Woodbury University School of Business and Management

Self-Study Report

to the

Association of Collegiate Business Schools and Programs

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Requesting Accreditation for the School of Business and Management

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WOODBURY UNIVERSITY SCHOOL OF BUSINESS AND MANAGEMENT'S RESPONSE TO AREAS OF DEFICIENCIES AS OUTLINED BY THE ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS

The following is the Woodbury University School of Business and Management's reply to the deficiencies outlined in ACBSP’s letter of June 6, 1997 in regard to our application for accreditation. To ensure clarity, each standard is presented in bold print, followed by a summary of ACBSP’s comments concerning the deficient area (in italics), and the School of Business and Management’s response.

STANDARD B-1: COMMON PROFESSIONAL COMPONENT

THE COMMON PROFESSIONAL COMPONENT (CPC), MUST BE INCLUDED IN THE CONTENT OF THE COURSES TAUGHT IN ALL ACCREDITED SCHOOLS AND PROGRAMS

During the self-study year, the site visit team found the CPC coverage for the Accounting core to be weak in the topical area of Human Resource Management. In the Business & Management core, the topical area of Human Resource Management was also weak. In the Computer Information Systems core, the topical areas of Marketing, Human Resource Management and Global Dimension of Business were weak.

WOODBURY'S RESPONSE: Adjustments to the curriculum were made in business courses for the 1997-1998 academic year that provide for an increase in the CPC coverage in the area of Human Resource Management in the Accounting, Business & Management, and Computer Information Systems cores. In addition, the topical area of Global Dimension of Business in the Computer Information Systems core was strengthened. The changes brought all business curricula into compliance with Standard B-1 (see CPC grids and syllabi in Appendix A)
STANDARD B-2: GENERAL EDUCATION

GENERAL EDUCATION MUST CONSIST OF NO LESS THAN 40 PERCENT OF THE CREDITS REQUIRED FOR THE UNDERGRADUATE BUSINESS DEGREE

The site visit team identified deficiencies in the General Education coverage.

WOODBURY’S RESPONSE: The shortfall in General Education courses was remedied in the 1997-98 catalog (see page 108, 4th paragraph). Two additional courses in Arts & Sciences (General Education) are now required. As a result of this curriculum change, the percentage of General Education courses now satisfies the required 40 percent for all business majors.

<table>
<thead>
<tr>
<th>Major</th>
<th>General Education Semester Units</th>
<th>General Education Units as a Percentage of Total Units</th>
</tr>
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<tbody>
<tr>
<td>Accounting</td>
<td>51</td>
<td>40.48%</td>
</tr>
<tr>
<td>Business &amp; Management</td>
<td>51</td>
<td>40.48%</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>51</td>
<td>40.48%</td>
</tr>
<tr>
<td>Fashion Marketing</td>
<td>51</td>
<td>40.48%</td>
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STANDARD B-3: SCHOOLS OF BUSINESS

SCHOOLS OF BUSINESS SHOULD DEMONSTRATE THAT DEGREE PROGRAMS INCLUDE SUFFICIENT ADVANCED COURSES TO PREPARE STUDENTS FOR CAREERS AND/OR FURTHER STUDY. IN AREAS OF SPECIALIZATION, BREADTH AND DEPTH BEYOND THE COMMON PROFESSIONAL COMPONENT MUST BE DEMONSTRATED.

AT LEAST 40 PERCENT OF THE UNDERGRADUATE CURRICULUM MUST BE DEVOTED TO COURSES IN WHICH BUSINESS RECEIVES THE PRIMARY EMPHASIS

The site visit team found that the Business Management Concentration had only 36 percent of the required credit hours for graduation in the field of business.

WOODBURY’S RESPONSE: A curriculum adjustment was made for the 1997-98 academic year. Business courses now comprise 40 percent or more of the total units required for graduation for all business majors (refer to page 115 in 1997-98 catalog).

<table>
<thead>
<tr>
<th>Major</th>
<th>Business Semester Units</th>
<th>Business Units as a Percentage of Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
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<td>50.79%</td>
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<tr>
<td>Business &amp; Management</td>
<td>63</td>
<td>50%</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>66</td>
<td>52.38%</td>
</tr>
<tr>
<td>Fashion Marketing</td>
<td>66</td>
<td>52.38%</td>
</tr>
</tbody>
</table>
STANDARD B-6: MASTER'S DEGREE PROGRAM

MASTER'S DEGREE PROGRAMS IN BUSINESS REQUIRE A MINIMUM OF THIRTY SEMESTER CREDIT HOURS (FORTY-FIVE QUARTER HOURS) OF GRADUATE LEVEL WORK BEYOND THE COMMON PROFESSIONAL COMPONENT.

THE COMMON PROFESSIONAL COMPONENT (EXCLUDING THE COMPREHENSIVE OR INTEGRATING EXPERIENCE) MAY BE COMPLETED IN EITHER UNDERGRADUATE OR GRADUATE COURSES. THE THIRTY SEMESTER CREDIT HOURS (FORTY-FIVE QUARTER HOURS) OF GRADUATE-LEVEL WORK BEYOND THE COMMON PROFESSIONAL COMPONENT NORMALLY SHOULD BE IN COURSES RESERVED FOR GRADUATE STUDENTS.

THE MASTER'S DEGREE PROGRAM MAY EITHER BE A GENERAL DEGREE (SUCH AS THE MBA) OR A SPECIALIZED DEGREE (SUCH AS A MASTER'S IN ACCOUNTING). IF THE INSTITUTION OFFERS A SPECIALIZED MASTER'S DEGREE IN BUSINESS, ONE-HALF OF THE CREDIT HOURS MUST BE IN THE AREA OF SPECIALIZATION.

The site visit team found that the MBA program did not require the equivalent 30 semester hours of graduate level work beyond the CPC. In addition, 30 semester hours of graduate level work beyond the CPC were not reserved for graduate students.

WOODBURY'S RESPONSE: The Master of Business Administration (MBA) program has been strengthened, and now meets ACBSP standards. Curricular adjustments that will commence during the Fall Semester 1998 were approved by the university's Curriculum Committee during January, 1998 and were accepted by the Faculty Association in February, 1998.

The MBA degree now requires that the CPC be met by all students to ensure their preparation for the 30 units of coursework beyond the CPC. In this, 30 semester hours of coursework beyond the CPC are reserved for fully qualified graduate students. The CPC can be met in any combination of three ways:
• Completing undergraduate courses that cover the requisite CPC components.
• Completing the necessary graduate courses designed to bring students up to the standard for CPC. Students may apply no more than six (6 units) of these courses toward the required 36 units for the MBA degree.
• Coming to the MBA program with documented work experience that satisfies all or part of the CPC requirements.

A worksheet was developed for use by the academic advisors in assessing each incoming student's need for CPC-related coursework (see Appendix B).

A revised MBA core program has been created, and the level of its delivery raised by requiring that student's meet the appropriate CPC as prerequisite for each core course (see Appendix C for a full description of the MBA curriculum for 1998-99). A new course, Management of Global Enterprise, was developed. Two existing courses, Information System for Managers and Management Policy and Practice were strengthened. Information System for Managers was renamed Management of Information Technologies. Management Policy and Practice was renamed Management Policy and Strategy and augmented so that it now better serves as a capstone course. Course descriptions for these courses are as follows:

**CI 509 Management of Information Technology** - 3 units
The role of information as a corporate resource, and its use in providing strategic advantage. Problems of aligning corporate IS and corporate goals, creating IS architecture and using IT/IS to enable change in organizations. The case study method is used. This course is appropriate for both users of systems and providers of system support. Prerequisite: Computer literacy and Graduate Standing.

**IB 510 Management of Global Enterprise** - 3 units
Exploration of international business management issues and provides a broad, multidisciplinary awareness of global business management trends and practices, especially the impact of culture on business. Topics include: global economic institutions, cross-cultural management, international managerial negotiations, and business management practices in the emerging global markets. Prerequisites: CO 250 and IB 465 or their equivalent, and Graduate Standing.
MG 562 Management Policy and Strategy - 3 units
The formulation and implementation of competitive strategy, emphasizing the synthesis of various functional areas of management process under a rapidly changing business environment. Special attention is paid to forging linkages between management theory and practice. Case study method is used to develop total enterprise perspective. Being the capstone course, this course must be taken within 12 units of graduation and after the completion of all CPC requirements.
STANDARD B-8: PROGRAM EVALUATION

CONTINUOUS PROGRAM EVALUATION (INCLUDING EVALUATION OF COURSES OFFERED BY SUPPORTING DISCIPLINES) IS REQUIRED IN ORDER TO MAINTAIN ACADEMIC EXCELLENCE AND ADAPT TO CHANGING NEEDS.

AND

STANDARD H-1: OUTCOMES ASSESSMENT

AN INSTITUTION MUST HAVE AN OUTCOMES ASSESSMENT PROGRAM WITH DOCUMENTATION OF THE RESULTS AND EVIDENCE THAT THE RESULTS ARE BEING USED FOR THE DEVELOPMENT AND/OR IMPROVEMENT OF THE INSTITUTION’S ACADEMIC PROGRAMS.

The site visit team found that a relationship did not exist between faculty evaluation, program evaluation and outcomes assessment. During the self-study year it was determined that the School of Business and Management did not have a formal outcomes assessment program that had been fully implemented. The ACBSP Standard requires that programs have a written formal outcomes assessment program and this program be implemented to show the results from outcomes assessment and how these results have improved the quality of business education in business programs.

WOODBURY’S RESPONSE: During 1997-98 the School of Business and Management planned and implemented an aggressive program for maintaining excellence through continuous program evaluation and outcomes assessment. The following is a comprehensive overview.

PHILOSOPHY

Effective program evaluation and outcomes assessment should produce a seamless spiral—an ever evolving system that continues to ensure that all constituencies are served to the fullest by an academic program. For the School of Business and Management this translates into a strong commitment to offer business programs that are relevant,
deliverable, and productive. To this end, on-going evaluation, planning, implementation, and re-evaluation of our programs are paramount.

CONSTITUENCIES
The major external constituencies of the School of Business and Management include alumni, employers and potential employers of our graduates, and the community at large. Internally, our constituents include students, faculty, staff, and administration. It is our intent that these constituencies remain an integral part of the evaluation and assessment cycle. To that end, students and former students, along with members of the business and university community, serve on our various advisory boards. The School of Business and Management has a history of surveying current and former students (see Attachment 1). Faculty and administrators, both within the School of Business and Management and in the School of Arts and Sciences (providers of the general studies program), are consulted frequently on curricular and related issues.

PROGRAM EVALUATION
Program evaluation has to do with determining the extent to which we offer what we claim to offer in our courses and throughout the curricula. The following is a discussion of evaluation procedures that lend evidence that the School of Business and Management delivers what we claim to deliver.

School Evaluation
The School of Business and Management was created in the fall of 1994 in an effort to consolidate and strengthen various business-related programs which, until that time, had been administered through several departments. During the consolidation, the entire curriculum was re-evaluated and major changes were made that met the needs of our students and their future employers. The process involved the dean of the School of Business and Management; the dean of Weekend and Evening College; department chairs from Accounting, Computer and Information Systems, and Fashion Marketing; and all full-time business faculty. Part-time faculty who had knowledge in specialized fields also provided input. The process included the review of successful business programs at sister institutions and discussions with key business and industry persons. Since 1994 the various curricula have been updated as needed, including recent (1996-97, and 1997-98) changes that reflect the criteria outlined by ACBSP.
An example of how the changes that occurred during the 1994 curricular adjustments were tracked and the extent of their impact to the various programs were felt can be drawn from the Fashion Marketing program. In an effort to determine students' reaction to the changes in the curriculum, surveys were given to freshmen students in fall, 1995 in FM 110 (Introduction to Fashion Business) and senior students in FM 470 (Senior Seminar). The results indicated that while the students liked the business core classes, they wanted additional coursework that focused on the fashion industry. The result was the addition of FM 135 (Trend Analysis) and FM 245 (Fashion Promotion Lab) in fall, 1997.

Curricular Evaluation

Course Development/Modification. Curricular issues are overseen by a university-wide Curriculum Committee comprised of the academic deans and chairs. The committee has a history of stringently evaluating proposed courses and curricula adjustments in light of how information/skills building flows from lower-level courses to higher-level courses. Prerequisite courses are scrutinized carefully as to course content and their impact on subsequent courses. To ensure that courses deliver what they promise, before approval of new courses and/or modification to existing courses is given, course descriptions, along with syllabi, must be presented to and analyzed by the Curriculum Committee.

Course Content Evaluation. A January, 1998 survey of deans and chairs (see Appendix D) indicated that on-going course content evaluation takes place in every department. Changes and updates in content reflect student interest and needs, based on student responses on course/faculty evaluations and informal student requests. Further findings indicate that faculty continually are consulted about needed changes, and they are encouraged to evaluate their course content and delivery systems on an on-going basis.

Outside constituents also provide valuable input into course/curriculum construction that translates into modifications. The chair of Computer Information Sciences relies heavily on advisory board members from leading companies, such as the Walt Disney Company, to give guidance to the program. In Fashion Marketing, site supervisors from companies participating in the mandatory student internship program evaluate students on an instrument developed to determine the extent to which interns are prepared for and complete the requirements of the internship. Data from the supervisor survey from 1988 through the present are on file in the chair's office. Numerous changes in the Fashion Marketing program have resulted from this input.
Advisory boards for the departments of Accounting and Business and Management were created during 1997-98 and have met once. Prior to the meeting of the advisory board for the department of Business & Management, a survey regarding the curriculum was administered to all business majors. The results were presented and discussed at the meeting (see Appendix D for questionnaires for Business & Management and MBA programs).

**Prerequisite Evaluation.** In programs such as Accounting and Computer Information Systems, where each subsequent course builds on previously acquired knowledge/skills, it is virtually impossible for students to bypass or fail to gain knowledge from prerequisite/lower-level courses. Thus, there is a built-in system for forcing students to remain on track. In programs where the flow of information from lower-level to higher-level courses might not be as readily tracked, and where students might attempt to bypass prerequisite courses, prerequisite courses are tracked by advisors on students’ worksheets.

**Administrative Evaluation**

Following an evaluation of the administrative structure in the School of Business and Management, the strengths of faculty and administrators, the composition of the business student body, and the interests of our students, three changes were made in September, 1997.

- As a West Coast university, a majority of our international students come from Pacific Rim countries. As a developing area, Pacific Rim and Pacific Rim-related business opportunities abound for graduates of the School of Business and Management. In an effort to develop closer ties with Pacific Rim businesses as well as strengthen our relationship with the local business community, Mr. Richard King, formerly the chair of the Board of Trustees, was appointed in September, 1998 as dean of the School of Business and Management. Mr. King brings to the position over forty years of successful experience in international business and teaching experience at sister institutions. He specializes in Pacific Rim enterprise.

- Since the creation of the School of Business and Management in 1994, the dean had served as the administrative head of the Business & Management program (Accounting, Computer Information Systems, and Fashion Marketing had individual chairs). Serving as both dean and chair proved to be unwieldy. Thus, the tasks were separated, and Dr. Satinder Dhiman, Professor of Management, was named Acting Chair of the newly created Department of Business & Management. As a management education
specialist, Dr. Dhiman brings to the department the background needed to oversee the curriculum, hire faculty, and direct the future development of a program that primarily emphasizes management. The change further strengthens the School of Business and Management by freeing the dean to serve in a broader capacity, both within the University and in the business community.

- The Department of Fashion Marketing was expanded to include the concentration in marketing (formerly administered in the Department of Business & Management) and was renamed the Department of Marketing. By housing the marketing concentration under the chairship of Dr. Karen Kaigler-Walker, the only full-time faculty in marketing, it will now receive individualized attention with an eye toward growth and development of specialized marketing concentrations. Finally, the restructuring ensures that students concentrating in marketing are advised by a faculty member who is familiar with their major subject.

**Faculty Evaluation**

Business faculty and their courses are evaluated each term by students on the Woodbury University faculty evaluation form (see Appendix E). The form was revised during 1997-98 by a university-wide committee. Based on student, faculty, and administrator input, the form was made more user friendly, easier to analyze, and faster to compile (thus back into the hands of faculty and administrators in a more timely manner than previous instruments).

As of spring, 1998, mid-term faculty/course evaluations are required in all Business and Management courses. Data will be used as needed to adjust course content, delivery, and curricula.

A January, 1998 survey of the deans and chairs of the various business programs (please see Appendix D) indicated that every dean and chair uses the results of the student evaluation (1) to assess satisfactory faculty performance, (2) as a basis for rehiring faculty, (3) for structuring conferences with their faculty, and (4) to enhance their faculty's in-class performance. In addition, in the accelerated adult program, the evaluations are used to determine if additional faculty training is necessary.

All deans and chairs evaluate faculty via in-class visits. The scope of and reasons for in-class visitations vary from program to program. In the accelerated program, all classes are
visited by the executive director each term. In fall, 1997, the dean of the School and Business and Management visited all classes of faculty teaching in that major. In subsequent terms, the chair will visit all classes once a year. In other departments classes of newly hired faculty are visited (Weekend and Evening College, Computer and Information Sciences, Marketing). Some chairs visit classes as needed to correct problems (Computer and Information Sciences, Marketing, Accounting). The chair of the Department of Accounting is implementing a peer evaluation program wherein accounting faculty visit each other’s classrooms for the purpose of enhancing the major.

Student Evaluation
Students in the School of Business and Management are evaluated in each course on their analytical and oral and written communication skills as well as on mastery of specific course content. The Faculty Handbook states that “the final grade for courses should be based on a minimum of three significant evaluations” so that students are evaluated throughout the term rather than having their performance rated on a single effort at the end of the course. Many professors employ multiple evaluative measures (tests, case studies, observations, problems, projects, etc.) so that students can demonstrate various levels of learning (comprehension, synthesis, etc.) and types of skills.

Plans for Future Program Evaluation
While much is being done to evaluate the program, there has been no formalized structure for measuring the effectiveness of our efforts. To rectify this situation, chairs currently are developing methods to measure (1) whether courses actually are delivered at the level indicated by their course number (for example, are courses at the 300 level, in fact, designed for and implemented at the junior level); (2) whether course content truly reflects both the course description in the university catalog and the course syllabus; (3) whether pre-requisite courses adequately prepare students for subsequent courses; (4) whether required courses actually are relevant to the major; and (5) whether courses really do flow in a logical and meaningful manner. Input into these various evaluations will come from faculty, current students, and the business community (see discussion in Outcomes Assessment section).

OUTCOMES ASSESSMENT
Outcomes assessment is the formal verification that our efforts are successful—that our students learn what we say they are learning, that they are prepared for their careers, and
that they can advance in these careers. As business programs at Woodbury University are housed in three administrative areas (School of Business and Management, Weekend and Even College, and the AACE program), it is imperative that all business programs are assessed similarly. To that end, an exploratory survey (see Appendix D) was sent to all business program administrators in January, 1998. Data from the survey, plus that from other data-gathering sources such as the Office of the Registrar, provided a starting point from which we could determine how outcomes currently are assessed.

Assessment of Student Satisfaction
The results of the January survey indicated that in every business-related program, student satisfaction is assessed informally during regular advising sessions. This is facilitated by the University requirement that every student be advised by her/his advisor each term. This on-going dialog with students provides a rich source of information about students’ overall perceptions of their programs and of the school as a whole. In addition to the advising sessions, faculty and administrators have an open-door policy that facilitates easy access for students who have concerns. More formalized means of obtaining information about student satisfaction with their professors and courses are used by the various departments (see Attachment 1 for student surveys and results).

Formal (see MBA Alumni Survey in Attachment 1) and informal surveying of student satisfaction repeatedly reveals that business students would like greater visibility for the business programs, both on campus and off. This, in part, led to the appointment of Mr. Richard King as dean of the School of Business and Management. Since September, 1998, Mr. King has been active in strengthening ties to the business community (both in the Los Angeles area and in the Pacific Rim). To enhance the profile of the business programs on campus, plans are underway to build a building to house the School of Business and Management.

Graduate and undergraduate students continue to request that faculty be experts in their field. The realigning of programs in the School of Business and Management (i.e. placing marketing under the direction of Dr. Kaigler-Walker and placing Dr. Dhiman as acting chair of Business & Management) helped to address this concern.

Assessment of Student Learning
In addition to routine course-related assessment tools, such as examinations and class projects, capstone courses provide the means for students to integrate the skills and
knowledge they’ve acquired in their previous courses. Undergraduate students must take MG 483, Business Policy and Strategy. Similarly, MBA students must take MG 562, Management Policy and Strategy. Faculty in these courses require students to synthesize elements from each of the major business components into a comprehensive project.

**Assessment of Programs**

The success of our programs depends on the extent to which we educate students in the skills that will contribute to (1) success in their chosen careers, and (2) their overall quality of life. While assessing the latter is difficult, Woodbury’s emphasis on general studies stems from the belief that general studies courses promote life-long learning, self and other understanding, the ability to analyze at an abstract level, and the quest for knowledge for knowledge’s sake. Literature suggests that instilling these skills/values add significantly to an individual’s general well being.

The proof of our attempt to build professional skills is easier to assess through measuring the extent to which we (1) successfully place our students into their chosen fields and (2) prepare them to succeed as they progress throughout their careers. Surveys of graduate and undergraduate students and alumni (see Attachment 1) indicate that students are both finding positions in their fields and progressing in their careers satisfactorily.

**Assessment of Delivery Systems**

As a small university, Woodbury is able to meet the ever-changing needs of its students in a relatively short time frame. The university also is relatively free of a rigid structure that could create artificial barriers when it comes to delivering programs in ways that best suit our unique blend of diverse students. For example, trying to meet the divergent needs of our students led to our offering business programs both through the School of Business and Management and through the Weekend and Evening College. Based on the results of a survey of the adult student population of the Weekend and Evening College (see Attachment 1) in which 57.3% indicated an interest in our offering an accelerated business program delivery system, a pilot accelerated program was begun in December 1997. While the program is too new to evaluate at this point, mechanisms are in place to evaluate and assess the program in the same manner as all the other business programs at the institution.

**Future Outcomes Assessment**

Although the School of Business and Management employs a variety of assessment tools and has some data to support the effectiveness of its programs, our methods of assessing
outcomes have been neither systematized nor standardized. Thus, an outcomes assessment plan was developed during 1997-98 and is being implemented simultaneously with the planned program evaluation. On full implementation, program evaluation plus outcomes assessment will create a circular chain of activities that will provide an on-going program which is reliable, valid, and flexible. The following is a discussion of the plan.

Exploratory research will be conducted during 1998 to determine students' image of the School of Business and Management. The project will focus on (1) current students who will be surveyed to determine the extent to which they believe that their needs are being met, and (2) graduating seniors (May 1998) who will be polled to determine the extent they believe that their majors have prepared them for their careers (please note that at this point, perceptions are unverifiable, but highly relevant to the process).

An extensive outreach program to be implemented during spring and summer, 1998 has been budgeted for FY 1998-99. The program will incorporate contacting numerous area and significant non-area businesses to determine what their needs are for recent business school graduates. A resource person who is familiar both with the School of Business and Management and who has access to top management of the targeted business will be utilized. In this, the resource person will serve as a data collector as well as a liaison with the businesses to promote the School of Business and Management.

A survey will be mailed to School of Business and Management alumni in May, 1998 that measures (1) the extent to which the alumni believe that their degree prepared them for their careers, (2) the number of alumni who remained in the field they prepared for, and (3) the extent to which their field has changed since graduation.

CLOSING THE EVALUATION/ASSESSMENT LOOP
Preliminary data from the above efforts will allow us to begin to close in the circle. Using the information gained from our various constituencies, we will be able to determine where we need to make curricular and personnel adjustments. Such actions will offer the first step toward assuring that all constituencies are getting not only what we say they are getting, but what they want and need. With time, we will be able to determine statistically whether our programs in fact offer what we say that they offer. Where deficiencies in our programs and/or policies or shifts in the environment become evident, we will be able to take corrective action.
An immediate outcome from the initial evaluation/assessment process will be the development of objectives for each department, based on the findings from surveying students, graduating seniors, alumni, and businesses, plus the recommendations of the various advisory boards (see page 20). These objectives will provide the impetus for overall course and curricular revisions. Each chair will be responsible for developing five to six objectives that will serve as starting points for future curricular and course content adjustments, hiring faculty, and developing new courses and concentrations.

A second outcome will be the development of entrance and exit examinations that will be given to incoming freshmen and transfer students and again to our graduating seniors. These exams will evaluate the skills and knowledge deemed necessary to succeed in the business environment. Commencing in fall 1998, the pre/post-exam will be administered at the beginning of the introductory business courses (MG 100 Introduction to Business or FM 115 Introduction to the Fashion Business) and at the end of the capstone course (MG 483 Business Policy and Strategy).
STANDARD C-1: FACULTY QUALIFICATIONS

AT LEAST 80 PERCENT OF THE UNDERGRADUATE CREDIT HOURS SPONSORED BY THE BUSINESS SCHOOL OR PROGRAM MUST BE TAUGHT BY DOCTORALLY OR PROFESSIONALLY QUALIFIED FACULTY MEMBERS. AT LEAST 40 PERCENT OF THE UNDERGRADUATE CREDIT HOURS SPONSORED BY THE BUSINESS SCHOOL OR PROGRAM MUST BE TAUGHT BY DOCTORALLY QUALIFIED FACULTY MEMBERS.

AT LEAST 90 PERCENT OF THE GRADUATE CREDIT HOURS SPONSORED BY THE BUSINESS SCHOOL OR PROGRAM MUST BE TAUGHT BY DOCTORALLY OR PROFESSIONALLY QUALIFIED FACULTY MEMBERS. AT LEAST 70 PERCENT OF THE GRADUATE CREDIT HOURS SPONSORED BY THE BUSINESS SCHOOL OR PROGRAM MUST BE TAUGHT BY DOCTORALLY QUALIFIED FACULTY MEMBERS.

*The site visit team found a deficiency in the doctoral coverage in the courses taught in the graduate program.*

WOODBURY'S RESPONSE: An additional full-time doctorally qualified faculty member, Dr. Ted Afshar, was hired in spring, 1997, thereby strengthening the pool of doctorally qualified faculty to teach graduate courses. During the 1996-1997 academic year, 71.5% of graduate credit hours were taught by doctorally qualified faculty. During the 1997-1998 academic year 68.20 percent of graduate credit hours were taught by doctorally qualified faculty (see Appendix F for tables and grids, Attachment 2 for part-time faculty curriculum vitae). The shortfall is attributable to two courses with high enrollment that were taught by professionally rather than doctorally qualified faculty. The shortfall has been rectified for 1998-99.

Adjunct Professor Ray Briant, a highly respected industry senior systems manager, taught two heavily enrolled courses, CIS 500 Business Computer Applications and CIS 570.3 Internet & Business (topics course). Future credit hours generated by Professor Briant will decrease beginning in fall, 1998 because CIS 500 has been removed from the MBA
core. This should reduce the number of students in the course which will reduce the number of credit hours generated by Professor Briant in the future.

Jack Fitzgerald, a member of the administrative staff in the MBA office, has traditionally been assigned to teach BS 510 Management Communication as part of his responsibilities. Although BS 510 has subsequently been removed as a core course, during fall, 1997 it was required for all MBA students. Thus, the two sections of the course generated a large number of credit hours. In addition to removing BS 510 from the core, Mr. Fitzgerald retired at the end of fall semester, 1997 and no longer teaches in the School of Business and Management. Doctorally qualified faculty have been hired to teach the course when it is again offered (summer and fall, 1998).

In light of the above changes in curriculum and/or faculty, the percentage of graduate credit hours taught by doctorally qualified will reach the 1996-1997 level of 71.5 percent or higher in 1998-1999.
STANDARD C-4: FACULTY LOAD

A FACULTY MEMBER SHOULD NOT BE EXPECTED TO TEACH MORE THAN TWELVE HOURS PER WEEK, NOR SHOULD A FACULTY MEMBER BE EXPECTED TO HAVE MORE THAN THREE SEPARATE COURSE PREPARATIONS PER WEEK, NOR TEACH IN MORE THAN TWO BASIC DISCIPLINES PER ACADEMIC TERM.

A FACULTY MEMBER WHO TEACHES GRADUATE LEVEL COURSES, ONE WHO HAS SIGNIFICANT ADMINISTRATIVE DUTIES, ONE WHO DIRECTS MULTIPLE GRADUATE THESES AND/OR DISSERTATIONS, OR ONE WHO IS ENGAGED IN EXTENSIVE APPROVED RESEARCH SHOULD HAVE AN APPROPRIATE REDUCTION IN TEACHING AND/OR OTHER PROFESSIONAL RESPONSIBILITIES.

The site visit team found that one faculty member (Dr. Dhiman) had a teaching load which exceeded the ACBSP Standard of 36 quarter hours per academic year (24 for a semester system). This same faculty member had more than three course preparations and there was one faculty member (Dr. Saba) who taught in more than two disciplines. In order to comply with this standard, each faculty member must not exceed 36 quarter hours per academic year as a teaching load, must not exceed three course preparations per academic term and must not teach in more than two disciplines in any academic term.

WOODBURY’S RESPONSE: The faculty teaching load at Woodbury is currently set at 12 lecture hours per week. No member of the business faculty teaches more than this standard. In September, 1997, Dr. Dhiman was appointed Acting Chair of the Department of Business & Management. His load was reduced to two courses per semester. In 1997-98, Dr. Saba taught in only two disciplines—management and international business.
STANDARD F-1  BUSINESS AND INDUSTRY:

THE SCHOOL OR PROGRAM MUST DEMONSTRATE THAT LINKAGES TO BUSINESS PRACTITIONERS AND ORGANIZATIONS EXIST THAT ARE CURRENT AND MEANINGFUL.

The institution was encouraged to move ahead with the establishment of a Business Advisory Council which would be helpful in strengthening the outcomes assessment program.

Woodbury’s Response:  The Dean of the School of Business and Management has assembled a board of governors for the School that represents a cross-section of business leadership. The board will assist in advising during the development and implementation of our formalized evaluation and assessment program. In addition, departmental advisory boards have been appointed for Accounting, Business and Management, Computer Information Systems, and Fashion Marketing. These boards consist of faculty in similar programs at sister institutions, representatives from business and industry, alumni, current students, and faculty. Their purpose is to assist during and following the self-study period on issues pertaining to curricula, internships, the current and future status of the industry, and professional certification for graduating students, such as the CPA exam (see Appendix G for lists of Advisory Board members and sample sets of minutes).