview by the Dean, or Associate Dean of the Business School, or the Dean of Instruction at the specific location. Students who do not meet the minimum GPA of 3.0 may be accepted provisionally if the GPA is not less than 2.5. Provisional acceptance requires the student to successfully complete at least 12 graduate hours complete with a minimum grade of "B."

Non-Business Undergraduates
Students do not need to be undergraduate business-related majors to be accepted into master's level programs in the ASSB.

To ensure students ability to succeed, students will need to demonstrate successful completion of undergraduate work in accounting and economics. In lieu of enrolling in two additional undergraduate courses, students can complete work through MBA Math, an Academic Leveling Program. Students will not be allowed to enroll in BUS 7800 Managerial Accounting or BUS 7500 Managerial Economics until the registrar has received proof of successful completion of the appropriate MBA Math components as required.

6.3.4 ACADEMIC POLICIES - PROBATIONS, SUSPENSION, AND READMITTANCE

The ASSB follows the University's policies and procedures as related to probation, suspension, and re-admittance. These policies are administered by the University's Registrar and can be located on the website and in the catalog. LINK.

6.3.5 ACADEMIC POLICIES – RECRUTITING, ADMITTING, AND RETAINING

The ASSB follows the University's policies and procedures as related to recruiting, admitting, and retaining students, and does not have any admissions requirements beyond admission to the University. These policies are administered by the Admissions office on the residential College campus and by Enrollment Management in the APOS environment. Admissions criteria for all groups including, international, tribal, and military, residential, and adult and can be located on the website and in the catalog. LINK.

6.3.6 ENROLLMENT MANAGEMENT RESULTS

Ottawa University's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect multidimensional practices beginning with collection and analysis of data in the student information system database. The residential College campus implements IPEDS cohort definitions to provide a baseline of data on student retention and completion that allows comparison to peer institutions. These data may fluctuate from year to year independent of any readily measurable factors, perhaps in part due to the small sample sizes of each cohort. These quantitative benchmarks are contextualized by numerous ongoing qualitative studies that are now mainly housed in the Adawe LifePlan Center at the residential College campus and in Academic Advising at APOS.

As of 2013, data on persistence of students toward completion, regardless of whether they are residentially or APOS based, are collected and analyzed in collaboration with data available from the National Student Clearinghouse Student Tracker Service.
Data Presented
The charts and tables represent three periods of data collection for the programs that are being reviewed for ACBSP accreditation.

See Table 6.9 (a,b,c,d,e,f) for data on persistence/retention for each of the programs. (Ottawa's fiscal year runs from July1 to June 30)
See Table 6.10 & 6.11 for data on enrollment
See Table 6.12 & 6.13 for data on degree completion
The Resource Room contains samples of the daily Enrollment Report and Monthly Access to Program Statistics MAPS reports. LINK

Table 6.9
Persistence/Retention By Major
6.9 (a)

Business Administration*			
	2012–2013	**2013–2014**	**2014–2015****
Total # of Students Enrolled	419	414	392
Graduates*	95	91	85
Student Count Less Graduates	324	323	307
Not Enrolled In Next Academic Year	118	106	117
Retained Students	206	217	190
Re-Enrolled (2 years out)	0	0	2
Retention Percentage	63.6%	67.2%	61.9%

*Enrollment numbers may vary slightly from reported unduplicated head counts due to students who are not actually enrolled in a course, but awaiting transfer credits or paperwork to finalize graduation requirements.
**The unduplicated head counts utilized to help figure the retention percentage for the 2014–2015 academic year only includes half of the 2015–2016 school year so the percentage will be adjusted at the end of the 2015–2016 academic year.

Table 6.9 (b)

Accounting*			
	2012–2013	**2013–2014**	**2014–2015****
Total # of Students Enrolled	184	160	169
Graduates	50	33	38
Student Count Less Graduates	134	127	131
Not Enrolled In Next Academic Year	37	26	36
Retained Students	97	101	95
Re-Enrolled (2 years out)	0	0	6
Retention Percentage	72.4%	79.5%	72.5%

*Enrollment numbers may vary slightly from reported unduplicated head counts due to students who are not actually enrolled in a course, but awaiting transfer credits or paperwork to finalize graduation requirements.
**The unduplicated head counts utilized to help figure the retention percentage for the 2014–2015 academic year only includes half of the 2015–2016 school year so the percentage will be adjusted at the end of the 2015–2016 academic year.

Table 6.9 (c)

Health Care Management*	2012–2013	2013–2014	2014–2015**
Total # of Students Enrolled	527	509	428
Graduates	122	127	120
Student Count Less Graduates	405	382	308
Not Enrolled In Next Academic Year	144	118	142
Retained Students	261	264	166
Re-Enrolled (2 years out)	0	0	13
Retention Percentage	64.4%	69.1%	53.9%

*Enrollment numbers may vary slightly from reported unduplicated head counts due to students who are not actually enrolled in a course, but awaiting transfer credits or paperwork to finalize graduation requirements.
**The unduplicated head counts utilized to help figure the retention percentage for the 2014–2015 academic year only includes half of the 2015–2016 school year so the percentage will be adjusted at the end of the 2015–2016 academic year.

Table 6.9 (d)

Human Resources*	2012–2013	2013–2014	2014–2015**
Total # of Students Enrolled	132	124	99
Graduates	27	37	25
Student Count Less Graduates	105	87	74
Not Enrolled In Next Academic Year	37	35	36
Retained Students	68	52	38
Re-Enrolled (2 years out)	0	0	1
Retention Percentage	64.8%	59.8%	51.4%

*Enrollment numbers may vary slightly from reported unduplicated head counts due to students who are not actually enrolled in a course, but awaiting transfer credits or paperwork to finalize graduation requirements.
**The unduplicated head counts utilized to help figure the retention percentage for the 2014–2015 academic year only includes half of the 2015–2016 school year so the percentage will be adjusted at the end of the 2015–2016 academic year.

Table 6.9 (e)

Leadership and Management*			
	2012–2013	2013–2014	2014–2015**
Total # of Students Enrolled	176	156	118
Graduates	43	44	25
Student Count Less Graduates	133	112	93
Not Enrolled In Next Academic Year	49	43	31
Retained Students	84	69	62
Re-Enrolled (2 years out)	0	0	3
Retention Percentage	63.2%	61.6%	66.7%

*Enrollment numbers may vary slightly from reported unduplicated head counts due to students who are not actually enrolled in a course, but awaiting transfer credits or paperwork to finalize graduation requirements.
**The unduplicated head counts utilized to help figure the retention percentage for the 2014–2015 academic year only includes half of the 2015–2016 school year so the percentage will be adjusted at the end of the 2015–2016 academic year.

Retention Trend

Figure 6.5 illustrates the 3-Year retention trend for the programs that are being accessed in the ACBSP accreditation process. The chart illustrates positive trend for Leadership and Management, but a downward trend for Accounting, Business Administration Healthcare Management and Human Resources. The linear downward trend for HR suggests that there are on-going challenges that need careful attention if we are to reverse this trend. The improvement in retention for Healthcare Management in 2013 – 2014 and the sudden decline in 2015 warrants urgent examination of any unknown challenges with the program or with how we provide care to the Adult learners which is the primary student group taking this program. Deeper research will help us to understand what events led to improved retention in 2013 – 2014 for three of the programs when compared to the previous and subsequent years. To this end we have begun to engage the department of Student Engagement and Academic Advising in exploring what some of the challenges are and how we might proceed to improve our retention performance. (Ottawa's fiscal year runs from July1 to June 30)

Figure 6.5

3-Year Retention Trend
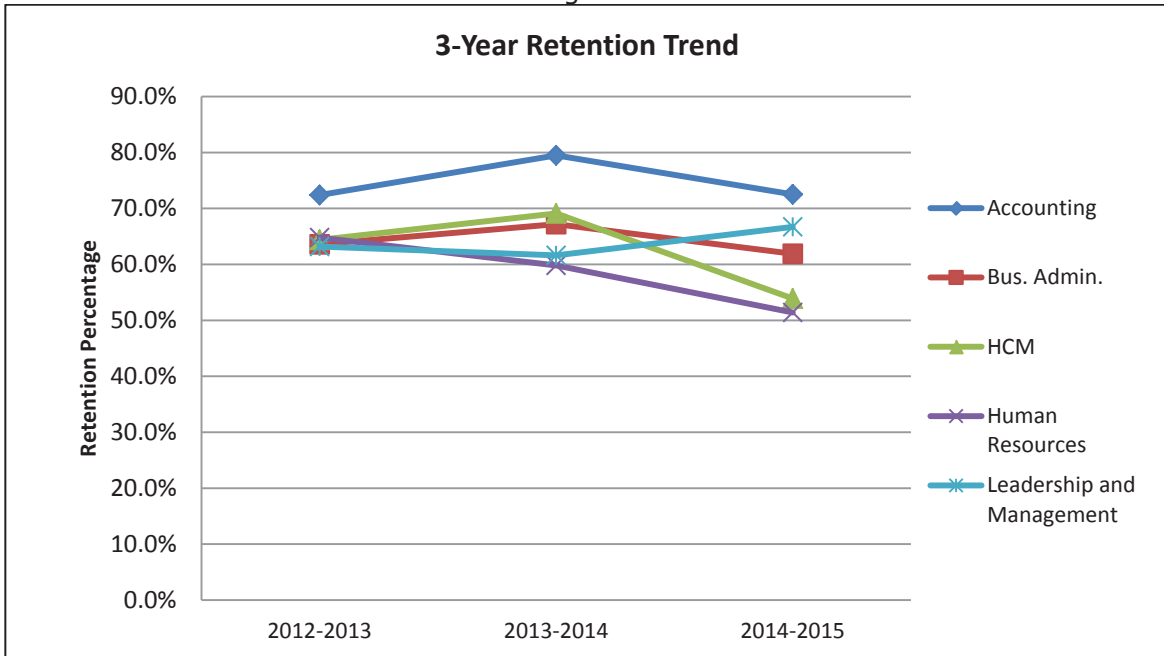
Enrollment by Major

The Following charts represent enrollment in all Business School programs by Major. The major with the highest enrollment is Healthcare Management, closely followed by Business Administration. With regards to the programs with low enrollment, Public Administration program is being retired, the Marketing program is relatively new (two-years) and Business Economics is mostly subscribed at the residential College campus with a few enrollments online. On the graduate side, the MBA continues to be the more popular program.

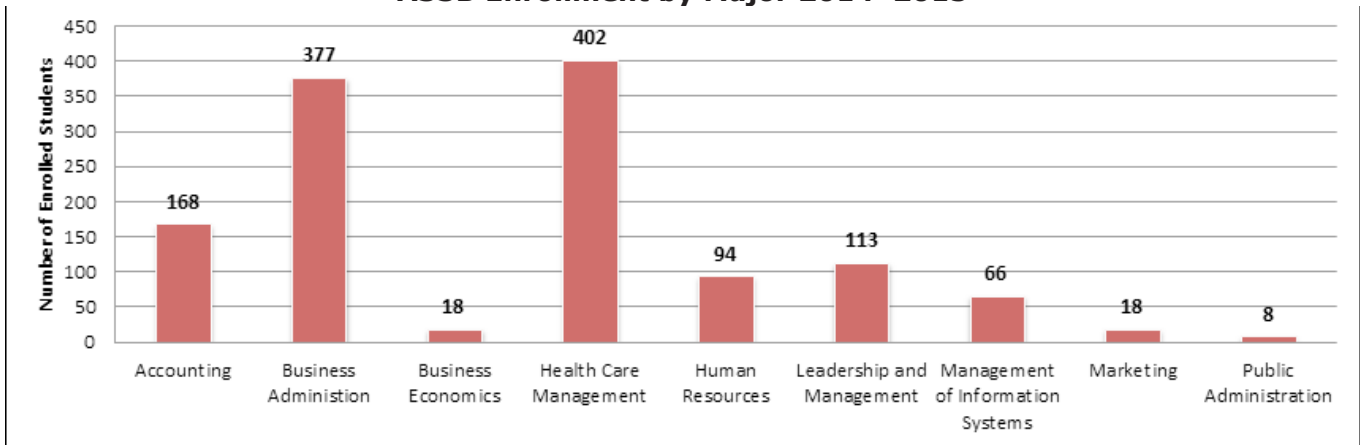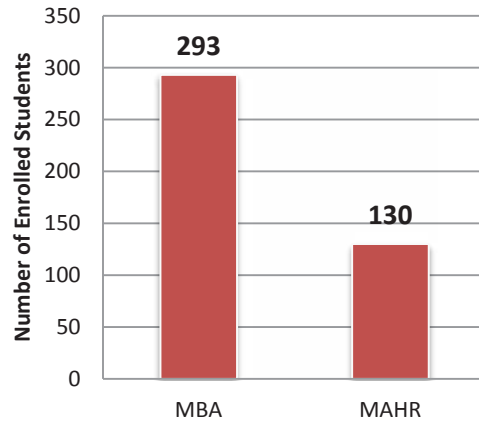Table 6.10
ASSB Enrollment by Major 2014–2015

Table 6.11
ASSB Graduate Enrollment 2014–2015

**ASSB Graduate Unduplicated
Enrollment Count 2014-2015
by Program**

Degree Completion
The following Tables and Charts illustrate degree completion statistics for undergraduate an
graduate students.

Table 6.12
Degree Completion - Undergraduate

	2012–2013	2013–2014	2014–2015
ASSB Undergraduate	**355**	**353**	**309**
Accounting	50	33	38
Bus. Admin.	95	91	85
Bus. Econ.	0	0	2
HCM	122	127	120
Human Resources	27	37	25
Leadership & Management	43	44	25
MIS	10	19	9
Public Admin	8	2	5

Chart showing the total of Undergraduate Degree Completers for the three year period.
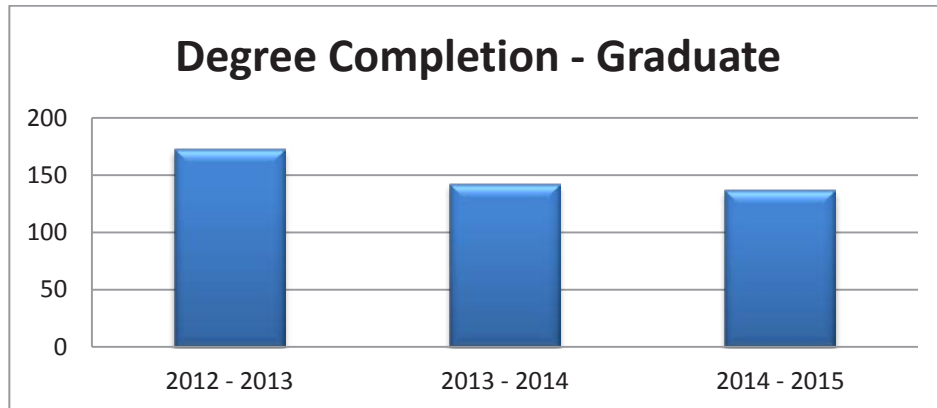

Degree Completion - UG
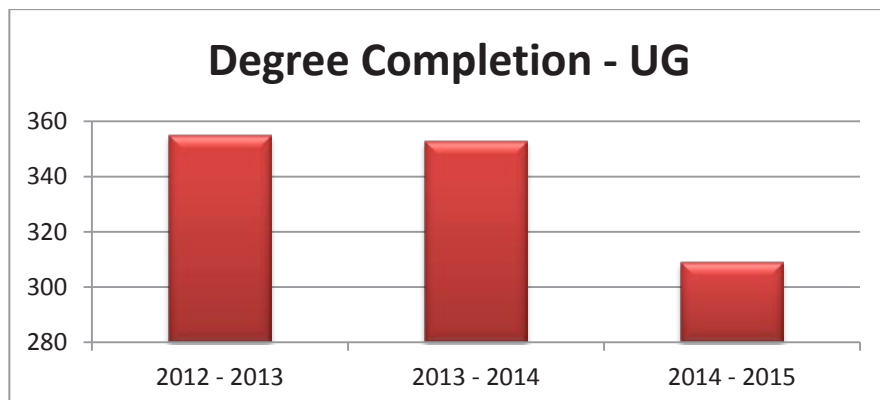
* 2014-2015 is ½ year data (Ottawa's fiscal year runs from July1 to June 30)

Table 6.13
Degree Completion - Graduate

	2012–2013	**2013–2014**	**2014–2015**
ASSB Graduate	**173**	**142**	**137**
MBA	123	101	105
MAHR	50	41	32

Chart showing Graduate degree completers for the three-year period

Degree Completion - Graduate

- 2014-2015 is ½ year data (Ottawa's fiscal year runs from July1 to June 30)

6.3.7 IMPROVEMENTS IN ENROLLMENT MANAGEMENT

Ottawa University continues to invest substantial financial and human resources in the marketing and enrollment areas. The residential College campus has experienced its highest enrollment in 41 years, while APOS enrollments after experiencing declines have stabilized. A new Vice President of Marketing/Chief Marketing Officer was recruited in 2013 to further refocus the university's marketing efforts.

Enrollment goals, established at the outset of the budget process, are reviewed and evaluated daily through auto-generated reports documenting multiple levels of enrollment data. Process improvement established a full data warehouse collecting daily snapshots of enrollment activity from which to build business intelligence tools atop a centralized data source. The various daily enrollment reports are consolidated into a fifty-page report book, which include analytics on financial clearance ratios, revenue versus non-revenue students, and enrollments by school, program, and degree. The daily enrollment report book has become the standard instrument through which progress toward term-by-term and yearly goals are tracked each day by academic and administrative staff.

The enrollment and marketing budgets are generated in accordance with the enrollment projections as submitted by the locations and the three schools (now four). Marketing and enrollment expenditures totaled $5,172,028 in 2012–2013. In the last three years, the marketing department undertook a complete revision of branding, positioning, collateral material, further changes and improvements to the website, and new broadcast advertising to reinforce the brand. Unfortunately, the increase in marketing funding does not compare to the marketing resources of the for-profits operating in all locations that, among other factors, are currently stressing adult student enrollments.

Ottawa University

Angell Snyder
School of Business

Self-Study
FY2014-2015

www.ottawa.edu